

A

- ADDIE analysis step: clarifying needs of learners during, 12–13*t*; clarifying training components during, 14; described, 5, 10–12; establishing training and development plan during, 15–17; executive summary of, 17; goals of, 6, 12; high-level tasks during, 10*t*; key questions during, 6
- ADDIE design step: described, 7, 17–18; goals/questions to ask during, 7, 18–19; high-level tasks during, 10*t*; identifying or preparing assessment instrument, 22; selecting instructional strategy, 20–22
- ADDIE model: acronym and elements of, 4–5; benefits of special attention to analysis/design steps, 9–22; questions to ask about, 3; steps of, 3–9. *See also* ISD (instructional systems design)
- ADDIE model steps: analysis, 3–7, 9–17; design, 7, 17–22; development, 8; evaluation, 9; implementation (delivery), 8–9
- Addressing protocol (Web address), 161
- Adobe Dynamic Media Group, 163, 164, 165
- Affective domain performance objectives, 19
- Alverno College Faculty, 214
- Andrisani, D., 131, 133
- ANSI (American National Standards Institute) lumens, 88
- Assessment: distinguishing between evaluation and, 214–215; identifying or preparing instrument for, 22; needs, 215. *See also* Evaluation
- ASTD Job Bank, 274
- ASTD trainer requirements, 180
- Asynchronous (individual-based) approach: case study execution using, 201; described, 109; print media using, 110
- Athanasou, J. A., 214
- Audience response systems, 97–99
- Audioconferencing: distribution methods for, 105*t*; good etiquette during, 156–157; as learning tool, 144–145*t*;

- overview of, 140–142; preparing for training using, 142–143; service providers for, 143–144; Web links to resources for, 145*t*
- Avistor Systems LP, 148
- AVPartner, 88, 89
- B**
- Ball, M., 168, 169, 170
- Balleweg, B. J., 184
- BankAmerica Corp videoconferencing case study, 146–148
- Barker, P., 135
- Barron, A., 145
- Bassett, R. E., 144
- Becta's ICT Research Network, 95
- Belanger, F., 213, 216, 255
- Bell, M., 185, 191, 192
- Berardinelli, P., 214, 217
- Berman, D.K., 157
- Berry, K., 211, 246
- Blackboard, 263
- Blended learning: definition of, 174; dispelling myths about, 177; making the business case for, 174–176; meeting business needs with, 176; training the trainer on, 178, 180–181; Web links to major journals on, 178*t*–179*t*
- Bloom's taxonomy measuring learning, 244–245*t*
- “Boardrooms—2004 Best Presentation Rooms” (2004), 93
- Boone, M. E., 144
- Boston University's networked projectors, 84–86
- Breakwell, G., 217, 219
- Breeding, C. A., 174
- Brender, J., 214
- Broadband videophones, 157
- Bronstein, R., 144
- Browser software, 161
- Buckingham, E., 147
- Bureau of Labor Statistics, 274
- Burrow, J., 214, 217, 246
- Butler, M. N., 211, 237
- C**
- Carey, J. O., 11, 18, 20
- Carey, L., 11, 18, 20
- Carnevale, A. P., 216, 240, 244, 246, 248, 252
- Case studies: BankAmerica Corp videoconferencing, 146–148; common characteristics of, 196–198; definitions of, 196; nine key steps in designing, developing, delivering, 199–206; overview of, 195–196; The Regence Group, 268–269
- Case-based learning, 124
- Castilli, P., 215
- CBT (computer-based training): described, 29; distribution methods for, 105*t*; distributive learning use of, 31; instructional delivery using, 32*t*; media model on selecting, 108*fig*, 111
- CD-ROMs: declining use as training delivery media, 133; distributive learning use of, 31; frequency of use, 140*t*; *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*, 38; instructional delivery using, 32*t*; media model on selecting, 108*fig*, 111
- Cellular telephones, 99–101
- Charney, C., 153
- Chiu, C., 98
- Chute, A., 140, 154, 270
- CKOs (chief knowledge officers), 262
- Classroom training: using data projectors in the, 82*t*–83, 86–92; using document cameras in, 96–97; using electronic whiteboards in, 94–96; using interactive group response systems in, 97–99; using LCD, plasma, and video wall displays in, 93–94; using PDAs, cellular telephones, and mobile devices in, 99–101; as synchronous or group-based activity, 110; virtual, 28, 170–171. *See also* Instructional strategies; Technology-assisted training
- Cleland, J., 202
- CMS (content management system), 262–263
- Coaching activities, 124
- Cognitive domain performance objectives, 18, 19
- Colin, D., 86, 87
- Community of learners, 180
- Competencies. *See* Trainer competencies
- Computer-based chats, 74–76

