Appendix A

VIRTUAL TEAMS

In ProQuest, “all” = all except full text.

ABI

all(("best practice\*" OR success\* OR effective\*)) AND (SU ("virtual teams" OR "communities of practice" OR "online teams") OR ti("virtual teams" OR "communities of practice" OR "online teams"))

ERIC

all(("best practice\*" OR success\* OR effective\*)) AND (SU ("virtual teams" OR "communities of practice" OR "online teams") OR ti("virtual teams" OR "communities of practice" OR "online teams"))

RESEARCH LIBRARY

all(("best practice\*" OR success\* OR effective\*)) AND (SU ("virtual teams" OR "communities of practice" OR "online teams") OR ti("virtual teams" OR "communities of practice" OR "online teams"))

EBSCO Host

In EBSCO, KW = author supplied keyword.

BUSINESS SOURCE COMPLETE

(KW("best practice\*" OR success\* OR effective\*) OR SU("best practice\*" OR success\* OR effective\*) OR TI("best practice\*" OR success\* OR effective\*)) AND (SU ("virtual teams" OR "virtual work teams" OR "communities of practice" OR "online teams") OR KW("virtual teams" OR "communities of practice" OR "online teams") OR TI ("virtual teams" OR "communities of practice" OR "online teams"))

ACADEMIC SEARCH PREMIER

(KW("best practice\*" OR success\* OR effective\*) OR SU("best practice\*" OR success\* OR effective\*) OR TI("best practice\*" OR success\* OR effective\*)) AND (SU ("virtual teams" OR "virtual work teams" OR "communities of practice" OR "online teams") OR KW("virtual teams" OR "communities of practice" OR "online teams") OR TI ("virtual teams" OR "communities of practice" OR "online teams"))

WEB OF SCIENCE

In WoS, Topic = Title, Abstract, Author Keywords

Topic: ("best practice\*" OR success\* OR effective\*) AND ("virtual teams" OR "virtual work teams" OR "communities of practice" OR "online teams")

SCIENCE DIRECT

TITLE-ABSTR-KEY(success\* OR effective\* OR "best practice\*") and TITLE-ABSTR-KEY("virtual teams" OR "virtual work teams" OR "communities of practice" OR "online teams")

E-LEARNING

ABI

all("best practice\*" OR success\* OR effective\*) AND (SU ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction") OR TI("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction"))

ERIC

all("best practice\*" OR success\* OR effective\*) AND (SU ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction") OR TI("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction"))

RESEARCH LIBRARY

all("best practice\*" OR success\* OR effective\*) AND (SU ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction") OR TI("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction"))

BUSINESS SOURCE COMPLETE

KW = author supplied keyword (not available in ABI)

(KW("best practice\*" OR success\* OR effective\*) OR SU("best practice\*" OR success\* OR effective\*) OR TI("best practice\*" OR success\* OR effective\*)) AND (SU ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction") OR TI("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction") OR KW ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction"))

ACADEMIC SEARCH PREMIER

(KW("best practice\*" OR success\* OR effective\*) OR SU("best practice\*" OR success\* OR effective\*) OR TI("best practice\*" OR success\* OR effective\*)) AND (SU ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction") OR TI("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction") OR KW ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction"))

WEB OF SCIENCE

E-Learning

Topic = Title Abstract Author Keywords Keywords Plus

Topic: ("best practice\*" OR success\* OR effective\*) AND ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction")

SCIENCE DIRECT

TITLE-ABSTR-KEY ("best practice\*" OR success\* OR effective\*) AND TITLE-ABSTR-KEY ("e-learning" OR elearning OR "electronic learning" OR "online instruction" OR "online learning" OR "online course\*" OR "online teaching" OR "web-based learning" OR "web-based instruction")

Appendix B

**Empirical Articles Quality Rating Sheet**

**Article Reference ID:**

Empirical Article Quality Rating Sheet

 Legend

0 – not present or reported anywhere in the article

1 – present but low quality

2 – present and midrange quality

3 – present and high quality

/3 Literature Review: Directly related recent literature is reviewed and research gap(s) identified.

/3 Research Questions and Design: Apriori research questions are stated, and hypotheses, a research purpose statement, and/or a general line of inquiry is outlined. A study design or research approach is articulated.

