



***MODULES FOR E-LEARNING TRAINING COURSES  
UNDER THE PROGRAMME  
“BETTER TRAINING FOR SAFER FOOD”  
(EAHC/2011/BTSF/11)***

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# Project consortium





# Project consortium

The **6 Organisations**, in synergy, combine:

- **scientific expertise** in technical issues, based on a wide European network of scientists and technical experts, most of them already engaged in BTSF programmes;
- **certified methodology in training project management**, with specialist expertise on the development of educational models exploiting the new information and communication technologies. Quality and high level of applied standards is certified ISO9001:2008;
- international leadership in the **production of eLearning and ePublishing tools**, as well as **3D virtual environments**.





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# Project strengths

## Project management

- The project management approach is intended to maximise the interprofessionality and multidisciplinary of the team, to supply a choral product combining the best outputs from the different engaged expertises. It is also developed to guarantee a continuous and updated information flow with the Commission, in order to provide fast and flexible adaptation to its requirements.

## Methods

- All methods adopted for the project development originate from continuous and longlasting improvement of certified standards, applicable to all the production cycle.

## Scientific expertise

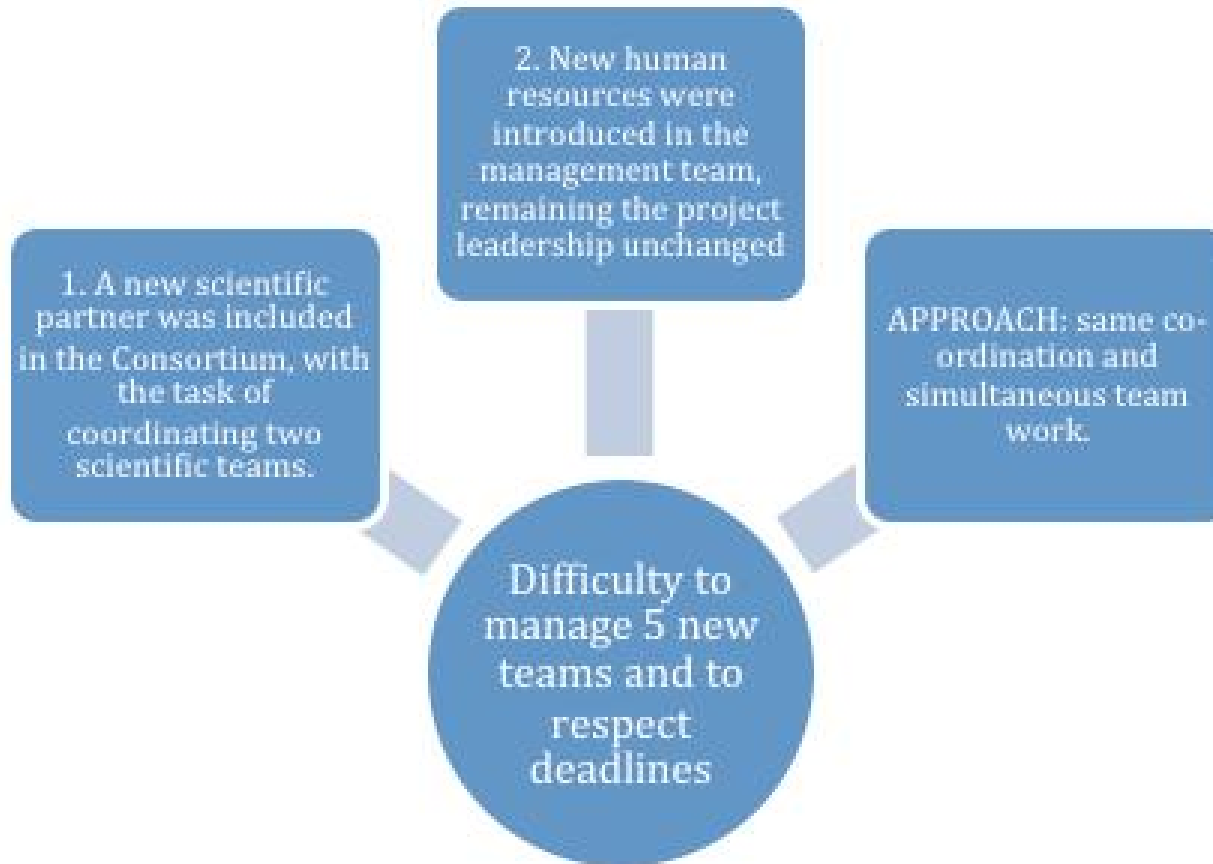
- All content authors, scientific coordinators, experts involved in the development of the training materials are accurately selected according to pre-defined parameters. Most of the authors belong to the consortium partner scientific networks and were positively assessed in their training performances in BTSF residential activities.

