

Best Practice Example: eLuisa

Partners Name	Forschungsinstitut Betriebliche Bildung (f-bb) gGmbH / Research Institute for Vocational Education and Training
Country, Region	Germany, Bremen
Name or type of organisation	several enterprises in automobile service (car mechanics) contact: Elisabeth Rupprecht, erupprecht@verw.hs-bremen.de www.elearning-kfz.hs-bremen.de
Cooperation partner (if applicable, e.g. university, training provider)	Hochschule Bremen Kreishandwerkerschaft Bremerhaven - Wesermünde Innung des Kraftfahrzeugtechnikerhandwerks Bremerhaven - Wesermünde Koordinierungsstelle für Weiterbildung Institut für Kreislaufwirtschaft
Small statement why you choose this case	cooperation of several SMEs is a good practice example. It also shows the importance of needs analyses and taylor made courses for SMEs.
Focus of organisation and sector	automobile service, car mechanics
Number of employees	19 enterprises with 1 to 9 employees, 17 enterprises with 10-49 employees, two enterprises with 50-99 employees and one enterprise with 100-299 employees. total: 134 employees, 39 SMEs
Specification of target group (e.g. skilled workers, apprentices, older employee)	skilled workers, trainers, apprentices, within the automobile service sector
Learning content and aim of training	working security and ecology training aim: media competence, employees should be able to work according to the rules of working security and ecology.
Type of learning (e.g. Blended Learning, Self-Learning)	Blended Learning, modularised
Short Case Study Description (Topic of eLearning course, taylor made or bought)	Before developing eLearning and training material a needs and competence gap

corse, etc.)	analysis was conducted. Via a learning platform all students were able to learn anytime they wanted. The glossary with all most important information was online and via email there was contact to the tutor all the time.
Short description of condition of implementation (continuous training plan, problems and solutions, etc.)	acceptance of learners was preliminary tested during the needs analysis in the companies. Seven learning modules for working and ecology rules and two learning modules for media competence were offered.
Success factors in General	most of employees assessed modules as clear, understandable and concise. Other associations in a different sector are interested in the learning form. The Blended Learning form seemed to meet exactly the needs of the target group.
Success factors: organizational factors (internal to the company)?	the aim of the learning modules was fully satisfied. Employees are now able to work according to the regulations
Success factors: pedagogical factors (improvement of leaders skills)?	improvement of: media competences of employees, problem solving competences
Success factors: business factors (marked orientation, ROI)	Through the further training, regulations are followed. Skilled workers in the car mechanic service sector are now working more and more in front of the computer to analyse problems and failures or to order equipment. So not only the concrete aim of knowledge about new regulations but also media competence and implementation in daily worksituations improved.
Other Success factors	Quality of work improved
Pictures, screenshots, etc attached to this template?	<input checked="" type="checkbox"/> Yes (you can find a leaflet about the eLearning project on the above mentioned website) <input 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 type="checkbox"/>
The software automatically generates logs of individual sessions	<input 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"/>
<p>General Comments</p> <p>Learning platform clear and to the needs of learners (through a preliminary needs analysis)</p>	
After closer scrutiny:	
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 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 help was available anytime via email, the platform is very clear and easy to handle. Before developing the platform media competences of the target group were tested.	
Internet services: WWW, e-mail and chat	
The option to do assignments and send them to the facilitator	<input type="checkbox"/>
Query function	<input type="checkbox"/>
Support services	<input checked="" type="checkbox"/>
Users can interact with each other online	<input type="checkbox"/>
Users can create their own homepages	<input type="checkbox"/>
Lists of frequently asked questions (FAQ)	<input type="checkbox"/>
Bulletin boards or Newsletters	<input type="checkbox"/>
Discussion boards or Forums	<input type="checkbox"/>
Chatrooms	<input type="checkbox"/>
General Comments For this learning content it was not necessary to have the broad link to the www and discussion forums as the learning form was anyway combined with face to face sessions.	
Additional options	
Application sharing in virtual work groups	<input 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 checked="" type="checkbox"/>
Consultation services for commissioning/implementation	<input checked="" 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 Through the blended learning form also employees with lower media skills were able to follow the course. After the course media competence of all participants rose.	
Summing up – Quality criteria of eLearning courses/providers at a glance	
The offered demo-versions provide an insight into topics and structure of the course	<input 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 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 type="checkbox"/>
Exact description of technical requirements. A technical support is offered	<input checked="" type="checkbox"/>
General Comments	



e-learning quality for sme's:
guidance and counselling



Education and Culture

Leonardo da Vinci

Pilot projects

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.