- Computer-mediated communication: computer-based chats as part of, 74–76; using e-mail as part of, 72–73; groupware used as part of, 77–79; GSS (group support systems) as part of, 76–77; threaded discussions as part of, 73–74
- Concurrent evaluation, 239, 243–246, 256
- Conflicts: issue resolution process, 62*e*, 64; resolving training project, 60–61
- Consensus decision-making activities, 124
- Convergence concept, 142
- “Convergence Takes Hold” (2003), 141
- Conway, K., 153
- Cost effectiveness: of e-learning, 174–175; of Web conferencing, 151–152
- Costing projects: finding balance between learning effectiveness and, 119; process of, 54–55
- CTT+ designation, 180
- Cultural differences issue, 192
- Cutler, C., 184
- D**
- D-ILA (Direct-drive Image Light Amplifier) projector, 88
- Data collection points, 230–231, 243
- Data projectors. *See* Projectors
- Davis, A. W., 142
- Debriefing: of case studies, 205; of role plays, 191
- Decision making: activities for consensus, 124; selecting instructional strategy, 20–22; for selecting media, 107–108*fig*, 109–110; for Webcast shooting/selecting streaming media, 166*t*–168; worksheet on evaluation, 256–258
- Delivery. *See* Distribution methods
- Deviney, N., 99, 100
- Dick, W., 11, 18, 20
- Dillon, N., 148
- Direct ROI (return on investment), 248–249
- Distance education: e-learning and blended learning used in, 173–181; time and place for, 30–31; Web links to major journals on, 178*t*–179*t*
- Distribution methods: using interactivity in implementation and, 130; onsite and online case studies, 200–201; onsite and online role play, 189–193; presentation and, 105*t*–106*t*; for technology-assisted training, 32*t*–33*t*
- DLP (digital light processing) projectors, 87–88
- DLRN (Distance Learning Resource Network), 139
- Document cameras, 96–97
- Doherry, A., 214
- Dolezalek, H., 132, 133, 139
- Dorey, T., 161
- Duncan, W. R., 38
- Dust, B., 253, 254
- DVD-ROMs: declining use as training delivery media, 133; frequency of use, 140*t*; media model on selecting, 108*fig*, 111
- Dwyer, D. C., 11
- E**
- E-learning: defining terms related to, 173–174; dispelling myths about, 177; making the business case for, 174–176; meeting business needs with, 176; training the trainer on, 178, 180–181; Web links to major journals on, 178*t*–179*t*
- E-mail communication, 72–73
- E-mentoring, 124
- Electronic text distribution, 105*t*
- Electronic whiteboards, 94–96
- Ellis, K., 99
- Epson Presenters Online, 97
- EPSS (electronic performance support system): described, 30, 270; distribution methods for, 105*t*; media model on selecting, 108*fig*, 111
- ERP (enterprise resource planning) system, 162, 263
- Eva, K., 214
- Evaluation: Bloom’s taxonomy measuring learning used for, 244–245*t*; concurrent, 239, 243–246, 256; condemning the training using, 219; conducting, 222–230*fig*; data collection points during, 230–231, 243; definition of, 213; distinguishing between assessment and, 214–215; formative, 22, 215–217, 254–255*t*; identifying or preparing assessment instrument for, 22; improving the

