



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?



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?

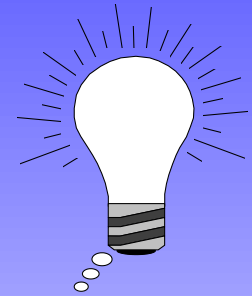
Psychomotor



Attitudinal



Cognitive



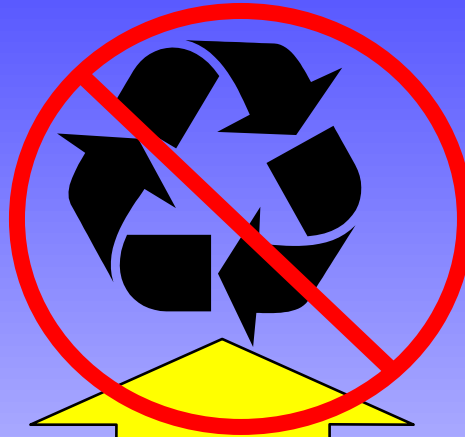
Adapted from W. Dick & L. Carey, *The Systemic Design of Instruction*, 1995.

Effective & Ineffective Domains

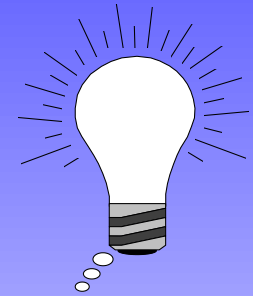
Psychomotor

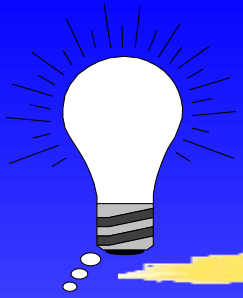


Attitudinal

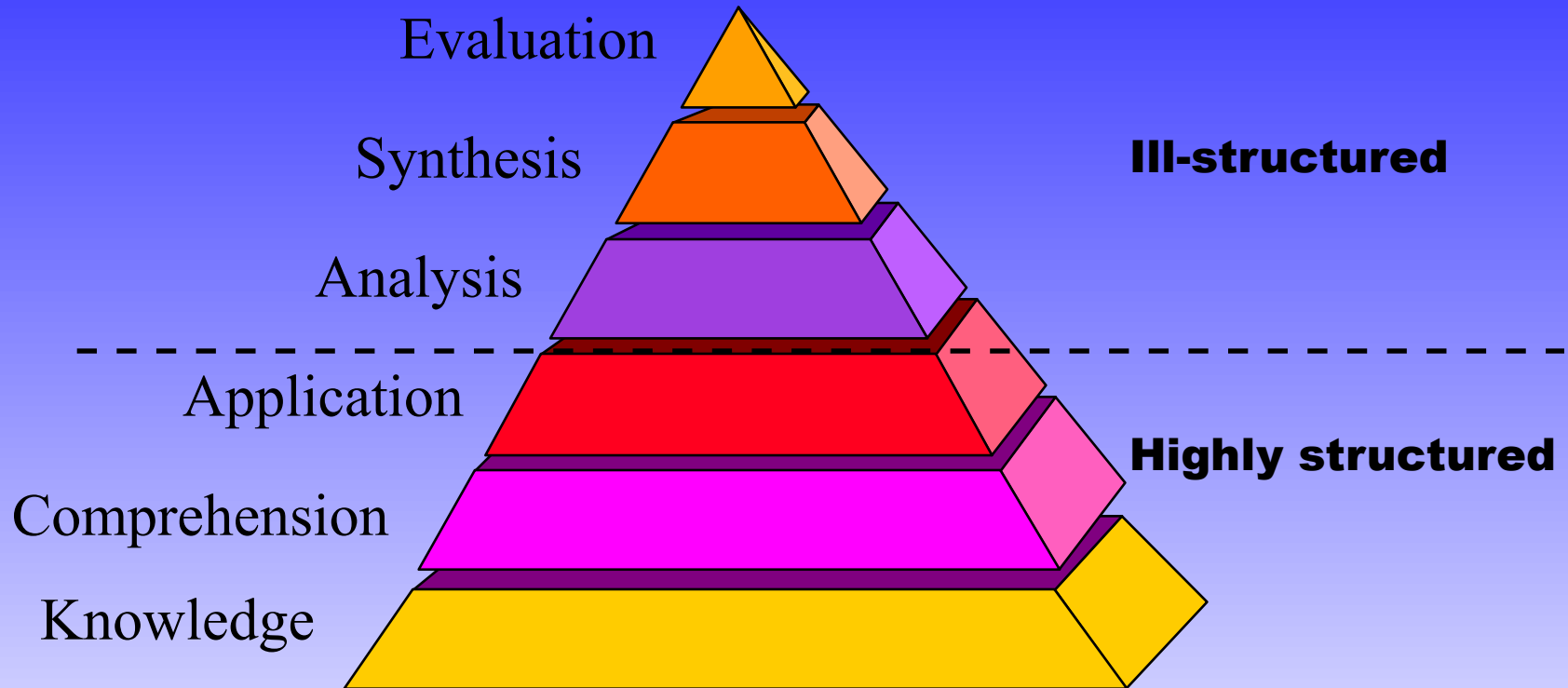


Cognitive





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



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