## Tools

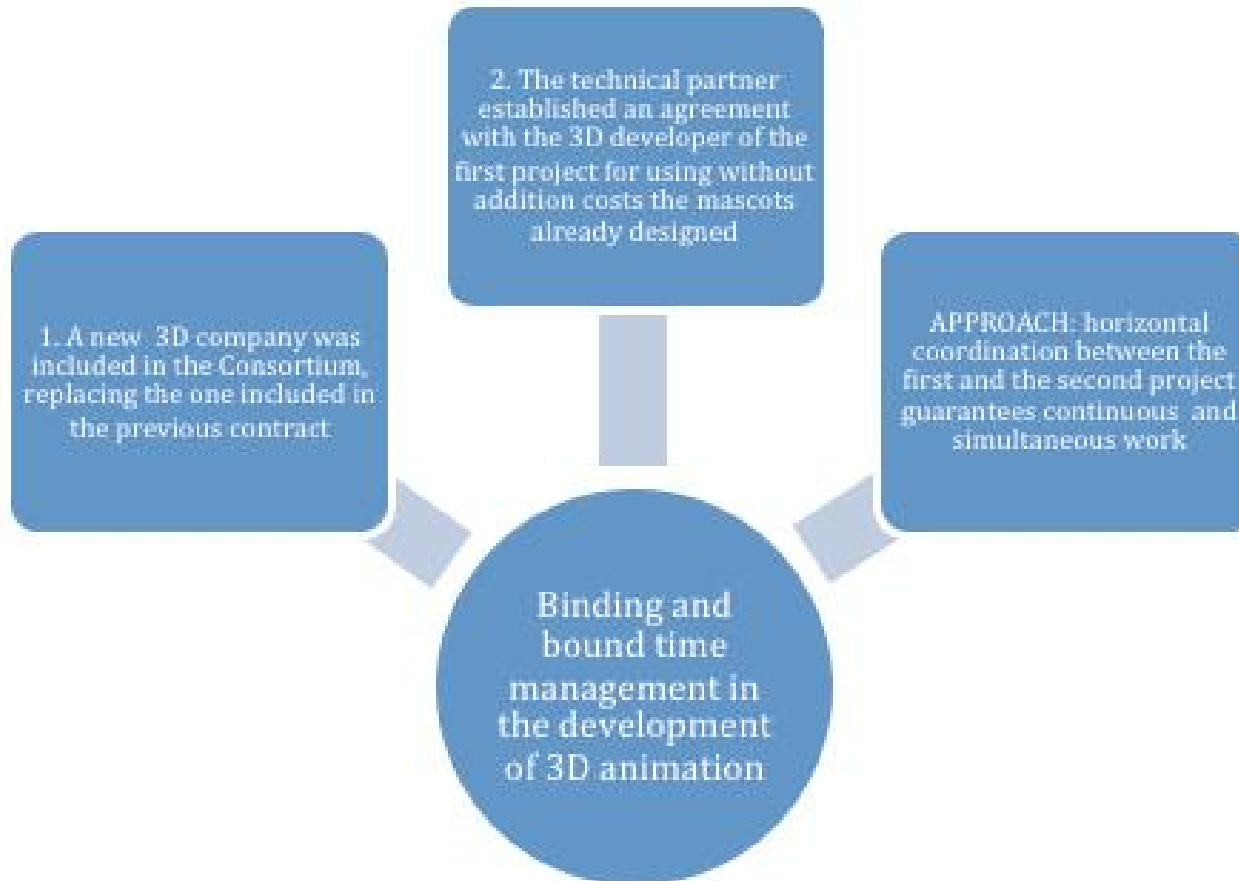
- Standardised and validated tools are available for all the production steps, in order to guarantee homogeneous products and to benefit from the previous experience in the provision of eLearning modules for the BTSF programme.