- training through, 218; individuals involved in, 220; using interactivity in, 130–131; Kirkpatrick's four-level model of, 246–247*t*, 250–253; overview of, 211–213; posttraining, 239, 246–256; pretraining, 239, 240–243, 256; sample course, 223*e*; six issues to consider in, 231–235; summative, 215–217, 254–255*t*; technology-assisted training and role of, 220–221; ten key steps in, 237–259; validating the training through, 217–218; Web links to resources for, 238; where to begin/decision making guide for, 256–258. *See also* Assessment; Technology-assisted training
- Evaluation issues: impact of training on the organization, 234; knowledge gain, 231–232; levels of satisfaction, 231; return on the training investment, 235; ROI of training investment, 235; skill acquisition, 232–233; transfer of training from instructional to work setting, 233–234
- Evaluation outcomes path, 250*fig*
- Evaluation steps: 1: conducting needs analysis of situation, 241; 2: conducting an audience analysis, 241–242; 3: analyzing, interpreting, and summarizing data collected, 242; 4: linking evaluation strategies to learning objectives and outcomes, 242; 5: integrating evaluation plan into project plan, 243; 6: gaining agreement and approval about evaluation plan, 243; 7: designing training positioning data collection points, 243; overview of, 237–239
- Evaluation structures: 1: using classification to generate training evaluation questions, 224–225*fig*; 2: using process to generate training evaluation questions, 225–226*fig*; 3: using space to generate training evaluation questions, 226–227*fig*; 4: using comparison to generate training evaluation questions, 227–228*fig*; 5: using contrast to generate training evaluation questions, 228*fig*; 6: using cause and effect to generate training evaluation questions, 229*fig*; 7: using problems and solutions to generate training evaluation questions, 229–230*fig*
- Extranets: basic information about, 161–162; used to facilitate learning, 162–163; Web collaboration using, 168–169
- ## F
- Feedback: e-learning/blended learning, 181; message style and, 144, 145
- Fink, M., 171
- Fitz-Gibbon, C. T., 216, 240
- Floyd, T., 240, 241, 243, 248, 249
- Ford Motor Company's Education, Training, and Developing, 107
- Formative evaluation, 22, 215–217, 254–255*t*
- FTP (File Transfer Protocol), 160
- ## G
- Galvin, T., 81, 133
- Gazi, Y., 190, 191
- Giguere, P., 177
- Gill, J., 144
- Gineitis, A., 85–86
- GlobalCrossing, 22
- Goals. *See* Objectives
- Gooley, A., 145
- Gradous, D. B., 257
- Green, J. L., 215
- Greenberg, L., 265
- Group discussions, 125
- Groupware: distribution methods for, 105*t*; technology-assisted training use of, 77–79
- Grupe, F. H., 197
- GSS (group support systems), 76–77
- A Guide to the Project Management Body of Knowledge (PBBOK Guide)*, 38
- ## H
- Haaland, B. A., 144
- Halcom (“evaluation sage”), 256
- Hall, B., 18, 20, 28, 261, 262, 263, 264, 265, 270
- Hamblin, A. C., 251, 252
- Hammond, M. S., 214
- Hancock, B., 140
- Hartley, D., 237, 256

