COACH BOT

"Modular e-course with virtual coach tool support"

LIFELONG LEARNING PROGRAMME
LEONARDO da VINCI

Coordinated by FOR.COM

EXPERIMENTATION REPORT

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1. INTRODUCTIVE PART- COACHBOT EXPERIMENTATION PHASE

1.1. Project overview[1]

The COACH BOT project intends to cope with the adult distance learning lacks of an online assistance/teaching, of a mechanism able to maintain learners' motivation, training practical usefulness and attractiveness by designing a new e-learning methodology for home health care professionals. This training model represents the main project result and it includes an elearning system able to interface individually in a human-like way with learners and to customize the learning process according to the their needs.

The project aim is a more flexible accessibility to training
opportunities for health care professionals through self-directed learning and the maintenance of individual motivation thanks to the Virtual Coach main characteristics:

• EASY TO USE/USER-FRIENDLINESS. By using natural language, it does not require that the user learns the meaning of icons or functionalities of menus. Besides it opens the system to people not familiar with PC like elderly or people who have not used it before;

• ADAPTIVENESS. It can suit each student's profile and will adapt the learning process
thanks to the modular path. The adaptive character is also related to its dialoguing
nature and applies to functionalities;

• CONSTANT PRESENCE. It is always available to help the learners, teaching and dialoguing;

• MOTIVATION. It gives learner emotional support motivating him/her with friendly chitchat
times.

This methodology implies the development of the following main products:

• COACH BOT Virtual Agent (Virtual Coach) acts as a personal teacher, coach or peer
assisting learners providing help, suggestions on the lessons, in-depth information,
assessment, dialoguing lessons, chatting on contents, case studies through the storytelling
approach, role playing game, technical support.

• COACH BOT e-learning platform for modular e-course delivering on medical/psychological issues, national/EU health laws, social/ethical aspects of medical home care assistance.

[1] Information source: full proposal for the grant application of the project

1.2. Experimental strategy

The COACH BOT methodology is based an e-course curriculum developed according to a personalised approach. This approach allows learners to benefit from a training path based on learners' specific needs. Considering that each learner has his or her own specific work needs, knowledge and skill requirements, learners have the opportunity to create their own personal training programme. For example, a learner can choose to focus on certain topics while avoiding others or merely study only the basic information.

The main innovation of the COACH BOT project is the "Virtual Coach", which was tested in one of the groups of learners- experimental group. It supports participants "individually" during the modular e-course providing them with various kinds of services. The "Virtual Coach" interviews and chats with learners in order to create a students' profile that can help them in selecting useful course modules which constitute their own personal training path. The "Virtual Coach" acts as a personal teacher, a coach and a peer assistant.

The main idea was to create two groups of participants, experimental and control group. All learners participated in the e-course "Enhancing the European home healthcare professionals' competences", but only the experimental group benefited from the Virtual Coach- Clara's assistance.

In each partner country one experimental group including 10/15 learners and one control group including 7/10 learners was required for the course.

The students were selected according to the following requirements:

- A good knowledge of the English language, due to the fact that all lessons and course materials was delivered in English;
- Being healthcare or home caregiver workers;
- Level of interest and motivation to participate in the course;
- Being able to access the PC or Laptop connected to the Internet

Every partner country autonomously managed the promotion of the course, but they were provided by the list of the procedures to follow in the way they found appropriate: informative e-mails to potential candidates, information about the course on the website, other commercial activities, distributing course brochures …

After receiving applications from the potential candidates, each partner selected the students on the base of requirements. Then the group of selected students were divided in the experimental and control group. They were also asked to fill in the expectation questionnaires (translated into national languages) in two versions: the one for the experimental group including specific questions related to the virtual assistant and the one for the control group without the questions related to the virtual assistant.

1.3. Time plan

Planning of the experimentation: November 2009- February 2010
Selection process: February 2010- April 2010

Duration of the course: 1st March 2010– 31st August 2010 (6 months)*

National Report: by 15th September 2010

Synthesis of the National Reports: 30th September 2010

*According to the experimental plan, the course was going to start the 1st March 2010 and to be concluded by the end of May. Due to considerable difficulties during the selection process, some technical problems and limited time for participants to finish the course, the end was postponed till the end of August 2010.

1.4. COACH BOT Course contents

The curriculum of the e-course "*Enhancing the European Home Healthcare Professionals' competences*" was divided into 4 areas and 15 modules. Each of the modules contained 3 topics (some 2).

	MEDICAL ISSUES
A1	**Support individuals to access and participate in recreational activities**
	The care environment
	Assess what an individual wants and needs
	Promote activity
A2	**Support individuals in their daily living**
	Meet domestic and personal needs
	Food and drink for individuals
	Personal hygiene
	PSYCHOLOGICAL ISSUES
B3	**Communication with elderly people**
	Late adulthood
	Factors affecting communication of elderly people
	Communication skills
B4	**Communication with dying patients and their family**
	Communication with terminally ill and dying patients
	Communication with dying patients' families
	How to talk about terminal disease
B5	**Communication with patients with hearing disabilities**
	Deafness - What is it?
	The loss of hearing
	Principles of communication with patients with hearing disabilities
B6	**Communication with patients with seeing disabilities**
	Vision, seeing disabilities, blindness
	How do the blind and people with seeing disabilities see the world
	Principles of communication with patients with seeing disabilities

B7	**The relationship with patients family**
	Listening and comunicating
	Family empowerment and professionalism
B8	**Establishing a help relationship**
	Mediation and mediators
	Help relationship
	NATIONAL/EU LAWS
C9	**Introduction to the main home health care worker EU legislation**
	European Union Treaties
	Fundamental rights
	European health strategy
C10	**Home health care worker UK legislation**
	Legal care standards
	Minimum level of service standards
	Going beyond the standards
C11	**Home health care worker SI legislation**
	General legal environment
	Healthcare Legislation
	SOCIAL/ETHICAL ASPECTS
D12	**Nurse: professional code and ethical aspects**
	Nurse and the patient
	Nurse and ethical aspects of her work
	Nurse and ethical decisions
D13	**Cultural differences in help relationships**
	Culture and cultures
	tTe nursing theory of universality and diversity
	Passage rites
D14	**Social Care Worker Professional Code**
	Code of practice
	Enforcement and care standards
	Policies and procedures
D15	**Self instruction and continuing learning**
	Self-instruction
	Toward reflective practice

For every lesson following LO's (learning objects) were created:

- start-up quiz
- final quiz
- audio lesson
- lecture notes
- case studies (for communication with elderly people in two parts and confidentiality)

The course was based on an e-learning methodology that allowed each learner to build a personalized learning path.

The personalized learning path of each student consisted of the topics selected from the list of modules of the course curriculum, on the base of each student specific needs and answers at the start-up quiz.

2. RESULTS OF THE NATIONAL EXPERIMENTATION- BY COUNTRIES

2.1. Slovenia

2.1.1.Coachbot user profiles

	CONTROL GROUP	EXPERIMENTAL GROUP
1. PROFESSION		
social/care worker/ other	12	19
nurse	1	3
physiotherapist	0	0
2. GENDER		
female	10	18
male	3	4
3. TYPE OF PATIENT		
elderly people	11	20
people with disabilities	1	0
people with chronic diseases or terminal illnesses	1	2
TOTAL INITIAL NUMBER	**13**	**22**

2.1.2. Course promotion and selection process

Secondary School of Nursing Ljubljana is the main educational organization for formal and informal health care education in Central Slovenia. As such they have constant contacts with hospitals, homes for elderly citiziens, home health care centers and other health care and social institutions. They offer to the employees formal and informal education in form of different courses to improve their knowledge, competence and skills from health care field.

Their first step in promoting The COACH BOT course "*Enhancing the European Home Healthcare Professionals'* competences" was to send an informative e-mail to all the contacts. In this e-mail they gave the initial information about the course and they invited the workers to the 1° Slovenian National Exploitation Seminar held in Ljubljana on November, 25th 2009. Every participant of the conference received a COACH BOT brochure, a copy of COACH BOT presentation layouts and a copy of questionnaire of training needs and expectations that was fulfilled after the seminar.

