



***MODULES FOR E-LEARNING TRAINING COURSES
UNDER THE PROGRAMME
“BETTER TRAINING FOR SAFER FOOD”
(EAHC/2010/BTSF/04):
STATE OF ART***

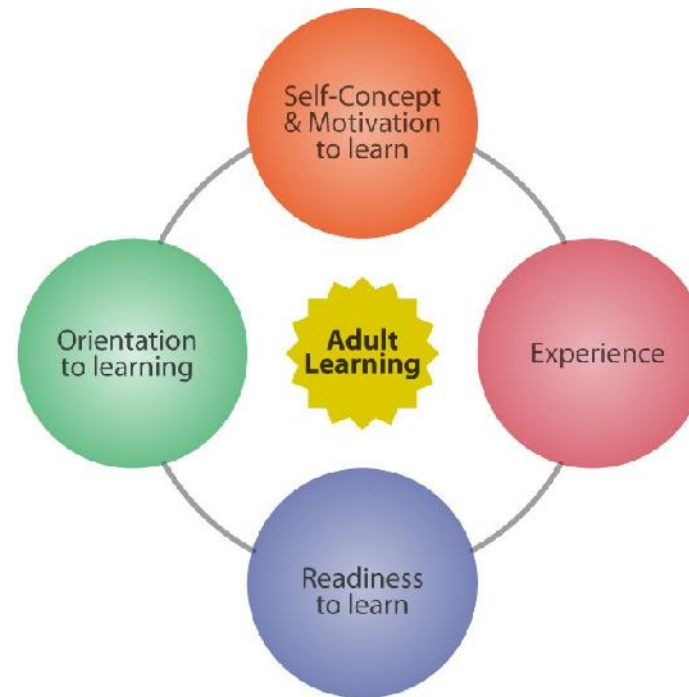
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Istituto G. Caporale - Teramo



Methodological background

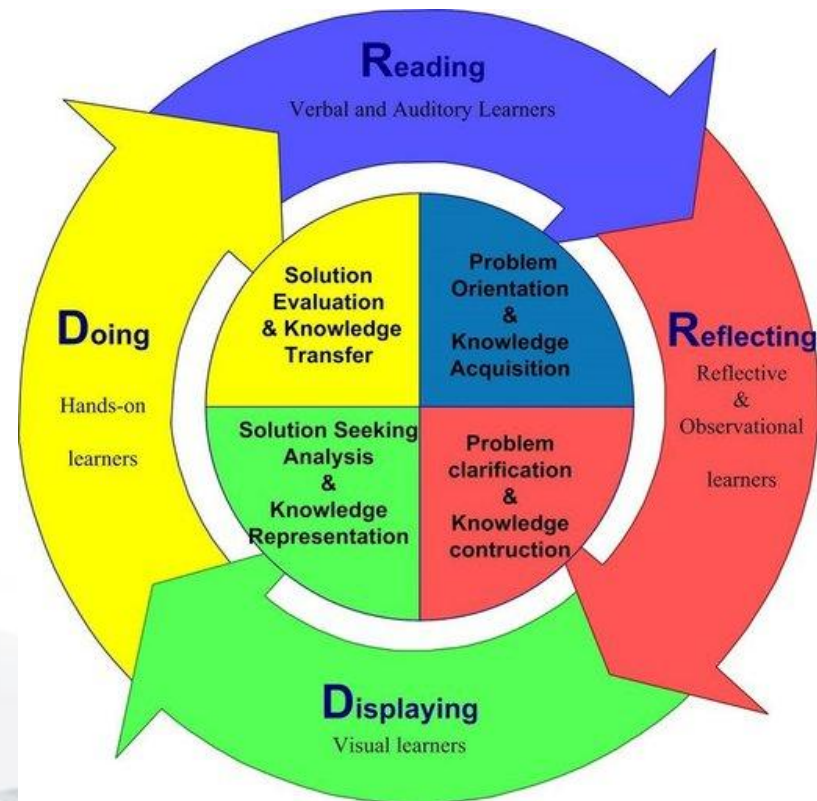
Androgogy is the theory of adult learning, as set out by Malcolm Knowles in 1970.

Issues of Knowles' theories



Methodological background

- Learners have different priorities, preferences and approaches to learning, and different requirements for support. The learning environment needs to reflect these differences.



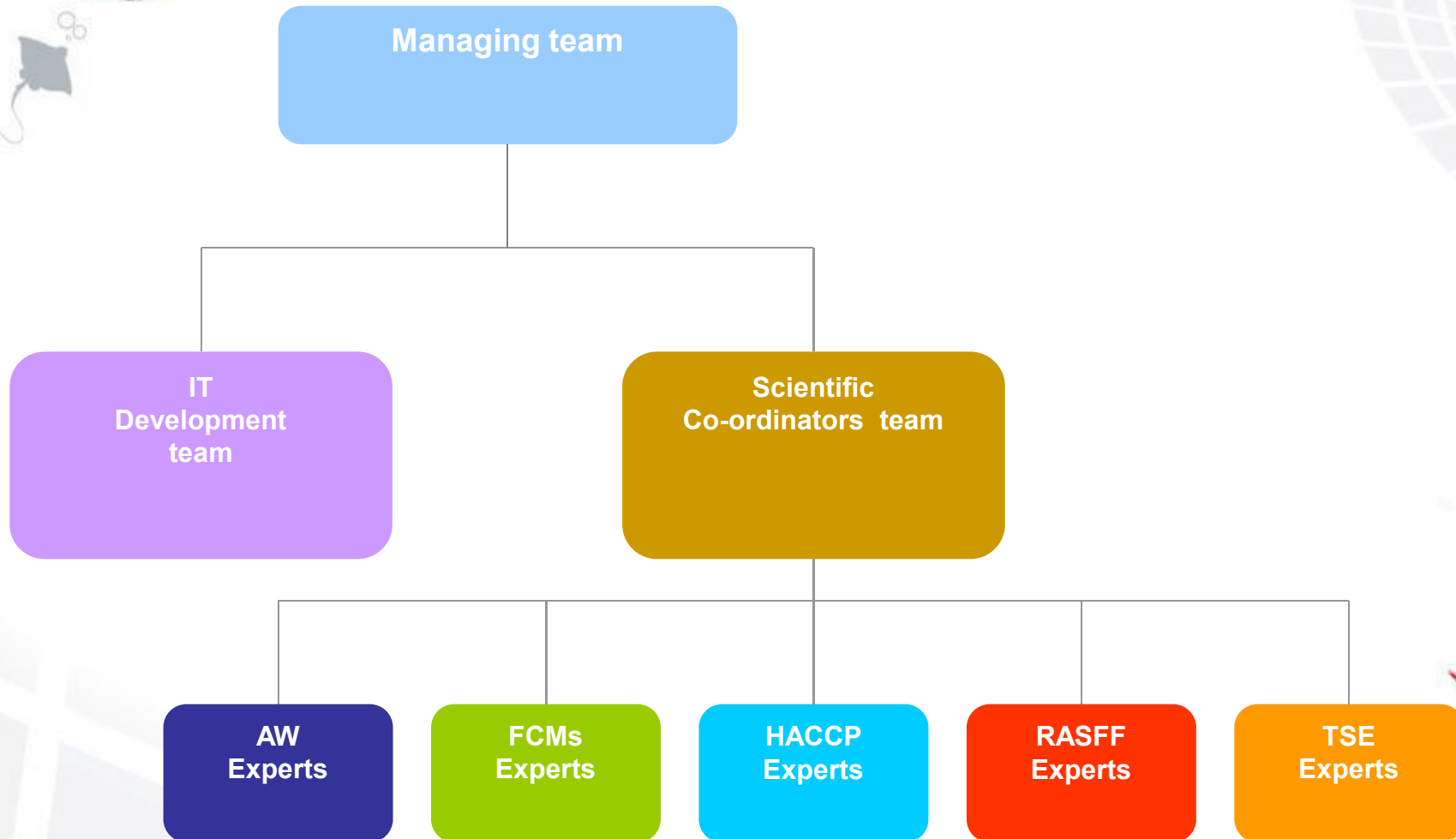
Methodological background

- The main expected cultural change is that learners take responsibility for their own learning, **throughout life and for keeping their skills up to date.**

Lifelong learning tree



PROJECT ORGANISATION





Project consortium tasks

is responsible for:

- Project management
- Methodological coordination
- Scientific coordination of the AW and HACCP eLearning modules
- Co-authoring of the AW and TSE modules
- Localisation of the 5 eLearning modules in French and German
- Instructional design
- Production of 15.000 DVDs
- Delivery phases
- Monitoring and evaluation



Project consortium tasks



is responsible for:

- Coordination of the HACCP, TSE & RASFF authors' teams
- Scientific coordination of the TSE & RASFF eLearning modules



are responsible for:

- Co-authoring of the eLearning modules on AW and TSE
- Authoring of the HACCP & RASFF modules





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exact
learning solutions

Project consortium tasks

is responsible for:

- Platform design and implementation (LCMS and LMS)
- Design and development of the eLearning modules
- eLearning maintenance
- Management of the digital repository
- Help desk service
- Hand - over