- Hay, I., 184
 Herman, J. L., 216, 222, 240, 248, 255
 Herreid, C. F., 202
 The Herridge Group, 262
 Hickok, J., 166
 Hill, J. R., 191
 Hinman, L., 166
 Holton, E. F., 215, 221
 Horowitz, H. M., 98
 Horton, W., 244, 252
 Hout, B., 244
 HTML (HyperText Markup Language), 160
 Hughes, I., 255, 257
 Humanizing, 144
 Hunt, D. L., 3, 10, 15, 16, 18, 27, 28, 37, 38, 39, 40, 41, 43, 44, 55, 60
- I**
- Icebreakers, 125
 Illustrated audio, 165
 Indirect ROI (return on investment), 249
Industry Report (2003), 132
 Instant messaging, 74–76
 InStat/MDR survey (2003), 141
 Instructional delivery methods. *See* Distribution methods
 Instructional Design phase. *See* ADDIE design step
 Instructional objectives: of ADDIE model, 5, 10–12, 18–19; of case studies, 199
 Instructional strategies: interactive learning activities, 124–126, 131–135, 133*fig*; ISD (instructional systems design), 4, 21–24, 122–135; pre-instructional strategies and, 21; selecting, 20–22; Web conferencing, 171–172. *See also* Classroom training; Trainers
 Integration concept, 142
 Interactive group response systems, 97–99
 Interactive learning: built into instructional design, 127–131; characteristics of, 122–123; Web links to resources on, 127
 Interactive learning activities: designing online, 131–133*fig*; examples of, 124–126; issues to consider when designing, 134–135; worksheet on building, 126
 Interactive response systems, 97–99
 Interactive simulations, 125
 Interactive story creation, 125
 Interactive TV, distribution methods for, 106*t*
 Interactivity: used in analysis, 128; used in design, 128–129; used in development, 129–130; used in evaluation, 130–131; used in implementation and delivery, 130
 Internet: business impact of, 159; as center of media selection model, 111; description and terminology related to, 160–161; frequency of instructional use, 140*t*; VoIP (Voice over Internet Protocol), 140–141*fig*, 169
 Intranets: basic information about, 161–162; used to facilitate learning, 162–163; Web collaboration using, 168–169
Introduction to Dictionary of Network Terms, 151
 Ip, A., 191
 IRC (Internet relay chat), 160
 ISD (instructional systems design): definition of, 4; examples of computer applications for, 21–22; interactivity included as part of, 122–135; pre-instructional strategies and, 21; worksheet on, 23–24. *See also* ADDIE model
 ISDN connections, 151, 152
 Issues: basic steps in overcoming, 61; four basic categories of obstacles and, 61; Issue Reporting Form, 63*t*; Issue Resolution Process, 62*e*, 64; processes and forms to overcome obstacles involving, 62, 64–65; types of obstacles and project, 38–43, 39*fig*. *See also* Risk management
- J**
- Jacobs, F. H., 215
 Jantz, R., 87
 Java/Javascript functions, 42–43
 Jay, J. K., 197
 Johnson, D. L., 160
 Johnson, P., 85
 Johnson, R., 214, 244
 Jones, R. T., 104
 Jordan, D. H., 213, 216, 255

K

- Kearsley, G., 119, 140, 144, 145
- Keil, J., 243, 247
- Kemp, J. E., 18, 20
- Khan, B. H., 18, 20, 28
- Kirkpatrick, D., 246, 247, 248
- Kirkpatrick's four-level model of evaluation, 246–247*t*, 250–253
- KMS (knowledge management systems), 261–262
- Knowledge: CKOs (chief knowledge officers) to manage, 262; definition of, 162. *See also* Learning
- Koneman, E., 144
- Kreber, C., 202, 204
- Kruse, K., 241, 243, 246, 247

L

- Ladousse, G. P., 184
- Language differences, as online role play challenge, 192
- LCD (liquid crystal display) projectors: described, 87; displays used for classroom training, 93–94
- LCMS (learning content management system): comparing LMS and, 266*t*–267*t*; described, 264–266; learning facilitated by, 162–163
- LCOS (liquid crystal on silicon) projectors, 88
- Learner grid, 13*t*
- Learners: ADDIE analysis of needs of, 12–13; sample learner grid for, 13*t*; what the future trends will mean for, 279. *See also* Trainees
- Learning: Bloom's taxonomy for measuring, 244–245*t*; case-based, 124; definition of, 162; designing activities for interactive, 121–136; finding balance between cost-effectiveness and, 119; M-learning (mobile learning), 277; PBL (problem-based learning), 124; resource-based, 29–30; supplemental, 29. *See also* Knowledge
- Learning systems: CMS (content management system), 262–263; EPSS (electronic performance support system), 30, 105*t*, 108*fig*, 111, 270; KMS (knowl-

- edge management systems), 261–262; LCMS (learning content management system), 162–163, 264–267*t*; LMS (learning management system), 162, 263–264, 266*t*–267*t*; The Regence Group case study on use of, 268–269
- Learning technologies: competencies for, 112, 114*t*–118*t*; trainer roles related to, 113*t*
- Lee, W., 111
- Lewis, P., 237, 240, 241, 246, 256
- Li, J., 121, 183, 195
- Linser, R., 191
- LMS (learning management system): comparing LCMS and, 266*t*–267*t*; described, 263–264; learning facilitated using, 162
- Lumens, 88, 89*t*