/3 Population and Sampling: The setting, target population, participants, and approach to sampling are outlined in detail.

/3 Data Collection and Capture: Key concepts/measures/variables are defined. A systematic approach to data collection is reported. Response or participation rate and/or completeness of information capture is reported.

/3 Analysis and Results Reporting: An approach to analysis and a plan to carry out that analysis is specified. Results are clear and comprehensive. Conclusions follow logically from findings.

**/15 = Total Score**

Appendix C

**Non-Empirical Article Quality Rating Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| – barely relevant | – one or two interestingideas but not innovative | – relevant and a fewinteresting ideas | – quite good | – preeminent,groundbreaking paper |
| – authors withlow-level,non-research-relatedcredentials | – fairly unknown authors | – authors’ credentialsuncertain | – authors’ credentials credible | by leading researcher infield |
| – Poor writing |  |  |  | – directly on topic |
| – poor logic | – “stale” or ideas coveredin more recent material | – of average interest | – raises new ideas | – strongconceptualization – evidence of criticalthought |
| – limited experience |  |  | –highlightsinteresting ideas | – progressive |
| – redundant & at old age of date range |  |  | – quite recent(2010 to present) | –very recent (2012-) |
| – obscure journal | fairly unknown journal | – uncertain about journal | – good journal | – prestigious journal |
| –best not to include | -will not be missed | -may reinforce ideas;perhaps should include | -definitely include | -must include |

**/15 = Total Score**

(Source: Adapted from Mitton et al., 2007)

