



# 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: SLOVENIA



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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 1<sup>st</sup> focus group session (control group users)

PROFESSION*	NUMBER
social/care worker/ other	6
nurse	2
physiotherapists	0

**\*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 2<sup>nd</sup> focus group session (experimental group users)

PROFESSION	NUMBER
social/care worker/ other	10
nurse	4
physiotherapists	0

#### 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	0
nurse	0
physiotherapists	0

## 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.*

After invited the participants to come to another meeting for the COACH BOT Project we realized, that we would get too few attending students for a succesfull focus groups' results. Comments were that the students have come already a lot and that the course was already behind them. I must emphasise that the Slovenian team followed the original plan and the course ended by the end of June.

Therefore in this paper the conclusions about the e-course are gathered from the final meeting, that was held on 1<sup>st</sup> July 2010 in presence of the participants of both groups together. On this occasion, we also handed out the certificates of the attendance. The numbers we gave for the section 1 of this paper are therefore reflecting the number of attendance for the final meeting.

For this reason we are not able to follow the suggested questions for the focus groups' session.

We will try to describe the main aspects of the final meeting.

The participants of both groups find the material in English as the major problem. Although the majority of Slovene population is capable of communicating 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. Many comments were that they had to spend more time and energy on translating than focusing on the topic. If the lessons were in Slovene, they would be much more satisfied.

They also regretted that there was too much difference between modules in terms of demand. Some of them were too difficult, some not too interesting and spoken English too difficult.

Also they missed the opportunity to have a teacher at their disposal when they have a question, as in a classroom during a course. Clara was interesting, but sometimes she couldn't answer even simple questions. They also missed the possibility to discuss issues in groups, and yet the majority of them never used forums or chat.

On the other hand, all were very satisfied that they were able study when and how long they pleased and that is the biggest advantage of the e.course.

At the begging they reported some technical problems, but they were all solved in time and did not affect their performance after that. We must comment that some of the participants dropped out because they realized their skills were too poor for a successful performance.

### **3. CONCLUSIONS**

From the discussion we can conclude that the participants were satisfied with this new approach to studying in healthcare, but they would also recommend some modifications:

- lessons should be prepared in native language and by the same author in order to avoid too many differences
- the majority of working population in nursing and home care still lacks the ICT skills and they prefer classroom held courses
- technical problems should be avoided