M

- M-learning (mobile learning), 277
- McClelland, S., 214, 217
- McLagan, P. A., 112
- Macmullen, P., 145
- Maddux, C. D., 160
- Maldonado, C., 81, 103, 139, 159, 261
- Management: gaining and sustaining buy-in/involvement of senior, 55, 58*e*–59*e*; Weekly Status Report Form for reporting to senior, 56*e*–57*t*
- Mantel, S. J., Jr., 38
- Mantyla, K., 189
- Maricopa Center for Learning and Instruction, 214
- Marshall, G., 214, 244
- Marx, R. J., 107, 108, 109, 110, 111
- Media: eight-step process for selecting, 107; by frequency of use, 140*t*; matching distribution with type of, 105*t*–106*t*; mixed, 108*fig*, 109; model for selecting, 107–108*fig*, 109–110; streaming, 163–168
- Meeting Agenda Form, 59*e*
- Meeting Notes Form, 58*e*–59*e*
- Meetings: for gaining/sustaining senior management support, 55, 58*e*–59*e*; virtual Web, 168–172; work breakdown structure, 50–52

- Mercado, S., 183, 185, 193
 Meredith, J. R., 38
 Merriam-Webster Online, 88
 Merrill, M. D., 20
 Merseth, K. K., 195, 196, 207
 Merwin, S., 214, 257
 Message style, 144, 145
 Microsoft NetMeeting, 22
 Millward, L., 217, 219
 Mino, M., 224
 Minotti, J., 177
 Mixed media, 108*fig*, 109
 Mobile devices, 99–101
 Modular videophone transmission, 157
 Monson, M., 144, 145
 Montague, R., 244
 Moore, M. G., 119, 140, 145
 Morris, L. L., 216, 240
 Morrison, D., 237, 246, 248, 252, 256
 Morrison, G. R., 18, 20
 Multimedia distribution, 106*t*
 Murphy, K. L., 190, 191
 Myers, P. S., 262
- N**
- Naidu, S., 191
 NCAG (National Consumer Assets Group)
 [BankAmerica], 147
 Needs assessment, 215
 Networked projectors, 83, 84–86
 New Horizons for Learning, 216, 248, 255
 Newby, W. G., 144
 Northrup, P. T., 131
- O**
- Objectives: of ADDIE model, 5, 10–12, 18–19; of case studies, 199
 Obstacles (technology-assisted training):
 basic steps in overcoming, 61; Issue Reporting Form on, 63*t*; issue resolution process for overcoming, 62*e*, 64; managing risks, 65–66*t*; processes and forms to overcome, 62, 64–65; show stoppers, 40–41*fig*; types and examples of, 38–43, 39*fig*
 OJT (on-the-job training), 110, 124, 135
 Oklahoma State University, 214
 Olgren, C. H., 104
- Online case studies: common characteristics of, 196–198; definitions of, 196; nine key steps in designing, developing, delivering, 199–206; overview of, 195–196
 Online help distribution, 106*t*
 Online role plays: debriefing process of, 191; delivering, 190–193; designing, 186; developing, 188–189; differences between onsite and, 187*t*; as interactive activity, 125; overview of, 183–184; similarities between simulations and, 185; two definitions of, 184–185; typical characteristics of, 185
 Onsite case studies: common characteristics of, 196–198; definitions of, 196; nine key steps in designing, developing, delivering, 199–206; overview of, 195–196
 Onsite role plays: delivering, 189–190; designing, 186; developing, 188–189; differences between online and, 187*t*; as interactive activity, 125; overview of, 183–184; similarities between simulations and, 185; two definitions of, 184–185; typical characteristics of, 185
 Organizations: CKOs (chief knowledge officers) to manage knowledge in, 262; impact of training on the, 234; ROI (return on investment) of training on, 17, 235
 Owens, D., 111
- P**
- Pajo, K., 202
 Participators. *See* Trainees
 Patton, M. Q., 216, 256
 PBL (problem-based learning), 124
 PDAs (personal digital assistants), 99–101
 Pearson, R., 135
 Performance objectives: purposes of, 18; three major domains classifying, 18–19
 Peters, K., 71, 273
 Phillips, G. M., 224
 Phillips, J. J., 248, 252, 253
 Phillips, P. P., 248, 252
 Piskurich, G. M., 28, 103, 106, 112, 113
 Pixel, 89
 Plasma displays, 94