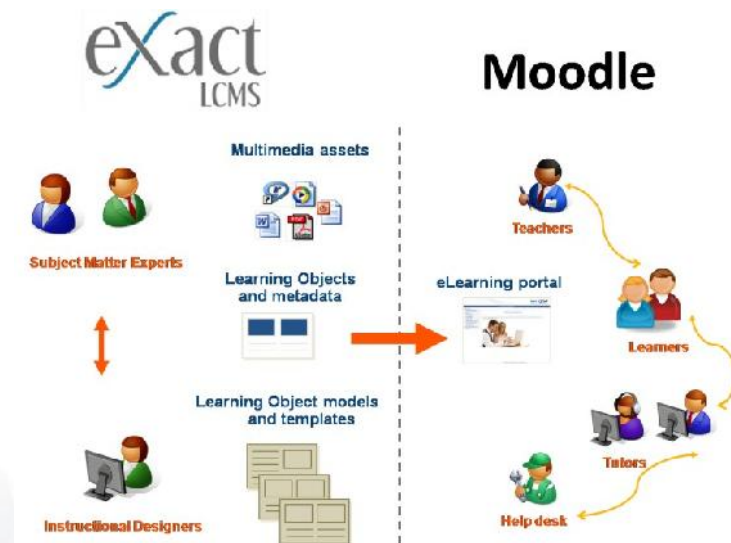
is responsible for:

- 3D animation



Learning Content Management System (LCMS)

- The open source LMS Moodle is supported by a LCMS.
- It is mainly focused on reusable eLearning content authoring.
- LCMS solutions are ideally meant to create content-centric learning strategies, to support multiple methods for gathering and organising content, to leverage content for multiple purposes and operation for mission-critical purposes.





I development cycle: FCM Module

Activities done

- Authoring of the learning contents and validation
- Multimedia production
- Delivery to DG SANCO/EAHC of the English master for testing and fine-tuning (November 14, 2012)
- Translation into French and German

Future activities and time schedule

- Peer – review of the English master for the internal and external validation (December 2012)
- Localisation in French and German (January 2013)
- Peer – review of the FR & D versions for the internal and external validation (February 2013)
- Recruiting of participants (from January 2013)
- Go – live English version (April 2013)





I development cycle: AW Module

Activities done

- Authoring of the learning contents
- Multimedia production of a course demo

On going activities

DG SANCO validation of the module storyboards

Future activities and time schedule

- Multimedia production
- Delivery to DG SANCO/EAHC of the English master for testing and fine-tuning (January 2013)
- Peer – review of the English master for the internal and external validation (January – February 2013)
- Translation into French and German (December 2012 – January 2013)
- Localisation in French and German (February – March 2013)
- Peer – review of the FR & D versions for the internal and external validation (March 2013)
- Recruiting of participants (from January 2013)
- Go – live English version (April 2013)



II development cycle: HACCP Module

Activities done

- Pedagogical design

On going activities

- SANCO validation of pedagogical design

Future activities

- Storyboarding and validation
- Multimedia production
- Delivery to DG SANCO/EAHC of the English master for testing and fine-tuning (March 2013)
- Peer-review of the English master for the internal and external validation (April 2013)
- Translation and localisation into French and German (May 2013)
- Peer-review of the FR & D versions for the internal and external validation (May 2013)
- Recruiting of participants (from March 2013)
- Go-live English version (June 2013)





II development cycle: TSE and RASFF

On going activities

- Pedagogical design (November 2012)

Future activities

- SANCO validation of pedagogical design
- Storyboarding and validation
- Multimedia production
- Delivery to DG SANCO/EAHC of the English master for testing and fine-tuning (March-April 2013)
- Peer-review of the English master for the internal and external validation (April 2013)
- Translation and localisation into French and German (May 2013)
- Peer-review of the FR & D versions for the internal and external validation (May 2013)
- Recruiting of participants (from March 2013)
- Go-live English version (June 2013)



Peer review: purposes

- To assure coherence between learning needs and objectives
- To guarantee consistency between learning objectives and technical contents
- To assess the usability of the elearning module
- To provide feed-back on overall appreciation of the elearning modules



Peer review: strategy

- Definition of the reviewer profile
- Invitation to the peer review and instructions
- Execution of the review according to guidelines
- Collection of the suggestions received and selection
- Implementation
- Module release



Peer review: reviewers (approx. 30 pp)

- Who should review the elearning modules?
 - DG SANCO & EAHC
 - FVO
 - NCA of MS accustomed to residential BTSF training on the specific subject/s (1/country)
 - International Organisations
 - Technical committees
 - Scientific experts selected by the contractor



