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Education and learning services — Distance and digital learning services (DDLS) — Case studies

DTR *Services d'éducation et de formation — Services d'apprentissage numérique et à distance*
— Études de cas

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Contents

Foreword vi

Introductionvii

1 Scope 1

2 Normative references..... 1

3 Terms and definitions 1

4 Methodology and overview of selected cases 2

4.1 Methodology 2

4.2 Overview of selected cases..... 2

5 Practices of needs analysis..... 5

5.1 General 5

5.2 Market needs analysis for launching a new programme..... 5

5.3 Syllabus “Digital competences for PA” 6

5.4 Learning needs analysis for international talent cultivation..... 7

6 Practices of design of DDLS..... 9

6.1 General 9

6.2 An ecological model indicating learner-centredness in online education 9

6.3 Engagement and co-design by administrations in “Digital competences for PA” 10

6.4 Intelligent design systems for training programmes..... 11

6.4.1 General..... 11

7 Practices of technology-supported distance learning 13

7.1 General 13

7.2 An intelligent auxiliary environment with AI and VEM technology 13

7.3 A “learning hub” IT platform 13

7.4 A “crowded innovation space” cloud classroom learning platform..... 14

8 Practices of learning materials available via distance learning..... 14

8.1 General 14

8.2 Learning materials designed with the principle of 3-M learning..... 14

8.3 E-learning digital competences catalogue with course category as the elementary unit..... 15

8.4 A learning resource system with timely updating and rich test questions 15

9 Practices of learner support 16

9.1 General 16

9.2 A mentorship model that highlights different learner support elements 16

9.3 A FAQ system on the public site..... 19

9.4 An intelligent talent development system for young learners..... 19

10 Practices of assessment of learning..... 19

10.1 General 19

10.2 A dual system of both formative and summative assessment 19

10.3 Analysis of “incoming” and “outgoing” competences 20

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 (https://standards.itel.ai)
 Document Preview

ISO/DTR 29996

23003527569/iso-dtr-29996

ISO/DTR 29996:(E)

10.3.1	General.....	20
10.3.2	Analysis of “incoming” competences	21
10.3.3	Analysis of “outgoing” competences	22

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Document Preview

[ISO/DTR 29996](https://standards.itih.ai/catalog/standards/sist/61039b08-3730-428c-a5bb-e23003527569/iso-dtr-29996)

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Foreword

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This document was prepared by Technical Committee ISO/TC 232, *Education and learning services*.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

Distance and digital learning services (DDLS) have been developing and increasing rapidly at the global level. In order to implement and maintain quality DDLS, there are some requirements and recommendations to be met by distance and digital learning service providers (DDLSP), which are provided by ISO 29992, ISO 29993, and ISO 29994, for example:

- ISO 29992:2018 provides recommendations on assessment planning and assessment development applicable to DDLS;
- ISO 29993:2017 puts forward requirements for the education and learning services, including DDLS, from the aspects of needs analysis, design of the learning service, etc;
- ISO 29994:2021 provides specific requirements about for technology-supported distance learning, learning materials available via distance learning, and learner support for DDLS on the basis of ISO 29992:2018 and ISO 29993:2017.

As a methodology, case studies can help DDLSP to identify, clarify, and achieve the requirements and recommendations related to the goal of quality DDLS in the International standards/Standards mentioned above, by providing practical solutions and effective experiences. By understanding and referring to the cases in this document, DDLSP can find out the applicable practices and strategies, and apply them under the similar circumstances to promote and/or improve the quality of DDLS.

The purpose of this document is to support DDLSP to understand how to apply the related contents of ISO 29992, ISO 29993, and ISO 29994 through case studies, by providing DDLSP with situational understanding and practical illustrations for the relevant requirements and recommendations.

This document can be helpful for DDLSP who wish to analyse and improve their DDLS, by providing practical solutions and suggestions for DDLSP to pursue and realize quality DDLS with the help of ISO 29992, ISO 29993, and ISO 29994.

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Education and learning services — Distance and digital learning services (DDLSP) — Case studies

1 Scope

This document provides real cases, situational understanding, and practical solutions to apply the related contents of ISO 29992, ISO 29993, and ISO 29994 in the scenario of DDLSP.

This document can be used as a reference and/or inspiration for DDLSP analysing and improving their DDLSP, and pursuing quality DDLSP, by applying ISO 29992, ISO 29993, and ISO 29994.

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

ISO 29992:2018, *Assessment of outcomes of learning services — Guidance*

ISO 29993:2017, *Learning services outside formal education — Service requirements*

ISO 29994:2021, *Education and learning services — Requirements for distance learning*

ISO 29995:2021, *Education and learning services — Vocabulary*

3 Terms and definitions

For the purposes of this document, the terms and definitions given in ISO 29992, ISO 29993, ISO 29994, and ISO 29995 and the following apply.

ISO and IEC maintain **terminological terminology** databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at <https://www.iso.org/obp>

— IEC Electropedia: available at <https://www.electropedia.org/>

3.1

distance and digital learning services

DDLSP

sequence of activities, designed to enable learning, delivered by digital technology, while learners and facilitators are separated by time, space or both

[SOURCE: ISO 29994:2021, 3.1, modified, "by digital technology" added] — Term and definition revised, examples removed.]

