

## Inventory for decision makers, part 1: preparing a decision on the adoption of Blended-Learning

This is a first proposal for the key questions for decision makers before deciding upon the invention of Blended-Learning Systems or e-learning modules or deciding for a traditional course system:

**This version is for trial; persons who are possible decision-makers on the adoption of Blended-Learning courses or e-Learning systems or who have already decided, are asked to fill out the inventory with a practical project in their mind and then give us remarks on the usefulness and comprehensibility of items.**

1. Description of the entity: Status quo (What is given?)			
Coordinates of the enterprise (location) a) The buildings where learners stay are.. .	<input type="radio"/> central-ized	<input type="radio"/> mainly cen-tralized	<input type="radio"/> decentral-ized
Economic sector (business area) b) Diversity of business areas/divisions where learners come from is...	<input type="radio"/> very high	<input type="radio"/> rather high	<input type="radio"/> low
c) Which are the business areas/divisions where learners come from? (Please list them)			
d) Number of learners .... e) Number of cycles ....			
Hierarchy (management, workers etc.) f) Diversity of learners' status is ... g) Clustering of learners (working together in groups) is ...	<input type="radio"/> very high	<input type="radio"/> rather high	<input type="radio"/> low
	<input type="radio"/> very high	<input type="radio"/> rather high	<input type="radio"/> low
Languages (European, international enterprise) h) Which languages do the learners need to speak in your organisation/institution? i) Which languages do the learners need to speak during their working time (with clients)?	<input type="radio"/> one lan-guage (their mother tongue)	<input type="radio"/> two languages	<input type="radio"/> more than two lan-guages
	<input type="radio"/> one language (their mother	<input type="radio"/> two languages	<input type="radio"/> more than two languages
x) Comments on usefulness and comprehensibility of items:			

**2. Intention of the management**  
**(Why do you want to introduce BL or e-Learning?)**

Economic reasons: a) Reducing costs for education/training activities b) Reducing costs for absence of learners from workplace	<input type="radio"/> very important	<input type="radio"/> rather important	<input type="radio"/> not important
c) Having quicker the benefits of education/training (saving of learning time)	<input type="radio"/> very important	<input type="radio"/> rather important	<input type="radio"/> not important
d) Improving the quality (results) of learning e) Improving the learning environment	<input type="radio"/> very important	<input type="radio"/> rather important	<input type="radio"/> not important
f) Standardized training results (comparability)	<input type="radio"/> very important	<input type="radio"/> rather important	<input type="radio"/> not important
g) Different working places (ODL) and improvement of communication	<input type="radio"/> very important	<input type="radio"/> rather important	<input type="radio"/> not important
h) Customer care	<input type="radio"/> very important	<input type="radio"/> rather important	<input type="radio"/> not important

x) Comments on usefulness and comprehensibility of items:

3. Description of the learners (Who shall they learn?)			
Educational level a) What kind of educational level do the learners have?	<input type="radio"/> very homogeneous	<input type="radio"/> fairly homogeneous	<input type="radio"/> heterogeneous
Age b) The age of the learners is...	<input type="radio"/> very homogeneous	<input type="radio"/> fairly homogeneous	<input type="radio"/> heterogeneous
c) Sex	<input type="radio"/> mostly male	<input type="radio"/> fairly distributed	<input type="radio"/> mostly female
Working and learning time d) The working and learning times in my organisation are...	<input type="radio"/> strictly separated	<input type="radio"/> sometimes mixed	<input type="radio"/> not separated
Motivation (e.g.incentives) e) The motivation to learn is ...	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
Perspectives of the learners (job security) f) The job security is ...	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
Other target groups (e.g. clients) g) How many other target groups do you have for e-learning or blended-learning approaches?	<input type="radio"/> a lot	<input type="radio"/> some	<input type="radio"/> few
Learners' disposition (ability of self-learning) h) The ability of the learners in self-learning is ...	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
i) Learners' competencies with IT	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
j) Learners' interest in further education as a nice time outside	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low

x) Comments on usefulness and comprehensibility of items:

