



COACH BOT

“Modular e-course with virtual coach tool support”

LIFELONG LEARNING PROGRAMME
LEONARDO da VINCI

Coordinated by FOR.COM

NATIONAL FOLLOW UP REPORT

Country: DENMARK



Education and Culture DG

Lifelong Learning Programme

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RESULTS OF THE NATIONAL EXPERIMENTATION

1. DESCRIPTION OF THE FOCUS GROUP SESSIONS

Number and profession of the participants involved in the 1st focus group session (control group users)

PROFESSION*	NUMBER
social/care worker/ other	4
nurse	
physiotherapists	

***social/care worker/ other:** social and health care assistants, social and health care helpers, social workers, general practitioners, doctors, other professionals

nurse: practical nurses, registered nurses, other kind of nurses

physiotherapists: physiotherapists, occupational therapists, speech and language therapists, other kind of physiotherapists

Number and profession of the participants involved in the 2nd focus group session (experimental group users)

PROFESSION	NUMBER
social/care worker/ other	4
nurse	
physiotherapists	

Number and profession of the participants involved in the 3rd mixed focus group session (please specify number of experimental and control group users)

PROFESSION	NUMBER
social/care worker/ other	4
nurse	
physiotherapists	

2. MAIN RESULTS EMERGED IN THE FOCUS GROUP SESSIONS

Please describe how the three focus groups sessions were carried out in your country and the main results emerged in the three sessions according to the topics suggested in the COACH BOT Follow Up Evaluation Guidelines.

We held three meetings altogether with the persons participating in the piloting. At the first meeting there were representatives only from the control group, and at the other meeting there were solely representatives from the experimental group. The last meeting was held with representatives from both groups.

The meetings were held September 2nd, September 3rd and September 8th

Did the COACH BOT course meet your expectations?

If not, please explain why.

Neither members from the control group nor from the experimental group thought they had that many expectations prior to the project, but they all agreed that it was an interesting experience to get acquainted with the COACHBOT course.

It was fun to have your own learning programme planned.

Further comments in the below

Do you think the e-learning platform of the course offered you some benefits compared to the traditional learning?

If not, please explain why.

At all three meetings it was agreed that the e-learning approach has many advantages as one of the opportunities for acquiring new knowledge.

The most important thing is that you are able to receive teaching at any time of the day when it suits you, and you can make it fit into both your professional as well as your private life. You can do it spontaneously if you suddenly feel like it, and respectively you can stop immediately if you feel that you are not really in the mood and fit for learning without disturbing others or hurting a teacher as you would if you stood up and left in the middle of the teaching in a class.

You can also learn anywhere, even when you have a break at work which you wish to use for this purpose.

You can learn with a cup of coffee next to you, the legs up on the table and whatever suits you best according to your learning style.

Another important aspect, perhaps the most important one, is that you can do it at your own speed.

Which have been in your opinion the main benefits and opportunities offered by the course?

That is web based and that we get an impression of what you learn - and are interested in - in the different countries in Europe

Did the modules match your training needs according to your professional profile? Are the start-up quizzes questions suitable to check student entry level knowledge?

If not, please explain why.

Both groups completely agreed on the following:

It is a very disturbing element in the course that the modules are as mutually different as it is the case. There are large differences in the following areas:

- 1) Degree of difficulty.
- 2) The tone of the spoken language.
- 3) The degree of correctness in relation to English. English with different accents is spoken.
- 4) Some of the modules have severe grammatical errors in the written English, even in the headlines. There ought to have been a person performing proofreading - you get irritated.
- 5) The most problematic aspect however, is that there are large differences in the view of learning from module to module. At time reflection is encouraged and work on own attitude and behaviour in preparation for changing your work practice. Other times only learning by heart of concrete facts as in the old-fashioned "black school" is encouraged.

In some modules the themes are realistic and related to our daily life at work; other modules completely distance themselves from this. It was agreed that the least useful modules are the module about the EU and the module about culture.

The module about EU because it contains many listings of treaties and other information, which you will not be able to remember afterwards anyway, nor relate to anything in your own life. You ask yourself: What are you supposed to do with these listings?

There was also much criticism of the module about culture. Here we have an area where it is of great importance that your thoughts and reflection about how you deal with confrontations at the work place are initiated.

Both groups had been looking forward to this module because the meeting with other cultures in care situations is a very, very difficult matter, and a problem which is discussed much in Denmark, and many people have problems in this connection.

The meeting with people from other cultures is difficult because it also concerns our own identity as well as our norms and values. We need to become wiser in relation to how we become more conscious about our own culture, how we react to other cultures, and how you can work with yourself so that it can facilitate your work with other cultures. The module is hard to access, it is too theoretical and it deals with something far, far away from one self.

These two modules also have the worst final quizzes because you are tested in your learning by heart, and not in having gained an understanding of the topics.

It is really important that the Start Quizz is revised. In our case it gave us a bad start in our relationship to the training program. The Start Quiz is the first contact and the first experience with the training program and it should be a good one. The representatives from both control group and experiimenetal group had the same comments:

- 1) Some of the answers in the quiz were actually wrong,
- 2) Some of the questions were related to things that can be discussed – not given an exact answer to
- 3) there were several possible answers in several cases – where only one answer was recognized as the correct one by the program and
- 4) people were asked for some theories and theorists that were much too specific, and that it would be very incidental if they knew them or not.
- 5) there were linguistic errors in the quiz,
- 6) 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.