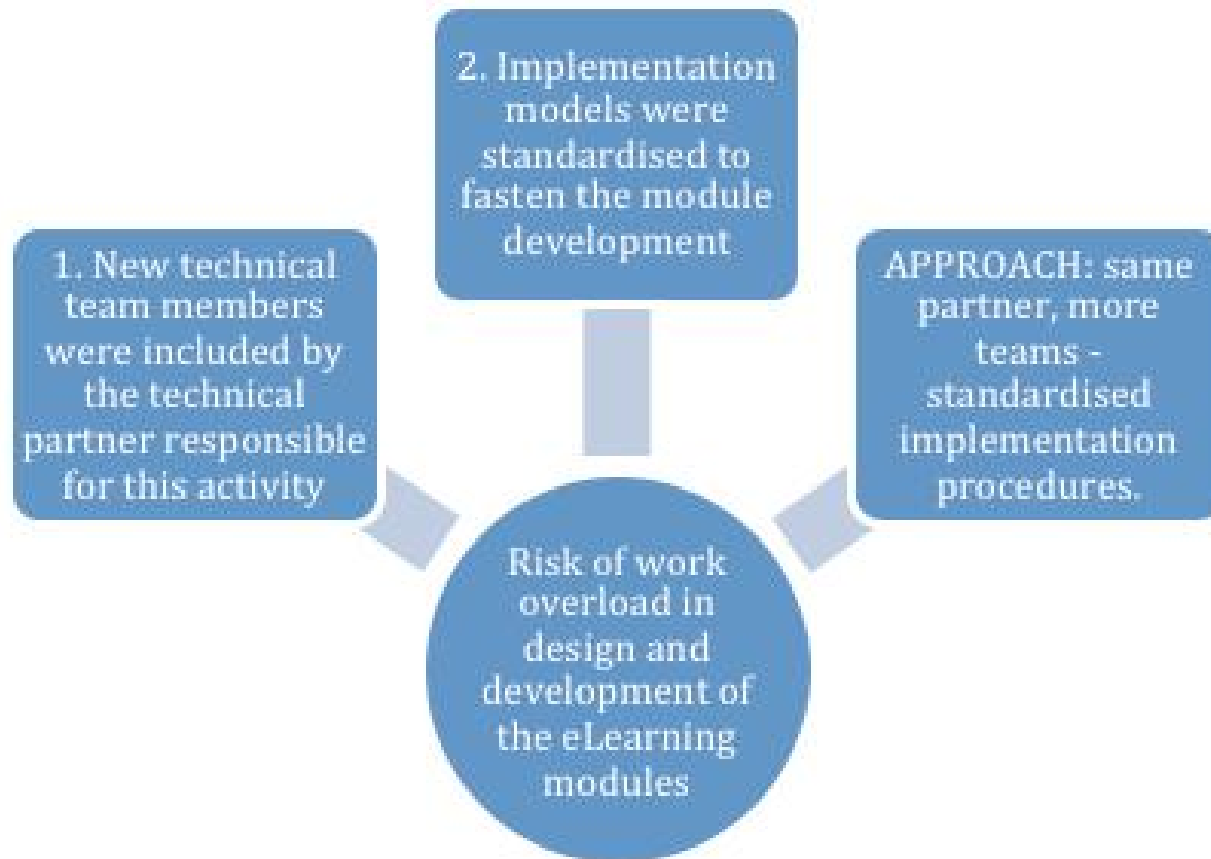
# Preventive strategies to avoid weaknesses



# Preventive strategies to avoid weaknesses



# Preventive strategies to avoid weaknesses



# Benefits and opportunities

## House style line

- Implementation of a house style line, able to provide the BTSF strategy with a visual identity acknowledgeble on a large scale.

## User friendly approach

- Use of the same tools and interface, allowing beneficiaries to authomatisation their approach to the LMS through identified learning paths.

## 10 courses - 1 pack

- eLearning modules, once implemented, will appear as one single pack included in a harmonised visula design.







# Benefits and opportunities

## EAHC-DG SANCO- CONTRACTOR

- Relationships and work flows among the DG SANCO, the EAHC and the contractor are in place and their prosecution will optimise and facilitate the production flows.