They published information about the course on the school website www.srednjazdravstvenaljubljana.si.

The COACH BOT course brochures were also distributed to all the participants of various courses, organized by the institution.

In the selection process they accepted all applicants who fulfilled the requirements of the COACHBOT e- course:

- knowledge of the English language;
- level of motivation to participate;
- access to the PC and internet connection.

During the procedure 13 students were randomly selected for the control group and 22 for the experimental group. The process was handled by the appropriate admission board examiner, based on telephone or even personal interview, since many of the applicants attend other courses in the institution and visit regulary.

They held two introductory meetings, with the control group students on the 1th of March 2010 and with the experimental group students on the 8th of March 2010. During both meetings Ms. Maja Klančič introduced the COACH BOT course and Mr. Dejan Rudolf explained technical details of the platform, showing the control and experimental group demo respectively.

In the following days each participant received an e-mail, containing the expectation questionnaire for the control and experimental group in Slovenian language, which was to be fulfilled and sent back by e-mail, instructions to use platform in Slovenian language and their personal user id and password to access the course.

Comment: The instructions in the experimental plan were that the two groups are independent and none of them have to know the existence of the other group, if possible. This is particularly important for the control group whose participants will not benefit from the Clara assistance. This requirement was impossible to achieve, since all dissemination material (brochures, posters) contained a picture of Clara and key words “virtual assistant”.

2.1.3. Management of the classes

The introductory meeting with the control group students was held on the 1th of March 2010, while for the experimental group students on the 8th of March 2010, both at Secondary School of Nursing in Ljubljana. During the meeting Ms. Maja Klančič introduced the COACH BOT course and gave the participants following information:

- COACH BOT course details (modules, topics, contents)
- ways of defining individualized learning paths (start-up and final quizzes, difference between required and optional modules)
- learning objects (audio lessons, lecture notes, glossaries, quizzes, forums, chat)
- time plan

Mr. Dejan Rudolf explained technical details of the platform, showing the control group and experimental group demo. He explained the minimum system requirements, details about username, password and gave instructions how to use Claroline platform. To the experimental group participants he gave information how to communicate with the virtual assistant Clara.

In the following days each participant received an e-mail, containing the expectation questionnaire for the control or experimental group in Slovenian language, which was to be fulfilled and sent back by e-mail, instructions in Slovenian language how to use platform and their personal user id and password to access the course.

Comment: during the introductory meeting, first signs of concern about studying in foreign language appeared (in both control and experimental group). Although the majority of Slovenian population can communicate in at least one foreign language, studying in one is a completely different matter. Considering that home health care professionals and nurses, who took part in our course, are not highly educated, this proved to become a considerable obstacle.

The tutor (Maja Klančič) and technical supporter (Dejan Rudolf) followed the participants for the entire duration of the course, being available on daily basis by e-mail and by phone.

Two types of e-mail were sent regulary: one type was customized for all the participants of the control or experimental group and consisted of news and motivated messages. The other type was personalized and sent to those whose progress was not as good as expected.

They were also stimulated by posting messages on the agenda and forum.
The interim meetings for the control and experimental group was held on 10th May, 2010, but at different hours. The Slovenian team believes it was very important to have this meeting, otherwise they would not have such good final result. A lot of issues, related to the course, was solved or at least shared and discussed at this meeting. Technical difficulties, foreign language, lack of motivation, too different learning objects… were the topics discussed during this meeting. After the meeting the attendance of the course increased.

The final meeting for both the control and experimental group was organized on 6th July, 2010. They held the general discussion and comparison of both groups' work. At the end of the meeting the certificates were handed out.

2.1.4. Coachbot course results

2.1.4.1. Success rate by students in Slovenia

	CONTROL GROUP	EXPERIMENTAL GROUP
Initial number of students	13	22
Number of drop-out students	4	7
Number of successful students	9	15

2.1.4.2. Success rate by modules in Slovenia

Control Group

	Nr of participants taking the modul	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	8	1	4	3
Support individuals in their daily living	8	1	3	4
Communication with elderly people	6	1	3	2
Communication with dying patients and their family	1	1	0	0
Communication with patients with hearing disabilities	1	0	1	0
Communication with patients with seeing disabilities	1	0	1	0
The relationship with patients family	9	1	4	4
Establishing a help relationship	9	2	2	4
Introduction to the main home health care worker EU legislation	9	4	0	5
Home health Care worker UK legislation	0	0	0	0
Home health care worker SI legislation	9	1	2	6
Nurse: professional code and ethical aspects	1	1	0	0
Cultural differences in approaching patients	9	2	4	3
Social Care Worker Professional Code	8	3	2	3
Self instruction and continuing learning	9	2	0	7

Experimental group

	Nr of participants taking the modul	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	15	0	7	8
Support individuals in their daily living	15	7	3	5
Communication with elderly people	6	0	4	2
Communication with dying patients and their family	3	0	0	3

Communication with patients with hearing disabilities	3	0	0	3
Communication with patients with seeing disabilities	4	0	2	2
The relationship with patients family	14	3	7	4
Establishing a help relationship	13	0	8	5
Introduction to the main home health care worker EU legislation	15	6	4	5
Home health Care worker UK legislation	0	0	0	0
Home health care worker SI legislation	14	2	1	11
Nurse: professional code and ethical aspects	13	4	7	2
Cultural differences in approaching patients	14	1	9	4
Social Care Worker Professional Code	1	1	0	0
Self instruction and continuing learning	14	5	8	1

2.1.5. National Time plan

ACTIVITY	**FROM-TO (or DATE)**
Selection process	8.2.-26.2.2010
Duration of the course	1.3.-30.6.2010
Introductory meeting- control group	1.3.2010
Introductory meeting- experimental group	8.3.2010
Interim meeting- control group	10.5.2010
Interim meeting- experimental group	10.5.2010
Final meeting- control group	6.7.2010
Final meeting- experimental group	6.7.2010
End of course	30.6.2010

2.2. Italy

2.2.1. Coachbot user profiles

	CONTROL GROUP	EXPERIMENTAL GROUP
1. PROFESSION		
social/care worker/ other	7	18
nurse	4	4
physiotherapist	2	1
2. GENDER		
female	10	19
male	3	4
3. TYPE OF PATIENT		
elderly people	5	5
people with disabilities	4	10
people with chronic diseases or terminal illnesses	4	8
TOTAL INITIAL NUMBER	**13**	**23**

2.2.2. Course promotion and selection process

The COACH BOT course "*Enhancing the European Home Healthcare Professionals'* competences" was firstly promoted by FOR.COM. during the 1° Italian National Exploitation Seminar held in Rome on September 30th 2009. The national seminar served not only as a project promotional event, sharing the project aims with stakeholders, but most of all it created an opportunity to meet directly with professionals from home healthcare services (home healthcare workers such home as nurses, physiotherapists, doctors care and social workers and other professionals in the health sector), in order to involve them in the pilot training course (see picture 1 and 2).

A total of 28 people interested in participating in the COACH BOT training course attended the national seminar and provided information on their training needs and expectations related to both course contents and methodology. The target group was actively involved in an assessment survey and the organization of two focus groups.

A total of 23 people answered the training needs and expectations questionnaire (completed by participants in the presence and then delivered to FOR.COM. staff at the end of the day), that consequently represented the potential participants in the e-course. The national seminar was also promoted on the COACH BOT project website and featured in the national daily newspaper (Metro issue September 22nd, 2009).
At the end of February 2010, FOR.COM. implemented a national campaign to promote the COACH BOT training e-course which gathered a total of about 40 home healthcare professionals interested in participating in the course.

Specifically, FOR.COM. phoned contacts and sent out over 200 informative emails regarding the COACH BOT course to potential candidates (healthcare professionals who operate throughout the country in local centers for the home healthcare assistance, universities of applied sciences, national research institutes, local and national health authorities, Homecare Catholic Associations, Social Cooperatives accredited by the National Health Service for Integrated Homecare services, Nurses Associations, Physical Therapists

Associations, hospitals and social-health services aimed at disabled, elderly and terminally ill, etc.). Through this email FOR.COM. invited the potential students to enroll in the course by filling in the online application form available on the project website and to enclose their CV.
Each contact received also the 3rd project newsletter, the project brochure and the link of the project website.

Moreover, a Poster containing the COACH BOT course description with the instruction to apply, was sent out by email and also published to the following on-line websites:

- COACH BOT project (www.coachbot.eu);
- FOR.COM. website (www.forcom.it);
- Assioma recruiting online website (www.assioma.org);
- Programma Integra Association Portal (www.programmaintegra.it);
- Osmo-Montesano Association (www.osmo-montesano.it)

A total of 13 students (healthcare and home caregiver workers) were selected for the control group and 23 students for the experimental group by the appropriate admission board examiner on the base of the satisfaction of course requirements, through the evaluation of the curriculum vitae and a telephone interview.

During the interview they assessed the following students' requisites:

- Knowledge of the English language
- Level of motivation to participate
- Access to the PC and internet connection.

FOR.COM. held an introductory meeting with the control group students on the 4th of March 2010 and on the 5th March 2010 with the experimental group students. During both meetings Ms. Barbara Quarta introduced the COACH BOT course and Mr. Luca Angelo Galassi and Mr. Mikail Feituri respectively gave an interactive presentation of the COACH BOT demo in Italian language.

Each participant received a folder containing the project brochure, the course curriculum and the personal user id and password to access the course. During the meetings the participants filled in the Italian version of the expectation questionnaire.

2.2.3. Management of the classes

The FOR.COM. tutor and technical help desk followed the Italian students of both groups for the entire duration of the course by giving a daily availability.

During the ongoing course, the tutor and the technical help desk supported the students by answering them through personal e-mailing and phone-calls. The tutor informed students about any news or changes and stimulated them by posting messages on the agenda, social forum and chat.

An introductory meeting addressed to the control group students was held by FOR.COM. on the 4th of March 2010, while the meeting for the experimental group was held the day after, on the 5th March 2010. The meeting was focused to give to students the following information:

- an overview of the COACH BOT e-course (modules, topics, contents, time plan)

- the way of defining individualized learning paths (start up and final quizzes, Guidance interview with the Virtual assistant- experimental group only)
- the description of the different learning objects (audio lessons, lecture notes, glossaries, quizzes)
- the available communication tools (agenda, forum and chat)
- the technical requirements to access to the platform
- the presentation of the course demo in Italian language by simulating the on line course navigation,
- introduce the Virtual Assistant Clara and its functions (experimental group only).

The students that could not participate to the introductory meeting were informed through personal e-mailing and phone-calls and the course demo in Italian language was uploaded on the COACH BOT website to be downloaded.

Since most of the Italian students live outside of the Rome Municipality (and some of them in different Regions of North or South of Italy), and since they were not all always available during the day (due to their discontinuous work shifts), no interim in presence meeting were arranged with the students.

For these reasons Italian partner tried to have a continuous communication with each student by phoning and e-mailing them at least every two weeks in order to understand their progress, collect feedback and motivate them.

The end of the course was postponed from the end of June 2010 to the end of August 2010 in order to allow students to successfully finish the course as many partner countries had summer holidays in that period.

The satisfaction evaluation questionnaire translated in Italian language was sent to the students through e-mail and the results were collected at the end of July 2010.

A final meeting with the control group students is planned to be held on the 20th of September 2010 in order to deliver the course certificate of attendance and to arrange the follow up focus groups.
FOR.COM. will send by ordinary mail the certificate of attendance to the students that will not be able to participate to the final meeting and will arrange with each them individual virtual meeting to collect their e-course follow up evaluation.

The main difficulties encountered by the Italian students during the experimentation of the COACH BOT course are basically the following:

- not enough knowledge of the English language;
- poor ICT skills.

2.2.4. Coachbot course results

2.2.4.1. Success rate by students in Italy

	CONTROL GROUP	EXPERIMENTAL GROUP
Initial number of students	13	23
Number of drop-out students	6	11
Number of successful students	3	7

2.2.4.2. Success rate by modules in Slovenia

Control Group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	6 but 1 of them failed the final quiz	1	3	1
Support individuals in their daily living	4 but 1 did not complete the final quiz,		3	
Communication with elderly people	3	1		2
Communication with dying patients and their family	1 failed the final quiz			
Communication with patients with hearing disabilities				
Communication with patients with seeing disabilities				
The relationship with patients family	3	1		2
Establishing a help relationship	2		1	1
Introduction to the main home health care worker EU legislation	3	2		1
Home health Care worker UK legislation				
Home health care worker SI legislation				
Nurse: professional code and ethical aspects	1		1	
Cultural differences in help relationships	3	2		1
Social Care Worker Professional Code	1		1	
Self instruction and continuing learning	3		2	1

Experimental group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	6	1	2	3
Support individuals in their daily living	7	4	3	
Communication with elderly people	1	1		
Communication with dying patients and their family	1		1	
Communication with patients with hearing disabilities	4		4	
Communication with patients with seeing disabilities	5 but 1 of them failed the final quiz	1	2	1
The relationship with patients family	5 but 1 of them failed the final quiz	1	2	1
Establishing a help relationship	6 but 1 of them failed the final quiz;		5	
Introduction to the main home health care worker EU legislation	6 but 1 of them failed the final quiz	4	1	
Home health Care worker UK legislation				
Home health care worker SI legislation				
Nurse: professional code and ethical aspects	2	1	1	
Cultural differences in help relationships	6 but 2 of them failed the final quiz	4		
Social Care Worker Professional Code	4 but 1 of them failed the final quiz	1		2
Self instruction and continuing learning	5 but 1 failed the final quiz		2	2

2.2.5. National Time plan

ACTIVITY	FROM-TO (or DATE)
Selection process	01/02/2010 - 03/03/2010
Duration of the course	04/03/2010 – 31/08/2010
Introductory meeting- control group	04/03/2010
Introductory meeting- experimental group	05/03/2010
Interim meeting- control group	Continuous communication with the students by e-mails and phone calls every 2 weeks during the duration of the course
Interim meeting- experimental group	Continuous communication with the students by e-mails and phone calls every 2 weeks during the duration of the course
Final meeting- control group	20/09/2010
Final meeting- experimental group	20/09/2010
End of course	End of August 2010

2.3. Denmark

2.3.1.Coachbot user profiles

	CONTROL GROUP	EXPERIMENTAL GROUP
1. PROFESSION		
social/care worker/ other	18	10
nurse	0	0
physiotherapist	0	0
2. GENDER		
female	13	5
male	5	5
3. TYPE OF PATIENT		
elderly people	18	10
people with disabilities	18	10
people with chronic diseases or terminal illnesses	18	10
TOTAL INITIAL NUMBER	**18**	**10**

2.3.2. Course promotion and selection process

At Aarhus Social and Health Care College they educate and train for two occupations, The Social and Health Care Helper (1 year and 7 months of education) and The Social and Health Care Assistant (3 years and 3 months of education) . They also offer further education and in-service training to a large extent.
Thus it was obvious to find the test persons among the Social and Health Care Helpers and Assistants attatched to the college in connection with in-service training.

There were several teams to choose from, so they discussed the idea with the teachers of the college in order to select 2 teams that were ready to participate in the course.

Besides using interest as a parameter in the selection of a team, knowledge of English and work experience was also important as we wanted the participants to be persons with the most practical experience within the area. At the same time it was an opportunity for the teachers to get a more profound knowledge of the COACHBOT project.

After selecting a team of Social and Health Care Helpers at an in-service training course, they held a meeting with this team, distributed the folder and informed about the project and the piloting. A total of 18 people signed up for participation in the control group and a total of 10 people for the experimental group. They were interviewed in order to ensure that they were motivated and knew what it was about.

Another information meeting with all participants was held in order to establish e-mail and SMS contact.

During the interview it was made sure that the participants mastered a sufficient level of English, and that they had both a computer and Internet access at home as well as in their work place.

The participants were asked to fill in the expectation questionnaires which had been translated into Danish. It was agreed that both groups should take the start quiz on March 25th, and that a meeting was to be held immediately afterwards concerning the participants first impression experience with the COACHBOT project.

2.3.3. Management of the classes

Both the control and experimental groups were already informed about the COACHBOT project in connection with the selection procedure, but during the session where they completed the start quiz, they had a more thorough presentation of the modules (the topics and contents), the individualized learning paths, the learning objects, technical requirements and the time plan, while during the session with the experimental group also the virtual coach Clara was introduced.

The start quiz for both groups was completed on March 25th, but in separate rooms. Immediately afterwards there was a meeting with the both groups (separately) during which the participants expressed their discontent with the start quiz. Out of the 18 members of the control group 4 persons dropped out.

We will elaborate the points of criticism further in our focus group report, but the main objections were: a) that some of the answers in the quiz were wrong, b) that there were several possible answers in several cases – where only one answer was recognized as the correct one by the program, and c) that people were asked for some theories and theorists that were much too specific, and that it would be very incidental if they knew or not. Furthermore d) there were linguistic errors in the quiz, e) and it had not been made sufficiently clear that at times there were more than one possible answer/solution, and other times only one correct answer.

The negative reaction to the quiz is mentioned here because it influenced the participants' attitude to the participation in the piloting.

When the groups met in May for the interim meeting, the participants had only to a small degree been using the programme, and they were encouraged to do more work on it. In June they met to fill in the satisfaction questionnaire which had been translated into Danish but at that time the participation was still not satisfactory.

In spite of summer holidays in July an intensive effort was made in August to make the participants use the programme, and FORCOM agreed to prolong the test period to August. Thus in August they were in close contact with both groups, not only by mail and telephone but also by means of individual meetings with several of the participants. These activities made the participants engage much more in the project, and the group ended up having a satisfying result. The course was completed with a meeting in August.

We wish to make you aware that the satisfactory questionnaires have been filled in BEFORE the participants' active period in August, which is off course reflected in the answers.

2.3.4. Coachbot course results

2.3.4.1. Success rate by students in Denmark

	CONTROL GROUP	EXPERIMENTAL GROUP
Initial number of students	18	10
Number of drop-out students	4	0
Number of successful students	14	10

2.3.4.2. Success rate by modules in Denmark

Control group

	Nr of participants taking the modul	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	11 - but 2 of the failed the quiz		8	1
Support individuals in their daily living	13	6	6	1
Communication with elderly people	7	3	3	1
Communication with dying patients and their family	5	1	3	1
Communication with patients with hearing disabilities				
Communication with patients with seeing disabilities				
The relationship with patients family	12	10	1	1
Establishing a help relationship	12	3	9	
Introduction to the main home health care worker EU legislation	12	1	6	5
Home health Care worker UK legislation				
Home health care worker SI legislation				
Nurse: professional code and ethical aspects	5	4	1	
Cultural differences in approaching patients	11		3	8
Social Care Worker Professional Code	8 – but 1 failed the quix		4	3
Self instruction and continuing learning	7	2	4	1

Experimental group

	Nr of participants taking the modul	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	10	2	5	3
Support individuals in their daily living	9	3	5	1
Communication with elderly people	7	3	4	
Communication with dying patients and their family				
Communication with patients with hearing disabilities	1	1		
Communication with patients with seeing disabilities	1			1
The relationship with patients family	8	7	1	
Establishing a help relationship	8	1	4	3
Introduction to the main home health care worker EU legislation	8 - but 1 of them failed the quiz			7
Home health Care worker UK legislation				
Home health care worker SI legislation				
Nurse: professional code and ethical aspects				
Cultural differences in approaching patients	7 but 4 of them failed the quiz			3
Social Care Worker Professional Code	8 but 1 of them failed the quiz		2	5
Self instruction and continuing learning	8		4	4

2.3.5. National Time plan

ACTIVITY	FROM-TO (or DATE)
Selection process	1. March - 25. March
Duration of the course	25.March – 31. August
Introductory meeting- control group	25.March
Introductory meeting- experimental group	25. March
Interim meeting- control group	18. May and 21. June
Interim meeting- experimental group	19. May and 22. June
Final meeting- control group	30. August
Final meeting- experimental group	31. August
End of course	End of August

2.4. Romania

2.4.1.Coachbot user profiles

	CONTROL GROUP	EXPERIMENTAL GROUP
1. PROFESSION		
social/care worker/ other	11	11
nurse	5	8
physiotherapist	3	1
2. GENDER		
female	19	13
male	0	6
3. TYPE OF PATIENT		
elderly people	11	17
people with disabilities	8	12
people with chronic diseases or terminal illnesses	18	2
TOTAL INITIAL NUMBER	**19**	**20**

2.4.2. Course promotion and selection process

The course promotion in Romania started in January 2010 with an article published on the website http://www.paginamedicala.ro/ ("Medical Page"), a website dedicated to professionals working in the medical field. This article was the starting point of the selection process, as many of the Romanian Coachbot users check on a daily basis this website.
Another important step was the organization of the exploitation seminar in Bacau on the 21st of January which raised the interest of the employees of the General Hospital and to all invited (healthcare professionals, home care providers and nurses).
After compiling a list with interested stakeholders, direct emailing was used to contact them and to present them the project. Also, by means of newsletters the e-course was promoted on professional discussion groups (reaching more than 10.000 persons). Therefore, people were informed of the upcoming course and a lot of them wanted to know more about the course and the conditions. Even if many persons were interested in the course, a lot of them did not enroll mentioning the fact that their level of English does not allow them to participate. Also, some of them did not have Internet connection at home.
Nevertheless, the Romanian partner received 19 registration forms for the control group and 19 for the experimental group. From the 38 registration forms they have selected all because all the registered participants complied with the conditions of participation.
They aimed at disseminating the course not only to home care professionals, but also to people that are somehow in contact with the medical domain.
The course promotion continued also after the beginning of the course by participating at different national and international conferences where they distributed flyers and brochures and also presented papers on

the project. Many feedbacks were received as a lot of people wanted to enroll to the course long after it began.

2.4.3. Management of the classes

The tutor's activity focused on offering relevant and appropriate information about the course to the users and also to inform them about any changes that occurred to the ongoing course. The main way of communication with the participants was through personal e-mailing.
At the beginning of the course, the participants were asked to fill in an expectation evaluation questionnaire. After receiving their answer, the tutor presented to them the method of accessing the platform and also their ids and passwords were given. The course demo was presented to them and asked the participants to watch it or to read the guidelines of the course.
Some users had problems with their ids and passwords (difficult passwords to remember) and the tutor offered them the necessary support.
During the ongoing course, the support was given to the users by sending them by e-mail the solutions received from the organizer of the course (FORCOM).
Analyzing the first status of the course, the progresses registered revealed the fact that the most of the control group's users accessed the platform and began studying, but the users of the experimental group had problem with starting the course because of the guidance interview by Clara. The users who did not follow the guidance interview were phoned and offered support with the guidance interview.

Personal emails were sent to them to present the use of the forum and chat. Every month the tutor sent to each of the users their progress table to show them exactly at what modules they are and what they have to do next and also to remind them to finish the course.

All the emails received from the users regarding the problems occurred were handled and solved by the tutor.

At the end of the course, several emails were sent to tell them about the deadline of the course and also to inform them about their needed help in the evaluation process. Therefore, the satisfaction evaluation questionnaires and also invitations to the focus groups were sent.
Previous to the focus groups, the users were phoned in order to confirm their presence. At the focus groups, the participants were given the certificate of attendance. The ones that were not present at the focus group, the certificated were sent by ordinary post. All the users (graduated or not) were invited to the national exploitation seminar.

2.4.4. Coachbot course results

2.4.4.1. Success rate by students in Romania

	CONTROL GROUP	EXPERIMENTAL GROUP
Initial number of students	19	19
Number of drop-out students	1	5
Number of successful students	11	5

2.1.4.2. Success rate by modules in Romania

Control Group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	9	3	5	0
Support individuals in their daily living	8	3	3	1
Communication with elderly people	2	2	0	0
Communication with dying patients and their family	3	2	1	0
Communication with patients with hearing disabilities	4	3	0	1
Communication with patients with seeing disabilities	4	3	1	0
The relationship with patients family	5	2	2	1
Establishing a help relationship	9	4	5	0
Introduction to the main home health care worker EU legislation	8	2	4	2
Home health Care worker UK legislation	0	0	0	0
Home health care worker SI legislation	0	0	0	0
Nurse: professional code and ethical aspects	3	0	1	2
Cultural differences in approaching patients	8	5	2	1
Social Care Worker Professional Code	2	2	0	0
Self instruction and continuing learning	8	0	4	4

Experimental group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	5	1	1	0
Support individuals in their daily living	3	2	1	0
Communication with elderly people	5	0	3	2
Communication with dying patients and their family	0	0	0	0
Communication with patients with hearing disabilities	0	0	0	0

Communication with patients with seeing disabilities	0	0	0	0
The relationship with patients family	4	1	1	2
Establishing a help relationship	4	3	1	0
Introduction to the main home health care worker EU legislation	4	3	0	1
Home health Care worker UK legislation	0	0	0	0
Home health care worker SI legislation	0	0	0	0
Nurse: professional code and ethical aspects	2	0	1	1
Cultural differences in approaching patients	3	0	2	1
Social Care Worker Professional Code	2	0	2	0
Self instruction and continuing learning	4	1	3	0

2.4.5. National Time plan

ACTIVITY	**FROM-TO (or DATE)**
Selection process	01.02-30.03.2010
Duration of the course	19.03-31.08.2010
Introductory meeting- control group	22.03.2010
Introductory meeting- experimental group	23.03.2010
Interim meeting- control group	14.06.2010
Interim meeting- experimental group	15.06.2010
Final meeting- control group	18.08.2010
Final meeting- experimental group	19.08.2010
End of course	31.08.2010

2.5. United Kingdom

2.5.1.Coachbot user profiles

	CONTROL GROUP	EXPERIMENTAL GROUP
1. PROFESSION		
social/care worker/ other	2	8
nurse	0	1
physiotherapist	0	0
2. GENDER		
female	1	9
male	1	0
3. TYPE OF PATIENT		
elderly people	0	4
people with disabilities	1	4
people with chronic diseases or terminal illnesses	1	1
TOTAL INITIAL NUMBER	**2**	**9**

2.5.1. Course promotion and selection process

A seminar was organised at Norton Radstock College, with the intention of advising participants about the Coachbot project, demonstrating e-learning and discussing how it might help them and also a demonstration of part of the Coachbot course. Care homes were contacted that the college has worked with, where students have studied a National Vocational Qualification. More than 200 companies were invited to the seminar to learn about what was involved in the course. Current students and anyone with an interest in working within the care sector were also invited along to the first Exploitation Seminar. Unemployed people were also contacted via the local Job Centre; those who had an interest in Health and Social Care as a career were invited to the seminar.
The Health and Social Care Achievement event where students who had successfully passed their college course were informed about Coachbot and invited to attend the seminar.
The Seminar and course was advertised in the local newspaper and on the college website; posters were displayed around the college and at other Learning Centres and public spaces in the general area.
Following the seminar, companies and students who had expressed some form of interest were invited to start the course.

Two separate days of training workshops were organised; participants were advised on how they could receive free help with their IT skills (free courses offered at College Learning Centres) and specifically on how to use the Coachbot e-learning platform. We welcomed distance learners who could not attend the training, and anyone who wished to participate after the initial start-up training dates.

Course participants completed College enrolment forms. Once these were received we selected the Experimental Group as being the first 10 enrolments, and then the next 7 enrolments would be the Control Group to meet the minimum number in a group. Unfortunately we were unable to recruit more than 12 members, one of whom dropped out before the start.
All participants had access to a computer and the Internet to participate in the course, as Norton Radstock College offered facilities in 4 different locations to complete the Coachbot course; as the course was voluntary all participants were enthusiastic to see how e-learning could benefit them and also their company.
All participants completed an expectation questionnaire.
Additional recruitment was an ongoing process; the Primary Care Trust (National Health Service) and Social Workers in Local Authority (Municipality) were invited.
A presentation made to Social Workers about the project and the e-learning, in the hope of boosting numbers in the course.
Workers in Care Homes work shifts (varying rotas of day/nights). Shift work was an issue and recognised as such from initial discussions
Managers who attended the Exploitation Seminar were enthusiastic about the project and all indicated they would be encouraging their staff to participate in the Experimentation; in practice, this did not happen and was very misleading to the UK Partner. In fact, some of the course participants were actively discouraged by their Managers
Although free IT skills courses were offered, in recognition that the care workers were sometimes lacking in IT skills, no-one took up this offer.

2.5.3. Management of the classes

The National Tutor in the UK was the senior Assessor of the College's Centre of Vocational Excellence in Health and Social Care. She deals with National Vocational Qualifications in Health and Social Care for the college, and has worked with all the companies that were invited to attend the seminar and become involved in the project.
The Tutor had a previously planned Achievement morning for recently qualified students in the Health and Social Care sector; she used the opportunity to promote the Coachbot project and invited volunteers along to a seminar to learn more.
The Tutor and UK Project Manager held a seminar by talking about the Coachbot course and demonstrating what it could do.
The Tutor and UK Project Manager held two training days, one for the control group and one for the experimental group. Participants were given their user name and passwords. The days were informal and friendly, to make the participants feel at ease. Learners were shown how to access the course and the tutor and others started the learners on quizzes and modules, answering questions as they arose.
Throughout the course, if participants had a question relating to the contents of the course then the Tutor would help them (specialist in this area). This was by telephone or email.
The Tutor visited some of the course participants to encourage them and also see if there were any problems that could be overcome.
The Tutor was the member of UK team who wrote the information for the course content, creating the start and final quiz for all the modules, advising where information was available, and producing the audio module for the UK.

The tutor and other members of the UK team were in regular contact with the learners to help with any questions and help resolve any issues. Learners were also able to contact the tutor by phone or email
Technical problems were unable to be resolved, although the UK team (and in some instances the Italian team) tried to resolve the main technical problem, which was the timing of the modules. Course participants were completing the modules but it was not registering on the platform and therefore the VLE did not record their completion and the final quiz did not appear. At this point, the participant was stuck and could not continue – this lead to most giving up.
At the end of the course, learners were sent via post a final questionnaire, as arranging a day and time to hold a final meeting proved difficult due to shift work and learners' holidays. The Tutor followed up any questionnaires that were not retuned by arranging a telephone interview with the learner to gain their feedback.
The Tutor held an event at the end of the course with teachers and assessors in the health and social care industry, and gained their feedback about e-learning for workers in the health and social care environment.

2.5.4. Coachbot course results

2.5.4.1. Success rate by students in United Kingdom

	CONTROL GROUP	EXPERIMENTAL GROUP
Initial number of students	2	10
Number of drop-out students	0	1
Number of successful students	2	9

2.5.4.2. Success rate by modules in United Kingdom

Control Group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	2			1
Support individuals in their daily living	2		1	
Communication with elderly people	0			
Communication with dying patients and their family	1			
Communication with patients with hearing disabilities	1	1		
Communication with patients with seeing disabilities	1		1	
The relationship with patients family	1	1		
Establishing a help relationship	1		1	

Introduction to the main home health care worker EU legislation	1			
Home health Care worker UK legislation	1			
Home health care worker SI legislation	0			
Nurse: professional code and ethical aspects	0			
Cultural differences in approaching patients	1			
Social Care Worker Professional Code	1			1
Self instruction and continuing learning	1			

Experimental group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	9			1
Support individuals in their daily living	6	1		
Communication with elderly people	3		1	
Communication with dying patients and their family	0			
Communication with patients with hearing disabilities	0			
Communication with patients with seeing disabilities	0			
The relationship with patients family	3			
Establishing a help relationship	3			
Introduction to the main home health care worker EU legislation	2			
Home health Care worker UK legislation	2		1	
Home health care worker SI legislation	0			
Nurse: professional code and ethical aspects	0			
Cultural differences in approaching patients	2			
Social Care Worker Professional Code	2			
Self instruction and continuing learning	2			

2.5.5. National Time plan

ACTIVITY	FROM-TO (or DATE)
Selection process, including seminar	January 2010 – April 2010
Duration of the course	April 2010 – August 2010
Introductory meeting- control group	February 2010
Introductory meeting- experimental group	February 2010

Interim meeting- control group	April 2010
Interim meeting- experimental group	April 2010
Final meeting- control group (virtual)	August 2010
Final meeting- experimental group (virtual)	August 2010
End of course	August 2010
Support telephone calls and emails	April 2010 – August 2010

Tutor Comments:

Dealing with a group of individuals who start by being averse to using a computer in any aspects of the job (or even their own daily life) means that extra efforts must be made to encourage computer use and take aware the fear factor which is there before the course is started.

To overcome initial fears, the College arranged several 'friendly' and informal events and put into place measures to assist with the IT fear:

- Initial demonstration of e-learning and Coachbot
- Free IT training offer
- 'Join Clara' for tea – event (see report)
- Friendly paper 'User Guide' created to avoid the project demo (which was available online)
- Sessions in the Learning Centre – user-friendly help given and available as the participants started the course
- Telephone and email help setup

All this extra help was to no avail, as participants experienced technical problems, mainly with the 'timing' of the modules and the difficult navigation of the course. Even for the tutor it was difficult to work out the navigation and understand why the quizzes would not appear.

To any participant who is IT averse, a technical problem is not just a hurdle to overcome, it completely stops the impetus to learning and the wish to learn. This is what happened. The main lessons learnt from this experience is to create the course, ensure that the navigation is clear, train the tutors/teachers, test to ensure no technical problems; when all of this is done, then test again.

Another 'hurdle' was the English language used; it should have been written/edited by a native English speaker. Clara's first efforts made little sense; this improved throughout the project, but learner's first experiences with Clara were not good.

It would also be helpful with any future course to have a teacher/tutor guide, to allow time for the teacher/tutor to familiarize themselves with the course and for the teacher/tutor to have time to plan the course and any student interactions. With this particular sector, using blended learning would be a distinct advantage. The Coachbot (Clara) is useful, but we strongly believe that it is not as useful as a tutor, hence the recommendation for blended learning.

2.6. Switzerland

2.6.1.Coachbot user profiles

	CONTROL GROUP	EXPERIMENTAL GROUP
1. PROFESSION		
social/care worker/ other	3	5
nurse	0	1
physiotherapist	4	3
2. GENDER		
female	6	6
male	1	3
3. TYPE OF PATIENT		
elderly people	0	0
people with disabilities	7	9
people with chronic diseases or terminal illnesses	0	0
TOTAL INITIAL NUMBER	**7**	**9**

2.6.2. Course promotion and selection process

The first step consisted in contacting all the local associations and organisations which provide home healthcare, or which train professionals in this area, in order to inform them about the project, its aims, and characteristics. Seed staff members promoted COACH BOT project by making phone calls, sending e-mails and organising individual, face to face meetings with the directors.
Such organisations were then contacted again in December 2009, because an event was organised to present the possibility to take part to the pilot course, and to describe the course contents and structure, as well as the tools and material available on the platform. The event was promoted by means of e-mails, phone calls, and a flyer that was sent by mail.
The institutions were then contacted a third time via e-mail and telephone, in order to discuss the possibility to enrol their members to the course, to understand whether they were interested, and to answer to their possible questions or doubts.
Application forms were collected, and participants were selected on the basis of their experience, education, and knowledge of English language; they were finally randomly divided into the control and experimental group.

2.6.3. Management of the classes

A virtual meeting was held with the members of the control and experimental group separately to discuss about the course; its contents; the platform, the learning objects, the tools available on the platform and how to use them.

Details were also provided about how to access the platform and its contents, and about the minimum technical requirements necessary to access it. Participants of the experimental group were also told about Clara, her role, and the initial interview with her, necessary to define their profile and select the most interesting lessons for them.
Usernames and passwords were then distributed to the each student by mail.
During the whole course the tutor was available for participants to answer to their questions, both about technical issues and contents; the tutor was contacted mainly by email and phone, often because students had some problems accessing the platform or using the tools available on it.
The participants of both groups were contacted twice by email (once a month) to be reminded about their progress and about the amount of work they had left; the tutor regularly checked the progress of each student and sent further reminders to those who were not working enough.
Students were informed when the time available to complete to modules was extended, and in July they received the satisfaction questionnaires by e-mail.

No interim or final meeting were held because it was impossible to organize them either face-to-face or on-line, since all the participants live and work far away from each other, and the rate of attendance to the initial virtual meeting was too low, despite the several messages sent in advance to all the participants.
Therefore, the tutor contacted regularly each student by email and phone to discuss with them the course progress, possible problems, their opinions and concerns about the course.

2.6.4. Coachbot course results

2.6.4.1. Success rate by students in Switzerland

	CONTROL GROUP	EXPERIMENTAL GROUP
Initial number of students	7	9
Number of drop-out students	3	5
Number of successful students	4	4

2.6.4.2. Success rate by modules in Switzerland

Control Group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	4			1
Support individuals in their daily living	4	1		
Communication with elderly people	0			

Communication with dying patients and their family	0			
Communication with patients with hearing disabilities	4	1		
Communication with patients with seeing disabilities	4			
The relationship with patients family	4			
Establishing a help relationship	4	1		
Introduction to the main home health care worker EU legislation	4		1	
Home health Care worker UK legislation	0			
Home health care worker SI legislation	0			
Nurse: professional code and ethical aspects	0			
Cultural differences in approaching patients	4			
Social Care Worker Professional Code	0			
Self instruction and continuing learning	0			

Experimental group

	Nr of participants taking the module	Nr of EXCELLENT students	Nr of GOOD students	Nr of SUFFICIENT students
Support individuals to access and participate in recreational activities	3		1	
Support individuals in their daily living	3	1		
Communication with elderly people	2	1		
Communication with dying patients and their family	0			
Communication with patients with hearing disabilities	1			
Communication with patients with seeing disabilities	1			
The relationship with patients family	3	1		
Establishing a help relationship	3	1		
Introduction to the main home health care worker EU legislation	3	1		
Home health Care worker UK legislation	0			
Home health care worker SI legislation	0			
Nurse: professional code and ethical aspects	1	1		
Cultural differences in approaching patients	3	1		

Social Care Worker Professional Code	1			
Self instruction and continuing learning	3	1		

2.6.5. National Time plan

ACTIVITY	**FROM-TO (or DATE)**
Selection process	1 – 28 February 2010
Introductory meeting- control group	March, 4th, 17.00
Introductory meeting- experimental group	March, 4th, 18.00
End of course	July, 31st

3. SYNTHESIS OF THE NATIONAL REPORTS

3.1. Coachbot user profiles (control group – exp group)

control group

			IT	UK	RO	DK	SI	CH
PROFESSION	social/care worker/ other	**53**	7	2	11	18	12	3
	nurse	**10**	4	0	5	0	1	0
	physiotherapists	**9**	2	0	3	0	0	4
GENDER	female	**59**	10	1	19	13	10	6
	male	**13**	3	1	0	5	3	1
TYPE OF PATIENT	elderly people	**45**	5	0	11	18	11	0
	people with disabilities	**39**	4	1	8	18	1	7
	people with chronic diseases or terminal illnesses	**42**	4	1	18	18	1	0

experimental group

			IT	UK	RO	DK	SI	CH
PROFESSION	social/care worker/ other	**71**	18	8	11	10	19	5
	nurse	**17**	4	1	8	0	3	1
	physiotherapists	**5**	1	0	1	0	0	3
GENDER	female	**70**	19	9	13	5	18	6
	male	**22**	4	0	6	5	4	3
TYPE OF PATIENT	elderly people	**56**	5	4	17	10	20	0
	people with disabilities	**45**	10	4	12	10	0	9
	people with chronic diseases or terminal illnesses	**23**	8	1	2	10	2	0

3.2. Course promotion and Selection process (control group – exp group)

The COACH BOT course "*Enhancing the European Home Healthcare Professionals'* competences" was promoted by partners in different ways. Partners organized national seminars in their countries. National seminars were used as promotion of the project, but also as an opportunity to meet with the professionals. Most of the partners promoted national seminars on their websites, some of them also in newspaper. Partners sent many informative e-mails to potential candidates and also many phone contacts were made. Partners sent invitations also to hospitals, professional associations, former students and companies active in home health care.

After enrolment forms of candidates were received, experimental and control groups were formed. In the selection process most of the applicants who fulfilled basic requirements were accepted. Those requirements were:

- knowledge of the English language,
- access to the PC and internet connection,
- motivation to participate.

Partners used different methods to select candidates to experimental or control group. Some selected them randomly, others filled at first experimental group and then control etc.

3.3. Management of the classes (control group – exp group)

Introductory meetings with control and experimental groups were held by most partners in March 2010. In those meetings COACH BOT course was introduced and teachers gave the paticipants information about:

- COACH BOT course details (modules, topics, contents),
- ways of defining individualized learning paths (start-up and final quizzes, difference between required and optional modules),
- available communication tools (agenda, forum and chat),
- learning objects (audio lessons, lecture notes, glossaries, quizzes, forums, chat),
- time plan.

Participants were also introduced with technical aspects of the platform and minimum system requirements, details about username and password. Also demos for experimental and control group were shown.

After few days participants received their usernames and passwords. Most of the partners provided tutor and technical supporter during the whole process of experimentation. Mostly, both were available by e-mail or phone, in some countries also individual meetings with participants were organized.

Most of the partners also held interim in person meetings to resolve difficulties that were reported by the participants. There were some technical problems, but also others connected directly with course contents or problems with using foreign language.

During the experimentation phase participants were asked to fill satisfaction questionnaire.

The end of the course was postponed from the end of June 2010 to the end of August 2010 in order to allow students to successfully finish the course as many partner countries had summer holidays in that period.

Courses in different partner countries were completed with meetings.

3.4. Coachbot course results

3.4.1. Success rate by students

control group		**%**	**IT**	**UK**	**RO**	**DK**	**SI**	**CH**
Initial number of students	72	100	13	2	19	18	13	7
Number of drop-out students	18	25	6	0	1	4	4	3
Number of successful students	43	60	3	2	11	14	9	4

experimental group		%	**IT**	**UK**	**RO**	**DK**	**SI**	**CH**
Initial number of students	93	100	23	10	19	10	22	9
Number of drop-out students	29	31	11	1	5	0	7	5
Number of successful students	50	54	7	9	5	10	15	4

3.4.2. Success rate by modules

control group					**IT**	**UK**	**RO**	**DK**	**SI**	**CH**
1	Support individuals to access and participate in recreational activities	excellent	32	**5**	1	0	3	0	1	0
		good		**20**	3	0	5	8	4	0
		sufficient		**7**	1	1	0	1	3	1
2	Support individuals in their daily living	excellent	33	**11**	0	0	3	6	1	1
		good		**16**	3	1	3	6	3	0
		sufficient		**6**	0	0	1	1	4	0
3	Communication with elderly people	excellent	18	**7**	1	0	2	3	1	0
		good		**6**	0	0	0	3	3	0
		sufficient		**5**	2	0	0	1	2	0
4	Communication with dying patients and their family	excellent	9	**4**	0	0	2	1	1	0
		good		**4**	0	0	1	3	0	0
		sufficient		**1**	0	0	0	1	0	0
5	Communication with patients with hearing disabilities	excellent	7	**5**	0	1	3	0	0	1
		good		**1**	0	0	0	0	1	0
		sufficient		**1**	0	0	1	0	0	0
6	Communication with patients with seeing disabilities	excellent	6	**3**	0	0	3	0	0	0
		good		**3**	0	1	1	0	1	0
		sufficient		**0**	0	0	0	0	0	0
7	The relationship with patients family	excellent	30	**15**	1	1	2	10	1	0
		good		**7**	0	0	2	1	4	0
		sufficient		**8**	2	0	1	1	4	0

8	Establishing a help relationship	excellent	33	**10**	0	0	4	3	2	1
		good		**18**	1	1	5	9	2	0
		sufficient		**5**	1	0	0	0	4	0
9	Introduction to the main home health care worker EU legislation	excellent	33	**9**	2	0	2	1	4	0
		good		**11**	0	0	4	6	0	1
		sufficient		**13**	1	0	2	5	5	0
10	Home health Care worker UK legislation	excellent	0	**0**	0	0	0	0	0	0
		good		**0**	0	0	0	0	0	0
		sufficient		**0**	0	0	0	0	0	0
11	Home health care worker SI legislation	excellent	9	**1**	0	0	0	0	1	0
		good		**2**	0	0	0	0	2	0
		sufficient		**6**	0	0	0	0	6	0
12	Nurse: professional code and ethical aspects	excellent	10	**5**	0	0	0	4	1	0
		good		**3**	1	0	1	1	0	0
		sufficient		**2**	0	0	2	0	0	0
13	Cultural differences in help relationships	excellent	31	**9**	2	0	5	0	2	0
		good		**9**	0	0	2	3	4	0
		sufficient		**13**	1	0	1	8	3	0
14	Social Care Worker Professional Code	excellent	19	**5**	0	0	2	0	3	0
		good		**7**	1	0	0	4	2	0
		sufficient		**7**	0	1	0	3	3	0
15	Self instruction and continuing learning	excellent	27	**4**	0	0	0	2	2	0
		good		**10**	2	0	4	4	0	0
		sufficient		**13**	1	0	4	1	7	0

experimental group					**IT**	**UK**	**RO**	**DK**	**SI**	**CH**
1	Support individuals to access and participate in recreational activities	**excellent**	34	2	1	0	1	0	0	0
		good		19	2	0	1	8	7	1
		sufficient		13	3	1	0	1	8	0
2	Support individuals in their daily living	**excellent**	40	21	4	1	2	6	7	1
		good		13	3	0	1	6	3	0
		sufficient		6	0	0	0	1	5	0
3	Communication with elderly people	**excellent**	21	5	1	0	0	3	0	1
		good		11	0	1	3	3	4	0
		sufficient		5	0	0	2	1	2	0
4	Communication with dying patients and their family	**excellent**	9	1	0	0	0	1	0	0
		good		4	1	0	0	3	0	0
		sufficient		4	0	0	0	1	3	0
5	Communication with patients with hearing disabilities	**excellent**	7	0	0	0	0	0	0	0
		good		4	4	0	0	0	0	0
		sufficient		3	0	0	0	0	3	0
6	Communication with patients with seeing disabilities	**excellent**	8	1	1	0	0	0	0	0
		good		4	2	0	0	0	2	0
		sufficient		3	1	0	0	0	2	0
7	The relationship with patients family	**excellent**	35	16	1	0	1	10	3	1
		good		11	2	0	1	1	7	0
		sufficient		8	1	0	2	1	4	0

8	Establishing a help relationship	**excellent**	35	7	0	0	3	3	0	1
		good		23	5	0	1	9	8	0
		sufficient		5	0	0	0	0	5	0
9	Introduction to the main home health care worker EU legislation	**excellent**	37	15	4	0	3	1	6	1
		good		11	1	0	0	6	4	0
		sufficient		11	0	0	1	5	5	0
10	Home health Care worker UK legislation	**excellent**	1	0	0	0	0	0	0	0
		good		1	0	1	0	0	0	0
		sufficient		0	0	0	0	0	0	0
11	Home health care worker SI legislation	**excellent**	14	2	0	0	0	0	2	0
		good		1	0	0	0	0	1	0
		sufficient		11	0	0	0	0	11	0
12	Nurse: professional code and ethical aspects	**excellent**	23	10	1	0	0	4	4	1
		good		10	1	0	1	1	7	0
		sufficient		3	0	0	1	0	2	0
13	Cultural differences in help relationships	**excellent**	33	6	4	0	0	0	1	1
		good		14	0	0	2	3	9	0
		sufficient		13	0	0	1	8	4	0
14	Social Care Worker Professional Code	**excellent**	13	2	1	0	0	0	1	0
		good		6	0	0	2	4	0	0
		sufficient		5	2	0	0	3	0	0
15	Self instruction and continuing learning	**excellent**	30	9	0	0	1	2	5	1
		good		17	2	0	3	4	8	0
		sufficient		4	2	0	0	1	1	0

3.5. Coachbot course access results (elaborated by FORCOM)

3.5.1. Control group

Total number of connection to the course : 1387

3.5.1.1. User participation in the platform tools

Name of the tool	Users' Clicks	Total Clicks
Course description	48	166
Agenda	47	198
Documents and Links	52	491
Exercises	83	2342
Learning path	75	1840
Forums	53	341
Chat	38	108

3.5.1.2. Documents seen or downloaded

Name of the case study	Users Downloads	Total Downloads
Case study about communication with elderly people (part 1)	16	24
Case study about Communication With Elderly People (part 2)	8	9
Case study about Confidentiality	7	8

Lecture notes and slides	Users Downloads	Total Downloads
MOD A1 Support Individuals to access and participate in recreational activities	81	216
MOD A2 Support individuals in their daily living	50	113
MOD B3 Communication with elderly people	45	87
MOD B4 Communication with dying patients and their family	25	62
MOD B5 Communication with patients with hearing disabilities	29	63
MOD B6 Communication with patients with seeing disabilities	14	41
MOD B7 The relationship with patients family	26	51
MOD B8 Establishing an help relationship	31	55
MOD C09 Introduction to the main Home healthcare Worker EU legislation	34	81
MOD C10 Home heath care worker UK legislation	7	7
MOD C11 Home Healthcare Workers SI legislation	17	27
MOD D12 Nurse professional code and ethical aspects	15	40
MOD D13 Cultural differences in help relationships	39	58
MOD D14 Social Care Workers Professional Code	34	89
MOD D15 Self instruction and continuing learning	44	93

3.5.1.3. Participation in the forum

More replied topics	
Topic	**Replies**
Welcome to the COACH BOT Forum	10
Italian Classroom	7
Slovenian group- vabilo	6
Hello!	4
Welcome!	4
Slovenian group	3
Hello everyone	2
Case study about the communication with members of patients' families: discussion	2
Case study about confidentiality: discussion	2
Case study about Communication with elderly people: discussion	2

More seen topics	
Topic	**Seen**
Welcome to the COACH BOT Forum	149
Italian Classroom	92
Slovenian group- vabilo	63
Hello!	46
Welcome!	43
Case studies available!	43
Slovenian group	39
Case study about the communication with members of patients' families: discussion	23
Hello everyone	21
Case study about Communication with elderly people: discussion	16

3.5.1.4. Learning paths

Title	**Users who did the start up quiz**	**Users who completed the module**	**Users who had the module optional**	**Users who did the final quiz**
MOD A1 Support Individuals to access and participate in recreational activities	54	41	3	38
MOD A2 Support individuals in their daily living	51	39	2	35
MOD B3 Communication with elderly people	20	18	1	18
MOD B4 Communication with dying patients and their family	17	10	4	10

MOD B5 Communication with patients with hearing disabilities	14	9	1	8
MOD B6 Communication with patients with seeing disabilities	14	8	2	7
MOD B7 The relationship with patients family	49	32	9	32
MOD B8 Establishing an help relationship	48	36	1	31
MOD C09 Introduction to the main Home healthcare Worker EU legislation	51	40	0	33
*MOD C10 Home heath care worker UK legislation	0	0	0	0
MOD C11 Home Healthcare Workers SI legislation	9	9	0	9
*MOD D12 Nurse professional code and ethical aspects	15	11	0	11
MOD D13 Cultural differences in help relationships	51	36	1	33
MOD D14 Social Care Workers Professional Code	27	20	1	20
MOD D15 Self instruction and continuing learning	50	30	11	29

3.5.2. Experimental group

Total number of connection to the course : 1330

3.5.2.1. User participation in the platform tools

Name of the tool	Users	Total Clicks
Course description	65	207
Agenda	64	181
Documents and Links	65	408
Quiz area	96	2211
Modules	91	1716
Forums	59	272
Chat	37	78

3.5.2.2. Documents seen or downloaded

Name of the case study	Users Downloads	Total Downloads
Case study about communication with elderly people (part 1)	19	41
Case study about Communication With Elderly People (part 2)	13	20
Case study about Confidentiality	13	20

Lecture notes and slides	Users Downloads	Total Downloads
MOD A1 Support Individuals to access and participate in recreational activities	128	268
MOD A2 Support individuals in their daily living	45	58
MOD B3 Communication with elderly people	28	31
MOD B4 Communication with dying patients and their family	10	11
MOD B5 Communication with patients with hearing disabilities	8	8
MOD B6 Communication with patients with seeing disabilities	6	6
MOD B7 The relationship with patients family	5	5
MOD B8 Establishing an help relationship	15	26
MOD C09 Introduction to the main Home healthcare Worker EU legislation	35	75
MOD C11 Home Healthcare Workers SI legislation	13	19
MOD D12 Nurse professional code and ethical aspects	17	18
MOD D13 Cultural differences in help relationships	24	54
MOD D14 Social Care Workers Professional Code	6	6
MOD D15 Self instruction and continuing learning	23	35

3.5.2.3. Participation in the forum

More replied topics	
Topic	**Replies**
How is going the course?	9
WELCOME TO THE COACH BOT FORUM	6
Case study about confidentiality: discussion	3

Case study about Communication with elderly people: discussion	3
Case study about the communication with members of patients' families: discussion	3
B8_Establishing an help relationship	1
C9_Introduction to the main home heath care worker EU legislation	1
C10_Home heath care worker UK legislation	1
C11_Home heath care workers SI legislation	1
D12_Nurse: professional code and ethical aspects	1

More seen topics	
Topic	**Seen**
How is going the course?	127
WELCOME TO THE COACH BOT FORUM	96
Case study about Communication with elderly people: discussion	31
Slovenian group- vabilo	26
D15_Self instruction and continuing learning	25
Slovenian group	25
Case study about the communication with members of patients' families: discussion	24
Case study about confidentiality: discussion	17
Case studies available!	17
D12_Nurse: professional code and ethical aspects	11

3.5.2.4. Learning paths

Title	**Users who did the start up quiz**	**Users who completed the module**	**Users who had the module optional**	**Users who did the final quiz**
MOD A1 Support Individuals to access and participate in recreational activities	86	53	4	37
MOD A2 Support individuals in their daily living	82	45	4	38
MOD B3 Communication with elderly people	34	22	1	21
MOD B4 Communication with dying patients and their family	8	4	1	5
MOD B5 Communication with patients with hearing disabilities	17	10	1	9
MOD B6 Communication with patients with seeing disabilities	17	12	1	11

MOD B7 The relationship with patients family	55	36	0	36
MOD B8 Establishing an help relationship	50	35	2	33
MOD C09 Introduction to the main Home healthcare Worker EU legislation	63	50	0	36
MOD C10 Home heath care worker UK legislation	3	1	0	1
MOD C11 Home Healthcare Workers SI legislation	17	14	0	14
MOD D12 Nurse professional code and ethical aspects	23	18	0	18
MOD D13 Cultural differences in help relationships	52	35	1	34
MOD D14 Social Care Workers Professional Code	25	17	1	16
MOD D15 Self instruction and continuing learning	53	35	1	34

4. CONCLUSIONS

The COACH-BOT methodology represents a pedagogical model of adult distance education based on the combination of the conversational agent technology and the modular e-course delivered through the platform. The e-learning system created should be able to interface individually in a human-like way with learners and to customize the learning process according to their needs.

Authors tried to create a tool that is user friendly, can suit each student's profile, gives support to learners and is available at any time.

Beside authors, teachers and tutors, also learners played an important role in the experimentation phase. In all partner countries they were selected through the course promotion and selection processes.

All together 165 learners were involved in the experimentation. They were divided in two sorts of groups, experimental and control. In experimental groups learners were supported by the Virtual Coach, in control groups, learners were without such support.

During the experimentation many problems were reported. Mostly they were of technical nature, but also many learners had problems with using foreign language.

Teachers and tutors provided a lot of support to their participants. Some participants were more successful, some less. 50 % of students were successful in experimental groups and 43 in control groups.

At the end, we can say that experimentation phase was interesting experience for both sides, teachers and learners. Both gathered a lot of new knowledge. But virtual coach is probably (still) not better then real tutor or teacher. Maybe, it is the best to use both.

And as one of the partners suggested, in the next similar project we should pay more attention to language used and to technical details. We also should allow enough time for the teachers to familiarize themselves with the course.