



ECC

evoLearn Certification Concept



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Introduction

The *evoLearn Professionalism Certificate* aims at a common European level of quality and therefore certification must confirm to certain standards. Accordingly, the *evoLearn Certification Concept* describes the minimum requirements for certification. Certificates should only be awarded if a *high* level of professionalism is accomplished.

For certification we chose a double approach: certification of the personnel and certification of the content.

The first – the *evoLearn Professionalism Certificate* – certifies the professionalism of those persons who service, produce and maintain the site.

The second - *evoLearn Quality Certificate* - certifies the quality of the site. The second certificate presupposes the first one.

A. The *evoLearn Professionalism Certificate*

The criteria of the *evoLearn Professionalism Certificate* are based on the two manuals by which the staff is instructed: the tutor-manual and the author-manual.

The certificate is awarded if the person passes the respective test by the certifying institution.

To pass the test, one has to demonstrate sufficient knowledge on how to use the software of the site, either as a tutor or as an author. The certificate is divided into two levels which are the *Basic Level* and the *Advanced Level*. The basic level covers the know-how of the tutor, the advanced level aims at the know-how of the author.

Each test has to be designed according to certain criteria:

1. Prerequisites
2. Range
3. Duration of test
4. Minimum Passing Score

The second criterion is the most important since it comprises the entire field of questions and tasks that are tested. From this field a certain number of question and/or tasks are selected to create a test. Based on the number of questions the duration of the test (criterion 3) and the minimum passing score (criterion 4) can be determined.

1. Prerequisites



The basic level of certification presupposes no previous certificate. It certifies the fundamental know-how of the tutor. The tutor is the person that teaches the users how to use the platform and provides help for them in the daily use of the platform.

The know-how of the tutor therefore must comprise all aspects of the use of platform, the structure of its content and the content itself.

2. Range

The range of the tests must be different according to the level of know-how which is tested. There are different requirements of knowledge and experience for the tutor and for the author. The range of the test for the basic level has to be designed accordingly. By “range” we denote the topics and subtopics of the theoretical and practical knowledge.

2.1 Range of basic level

The tutor teaches the users how to use the platform and provides help in its daily use. Accordingly, the tutor’s knowledge must comprise the following five main topics:

- (1) using the learning environment and the product-world,
- (2) finding, adding, and communicating information,
- (3) multimedia elements,
- (4) additional features and
- (5) performance of the tutor.

The topics (1) through (4) deal with knowledge, whereas the final one (5) deals with the practical performance of the tutor. Each main topic can be divided into several sub-topics:

- (1) Using the learning environment and the product-world
 - overall structure of learning environment and product world
 - product modules and their type of information
 - bridging modules and their type of information
 - use of the learning environment
 - testing: initial test, final test
 - choosing the suitable learning environment; learning objectives
- (2) Finding, adding, and communicating information:
 - how to find information: strategies and tools — overview
 - tools:
 - navigation by content
 - the multiple-window-option
 - the use of internal links



- image maps
 - glossary
 - printing information
 - how to add information
 - public notes
 - private notes
 - selling arguments
 - cross-selling possibilities
 - comments
 - how to communicate information: overview, details see under (4)
- (3) Multimedia elements:
- illustrations (graphics, pictures, videos)
 - other elements (schemes, animations, multiple-choice-tests, check-lists, forms, image maps)
 - icons
- (4) Additional features of the platform
- taking notes
 - bookmarks
 - e-mail
 - discussion forum
 - news function
- (5) Performance of the tutor
- clarity of instruction and advice
 - kindness
 - patience

The topics (1) through (4) can be tested by theoretical questions and/or in performing certain tasks. The fifth topic however presupposes a situation where the tutor performs an every day task of instruction or advice that can be observed by an evaluator.

There are altogether 20 sub-topics. *All* the sub-topics must be covered by the test to confirm with the **evoLearn**-standard: the number of different questions and tasks must be *twenty*; including the three topics regarding the tutor's performance (which, of course, can be evaluated during a single tasks).

2.2 Range of advanced level



While the tutor must be well acquainted with the on-line-course and the features of the platform the *author* must know how to practically work with it to create a learning environment or parts thereof. Accordingly, the author's knowledge must comprise the following five main topics:

- (1) the concept of online-learning,
- (2) structures of the program and its modules,
- (3) didactics of online-learning,
- (4) creating content and

Each main topic can be divided into several sub-topics:

- (1) the concept of online-learning
 - user-group (social composition; level of knowledge; learning situation)
 - goals of e-learning (enlarging content and accessibility, rising quality of knowledge, using potentials etc.)
 - components of the concept (online-instructions and content, real-life-instruction, self-learning-phases, tutorial support)
- (2) structures of the program and its modules
 - standards of the overall structure of the program (like: introduction, pre-tests, bridging modules, modules, testing, communication etc.)
 - structure of the product world
 - standards of structuring the modules (sequences, elements etc.)
 - standards of preparing contents (focus, elements, didactics as below)
- (3) didactics of online-learning
 - basics of blended learning
 - focus on practical use
 - quality of content (clarity, intelligibility, variation, changing phases [active/passive])
- (4) creating content
 - creating product modules and bridging modules:
 - using Open Office
 - importing documents into **evoLearn**
 - changing modules or parts of them
 - revising a page



- adding a page
 - adding chapters or parts of them
 - creating content without Open Office
- creating a learning environment
 - the concept and structure of a learning environment
 - How to create a learning environment
 - adding bridging modules
 - adding product modules
 - creating tests
 - testing devices
- Navigation:
 - navigation by content
 - multiple-window-option
 - internal links
 - image maps
 - glossary
- Multimedia elements:
 - illustrations (graphics, pictures, videos)
 - other elements (schemes, animations, multiple-choice-tests, check-lists, forms, image maps)
 - icons
- Additional features:
 - taking notes
 - bookmarks
 - e-mail
 - discussion forum
 - news function

by the test To confirm with the **evoLearn**-standard the test has to comprise 20 questions and/or tasks created from the 34 sub-topics.

B. evoLearn Quality Certificate

The criteria of the ***evoLearn Quality Certificate*** are based on three sources: the professionalism of the personal, the representation of the given product world of the company being certified and the quality of the maintenance and administration of the site.

Therefore the certificate is awarded if all the personnel holds an ***evoLearn Professionalism Certificate*** and the site itself has been positively approved via an evaluation by the certifying institution.



To get a positive approbation, the site must sufficiently implement the product world and must be well maintained and administered.

Each aspect is evaluated according to certain well defined criteria:

Personal:

1. Professionalism of personal (= *evoLearn Professionalism Certificate* as above)

Content:

2. Coverage of product world
3. Systematic structure
4. Completeness of description
5. Being-up-to-date of content

Site:

6. Accessibility
7. Maintenance of platform
8. Administration

3.1 Prerequisites

To be eligible for an *evoLearn Quality Certificate* the company must already hold both **evoLearn** Professionalism Certificates as described above.

However, the entire process of certification can be held as a single procedure thereby certifying the entire range of **evoLearn** Certificates in a single attempt and sequence.

We propose to start with the basic level certificate followed by the advanced level certificate and ending with the quality certificate. The necessary evaluation for the *evoLearn Quality Certificate* can as well be done independently from the other tasks.

3.2 Evaluation of Content

- Coverage of product world
 - The product world of a given company needs to be covered in its entirety. If it is covered only in parts thereof (e.g. as a model for the rest) the application for the ECC must be aimed at these parts only.
 - The description of the product world must be correct, clear and comprehensible.
- Systematic structure



- A product world is ordered by a systematic structure, that means: the elements or items of the product world form coherent groups of similar products labelled by standardized and defined descriptors (like. “refrigerator”).
 - Such groups are divided into more specific types that form sub-groups (e.g. “Cars” can be subdivided into “trucks”, “busses”, etc.)
 - The systematic structure and its labelling must confirm with the industrial standards and norms currently in use in the relevant sector of commerce.
- Completeness of description
 - The description of the product world must be complete in detail and confirmed with the structure of the **evoLearn-Model**
 - The description must confirm with the industrial standards and norms currently in use in the relevant sector of commerce.
 - Being-up-to-date of content
 - The content must be up-to-date and may neither contain out-dated information on products that are still on sale. However, information about products that no more available on the market may be useful and be kept on site e.g. for the purpose of comparison making.

3.3 Evaluation of Site

- Accessibility
 - There must be a technologically adequate equipment (hardware) for running the **evoLearn**-system on an appropriate scale.
 - The site must be accessible for all persons that need to use its information and/or learning content within the company. Accessibility here means the privilege to use the **evoLearn** system.
 - To exercise the privilege of access there must be a sufficient number of terminals available on which the



evoLearn-system can be used. On the average, each sales-room should have one terminal per three sales-persons.

- Maintenance of platform
 - To use the **evoLearn**-system in an efficient way the content must be kept complete, up-to-date, and maintained according to its systematic structure. To ensure this a sufficient number of persons must be endowed with the task of supervising the maintenance of the system.
 - To keep the system well maintained the normal users and authors have to contribute.
- Administration
 - To use the **evoLearn**-system efficiently the system must have an administrator with sufficient expertise in computer software and especially the **evoLearn**-system and ILIAS.
 - For service and care of the hardware there must be either a technician employed by the company or a service company at hand by a contractual agreement that can maintain the running of the hardware on a timely scale.

C. Further Development and Responsibility

Based on this concept as described above the further development and implementation of the certification process is done on a national level since the questionnaire and evaluation will be held in the respective languages. It may be best if the implementation is handled by the respective national or regional agencies.

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