## Module localisation

- The localisation of the 5 modules belonging to the current contract will be at 0 risk of multimedia content integration (including 3D), being them developed in the same environment.

## Optimisation of economic resources

- The economic resources allocated for the technological development, can be optimised to implement new functionalities in the LMS, providing benefits to the overall course production.



# General information

- **Project duration:** 45 months, divided in 2 development cycles
- **eLearning modules to be implemented:**
  - Animal Welfare at slaughter and killing for disease control for poultry
  - Animal nutrition
  - Animal health prevention and controls for Aquaculture animals
  - EU plant quarantine regime for imports
  - Food hygiene and control on fishery products and Live Bivalve Molluscs

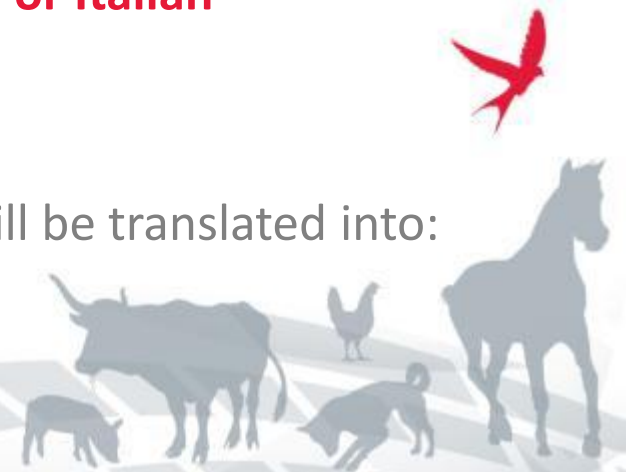
All modules will be disseminated in 5 languages:

**English, French, German, Spanish, Portuguese or Italian**

In addition:

The AW, FCM, RASFF, HACCP & TSE modules will be translated into:

**Spanish and Portuguese or Italian**





# PROJECT OUTCOMES

- Multilingual Learning Management System (LMS) for the duration of the contract with the 5 eLearning modules integrated and running. The LMS is:
  - accessible by all BTSF's target audience,
  - able to manage more than 25 simultaneously e-learning courses (more than 60 participants on average per eLearning course and more than 250 participants for the each of the 5 eLearning courses on peak);
- test environment of a multilingual Learning Management System (LMS) for the duration of the contract where the 5 eLearning modules will be tested, integrated and running;
- 25.000 CD-Rom of those 5 e-learning modules: 5.000 for each module from which 1.500 need to be in English, 1.000 in French, 1.000 in German, 1.000 in Spanish and 500 in Portuguese or Italian.



# Project management team

- A Project Steering Committee (PSC) will be responsible for the project coordination.
- The System Owner is the European Union represented by EAHC and the Commission. A Content Project Manager (CPM) will take part in it too.
- By the Contractor side, the following profiles are actively involved:
  - Project Leader
  - Project Manager
  - Scientific Coordinators
  - Subject Matter Experts
  - IT Development Experts
  - Pedagogical Experts



# Learning objectives

## Animal Welfare at slaughter and killing for disease control for poultry

As concerns animal welfare of poultry **at slaughter**, the course will allow participants to improve their knowledge and practical skills on:

- main references to the legislative requirements for poultry;
- scientific basis for proper stunning and slaughter of poultry (basic animal behaviour and basic anatomy); main stunning and slaughter techniques applied in slaughterhouses with description of specific case studies (waterbath, control atmosphere stunning);
- development of standard operating procedures and monitoring of their application;
- animal welfare indicators: practical examples in slaughterhouses and problem raised by the risk of electro-immobilisation in poultry and the use of high frequency currents.

As concerns animal welfare of poultry during **killing for disease control purposes**, the course will allow

participants to improve their knowledge and practical skills on:

- main legislative requirements on animal welfare during killing for disease control purposes;
- main killing techniques for poultry;
- development of contingency plans and how they should be monitored and evaluated from a welfare point of view.





# Learning objectives

## Animal nutrition

The course will allow participants to improve their knowledge and practical skills on:

- requirements concerning the marketing of materials intended for use as animal feed including feedingstuffs intended for particular nutritional purposes;
- requirements concerning materials whose circulation or use for animal nutrition purposes is prohibited or restricted;
- rules for the labelling of feedingstuffs, including feed additives;
- legislation on undesirable substances in feed.





# Learning objectives

## Animal health prevention and controls for Aquaculture animals

The course will allow participants to improve their knowledge and practical skills on:

- EU provisions related to the control of aquatic diseases, with special focus on the fish, mollusc and crustacean diseases listed in Annex IV to Council Directive 2006/88/EC;
- the EU legislation relevant to aquaculture animals, in particular the rules of placing on the market and import;
- pathogen and disease description;
- surveillance;
- inspection and sampling procedures;
- measures to be taken in case of outbreaks (various scenarios, study cases);
- notifications at internal and EU level, information and experience exchange.



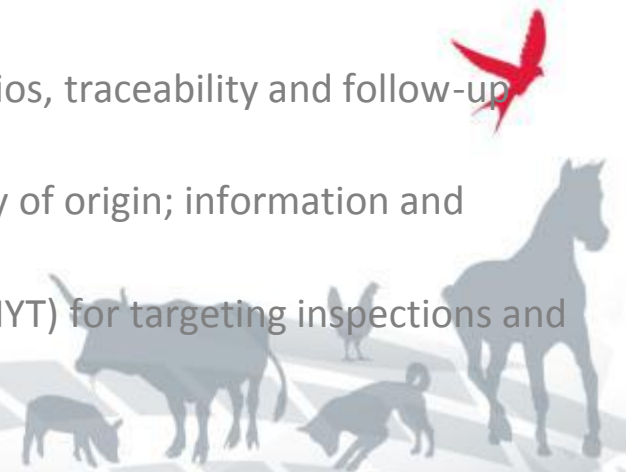


# Learning objectives

## EU plant quarantine regime for imports

The course will allow participants to improve their knowledge and practical skills on:

- the relevant EU legislation, reference to the relevant International Standards on Phytosanitary Measures and European and Mediterranean Plant Protection Organisation standards;
- elements of organisational aspects, policy making and import control planning;
- practical elements of inspections at points of entry and at places other than at the point of entry (rules of inspection and sampling, various approaches to different means of conveyances and to different types of goods, inspections of wood packaging materials, sampling and sample handling, etc.);
- implementation of Commission Directive 2004/103/EC, including plant health movement document;
- control of imports for scientific purposes;
- quarantine measures in case of interceptions (various scenarios, traceability and follow-up checks), non-regulated pest management;
- notification at domestic and EU level as well as of the country of origin; information and experience exchange;
- use of interception data from other Member States (EUROPHYT) for targeting inspections and testing.







# Learning objectives

## Food hygiene and control on fishery products and Live Bivalve Molluscs

The course will allow participants to improve their knowledge and practical skills on:

- legislative requirements for fishery products and live bivalve molluscs, etc. throughout the production and distribution chain, including the borderline between primary and post-primary production, requirements for product from inside and outside classified areas, requirements for various vessels and establishments, both within the Member States when fishery products are imported from third countries;
- the tasks and responsibilities of food business operators in order to meet the legislative requirements for fishery products and live bivalve molluscs, etc;
- the tasks of the competent authorities including the official controls;
- guidance on the application of selected topics for fishery products and live bivalve molluscs, etc, including definitions, the borderline primary and post-primary production, the use of water, temperature requirements, parasites in fishery products,
- imports, microbiological criteria, marine biotoxins; freshness controls, classification and management of production areas for bivalve molluscs and other specialised inspection procedures.





# Learning time

- Each module is made of 150/200 interactive screens (5/6 hours, in depth contents excluded)

Tool	Time
Pre-test	5 minutes
Mascot + audio in synchrony	20 minutes
Audio	10 minutes
Video	20 minutes
Exercises	20 minutes
Serious gaming	10 minutes
Post test	10 minutes
Total	325 minutes





## MACRO-STRUCTURE

- Pre-test
- Welcome into the course
- Course introduction by screens of text and image
- Unit 1
  - Introduction
  - Core content by interactive screens
  - Intermediate tests or serious gaming
  - Recap by text and image screens
- Unit 2
  - ...
- Unit ...
  - ...
- Outro
- Post-test

## Course tree

## ADDITIONAL MATERIALS

- Credits
- In depth contents
- Bibliography
- Links
- Glossary

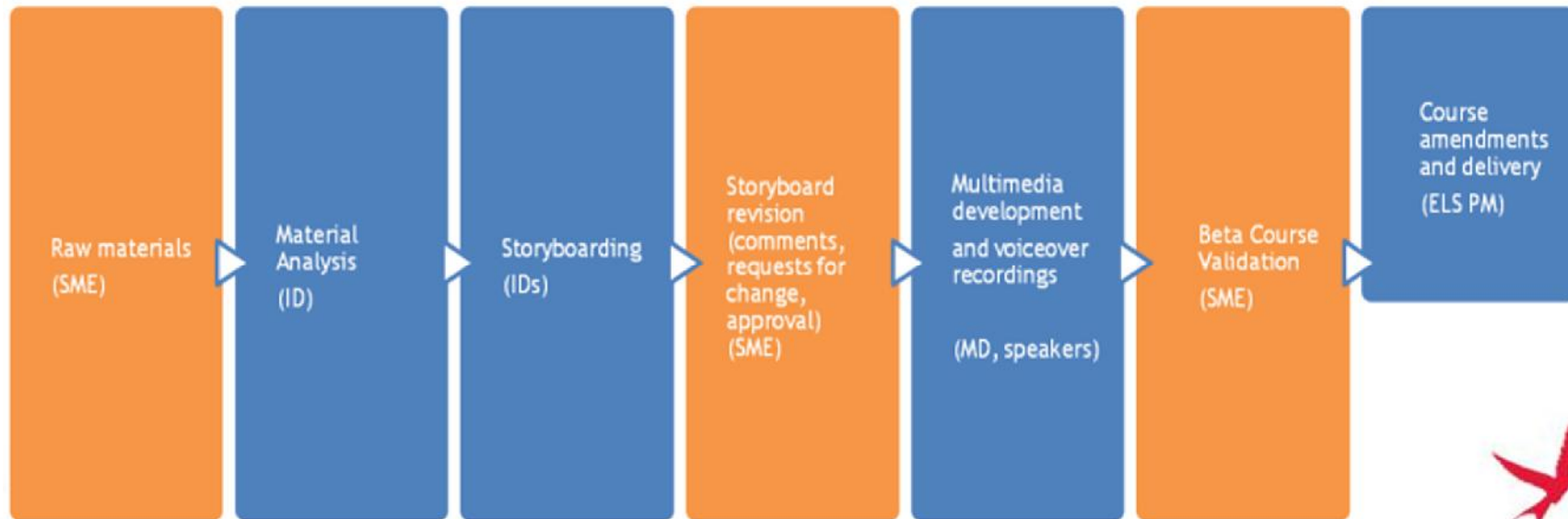




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# Test & validation





# Test & validation

- The Storyboard is the first deliverable submitted by SMEs to the instructional designers for revision and internal approval.
- DG SANCO receives the storyboard for the final validation.
- The Storyboard is the basis for the production of the various media. It contains a detailed description of every screen: texts, audio and narration text, visual interactions, animations.
- Multimedia Developers (Web / Flash / software developers) create the various assets (flash objects, images, audio, video) according to the style guidelines defined in the Visual Design.
- The Packaging phase produces the assembled Learning Object (a SCORM package).





# Test & validation

After the internal QA, the Learning Object is sent again to DG SANCO for the final approval.



STORYBOARD

Media  
production



MULTIMEDIA  
ASSETS

Packaging



ASSEMBLED  
LEARNING OBJECT



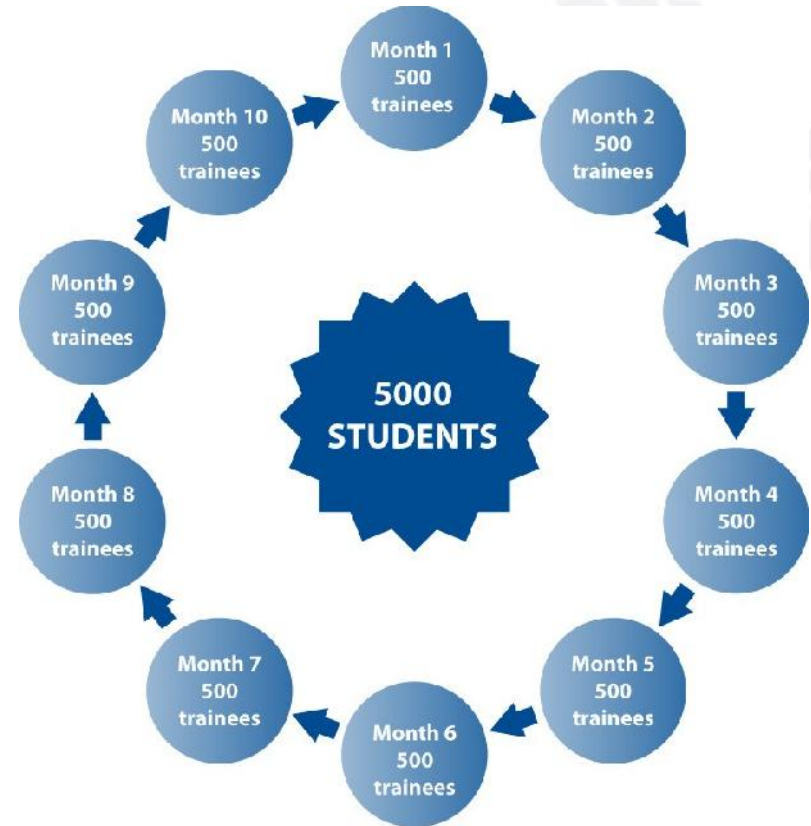


# Dissemination strategy

Based on the following parameters:

- 10 eLearning sessions per module in 1 year
- 1 month for studying each module
- 500 students per session per module

TOTAL OF STUDENTS:  
**25.000**



# Added value from a technological perspective

- Thanks to this second proposal, we would like to increase the value of it, extending and innovating the technological infrastructure and the educational experience, experimenting mobile technology and social involvement of all the project players.
- The following chart highlights the three directions of this learning experience that we'd like to call "Laboratory".







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# Added value: mobile

- The project proposal promotes a mobile learning trial by selecting a group of users (with their own smartphone or tablet), the proper materials of the modules and the phases of the experimentation.
- At the beginning of the project, the Contractor agrees with the Commission/EAHC the main elements of this mobile laboratory in order to define all relevant aspects (participants, devices to support, content, ...).
- At technological level, the experimentation will be based on Moodle online mobile features, by web navigation. In order to keep a regular tracking of the learning activity and the related certification, the standard module visualisation will be separated from the mobile navigation.
- On content level, it will be necessary to individuate which kind of standard contents of the module could be streamed in a repurposed version, adapted to a mobile experience, such as: quizzes, videos and other lessons' materials created thanks to the liquid HTML Learning Object model proposed for the content production activity.



# Added value: mobile



# Added value: collaborative learning

- Collaborative work makes the learning experience unique and guarantees an immediate focus on applicative aspects. Moodle, the backbone for the virtual learning environment, has a bunch of functionalities allowing the collaboration between learners and coordinators. Their activation is very important from a pedagogical point of view, since it allows the implementation of a constructive approach characterised by a multi-points communication. Here it is a list of the tools that can be enabled:
  - **Feedback**
  - **Wiki**
  - **Assignment**
- Their activation can be made by planning a laboratory experimentation for each module where a group of selected users can try out this kind of activity, providing a feedback from field to the EU Commission.



# Added value: community

- Collaboration is not the only prospective that Moodle offers to groups of users who intend to work and learn together. This LMS also provides powerful community services able to enhance the learning experience. The learning community secret of success does not just stand in providing good services since there is a strong need of capable tutors that properly use the community tools to stimulate the participants activities and the cross communication, always according to the Commission/EAHC orientation.
- Here it is a list of possible tools to enable:
  - **Forum**
  - **Chat**
  - **Blog**
  - **Tag**





# Conclusions

In this way, the EU Commission could have the opportunity to experiment, monitor and evaluate the impact of learning communities at European level, for enhancing not only the level of knowledge/skills expressed by the beneficiaries of BTSF eLearning courses, but also stimulating the horizontal cooperation among NCAs delegates during the learning process, very crucial within face – to – face training sessions but penalised within self-learning activities.





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Thank you!

