

References

Bonk, C. & Zhang, K. (2006). Introducing the R2D2 model: Online learning for the diverse learners of this world. *Distance Education*, 27(2), 249-264.

This article introduces R2D2, “read, reflect, display, and do,” an instructional design model that can be used to design and deliver online training. R2D2 describes four aspects of learning, which the authors deem important when considering the diverse nature of online learners. The authors describe how the R2D2 model can be applied to online courses to meet the needs of a variety of learning styles, and they provide examples of activities and resources for each aspect of the model.

Brown, K. (2006). Using computers to deliver training: Which employees learn and why? *Personnel Psychology*, 54(2), 271-296.

This article presents the results of a study in which a training program was administered to 78 employees of a Fortune 500 manufacturing firm using a company intranet. The study focuses on learners and examines the choices they make when participating in online training courses. Further, it compares the differences among individual learners, and the outcomes that result from training, characterized as the knowledge gained. The findings indicate that for online training programs, learners have more control over the amount of time they spend on tasks than they do in traditional training programs. As a result, some students choose to spend more time studying or practicing than others when they are participating in online training. The study shows correlations between student choices and learning outcomes.

Ji-Ye, M. & Brown, B. (2005). The effectiveness of online task support vs. instructor-led training. *Journal of Organizational and End User Computing*, 17(3), 27-46.

This article describes a study designed to compare the effectiveness of online support systems, such as wizards, with training that is provided by instructors. The study tests four hypotheses using the consumer software application, Microsoft Access, and a series of online task-support and instructor-led training sessions. The most significant finding of the study, for the purposes of this instructional design project, is that instructor-led training is not more effective than online task-support systems. In fact, online task-support systems are shown to be more effective than instructor-led training for higher-level tasks. This is particularly evident with wizards, which the study shows can be used effectively to provide training and to deliver “just-in-time” information when users are performing tasks.

Maxwell, A. (2012). Technological advancements in methods of training with reference to online training: Impact and issues for organizations. *Researchers World*, 3(3), 87-95.

In this article, the author begins by acknowledging the growth of computer-based training programs and the important impact they are having on the training industry. She then goes on to describe some of those impacts, including the shift from pedagogical approaches, which center on the subject matter, to andragogical approaches, which center on the problem and use self-directed learning methodologies. Finally, the author weighs the costs and benefits of online training and provides recommendations for standards and further research.

Safar, A. (2012). The students' perspectives of online training at Kuwait University. *College Student Journal*, 46(2), 436-458.

Safar’s article presents the findings of a study designed to assess the effectiveness of online training at Kuwait University. Kuwait is among the legion of nations

increasingly turning to online systems to train public and private sector individuals. Before this study, however, the use of online training in the Arab Gulf Cooperation Council (AGCC) had not been scrutinized. The author attempts to remedy that problem by assessing student satisfaction with online training at Kuwait University. The article provides a literature review and describes the methodology used, and conclusions drawn, from the study.

Tharenou, P., Saks, A., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17(3), 251-273.

This well-researched paper provides a view into the organizational and human resource aspects of training. The authors begin by reviewing studies that examine how training impacts performance and financial outcomes in organizations, and how the human element, such as employee attitudes, factors in to the equation. The authors conclude with a call for more research into organizational-level outcomes to determine which training methods and content are most beneficial to organizations.