Appendix D

Table I: Highly Rated Studies

| First Author | Title | Pub. Year | Periodical  | V. | Is | Focus | Method | Subject area | Impact Factor |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Alexander,P.  | Virtual teamwork in very large undergraduate classes | 2006 | Computers & Education | 47 | 2 | Virtual Teams | Qualitative | Education | 2.556 |
| Alsabawy,A. | IT infrastructure services as a requirement for e-learning system success | 2013 | Computers & Education | 69 |   | E-Learning | Quantitative | Education | 2.556 |
| Arbaugh,J.  | The importance of participant interaction in online environments | 2007 | Decision Support Systems | 43 | 3 | E-Learning | Quantitative | Education | NR |
| Asoodar,M. | Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes | 2014 | Computers & Education | 70 |   | E-Learning | Mixed-Methods | Education | 2.556 |
| Bolliger,D. | Impact of Podcasting on Student Motivation in the Online Learning Environment | 2010 | Computers & Education | 55 | 2 | E-Learning | Quantitative | Education | 2.556 |
| Broadbent, J. | Self-regulated learning strategies & academic achievement in online higher education learning environments | 2015 | The Internet and Higher Education | 27 |  | E-Learning | Literature Review | Education | 2.463 |
| Curseu,P. | Emergent states in virtual teams: a complex adaptive systems perspective | 2006 | Journal of Information Technology | 21 | 4 | Virtual Teams | Literature Review | Business & Economics | 4.525 |
| Dennen,V.  | Instructor-Learner Interaction in Online Courses | 2007 | Distance Education | 28 | 1 | E-Learning | Mixed-Methods | Communication | 0.918 |
| Dube,L. | Surviving the paradoxes of virtual teamwork | 2009 | Information Systems Journal | 19 | 1 | Virtual Teams | Qualitative | Business & Economics | 1.766 |
| Eom, S.  | The Determinants of Students' Perceived Learning Outcomes and Satisfaction in University Online Education: An Empirical Investigation | 2006 | Decision Sciences Journal of Innovative Education | 4 | 2 | E-Learning | Quantitative | Education | NR |
| Erman,Y. | Predictors for Student Success in an Online Course | 2007 | Journal of Educational Technology & Society | 10 | 2 | E-Learning | Mixed-Methods | IT/Computer Science | 1.018 |
| Eryilmaz,E. | Enhancing Student Knowledge Acquisition from Online Learning Conversations | 2013 | International Journal of Computer-Supported Collaborative Learning | 8 | 1 | E-Learning | Mixed-Methods | Education | 1.841 |
| Gajendra,R.  | Innovation in Globally Distributed Teams: The Role of LMX, Communication Frequency, and Member Influence on Team Decisions | 2012 | Journal of Applied Psychology | 97 | 6 | Virtual Teams | Quantitative | Business & Economics | 4.799 |
| Haines,R. | Group development in virtual teams: An experimental reexamination | 2014 | Computers in Human Behavior | 39 |   | Virtual Teams | Quantitative | Communication | 2.694 |
| Hoegl,M. | How teamwork matters more as team member dispersion increases | 2007 | Journal of Product Innovation Management | 24 | 2 | Virtual Teams | Quantitative | Business & Economics | 1.696 |
| Hrastinski,S. | Design Exemplars for Synchronous e-Learning: A Design Theory Approach | 2010 | Computers & Education | 55 | 2 | E-Learning | Quantitative | Education | 2.556 |
| Iorio,J. | Precursors to engaged leaders in virtual project teams | 2015 | International Journal of Project Management | 33 | 2 | Virtual Teams | Mixed-Methods | Education | 2.436 |
| Johnson,R. | An empirical examination of factors contributing to the creation of successful e-learning environments | 2008 | International Journal of Human-Computer Studies | 66 | 5 | E-Learning | Quantitative | Computer Science | 1.293 |
| Joo,Y. | Online university students' satisfaction and persistence | 2011 | Computers & Education | 57 | 2 | E-Learning | Quantitative | Education | 2.556 |
| Kanawattanachai,P. | The impact of knowledge coordination on virtual team performance over time | 2007 | MIS Quarterly | 31 | 4 | Both | Case Study | Business & Economics | 5.311 |
| Kay,R. | Evaluating learning, design, and engagement in web-based learning tools (WBLTs): The WBLT Evaluation Scale | 2011 | Computers in Human Behavior | 27 | 5 | E-Learning | Policy / Framework Development | Education | 2.694 |
| Ke,F. | Examining Online Teaching, Cognitive, and Social Presence for Adult Students | 2010 | Computers & Education | 55 | 2 | E-Learning | Mixed-Methods | Education | 2.556 |
| Kerr,M. | Student Characteristics for Online Learning Success | 2006 | Internet and Higher Education | 9 | 2 | E-Learning | Mixed-Methods | Education | 2.463 |