4. Description of the learning environment (Where shall they learn?)			
a) Fields of vocational training, special equipment for practical learning	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
b) Learning culture (how often, regular training etc.) homogeneous groups	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
c) Computer equipment internet availability	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
d) Place of learning	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
e) Place of working (e.g. several branches)	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
f) different languages of the learners	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low
g) Availability of learning material, media	<input type="radio"/> high	<input type="radio"/> average	<input type="radio"/> low

x) Comments on usefulness and comprehensibility of items:

5. Description of the learning and qualification demands (What shall they learn for?)			
a) Visions of the enterprise and derived visions for the "learning enterprise" and a knowledge management	<input type="radio"/> very clearly defined	<input type="radio"/> rather clear	<input type="radio"/> not defined
b) Demand on competencies and learning objectives	<input type="radio"/> very clearly defined	<input type="radio"/> rather clear	<input type="radio"/> not defined
c) Regular qualification courses (Repeated) for staff members	<input type="radio"/> exactly	<input type="radio"/> partly	<input type="radio"/> not at all
d) Regular qualification courses (repeated) for staff members	how often? .....		
e) Point system (getting credits)	<input type="radio"/> exactly	<input type="radio"/> partly	<input type="radio"/> not at all

x) Comments on usefulness and comprehensibility of items:

6. Description of the contents (What shall the learn?)			
a) Which thematic fields?			
b) Methodological knowledge	<input type="radio"/> mostly	<input type="radio"/> partly	<input type="radio"/> not at all
c) Background or source knowledge	<input type="radio"/> mostly	<input type="radio"/> partly	<input type="radio"/> not at all
d) Interpretation knowledge	<input type="radio"/> mostly	<input type="radio"/> partly	<input type="radio"/> not at all
e) Acting knowledge (competencies)	<input type="radio"/> mostly	<input type="radio"/> partly	<input type="radio"/> not at all
f) Level of anticipative knowledge (things that will have to be developed)	<input type="radio"/> very high	<input type="radio"/> some	<input type="radio"/> low

x) Comments on usefulness and comprehensibility of items:

7. Expected outcome			
a) Educational management in the enterprise	<input type="radio"/> should be quite new organised	<input type="radio"/> partly changes	<input type="radio"/> no changes
b) Web based Learning Management System	<input type="radio"/> high preference	<input type="radio"/> may be, may not	<input type="radio"/> very low preference
c) e-Learning courses	<input type="radio"/> high preference	<input type="radio"/> may be, may not	<input type="radio"/> very low preference
d) Blended-Learning courses	<input type="radio"/> high preference	<input type="radio"/> may be, may not	<input type="radio"/> very low preference
e) Digital learning material	<input type="radio"/> high preference	<input type="radio"/> may be, may not	<input type="radio"/> very low preference
f) CBT's or WBT's	<input type="radio"/> high preference	<input type="radio"/> may be, may not	<input type="radio"/> very low preference
g) Tutoring	<input type="radio"/> high preference	<input type="radio"/> may be, may not	<input type="radio"/> very low preference
h) Training of internal trainers	<input type="radio"/> high preference	<input type="radio"/> may be, may not	<input type="radio"/> very low preference

x) Comments on usefulness and comprehensibility of items:

## 8. Organisational development and integration

a) Adaptability of contents (to be adapted to other groups)	<input type="radio"/> high	<input type="radio"/> may be, may not	<input type="radio"/> low
b) Internal dissemination opportunities	<input type="radio"/> high	<input type="radio"/> may be, may not	<input type="radio"/> low
c) Integration in Quality Management Systems (	<input type="radio"/> high	<input type="radio"/> may be, may not	<input type="radio"/> low

x) Comments on usefulness and comprehensibility of items: