Computer-based instruction (CBI) has become an increasingly popular tool in both business and education throughout the last decade. Despite the various benefits of using CBI, there are several challenges that accompany this mode of instruction, such as computer-based racing. Computer-based racing occurs when learners respond so quickly that frequent mistakes are made, even on well-known material. The purpose of the current study was to investigate the impact of postfeedback delays on racing through online lessons. Six different postfeedback delay formats were assessed in terms of learner performance and satisfaction using a between group repeated measures design with pretest and posttest scores. Statistically significant differences were observed in regards to the presence of feedback, but not the delay variable. The results of the current study may extend the literature on postfeedback delays by suggesting that an active component of the delay may not be necessary for postfeedback delays to enhance performance on computer-based tasks.