3.2

distance and digital learning service provider

DDLSP

organization or individual providing *distance and digital learning services (3.1)*, including any associates involved in the provision of the distance and **distance digital** learning services

[SOURCE: ISO 29994:2021, 3.2, modified, "by digital technology" added] — Term and definition revised.]

4 Methodology and overview of selected cases

4.1 ~~4.1~~ Methodology

This document contains cases with detailed descriptions of practices gleaned from countries, for the possible realization of quality DDLS.

The practices of these highly acclaimed cases were collected and determined their relevance to the related elements of ISO 29992, ISO 29993, and ISO 29994.

The linkages between the related elements from ISO 29992:2018, ISO 29993:2017, and ISO 29994:2021, and the practices of cases in this document are identified in [Table 1](#).

Table 1 — Relationship between related elements, cases, and the practices

Element of DDLS from ISO standards/documents				Practice in this document		
Element	ISO 29992:2018	ISO 29993:2017	ISO 29994:2021	CASE Case 1	CASE Case 2	CASE Case 3
Needs analysis	/=	Clause 7	Subclauses-7.2, 7.3	1-1	2-1	3-1
Design of DDLS	/=	Clause 8	Subclauses-8.2, 8.3	1-2	2-2	3-2
Technology-supported distance learning	/=	/=	Subclause-10.1	1-3	2-3	3-3
Learning materials available via DDLS	/=	/=	Subclause-10.2	1-4	2-4	3-4
Learner support	/=	/=	Subclause-10.3	1-5	2-5	3-5
Assessment of learning	Clauses 4 and 5	Clause 12	Subclause-12.2	1-6	2-6	/

4.2 ~~4.2~~ Overview of selected cases

An overview of selected cases is shown in [Table 2](#).

Table 2 — Overview of cases

No.	Country	Type of DDLS	Overview
CASE Case 1	China	University/college	<p>DDLSP 1, established in 2000, offers online and distance tertiary degree education in over 20 provinces, with 100 learning centerscentres distributed across the country, in eight specialtiesnine specialties of English, Business Administration, Accounting, Information Management, Electronic Commerce, International Economicsbusiness administration, accounting, information management, electronic commerce, international economics and Trade, Finance, Computer Science<trade, <del="" and="" computer="" finance,="" science="">Technologytechnology, Chinese Language/language and Literature. literature.</trade,></p> <p>DDLSP 1 is a school within a first-tier university, aiming to provide quality education via the use of digital technology to learners who do not have access to formal education across the country and contributes tremendously to education equity and inclusive education.</p> <p>DDLSP 1 provides three programsprogrammes for learners: 1) diploma programsprogrammes; 2) BA programsprogrammes; and 3) post-diploma BA programsprogrammes. To cater to the increasing needs of learners, DDLSP 1 has also started to providebeen providing master</p>

Merged Cells

Merged Cells

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No.	Country	Type of DDLs	Overview
			<p>programs<u>programmes</u> in English language education and Chinese language education since 2015.</p> <p>Following the educational philosophy of “whole-person development”, DDLSP 1 establishes a unique Learner<u>learner</u>-constructed Modular Educational System<u>modular educational system</u> through 3-M learning design (i.e., multimodal learning via multimedia in multiple environments), making possible a genuine “5<u>five</u>-any” learning: anybody, any time, any place, and any need.</p> <p>Note:</p> <p>“Whole-Person-Development”<u>person development</u> will enable learners to be:</p> <ol style="list-style-type: none"> 1) Able to learn independently as well as collaboratively; 2) Capable of self-discipline, self-management, and self-monitoring 3) Capable of resource-seeking and resource-selecting; 4) Capable of solving the conflict between study and other commitments; 5) Capable of initiative-taking; 6) Capable of applying interpersonal skills; 7) Capable of help-seeking; 8) Confident and persevering; 9) Capable of developing personal learning styles and strategies; 10) Able to lead and control.
			<ol style="list-style-type: none"> 1) <u>able to learn independently as well as collaboratively;</u> 2) <u>capable of self-discipline, self-management and self-monitoring</u> 3) <u>capable of resource-seeking and resource-selecting;</u> 4) <u>capable of solving the conflict between study and other commitments;</u> 5) <u>capable of initiative-taking;</u> 6) <u>capable of applying interpersonal skills;</u> 7) <u>capable of help-seeking;</u> 8) <u>confident and persevering;</u> 9) <u>capable of developing personal learning styles and strategies;</u> 10) <u>able to lead and control.</u>
<p><u>CASE</u> <u>Case 2</u></p>	<p>Italy</p>	<p>Continuing education (<u>Adult</u> <u>adult</u> education)</p>	<p>DDLSP 2 is a division of the Prime Minister’s Office<u>office</u> responsible for public sector modernization and reform policies. It was set up in 1983 to meet the need to modernize the public administration across the country.</p> <ul style="list-style-type: none"> • In 2019, DDLSP 2 launched the “Digital competences for PA (Public Administration)<u>public administration</u>” project (recently re-named<u>renamed</u> “Syllabus for digital competences training”), that aims at: providing employees with personalized e-learning courses on foundational digital competences based on a structured assessment of training needs; and • enabling the progress measurement at the individual and organizational levels, through a dedicated IT platform.