Case Study
eVideo 2.0
Simulated learning program eVideo 2.0 to improve basic literacy and numeracy skills

The Customer

- KES-Verbund helps companies and public bodies modernise their structures and processes through pilot schemes and development projects
- Their aim is to implement innovative, high-quality services in fields of training, advanced training and advice

The Challenges

- 7.5 million women and men of working age in Germany have insufficient literacy and numeracy skills. 57% of them are currently employed
- As a result of this skill deficiency, these people will be confronted with tasks in their day-to-day employment that are outside their capabilities
- Many have also had negative experiences with education and are often not used to learning

The Solution

- A video-based simulated learning program, tailored to the needs of specific target groups, which provides practical training
- The user gains literacy and numeracy skills within a workplace context and is also able to refresh skills
- The course is provided via the cloud-based Learning Management System, the IMC Learning Suite

The Advantages

- eVideo 2.0 will simplify access to basic education, while reducing learning anxiety and skills gaps
- eVideo 2.0 will remove disadvantages in training and employment, and enhance the competitiveness of the company
- eVideo 2.0 will improve the exchange and flow of information about basic education
KES-Verbund has been helping public bodies and companies to develop innovative strategies for training, further training and advisory services since 2007. Through these projects, the organisation aims to modernise the structures and processes used in these areas.

KES-Verbund harnesses the potential of modern information and communication technologies to achieve this goal. The organisation seeks to implement innovative, high-quality services in these three areas, which will improve life-long learning, now and in the future.

“The idea of delivering the project as a web-based learning game is unique in this field and for the target group.”

Björn Schulz, deputy project manager for KES-Verbund’s ‘Training simulation program for literacy and basic skills in industry’ project
The qualification deficit in Germany

Recent surveys have shown that in Germany, 7.5 million women and men of working age have insufficient literacy and numeracy skills. This means that they are unable to read, write or count. More than half of these people are currently employed, in the logistics sector for example.

In their day-to-day work, these people are frequently confronted with tasks that are either completely, or partially outside their capability. Today’s workplaces demand advanced reading and writing skills, for example if a job involves using computer-operated systems.

When these skills are lacking, the impact goes beyond the individual: „A workforce lacking in basic literacy and numeracy skills can have a significant cost impact, either on individual businesses or the economy as a whole. These costs occur when, for example, quality suffers or tasks have to be redone.

It is therefore vital that companies identify support needs in advance and provide their employees with basic skills”, says Björn Schulz, deputy project manager for KES-Verbund’s ‘Training simulation program for literacy and basic skills in industry’ project.

The project eVideo 2.0 is part of the new funding priority “Job-oriented Alphabetization and Basic Education of Adults”. The project is promoted with funds of the Federal Ministry of Education and Reserach under the project number 01AB12034. The author bears sole responsibility for the content of this text.
“Where is the parcel?”

“eVideo 2.0” consists of 22 exercises in four different environments. The question at the core of the training program is “Where is the parcel?” The learner is immersed in a warehouse environment that is typical to the sector. In that environment, he helps colleagues to complete different tasks.

Some of these tasks include understanding a delivery note or filling out documents. The virtual world simulates a workplace as authentically as possible to facilitate the transfer of learning to the user’s own day-to-day tasks.

It starts with an introduction to set the scene:

The learner receives an urgent request from the warehouse manager. She asks him to help out in another warehouse.

At the other warehouse, things are frantic, there are too few staff and an important parcel has gone missing. The learner says he is ready to help and search for the parcel. He can then familiarise himself with the working environment and his colleagues by walking through the various rooms of the transport and logistics company in an interactive, first-person-view video. The learner can communicate with colleagues using interactive controls and must solve interactive tasks. The exercises are accompanied by dialogue, in which a colleague talks about everyday errands or describes a problem or task.

The learner acts as a helper and gains literacy and numeracy skills from the workplace context. The focus of the training is not on learning facts, but on applied knowledge communicated through written language. For example, the learner’s reading comprehension is improved by matching the correct delivery notes to the correct parcels. The background context about the missing parcel is a motivating element. Awards for solving a task may be used as an additional way of motivating a user to work through the programme. The user can request help on solving a task at any time by using the menu bar.
The virtual world of a logistics company

With “eVideo 2.0”, a video-based simulation program that depicts a virtual transport and logistics company was chosen. The program is used by freight forwarding logistics and transport companies in Berlin and Brandenburg. There are also plans to distribute the program country-wide.

KES-Verbund developed the “eVideo 2.0” concept, and created its contents and educational methods. According to Schulz, “modern information and communication technologies can be used to reach employees in many businesses.” KES-Verbund selected IMC AG as its partner for the project, a company which, as the leading full-service provider in digital training, shared its enthusiasm for new technologies.

While IMC took over the graphic design and technical implementation of the project, conceptTV was commissioned to produce the video materials. This company has worked with IMC on a number of diverse projects in the past.
Course provision via the IMC Learning Suite

A variety of different communication opportunities are made available by embedding a Learning Management System. The user can communicate with tutors or other users, and the system offers many options for conducting learning data analysis and monitoring learner progress, so that future offerings and training sessions can be based on this data. This program enables a whole group of workers, who had previously gone unnoticed, to become actively involved in staff development activities. “The idea of delivering the project as a web-based learning game is unique in this field and for the target group,” explains Schulz.

Transferability to other sectors
The concept may be tailored to other situations and is currently in implementation for the hotel and catering industry. There are also plans to develop a version for further education colleges and trainees with basic literacy and numeracy needs.
About IMC

Internationally renowned for our learning technologies we are passionate about creating innovative and reliable learning solutions that put our clients at the forefront of learning and development.

For 20 years we have been helping organisations to plan, develop and implement professional learning strategies. Our multi-award winning products and services portfolio includes the Learning and Talent Management System, IMC Learning Suite, the innovative Electronic Performance Support System (EPSS), IMC Process Guide, and the intuitively usable authoring software, IMC Content Studio. For creators of digital content IMC now offers the free cloud service IMC Teach. Additionally, customised and standardised learning contents for subjects such as compliance learning are part of the IMC portfolio.

Worldwide more than 1,000 customers with over 5 million users in businesses, public institutions and educational institutions of all sectors and sizes trust in IMC.