- Posttraining evaluation, 239, 246–256
- PowerPoint presentations: effectiveness of, 164; illustrated audio as, 165; resolution recommended for, 89; visual issues for, 153; Webcasting form of, 170, 171; WI-FI technology used in, 87. *See also* Presentations
- Pre-instructional strategies, 21
- Presentations: selecting media for, 106–110; trainer roles/special competencies required for, 112, 113*t*–118*t*; training distribution methods and classifying, 105*t*–106; understanding special media terminology for, 110–111; Web conferencing, 169, 171–172; Web links to resources for assisting, 104. *See also* PowerPoint presentations
- Prertraining evaluation, 239, 240–243, 256
- Print media, 110
- Project management: costing the project, 54–55; dealing with obstacles, 38–43; gaining buy-in/involvement of senior management, 55, 58*e*–59*e*; getting started on project, 43–44; identified as training obstacle, 43; overcoming key project obstacles, 61–66*t*; resolving conflicts and risks, 60–61; scheduling the project, 48–53*t*; scoping the project, 44–48; Weekly Status Report Form for reporting by, 56*e*–57*t*
- Project Management Book of Knowledge, 54–55
- Project Management Institute, 38, 54
- ProjectorCentral Glossary, 87
- Projectors: DLP (digital light processing), 87–88; LCD (liquid crystal display), 87; lumen ranges and descriptions, 88, 89*t*; networked, 83, 84–86; types and descriptions of, 82*t*; what to consider when purchasing, 88–92; wireless (WI-FI), 86–87
- Prus, J., 214, 244
- Psychomotor domain performance objectives, 18–19
- Purdue University Libraries, 214
- R**
- The Regence Group case study, 268–269
- Regenold, S., 95
- Resolution: document camera, 97; projector, 89
- Resource-based learning, 29–30
- Rework loops, 44–45
- Rhem, J., 197
- Richardson, O., 197, 206
- Ringstaff, C., 11
- Riordan, T., 214
- Risk management: recommendations for, 65; Risk Management Chart for, 66*t*. *See also* Issues
- Rogers, P. S., 206
- ROI (return on investment): basic formula for, 253*f/g*; calculating direct, 248–249; calculating indirect, 249; evaluating, 235; importance of communicating, 17
- Role plays: debriefing process of, 191; delivering, 189–193; designing, 186; developing, 188–189; differences between onsite and online, 187*t*; as interactive activity, 125; overview of, 183–184; similarities between simulations and, 185; two definitions of, 184–185; typical characteristics of, 185
- Rosenberg, M., 248, 264
- Ross, S. M., 18, 20
- Rossett, A., 214, 241
- Roth, J., 214
- Rothwell, W. J., 3, 27, 37, 71, 81, 103, 112, 121, 139, 159, 173, 183, 195, 211, 217, 237, 240, 241, 248, 251, 256, 261, 273
- Rymer, J., 206
- S**
- Sanders, E. S., 28, 103, 106, 112, 113, 118
- Sandholtz, J. H., 11
- Scheduling projects: creating work breakdown structure, 49*t*–50*t*; issues involved in, 48–49; preparing and conducting meeting for, 50–52; work breakdown with estimated hours, assignments, and dependencies, 53*t*
- Schneider, C. G., 214
- Schultz, E. R., 216, 240, 244, 246, 248, 252
- Scope documents, 46
- Scoping projects: issues involved in, 44–48; preventing scope creep, 45–46; work-sheet on refining, 47

