BITSPEC

Main differences between SCORM 1.2 and 2004 eLearner and educational perspective

SCORM 2004

- SCORM 2004 introduced a complex idea called sequencing, which is a set of rules that specifies the order in which a learner may experience content objects.
- In simple terms, they constrain a learner to a fixed set of paths through the training material, permit the learner to "bookmark" their progress when taking breaks, and assure the acceptability of test scores achieved by the learner. The standard uses XML, and it is based on the results of work done by AICC, IMS Global, IEEE, and Ariadne.

SCORM 2004

- SCORM uses client side API communication same as AICC, but new data elements were added and many of the old data elements were renamed.
- An LMS provided navigation bar allows learners to navigate between multiple content objects without returning to the course structure.

SCORM 2004

- Includes ability to share and use information about success status for multiple learning objectives or competencies across content objects and across courses for the same learner within the same Learning Management System.
- A more robust test suite helps ensure good interoperability.

SCORM 2004

- Overview — introduces SCORM and describes how the other books relate
- Run-Time Environment — describes runtime API and data model used for communication between content objects and learning management systems
- Sequencing and Navigation — describes how sequencing between learning activities is defined and interpreted
- Compliance Requirements — detailed list of the conformance requirements that are verified by the ADL SCORM conformance test suite.

SCORM 1.2

- Client side API Communication AICC and SCORM 1.2 share the same data model.
- SCORM 1.2, has only one Lesson Status element with possible values of "completed," "incomplete," "passed" and "failed".
- It is difficult to accurately determine how the learner actually performed.
- When a learner exits a ten question quiz after only answering a few questions, most authoring tools would report "failed" rather than "incomplete."
- Due to the limited information received, the LMS is unable to differentiate this scenario from a true failure; one where the learner actually completed the quiz and failed it.

Conclusion

- Education implies that both trainer and participant should be able to review strengths and weaknesses at the end of the education program.
- From a quality perspective, when an educational body does not know the granularity level and performance of each participant, it can create potential issues when and if the material is supposed to work on preventive actions.
- SCORM 2004 has each content object and each test associated with a learning objective.
- Learners and educators can use SCORM 2004 to ensure that each by personalized score, the learner will have a positive experience that will strengthen the knowledge.