

# ELQ-SME



# **Implementing eLearning in SMEs**

**A practical guide for trainers and  
entrepreneurs**

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**Lisbon**

# **Current situation – eLearning in SMEs**

**SMEs have reluctance in using ICT in learning**

**Two main reasons:**

- **the inadequate methodological-didactic quality of the new learning media**
- **consultation and advice on training that is being offered by providers does not correspond to what SME firms actually need and require in the way of training and qualifications**



## Learning programmes should...

- be oriented to concrete problems and applicable close to the individual workplace
- be capable of integration
- be modularised
- be interactive
- make broader communication possible
- be related specifically to the firm, and flexible
- be related specifically to the user's line of business
- be reasonable priced

# Implementation of eLearning

Significant differences arise between usual face to face training and eLearning if they are compared with respect to:

- Character of the training content
- Type and constitution of the learner group
- Resources and basic conditions
- Individual characteristics of the learners

# Implementation Process of eLearning

**essential for learning success: acceptance of further training to develop motivation and achieving self-discipline. Factors, that obstruct acceptance:**

- **superiors not really accepting the online working methods**
- **employees missing communication with tutors or other participants**
- **employees realise that online training requires an unusual degree of work: self directed learning**

## **Important success factors - preamble**

- **Information to all persons involved in the training process**
- **Incentives: increase of competences**
- **Learning during work or financial incentives**
- **Certification of further training**

# Important success factors – 7 steps

Process category	Process steps
Defining requirements	Problem description, determining learning goals, training requirements
Basic conditions	Learning environments not optimised for learning processes, learning locations, allowed time, organisational rules
Conception	Draft for target groups and media programmes offered that are adequate to meet learning goals
Production	Feedback loops
Implementation	Stakeholder inclusion
Execution	Flexibility, certification
Evaluation	Quality assurance and cost effectiveness review

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## **Step 3: Conception**

**Concept should be...**

- **directed to target group**
- **bear in mind aim of learning**

# Step 3: Conception

Learning goal	Type of learning software	Requirements on characteristics/quality
1. Rapid access to required information	Information tool	Open structure; unrestricted access; low degree of learning skills required; instruments for use in practice; "looking up mode"
2. Increase in existing knowledge	Modularised learning instrument	Plurality of ways of learning; can be used systematically or ad hoc; self-learning competence required (selection, transfer)
3. Acquisition of new areas of work-oriented knowledge	Electronic training course	Sequential working on the basis of the learning material structure; relating to work activities essential
4. Skills / ability to take action acquired in a secluded room	Practice tool	Sequential working on the basis of practical problem definitions up to identification; simulation character; practising routines, e.g. using application software
5. Help in creative problem solving processes	Discussion forum, platform for exchanging ideas and information	Support for problem processing; communication platform
6. Structuring creative processes	Production instruments	Visualisation and structuring aids

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In a knowledge-based society, e-learning is a very good alternative methodology to answer to the SMEs needs on lifelong acquisition of skills – this training methodology is flexible, tailored to each person exact needs, learning style and time available, is based on ICT and involves individualized guidance and mentoring.

The ELQ-SMEs Partnership developed a CD with useful resources targeted to entrepreneurs, company decision-makers, training providers and e-learning consultants. The CD content aims at informing and supporting managers and other company decision-makers, especially in SMEs, as well as training providers and consultants, to realize the value of e-learning, as they require strong evidences about this training methodology advantages.

The CD contains a "State of the Art Report: E-learning Quality in European SMEs", seven European "Best Practice Examples" and a "Guide to Conceive and Evaluate E-Learning Courses for SMEs Entrepreneurs and Training Providers". There is also a "Digital Glossary" and a set of links to explore further information.



State of the Art Report:  
E-learning Quality in European SMEs



Best Practice Examples



Guide to Conceive and Evaluate  
E-learning Courses for SMEs  
Entrepreneurs and Training Providers



Glossary



European Partners



About the Project



Credits



Education and Culture

**Leonardo da Vinci**

Pilot projects

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## The END

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