

Best Practice Example: Hadeland Produkter AS (HAPRO)

Partners Name	NKI Fjernundervisning AS
Country, Region	Norway, Bekkestua
Name or type of organisation	Hadeland Produkter AS (HAPRO) Contact: Trond Sørum
Cooperation partner (if applicable, e.g. university, training provider)	-
Small statement why you choose this case	Good example of tailor made e-learning courses in management and economics for employees with different age, skills and positions
Focus of organisation and sector	Company specializing in electronic production of digital equipment to telecommunication and other data systems.
Number of employees	Company consists of different divisions/enterpricies with 10-250 employees.
Specification of target group (e.g. skilled workers, apprentices, older employee)	50 skilled workers, teamleaders and senior workers with technical qualifications
Learning content and aim of training	One year study in project management
Type of learning (e.g. Blended Learning, Self-Learning)	
Short Case Study Description (Topic of eLearning course, taylor made or bought corse, etc.)	Six eLearning courses: Communication, teammanagement, teambuilding, projectmanagement, projectorganisation and projecteconomics. All courses tailormade included study materials, discussion forums, links to additional resourses etc. Blended Learning process: individual work with study materials, group discussions during working-hours, submission of assignments and traditional one-day meetings before start of the individual eLearning courses.
Short description of condition of implementation (continuous training plan, problems and solutions, etc.)	Courses were developed for employees from different divisions/enterprecies of the group as part of continous training plans. One day case exam by groups of five participants acting as projectgroups at the

	end of courses.
Success factors in General	The flexibility of eLearning courses. The Blended Learning form seemed to meet exactly the needs of the target group.
Success factors: organizational factors (internal to the company)?	Reorganisation of the production in flexible smaller groups with project leaders
Success factors: pedagogical factors (improvement of leaders skills)?	Use of PC and electronic medium as well as independent study skills were improved
Success factors: business factors (marked orientation, ROI)	Both participants and company agrees on positive ROI
Other Success factors	Focus on quality on time consuming activities, that be time spent on leisure or work
Pictures, screenshots, etc attached to this template?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Quality criteria grid for eLearning

First impressions:	Tick if appropriate for your example
Learning objectives and content are clearly defined	<input checked="" type="checkbox"/>
The learning content is relevant to the work your employees actually do (practical examples; tools that are helpful and useful for work and that help learners apply their coursework to everyday situations)	<input checked="" type="checkbox"/>
The program is modularised	<input checked="" type="checkbox"/>
Learners can define their own path through the material	<input checked="" type="checkbox"/>
Learners can make notes directly in the program	<input checked="" type="checkbox"/>
The software automatically generates logs of individual sessions	<input checked="" type="checkbox"/>
The software is optimised for use with industry standard browsers (like Internet explorer or firefox, etc.)	<input checked="" type="checkbox"/>
Industry standard IT equipment can be used; no unusual technologies or formats are needed	<input checked="" type="checkbox"/>
General Comments	
After closer scrutiny:	<input type="checkbox"/>
The times indicated for task completion are realistic	<input checked="" type="checkbox"/>
The course content is clearly mapped; graphics are also used for this purpose	<input checked="" type="checkbox"/>
The page layouts are clear and not overloaded with text	<input checked="" type="checkbox"/>
Texts are clear and legible. Longer passages are subdivided into manageable segments	<input checked="" type="checkbox"/>
Navigation icons are intuitively understandable, logically positioned, and readily accessible	<input checked="" type="checkbox"/>
The navigation software isn't "drowning" in icons	<input checked="" type="checkbox"/>
The links clearly indicate where the learner should go next	<input checked="" type="checkbox"/>
The learner can contact the help centre and/or a facilitator at any time	<input checked="" type="checkbox"/>
All hyperlinks are active	<input checked="" type="checkbox"/>

e-tutors have good online media skills and exhibit professional competence	<input checked="" type="checkbox"/>
Feedback times are short (e.g. users receive responses within one working day)	<input checked="" type="checkbox"/>
The software fully taps the interactive potential of the medium	<input checked="" type="checkbox"/>
General Comments	
Internet services: WWW, e-mail and chat	<input type="checkbox"/>
The option to do assignments and send them to the facilitator	<input checked="" type="checkbox"/>
Query function	<input checked="" type="checkbox"/>
Support services	<input checked="" type="checkbox"/>
Users can interact with each other online	<input checked="" type="checkbox"/>
Users can create their own homepages	<input checked="" type="checkbox"/>
Lists of frequently asked questions (FAQ)	<input checked="" type="checkbox"/>
Bulletin boards or Newsletters	<input checked="" type="checkbox"/>
Discussion boards or Forums	<input checked="" type="checkbox"/>
Chatrooms	<input checked="" type="checkbox"/>
General Comments	
Additional options	<input type="checkbox"/>
Application sharing in virtual work groups	<input checked="" type="checkbox"/>
Simulations	<input type="checkbox"/>
Hotlines for assistance	<input checked="" type="checkbox"/>
Conference calls	<input type="checkbox"/>
Video conferences	<input type="checkbox"/>
General Comments	
Additional opportunities for direct interaction	<input type="checkbox"/>

Getting acquainted sessions at initial course meetings (for getting to know other course participants)	<input checked="" type="checkbox"/>
Establishment of in-company study groups	<input checked="" type="checkbox"/>
Concurrent and/or closing course meetings	<input checked="" type="checkbox"/>
Support for on site coaching	<input type="checkbox"/>
Consultation services for commissioning/implementation	<input type="checkbox"/>
Technical support is available	<input checked="" type="checkbox"/>
Course participants receive a certificate at the end of the course	<input checked="" type="checkbox"/>
General Comments	
Summing up – Quality criteria of eLearning courses/providers at a glance	<input type="checkbox"/>
The offered demo-versions provide an insight into topics and structure of the course	<input checked="" type="checkbox"/>
Description of the proportion between stand-alone-learning and learning in group	<input type="checkbox"/>
Detailed description of topics	<input checked="" type="checkbox"/>
Self-tests, correction of homework by tutors and discussions with other participants are planned.	<input checked="" type="checkbox"/>
Detailed information about expertise and methodical competence. Are tutors or course instructor available at any time? Individual supervision, individual needs are respected.	<input checked="" type="checkbox"/>
It is possible to communicate with other participants and to discuss exercises and solutions. Chat times concerning different topics re appointed.	<input checked="" type="checkbox"/>
Exact description of prerequisites and audiences.	<input checked="" type="checkbox"/>
Exact description of time requirements	<input checked="" type="checkbox"/>
Exact description of technical requirements. A technical support is offered	<input checked="" type="checkbox"/>
General Comments	



Education and Culture

Leonardo da Vinci

Pilot projects