



# **An Overview of Web-based Training**



Presented by: [name]  
[date]

# Objectives



After attending this session you will be able to:

Define web-based training

List four kinds of web-based training

Analyze the advantages and disadvantages of adopting web-based training

Select the right program for your needs

# What Is Web-based Training?

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A technical definition:

Web-based training is a form of interactive computer-based training that is accessed with a browser and uses intranets, extranets, and the Internet as delivery channels.

# Problems With a Technical Definition



Definitions based on technical considerations are a problem because:

Technology is a moving target

Technology is “the means to an end”

Technical definitions do not focus on the outcome of training

# Why an Educational Approach Is More Meaningful



An educational approach is more meaningful because it is:

Based on performance improvement

Focused on TRAINING, that is, filling gaps in skills and knowledge

Designed to provide a clear specification for the development team

# Taking an Educational Approach to Describing and Defining Web-based Training



There is no single definition, but four unique approaches based on educational outcomes.

Web/computer-based training (W/CBT)

Web/electronic performance support systems (W/EPSS)

Web/virtual asynchronous classrooms (W/VAC)

Web/virtual synchronous classrooms (W/VSC)

# Web/Computer-Based Training



**Web/computer-based training** provides learners with performance-based instruction with measurable goals and objectives.

**Types of Learning:** Well-structured problems that require transferring knowledge, building comprehension, and practicing application of skills.

**Instructional Techniques:** Drill and practice, simulations, reading, questioning, and answering.

**Example:** A program that teaches programmers to develop Java applets.

# Web/Electronic Performance Support Systems

**Web/electronic performance support systems** provide learners with practical knowledge and problem-solving skills in a just-in-time format.

**Types of Learning:** Ill-structured problems that require analysis and synthesis of elements, relationships, and organizational principles to produce solutions.

**Instructional Techniques:** Problem-solving, scientific method, experiential method, project method.

**Example:** A system that teaches newly hired employees how to fill out travel-expense forms.

# Web/Virtual Asynchronous Classrooms

**Web/virtual asynchronous classrooms** provide group learning opportunities in an environment in which the learners and facilitator are online at different times.

**Types of Learning:** Ill-structured problems that require application, analysis, synthesis, and evaluation to produce new ideas, plans, or products.

**Instructional Techniques:** Experiential tasks, group discussions, team projects, self-directed learning, discovery method.

**Example:** Managers learn how to conduct a targeted interview.

# Web/Virtual Synchronous Classrooms

**Web/virtual synchronous classrooms** provide collaborative group learning in a real-time environment.

**Types of Learning:** Ill-structured problems that require the synthesis and evaluation of information and shared experience to produce new ideas, plans, or products.

**Instructional Techniques:** Dialogue and discussions, problem solving, and maximum interaction.

**Example:** A group of customer sales representatives learns how to handle difficult customers.

# **What Are the Benefits of Adopting Web-based Training?**

Reduced travel costs

Improved control of revisions

Increased consistency of training experience

Extended use of existing hardware

# What Are the Limitations of Adopting Web-based Training?

Requires substantial infrastructure

Requires learners to adapt to new learning methods

Requires development effort by team

Requires the management of resources beyond the training organization

# How to Select the Appropriate Type of Program

Identify performance gaps

Clarify the domain

Determine the level within the cognitive domain(s)

Select instructional interactions

Consider the infrastructure

# Identify the Performance Gap



Determine if there is a performance gap

Identify the skills and knowledge learners must gain

State your training goal

# Into Which Domain of Learning Does Your Goal Fit?

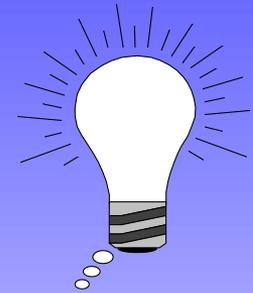
Psychomotor



Attitudinal



Cognitive



# Effective & Ineffective Domains

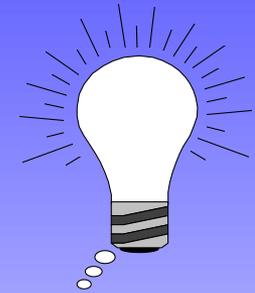
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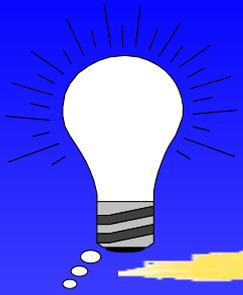