- Screen Digest* report (2002), 273
- Scriven, M., 215
- SDL (satellite distance learning): frequency of use, 140*t*; media model on selecting, 108*fig*, 111
- Search software, 161
- Senior management: gaining and sustaining buy-in/involvement of, 55, 58*e*–59*e*; Weekly Status Report Form for reporting to, 56*e*–57*t*
- Server software, 160
- Service providers, 143–144
- Sessions, S. D., 147
- Show-stoppers, 40–41*fig*
- Sign-off document, 16
- Silberman, M., 242, 244, 247
- Simmons, S. R., 197, 203
- Simons, T., 87, 88, 90, 91
- Simulations: as interactive activity, 125; similarities between role plays and, 185
- SMEs (subject matter experts), 51, 130
- Software: browser, 161; CMS (content management system), 262–263; EPSS (electronic performance support system), 30, 105*t*, 108*fig*, 111, 270; KMS (knowledge management systems), 261–262; LCMS (learning content management system), 162–163, 264–267*t*; LMS (learning management system), 162, 263–264, 266*t*–267*t*; search, 161; supporting (help), 160
- Sony's VPL-FX50 network projectors, 84–86
- Spielman, S., 171
- Sredl, H. J., 112, 217, 237, 241, 248, 251, 256
- Stake, R., 216
- Steinman, K., 268–269
- Stone, J., 251, 254
- Streaming media: applied to training, 164–166; characteristics of, 163–164; guidelines for producing, 166*t*–168; Web links to resources for, 166
- Streaming technology, 163
- Structured group discussions, 125
- Summative evaluation, 215–217, 254–255*t*
- Supplemental learning, 29
- Supporting (help) software, 160
- SVGA resolution, 89, 92*t*
- Swanborg, R. W., Jr., 262
- Swanson, R. A., 257
- Swink, D. F., 184
- SXGA resolution, 90, 92*t*
- Synchronous (group-based) approach: case study execution using, 200–201; classroom as, 110; described, 109
- T**
- Taylor, C., 274
- TCP/IP (Transmission Control Protocol/Internet Protocol), 83, 160
- Teams: analysis document information on, 15; understanding individual contributions to, 15
- “Technology Trends to Watch” (2002), 83, 94
- Technology-assisted training: ADDIE analysis and clarification of components of, 14; using computer-based chats in, 74–76; using e-mail in, 72–73; using framework for, 33–35; future trends in, 273–279; using group support systems (GSS) in, 76–77; using groupware in, 77–79; impact on the organization, 234; performance objectives of, 18–19; role of evaluation in, 220–221; thinking about context of, 27, 28–30; thinking about instructional delivery methods for, 27, 32*t*–33*t*; thinking about time and place for, 27, 30–31; using threaded discussions in, 73–74; three useful ways of thinking about, 27–28; transfer from instructional to work setting, 233–234; worksheet on requirements for, 23–24. *See also* Classroom training; Evaluation; Trainers
- Technology-assisted training content: computer-based training, 29; electronic performance support systems, 30; resource-based learning, 29–30; supplemental learning, 29; virtual classroom, 28
- Technology-assisted training projects: costing the, 54–55; getting started on, 43–44; Issue Reporting Form, 63*t*; obstacles to, 38–43, 39*fig*; overcoming key obstacles, 61–65; resolving conflicts