| Krause,U. | The Effects of Cooperative Learning and Feedback on E-Learning in Statistics | 2009 | Learning and Instruction | 19 | 2 | E-Learning | Quantitative | Education | 3.585 |
| Kruger-Ross,M. | Predicting Online Learning Success: Applying the Situational Theory of Publics to the Virtual Classroom | 2013 | Computers & Education | 61 |   | E-Learning | Quantitative | Education | 2.556 |
| Ku,H. | Collaboration factors, teamwork satisfaction, and student attitudes toward online collaborative learning | 2013 | Computers in Human Behavior | 29 | 3 | E-Learning | Qualitative | Education | 2.694 |
| Kwon,K. | The educational impact of metacognitive group coordination in computer-supported collaborative learning | 2013 | Computers in Human Behavior | 29 | 4 | E-Learning | Quantitative | IT/Computer Science | 2.694 |
| Kwon,K. | Group regulation and social-emotional interactions observed in computer supported collaborative learning | 2014 | Computers & Education | 78 |  | E-Learning | Qualitative | Communication | 2.556 |
| Lee-Kelley,L. | Global virtual teams for value creation and project success: A case study | 2008 | International Journal of Project Management | 26 | 1 | Virtual Teams | Case Study | Communication | 2.436 |
| Lee,J. | The relationship of e-Learner's self-regulatory efficacy and perception of e-Learning environmental quality | 2008 | Computers in Human Behavior | 24 | 1 | E-Learning | Policy / Framework Development | Education | 2.694 |
| Lehmann,T. | Cognitive, metacognitive and motivational perspectives on preflection in self-regulated online learning | 2014 | Computers in Human Behavior | 32 |  | E-Learning | Quantitative | Education | 2.694 |
| Liaw,S.  | Investigating students' perceived satisfaction, behavioral intention, and effectiveness of e-learning: A case study of the Blackboard system | 2008 | Computers & Education | 51 | 2 | E-Learning | Quantitative | Education | 2.556 |
| Lin,C. | A model to develop effective virtual teams | 2008 | Decision Support Systems | 45 | 4 | Virtual Teams | Mixed-Methods | Business & Economics | NR |
| Lin,C. | Perceived job effectiveness in coopetition: A survey of virtual teams within business organizations | 2010 | Computers in Human Behavior | 26 | 6 | Virtual Teams | Policy / Framework Development | Communication | 2.694 |
| Liu,I. | Extending the TAM Model to Explore the Factors that Affect Intention to Use an Online Learning Community | 2010 | Computers & Education | 54 | 2 | E-Learning | Quantitative | Education | 2.556 |
| Lu,J. | Is social capital effective for online learning? | 2013 | Information & Management | 50 | 7 | E-Learning | Policy / Framework Development | Education | 1.865 |
| Mahdizadeh, H. | Determining Factors of the Use of E-Learning Environments by University Teachers | 2008 | Computers & Education | 51 | 1 | E-Learning | Quantitative | Education | 2.556 |
| Malhotra,A. | Enhancing performance of geographically distributed teams through targeted use of information and communication technologies | 2014 | Human Relations | 67 | 4 | Virtual Teams | Mixed-Methods | Business & Economics | 2.398 |
| Maynard,M. | Something(s) old and something(s) new: Modeling drivers of global virtual team effectiveness | 2012 | Journal of Organizational Behavior | 33 | 3 | Virtual Teams | Quantitative | Business & Economics | 3.038 |
| Muilenburg, L. | Student Barriers to Online Learning: A factor analytic study | 2005 | Distance Education | 26 | 1 | E-Learning | Quantitative | Education | 0.918 |
| Munkvold,B. | Process and technology challenges in swift-starting virtual teams | 2007 | Information & Management | 44 | 3 | Virtual Teams | Policy / Framework Development | IT/Computer Science | 1.865 |
| O'Leary,M. | Go (Con)figure: Subgroups, Imbalance, and Isolates in Geographically Dispersed Teams | 2010 | Organization Science | 21 | 1 | Virtual Teams | Quantitative | Business & Economics | 3.775 |
| Oztok,M. | Exploring Asynchronous and Synchronous Tool Use in Online Courses | 2013 | Computers & Education | 60 | 1 | E-Learning | Quantitative | Education | 2.556 |
| Paechter,M. | Students' expectations of, and experiences in e-learning: Their relation to learning achievements and course satisfaction | 2010 | Computers & Education | 54 | 1 | E-Learning | Quantitative | Education | 2.556 |
| Raab,K. | Strong or invisible hands? - Managerial involvement in the knowledge sharing process of globally dispersed knowledge groups | 2014 | Journal of World Business | 49 | 1 | Virtual Teams | Quantitative | Business & Economics | 2.388 |