Please give your opinion and suggestions about the course specific learning materials and tools:

Audio lesson
Lecture notes
Case studies
Agenda
Quizzes

The test persons have given the following specific comments

About the module: Support Individuals to access and participate in recreational activities:

Thorough and balanced review of the most important things within this area. You start to reflect over what it is you're doing.

About the module: Support individuals in their daily living. The module gives you a basic and general knowledge. It is common knowledge, but it is good to be reminded of it. You start to consider things that are important in your work and in your life.

About the module: Communication with elderly people. Far too many theories and theorists are presented in too little time. It becomes too much listing and too perfunctory. You are presented with a lot of names of persons who have said and believed different things about old age, and it gets confusing.

About the module: Communication with dying patients and their family It is a bit rigid and categorical, there is a clear response to everything, even to some things that could be viewed from other angles. You pretend that you have exhausted the subject, but there is still a lot to be said about the subject. There should be questions that make us reflect over how we act in these situations instead of just check-of concrete-knowledge-questions.

About the module: The relationship with patients family It is good to have a listing of the basic things regarding communication, but the tone in the module is a bit "gun-pedagogic"-like and categorical. Really: There is not just one singular truth concerning these things but that is how it appears. Some questions are needed to make you reflect and consider how you do and problematize this. What is said about family does not fit Danish conditions very well. In Denmark the family does not provide care for old and ill persons, the social system does, and we do not have the old and disabled people living with us at home.

About the module: Establishing a help relationship. It is a bit annoying that everywhere in the module and in the quizzes it says "an help relationship" instead of "a help relationship. The title may also be somewhat misleading because the first part of the module is about using mediator, and the second part is mostly about communication and empathy in general, not about establishing a help relationship. In spite of the attached examples from "the real life", that are good, it is a bit too theoretical, and we gain too little knowledge to apply. It would have been good to learn HOW you use an interpreter (interpretation-technique and interpretation-ethics). It is not that easy to use an interpreter. There should also be something to underline that you can never use people's children as an interpreter because children should not be loaded with having an insight in something they must not necessarily know. It is a very important principle. Things are presented in a very categorical manner and the speech is very quick. Questions are needed to make you consider how you establish a help relationship, there must be questions for reflection.

About the module: Introduction to the main home health care worker EU legislation. We have already commented on this module. Besides: In case of "multiple answers" it should say HOW MANY correct answers you have to find, just as it is the case in some of the other modules. It must be the same in all quizzes. In question no.6 of the final quiz the term "human dignity" is

mentioned twice as an option, and this is confusing. You start to wonder what the purpose of mentioning it twice is.

About the module: Cultural differences in approaching patients We have already commented on this module. Besides: In case of "multiple answers" it should say HOW MANY correct answers you have to find, just as it is the case in some of the other modules. It must be the same in all quizzes.

About the module: Social Care Worker Professional Code Some parts of the module are far too UK-specific. We hear too much about committees and commissions and acts in England. However, what is really good about the module is that it poses questions to consider. Our reflection is initiated. The poem about being coloured also initiates many thoughts.

About the module: Self instruction and continuing learning A good module and an important topic– many interesting things and many good models are presented. Maybe too many. It is going very fast in this important modul. The module is very compressed, and this is really things we shold think about. The most important thing of all is to transfer learning to changed and better behavior, not to learn some models and theories by heart. Misspelling of "intelectual" in the conclusion in the first part. We get theory about reflection but it would be good if there was some questions for US, for the participants, that make us stop and reflect over ourselves instead of the mechanistic check-questions. Only if we stop and reflect our practice will change. And it seems a bit accidental WHAT we are asked in the check-questions.

Please specify how the course e-learning platform can be improved in your opinion.

It is most important to change the start quizzes which we were all very discontent with. Secondly, the modules need to be more homogeneous, both in relation to language, contents and especially concerning view of learning. The final quizzes also need to become more homogeneous, both in relation to what we are testing, and the manner in which you are testing.

Please give your opinion and suggestions about the course's Virtual Assistant "Clara"

Obviously we know that "Clara" is not a real person but it was still pleasant and cozy to meet her face and read her comment. All representatives from the experimental group agreed that this was a positive thing in the programme.

Do you think that the Virtual Assistance is an important added value for an e-learning course and why?

It makes it more fun! You know that it is "fake" but you still think that it is a "familiar face" that you know in the programme

Please specify how the coach bot virtual assistant can be improved in your opinion.

You could work on varying her facial expressions more and making her comments more differentiated.

3. CONCLUSIONS

It is always good to learn new things, and today there are many offers of learning in different manners.

COACHBOT also has something to offer us, and there are many good elements in it. It is interesting to have your own learning programme – learning path – developed. Also “Clara” is a good and funny idea.

It has been very exciting to get an impression of what you learn - and are interested in - in the different countries who have contributed to the contents of the modules. Each module says a lot about what you prioritize in the county that developed the module. It indicates that there are many different ways of doing things.

But COACHBOT is scarred by three things:

- 1) The start quizzes, which we have commented on in the above,
- 2) the large heterogeneity in both modules and quizzes which is also elaborated in the above comments,
- 3) and finally that a few modules should be removed because they serve no purpose. If these things are corrected, the programme can be used with great profits.