- and risks during, 60–66*t*; scheduling the, 48–53; scoping the, 44–48; senior management buy-in and involvement in, 55–59*e*; show-stoppers for, 40–41*fig*
- Teleconferencing: definition of, 139; distribution methods for, 106*t*; frequency of use, 140*t*
- Telelearning Checklist worksheet, 155
- Telleen, S. L., 162
- TELNET, 160
- Thompson, C. A., 184
- Thompson, M., 140
- Thornhill, A., 237, 246, 256
- Threaded discussions, 73–74
- 3D modeling, virtual reality distribution, 106*t*
- Towers, S., 145
- Towson University Assessment Council, 214
- Trainees: audioconferencing participation by, 144–145; interaction in online learning by, 132*fig*; interaction in online learning by organization size, 133*fig*; knowledge gain by, 231–232; levels of satisfaction of, 231; what the future trends will mean for, 279; WIFM (What's in it for me?) question by, 276. *See also* Learners; Participation
- Trainer competencies: categories of, 112; definition of, 112; for learning technologies, 114*t*–118*t*
- Trainers: CTT+ designation for, 180; e-learning and blended learning training for, 178, 180–181; guide to thinking about future of technology-assisted training for, 278; what the future trends will mean for, 277. *See also* Instructional strategies; Technology-assisted training
- Training Magazine*, 81, 132
- Training needs assessment web sites, 7
- Training* (publication), 94, 131, 139
- Training. *See* Technology-assisted training
- U**
- Underwood, R., 156
- University of Montana, 214
- URL (universal resource locator), 161
- UXGA resolution, 92*t*
- V**
- van Schaik, P., 135
- Videoconferencing FAQs*, 157
- Video presentations: distribution methods for, 106*t*; frequency of use, 140*t*; media model on selecting, 108*fig*, 111
- Video wall displays, 94
- Video-on-demand (VOD), 165, 170
- Videoconferencing: cautions and issues regarding, 151–152; checklist worksheet for, 155; considerations for using, 148–149; frequency of use, 140*t*; good etiquette during, 156–157; guide to decision making on, 149–150; media selection model on, 108*fig*, 111; overview of, 146; preparing the camera for, 154; presenting training using, 152–154; productivity boosted by, 146–148; Web links to resources for, 151
- Videophones: types of, 156–157; types of transmission for, 157
- Virtual classroom, 28, 170–171
- Virtual Web meetings: overview of, 168; Web collaboration type of, 168–169; Web conferencing type of, 169, 171–172; Webcasting type of, 170–171
- VOD (video-on-demand), 165, 170
- VoIP (Voice over Internet Protocol), 140–141*fig*, 169
- Vollmer, J., 264
- Von Koschembahr, C., 99, 100
- VPL-FX50 network projectors (Sony), 84–86
- W**
- Wainhouse Research, 152
- The Wall Street Journal*, 157
- Wallace, C., 202
- Wallace, G. W., 252
- Watson, V., 251, 254
- WBT (Web-based training), 54. *See also* Technology-assisted training projects
- Web address (addressing protocol), 161
- Web collaboration, 168–169
- Web conferencing: cost advantages of using, 151–152; overview of, 169; presentation strategies for, 171–172. *See also* Videoconferencing

- Web logs (interactive), 125–126
- Web sites: addressing protocol (Web address) of, 161; on ASTA requirements, 180; on audioconferencing, 145*t*; on CTT+ information, 180; on distance education/online learning journals, 178*t*–179*t*; on evaluation resources, 238; GlobalCrossing, 22; *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*, 38; on interactive learning resources, 127; on media selection model, 111; Microsoft NetMeeting, 22; on presenting training with technology resources, 104; Project Management Book of Knowledge, 54–55; on project managements resources, 39; resource-based learning using, 29–30; on training needs assessment, 7; on Webcasting, 166; Webex, 22
- Web-based interactive activities, 125
- Web-based scavenger hunts, 125
- Webcasts: described, 165; formats and types of, 170–171; guidelines for shooting/selecting streaming media, 166*t*–168; Web links to resources for, 166
- WEBCT, 263
- Webex, 22
- Weekly Status Report Form, 56*e*–57*t*
- Weiner, R., 143
- Whalen, T., 146
- Whittier, D., 84
- WIFM (What's in it for me?) question, 276
- Williams, D. A., 264
- Willis, J. W., 160
- Winfeld, L., 171
- Winn, W., 244
- Wireless keypad systems, 97–99
- Wireless (WI-FI) projectors, 86–87
- Woods, H. A., 98
- Work breakdown structure: with estimated hours, 49*t*–50*t*; estimated hours, assignments, and dependencies, 53*t*; Post-it notes on, 51–52*fig*; preparing/conducting meeting to discuss, 50–52
- Workbooks/manuals media, 140*t*
- Worksheets: building interactive activities, 126; decision making on evaluating technology-assisted training, 258; framework for technology-assisted training, 34–35; guide to decision making on videoconferencing, 149–150; guide to thinking about future of technology-assisted training, 278; ISD (instructional systems design), 23–24; making a purchasing decision on a projector, 92; refining project scope, 47; telelearning checklist, 155
- World Wide Web, 160
- Wright, D., 146
- Wright, S., 196, 206
- X**
- XGA resolution, 90, 92*t*
- Z**
- Zarrabian, M., 264
- Zielinski, D., 86, 95
- Zolton, J. J., 224