| Rubin,B. | The Effects of Technology on the Community of Inquiry and Satisfaction with Online Courses | 2013 | Internet and Higher Education | 17 |   | E-Learning | Quantitative | Education | 2.463 |
| Selim,H. | Critical Success Factors for E-Learning Acceptance: Confirmatory Factor Models | 2007 | Computers & Education | 49 | 2 | E-Learning | Quantitative | Education | 2.556 |
| Serce,F. | Online collaboration: Collaborative behavior patterns and factors affecting globally distributed team performance | 2011 | Computers in Human Behavior | 27 | 1 | Both | Mixed-Methods | Education | 2.694 |
| Shen,D. | Unpacking online learning experiences: Online learning self-efficacy and learning satisfaction | 2013 | Internet and Higher Education | 19 |   | E-Learning | Mixed-Methods | Education | 2.463 |
| Staples,D.  | Exploring the effects of trust, task interdependence and virtualness on knowledge sharing in teams | 2008 | Information Systems Journal | 18 | 6 | Virtual Teams | Quantitative | Business & Economics | 1.766 |
| Stodel,E. | Learners' Perspectives on What Is Missing from Online Learning: Interpretations through the Community of Inquiry Framework | 2006 | International Review of Research in Open and Distance Learning | 7 | 3 | E-Learning | Qualitative | Education | 0.734 |
| Sun,P. | What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction | 2008 | Computers & Education | 50 | 4 | E-Learning | Quantitative | Education | 2.556 |
| Taras,V. | A Global Classroom? Evaluating the Effectiveness of Global Virtual Collaboration as a Teaching Tool in Management Education | 2013 | Academy of Management Learning & Education | 12 | 3 | Virtual Teams | Quantitative | Education | 1.586 |
| Tee,M. | Sharing and Cultivating Tacit Knowledge in an Online Learning Environment | 2010 | International Journal of Computer-Supported Collaborative Learning | 5 | 4 | E-Learning | Qualitative | Education | 1.841 |
| Toven-Lindsey,B. | Virtually unlimited classrooms: Pedagogical practices in massive open online courses | 2015 | The Internet and Higher Education | 24 | 0 | E-Learning | Qualitative | Education | 2.463 |
| Tsai,C. | Do students need teacher's initiation in online collaborative learning? | 2010 | Computers & Education | 54 | 4 | E-Learning | Quantitative | Education | 2.556 |
| Wadsworth, M. | Influence tactics in virtual teams | 2015 | Computers in Human Behavior | 44 |   | Virtual Teams | Qualitative | IT/Computer Science | 2.694 |
| Wakefield,R. | A Model of Conflict, Leadership, and Performance in Virtual Teams | 2008 | Information Systems Research | 19 | 4 | Virtual Teams | Quantitative | Business & Economics | 2.436 |
| Wang,M. | Designing online courses that effectively engage learners from diverse cultural backgrounds | 2007 | British Journal of Educational Technology | 38 | 2 | E-Learning | Qualitative | Education | 1.318 |
| Wang,S. | The role of feedback and self-efficacy on web-based learning: The social cognitive perspective | 2008 | Computers & Education | 51 | 4 | E-Learning | Mixed-Methods | Education | 2.556 |
| Wise,A. | Attending to others' posts in asynchronous discussions: Learners' online "listening" and its relationship to speaking | 2014 | International Journal of Computer-Supported Collaborative Learning | 9 | 2 | E-Learning | Quantitative | Education | 1.841 |
| Akdemir,O. | Investigating the relationships among instructional strategies and learning styles in online environments | 2008 | Computers & Education | 50 | 4 | E-Learning | Quantitative | Education | 2.556 |
| Artino,A. | Exploring the Complex Relations between Achievement Emotions and Self-Regulated Learning Behaviors in Online Learning | 2012 | Internet and Higher Education | 15 | 3 | E-Learning | Quantitative | Education | 2.463 |
| Bailey,C. | Effective Pedagogical Practices for Online Teaching: Perception of Experienced Instructors | 2009 | Internet and Higher Education | 12 | 3 | E-Learning | Qualitative | Education | 2.463 |
| Bergiel,B. | Nature of virtual teams: a summary of their advantages and disadvantages | 2008 | Management Research News | 31 | 2 | Virtual Teams | Qualitative | Business & Economics | NR |
| Boling,E.  | Cutting the distance in distance education: Perspectives on what promotes positive, online learning experiences | 2012 | Internet and Higher Education | 15 | 2 | E-Learning | Quantitative | Education | 2.463 |
| Bourhis,A. | Structuring spontaneity': investigating the impact of management practices on the success of virtual communities of practice | 2010 | Journal of Information Science | 36 | 2 | Virtual Teams | Qualitative | Business & Economics | 1.158 |
