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Nota di contenuto	1. Introduction.- Part I. Overview of Workplace Learning and e-learning. - 2. Workplace Learning and Theoretical Fundamentals -- 3. Emerging Technologies for Workplace Learning -- 4. Overview of Workplace e-learning Research and Development -- 5. Workplace e-learning at a Crossroads.- Part II. Theories for Performance-oriented Learning in the Workplace -- 6. Systems Thinking and Systems Modeling.- 7. Understanding Workplace e-learning as a Complex Dynamic System -- 8. Learning Goals and Performance Measurement in the Workplace. Part III. Methods for Performance-Oriented e-learning in the Workplace -- 9. A Framework of Performance-oriented Workplace e-learning -- 10. A KPI-based Approach to Performance-oriented Workplace e-learning -- Part III. A Case Study -- 11. A Case Study of KPI-based Workplace e-Learning -- 12. A Web-based System for KPI-based Workplace e-learning -- Part VI. Influencing Factors on Performance-oriented e-learning in the Workplace -- 13. Effects of Individual and Social

Learning Support on Employees' Acceptance of Performance-oriented e-learning -- 14. Effects of Organizational Learning Environment on Employees' Motivation to use Performance-oriented e-learning -- 15. Conclusion and Summary.

Sommario/riassunto

This book analyzes the nature and requirements of workplace e-learning based on relevant theories such as adult learning, community of practice, organizational learning, and the systems thinking. By integrating considerations on organization, pedagogy and technology, a performance-oriented e-learning framework is then presented, where performance measurement is used to: 1) clarify and link organizational goals and individual learning needs, 2) direct learning towards work performance; and 3) support social communication and knowledge sharing and management in the workplace. E-learning and related emerging technologies have been increasingly used by organizations to enhance the skills and performance of knowledge workers. However, most of the efforts tend to focus on the technology, ignoring the organizational context and relevant pedagogies of workplace learning. Many e-learning projects in the workplace settings fail to connect learning with work performance and align organizational goals and individual needs in a systemic way. Moreover, there is insufficient effort on externalizing and transferring tacit knowledge embedded in practices and expertise, based on which to maintain and expand knowledge assets for sustainable development. The book presents a systemic theoretical framework, design principles, and implementation methods, together with a case study to demonstrate the use and effectiveness of the performance-oriented approach to workplace e-learning, in which organizational, social and individual perspectives are integrated in a systemic way. The performance-oriented approach to workplace e-learning enables self-regulated and socially constructed learning activities to be clearly motivated and driven towards the goal of performance improvement, and makes learning at the organizational, social and individual levels integrated in a systemic way. The effects of individual and social learning support and organizational learning environment on employees' motivation to use performance-oriented e-learning are also investigated.