Peer review: guidelines

Methodological criteria

Clear and complete definition of learning objectives

Consistency between stated and achievable objectives

Support to motivation

Learning strategy coherent with learning objectives

Learning strategy coherent with beneficiary profile

Tools useful to support the learning process

Clear language

Media used (e.g. video, audio, pictures, etc.) are consistent with objectives, contents, and beneficiaries

Evaluation tests appropriate to the evaluation of the learning objectives achievement

Evaluation tests well distributed

Evaluation tests support learning process

Overall module enjoyability



Peer review: guidelines

Content criteria

Contents and language are correct from a scientific perspective

Contents follow a logical and correct flow

Contents are coherent with learning objectives and beneficiary characteristics

Subjects are dealt in depth

Learning strategy coherent with beneficiary profile

Do sentences need rephrasing?

Do sentences need further explanations?

Are sentences old or overpassed from a scientific perspective?

Does text lack of completeness?

Lack or abundance of explained concepts

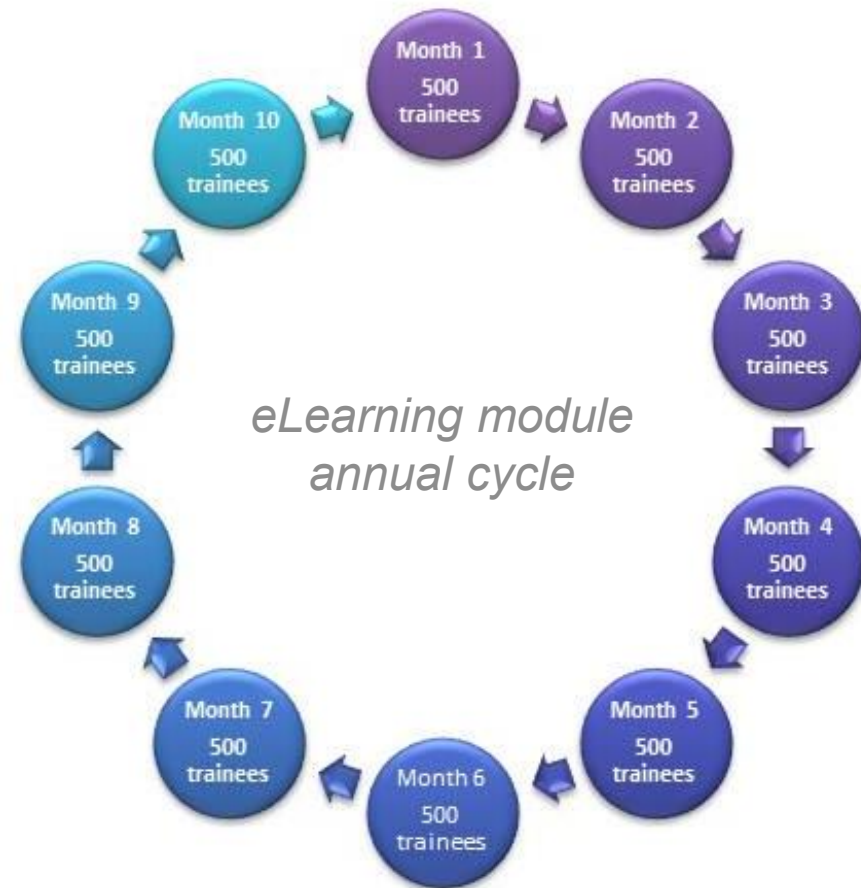


DISSEMINATION STRATEGY

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

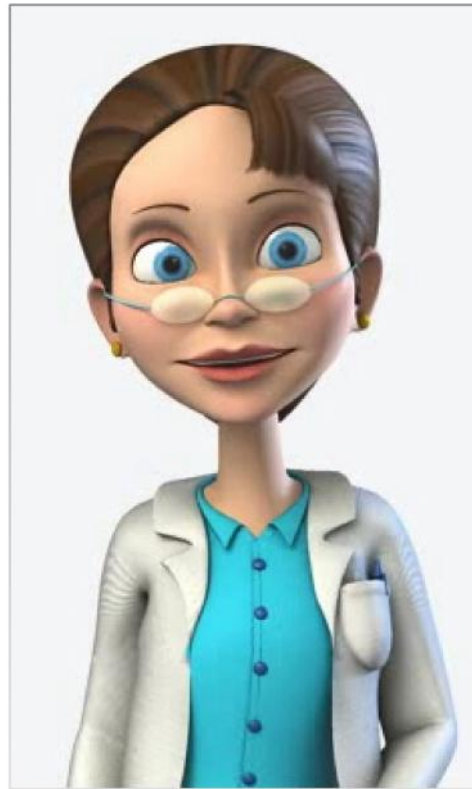




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Thank you!



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