| Brindley,J. | Creating Effective Collaborative Learning Groups in an Online Environment | 2009 | International Review of Research in Open and Distance Learning | 10 | 3 | E-Learning | Quantitative | Education | 0.734 |
| Cavanaugh,C. | Research and Practice in K-12 Online Learning: A Review of Open Access Literature | 2009 | International Review of Research in Open and Distance Learning | 10 | 1 | E-Learning | Literature Review | Education | 0.734 |
| Cheung,R. | Predicting user acceptance of collaborative technologies: An extension of the technology acceptance model for e-learning | 2013 | Computers & Education | 63 | 0 | E-Learning | Quantitative | Education | 2.556 |
| Chiu,C. | Understanding Web-based learning continuance intention: The role of subjective task value | 2008 | Information & Management | 45 | 3 | E-Learning | Quantitative | Education | 1.865 |
| Fisher,M. | Online learning design that fosters student support, self-regulation, and retention | 2005 | Campus-Wide Information Systems | 22 | 2 | E-Learning | Qualitative | Education | NR |
| Holsapple,C. | Defining, Assessing, and Promoting E-Learning Success: An Information Systems Perspective | 2006 | Decision Sciences Journal of Innovative Education | 4 | 1 | E-Learning | Quantitative | IT/Computer Science | NR |
| Horwitz,F. | The Promise of Virtual Teams: Identifying Key Factors in Effectiveness and Failure | 2006 | Journal of European Industrial Training | 30 | 6 | Virtual Teams | Mixed-Methods | Business & Economics | NR |
| Johri,A. | From a distance: Impression formation and impression accuracy among geographically distributed coworkers | 2012 | Computers in Human Behavior | 28 | 6 | Virtual Teams | Literature Review | Communication | 2.694 |
| Ke,F. | Toward Deep Learning for Adult Students in Online Courses | 2009 | Internet and Higher Education | 12 | 3 | E-Learning | Mixed-Methods | Education | 2.463 |
| Kuo,E. | The influence of disposition and social ties on trust in new virtual teammates | 2014 | Computers in Human Behavior | 37 |   | Virtual Teams | Quantitative | Business & Economics | 2.694 |
| LaPointe,L. | Belonging Online: Students' Perceptions of the Value and Efficacy of an Online Learning Community | 2008 | International Journal on E-Learning | 7 | 4 | E-Learning | Mixed-Methods | Education | NR |
| Liaw,S.  | Surveying instructor and learner attitudes toward e-learning | 2007 | Computers & Education | 49 | 4 | E-Learning | Quantitative | Education | 2.556 |
| Lim,H. | Validating E-learning factors affecting training effectiveness | 2007 | International Journal of Information Management | 27 | 1 | E-Learning | Quantitative | Business & Economics | 1.55 |
| Littlejohn,A. | Characterising effective eLearning resources | 2008 | Computers & Education | 50 | 3 | E-Learning | Policy / Framework Development | Education | 2.556 |
| Malhotra,A. | Leading Virtual Teams | 2007 | The Academy of Management Perspectives | 21 | 1 | Virtual Teams | Mixed-Methods | Business & Economics | 3.354 |
| Marks,R. | A Structural Equation Model of Predictors for Effective Online Learning | 2005 | Journal of Management Education | 29 | 4 | E-Learning | Quantitative | Education | NR |
| Maynard,M.  | The Role of Shared Mental Model Development in Understanding Virtual Team Effectiveness | 2014 | Group & Organization Management | 39 | 1 | Virtual Teams | Policy / Framework Development | Business & Economics | 1.4 |
| Mohammadi, H. | Investigating users' perspectives on e-learning: An integration of TAM and IS success model | 2015 | Computers in Human Behavior | 45 |   | E-Learning | Quantitative | IT/Computer Science | 2.694 |
| Nagel,L. | Supersizing e-learning: What a CoI survey reveals about teaching presence in a large online class | 2010 | Internet & Higher Education | 13 | 1 | E-Learning | Policy / Framework Development | Education | 2.463 |
| Penarroja,V. | How team feedback and team trust influence information processing and learning in virtual teams: A moderated mediation model | 2015 | Computers in Human Behavior | 48 | 0 | Virtual Teams | Quantitative | IT/Computer Science | 2.694 |
| Pinjani,P. | Trust and knowledge sharing in diverse global virtual teams | 2013 | Information & Management | 50 | 4 | Virtual Teams | Quantitative | Business & Economics | 1.865 |
| Sarker,S. | Knowledge transfer in virtual systems development teams: An exploratory study of four key enablers | 2005 | Ieee Transactions on Professional Communication | 48 | 2 | Virtual Teams | Quantitative | Business & Economics | 0.762 |
