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## From the Issue Editor

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## ***Letter from the Issue Editor***

Welcome to the Technology in Workforce Education Issue of the *Online Journal for Workforce Education and Development*. As the workplace becomes more dependent on technology to enhance work and learning environments, research focused on the best practices for using technology as a means to an end is critical to practitioners.

In the first article, “Converting Assessment of Traditional Classroom Assignments to the eLearning Environment” K. Virginia Hemby, Kelly Wilkinson, and Tena B. Crews identified ways to assist e-instructors to effectively (1) convert assessment of traditional classroom assignments to the e-learning environment and (2) utilize available software to conduct assessment of students’ assignments in the e-learning environment. A review of current assessment techniques provides suggestions for project-appropriate assessments that provide timely feedback for e-students.

In the second article, “Small Group Test of the Personal Response System (PRS) in a Behavioral Science Graduate Research Methods Course,” Beth Winfrey Freeburg and Karima Hana conducted an empirical study to analyze the use of the Personal Response System (PRS) in a behavioral sciences graduate research methods course. The study explored how the use of PRS as game-based learning increases students’ engagement in the course content.

Author Pat Pulley of the third article, “On-The-Job-Training: Easy to do if You Have the Right Program” presented a proven program of OJT development, training, and techniques that have provided the skills and knowledge for job task completion. The author believed that the identification of the systematic creation of an OJT program may assist other business and industrial facilities in preparing their workers to be productive employees. The highly technical process required employees to be skilled technicians who could respond to a changing and demanding manufacturing process and schedule

Our final article is “Social Interaction Learning Styles in On and Off Campus Environments,” authored by Stephen J. McCaskey. This empirical study compared the preferred learning styles of students enrolled in traditional (face-to-face) and non-traditional (distant education) course delivery. More specifically, the preferred social interaction learning style of students on and off-campus receiving concurrent instruction was compared to investigate differences in learning preferences in the context of alternate learning environments.

We are now accepting manuscripts under our Open Call for Papers found at [http://wed.siu.edu/Journal/call\\_for\\_papers.pdf](http://wed.siu.edu/Journal/call_for_papers.pdf) Please see the link for further details.

We hope that you will find our Journal articles informative and practical.

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