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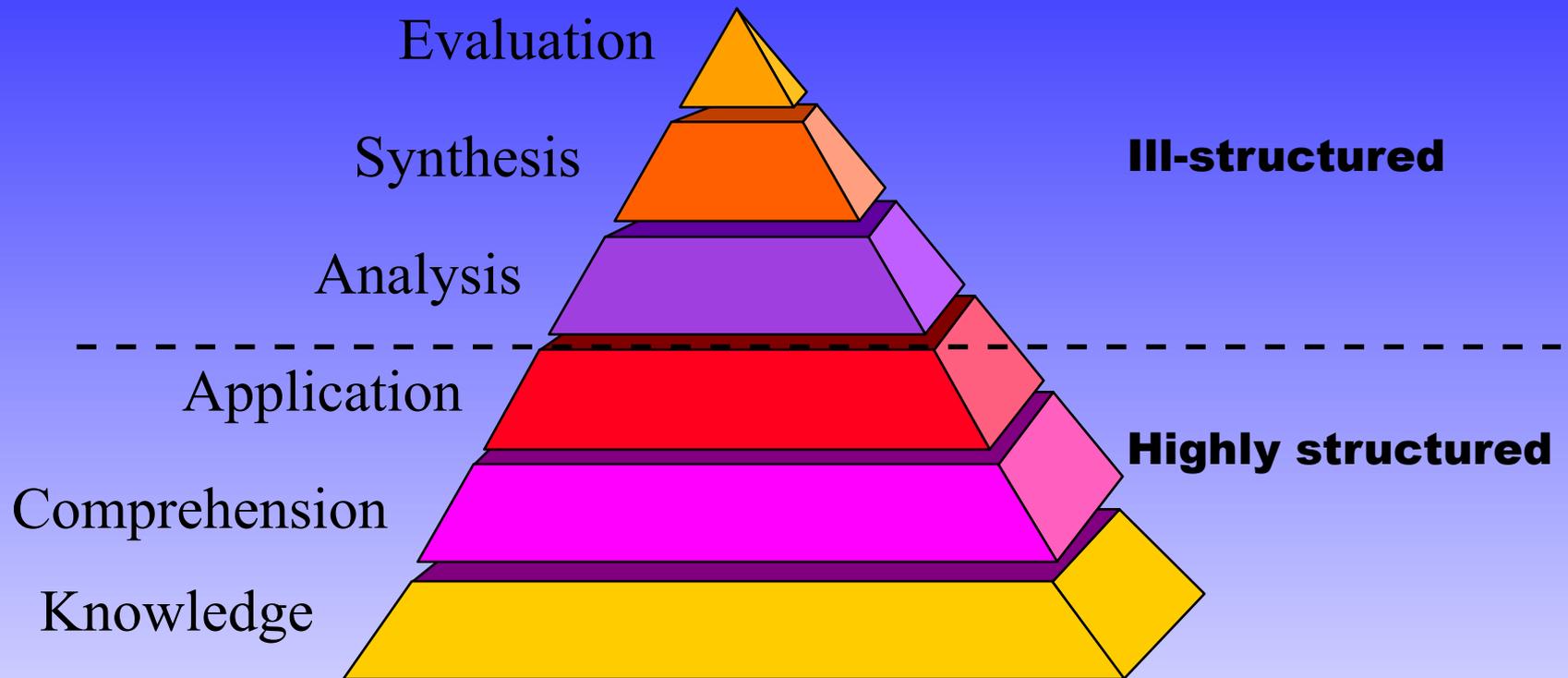


Cognitive





# The Cognitive Domain



Adopted from B. Bloom & D. Krathwohl, *Taxonomy of Educational Objectives*, Handbook 1 : Cognitive Domain. London: Longman, 1984.

# Instructional Interactions



## **ASYNCHRONOUS**

(W/CBT, W/EPSS, W/VAC)

e-mail

listserv

threaded discussions

quizzes/tests

hypertext/hypermedia

## **SYNCHRONOUS**

(W/VSC)

internet relay chat

real-time audio

application sharing

videoconferencing

quizzes/polling

# Infrastructure Considerations



Bandwidth

Access to network (Internet, intranet, extranet)

Standardization of browsers

Corporate policies regarding plug-ins, firewalls, and dial-ins

Support services and maintenance

# Summary



Identify performance gaps

Clarify the domain

Determine the level within the cognitive domain(s)

Select instructional strategies

Consider the infrastructure

Determine if web-based training is an effective solution

# Resources



Experience the four kinds of web-based training described in this presentation. Use the following URLs to locate examples of the four types of programs:

## Web/computer-based training

<http://curry.edschool.Virginia.EDU/go/frog/menu.html>

## Web/electronic performance support systems

<http://www.amazon.com/>

## Web/virtual asynchronous classrooms

<http://www.digitalthink.com/>

## Web/virtual synchronous classrooms

<http://www.centra.com>

# Questions & Answers



[Name]

*[name@domain.com]*

Tel: [(123) 456-7890]