| Schiller,S. | Institutional boundaries and trust of virtual teams in collaborative design: An experimental study in a virtual world environment | 2014 | Computers in Human Behavior | 35 |   | Virtual Teams | Quantitative | Business & Economics | 2.694 |
| Shea,P. | A study of teaching presence and student sense of learning community in fully online and web-enhanced college courses | 2006 | The Internet and Higher Education | 9 | 3 | E-Learning | Quantitative | Education | 2.463 |
| Smart,K. | Students' Perceptions of Online Learning: A Comparative Study | 2006 | Journal of Information Technology Education | 5 |   | E-Learning | Case Study | Education | NR |
| Sun,P. | The Design of Instructional Multimedia in E-Learning: A Media Richness Theory-Based Approach | 2007 | Computers & Education | 49 | 3 | E-Learning | Quantitative | Education | 2.556 |
| Swan,K. | Linking Online Course Design and Implementation to Learning Outcomes: A Design Experiment | 2012 | Internet and Higher Education | 15 | 2 | E-Learning | Case Study | Education | 2.463 |
| Vonderwell, S. | Factors that Influence Participation in Online Learning | 2005 | Journal of Research on Technology in Education | 38 | 2 | E-Learning | Case Study | Education | NR |
| Wan,Z. | The Effects of Self-Regulated Learning Processes on E-Learning Outcomes in Organizational Settings | 2012 | Journal of Management Information Systems | 29 | 1 | E-Learning | Quantitative | Business & Economics | 2.062 |
| Yukawa,J. | Co-Reflection in Online Learning: Collaborative Critical Thinking as Narrative | 2006 | International Journal of Computer-Supported Collaborative Learning | 1 | 2 | Both | Qualitative | Education | 1.841 |
| Addicott,R. | Networks, organizational learning and knowledge management: NHS cancer networks | 2006 | Public Money & Management | 26 | 2 | Both | Qualitative | Health & Medicine | 0.537 |
| Chen,N. | Effects of Matching Teaching Strategy to Thinking Style on Learner's Quality of Reflection in an Online Learning Environment | 2011 | Computers & Education | 56 | 1 | E-Learning | Quantitative | Education | 2.556 |
| Cheng,B. | The Effects of Organizational Learning Environment Factors on E-Learning Acceptance | 2012 | Computers & Education | 58 | 3 | E-Learning | Quantitative | Business & Economics | 2.556 |
| Jara,M. | Quality Enhancement for E-Learning Courses: The Role of Student Feedback | 2010 | Computers & Education | 54 | 3 | E-Learning | Qualitative | Education | 2.556 |
| Liaw,S.  | Perceived Satisfaction, Perceived Usefulness and Interactive Learning Environments as Predictors to Self-Regulation in e-Learning Environments | 2013 | Computers & Education | 60 | 1 | E-Learning | Quantitative | Education | 2.556 |
| Matlay,H. | Virtual Teams and the Rise of e-Entrepreneurship in Europe | 2005 | International Small Business Journal | 23 | 3 | Virtual Teams | Case Study | Business & Economics | 1.8 |
| Pangil,F. | The mediating effect of knowledge sharing on the relationship between trust and virtual team effectiveness | 2014 | Journal of Knowledge Management | 18 | 1 | Virtual Teams | Quantitative | Business & Economics | 1.586 |
| Probst,G. | Why communities of practice succeed and why they fail | 2008 | European Management Journal | 26 | 5 | Virtual Teams | Qualitative | Business & Economics | 0.963 |
| Rodriguez,O. | MOOCs and the AI-Stanford Like Courses: Two Successful and Distinct Course Formats for Massive Open Online Courses | 2012 | European Journal of Open, Distance and E-Learning | 15 | 2 | E-Learning | Qualitative | Education | NR |
| Sun,P. | A design to promote group learning in e-learning: Experiences from the field | 2008 | Computers & Education | 50 | 3 | Both | Mixed-Methods | Education | 2.556 |
| Teo,T. | Development and Validation of the E-learning Acceptance Measure (ElAM) | 2010 | Internet and Higher Education | 13 | 3 | E-Learning | Quantitative | IT/Computer Science | 2.463 |
| Veermans,M. | The nature of the discourse in web-based Collaborative Learning Environments: Case studies from four different countries | 2005 | Computers & Education | 45 | 3 | E-Learning | Case Study | Education | 2.556 |
| Wei,H. | Can more interactivity improve learning achievement in an online course? Effects of college students' perception and actual use of a course-management system on their learning achievement | 2015 | Computers & Education | 83 |  | E-Learning | Quantitative | Education | 2.556 |
| Willging,P. | Factors that Influence Students' Decision to Dropout of Online Courses | 2009 | Journal of Asynchronous Learning Networks | 13 | 3 | E-Learning | Quantitative | Education | NR |