



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: Switzerland



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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	0
nurse	1
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 2nd focus group session (experimental group users)

PROFESSION	NUMBER
social/care worker/ other	1
nurse	0
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	
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.

It was not possible to organize thorough focus groups with the participants because they all live and work in different areas of the Italian-speaking part of Switzerland, which are quite far away from each other, and it was thus not possible to gather them together to organize focus groups. The tutor of the course thus visited participants individually, one belonging to the control group, and one belonging to the experimental group, on their work place in order to get more detailed opinions about COACH BOT.

One of the interviewee worked for an association of home-healthcare workers to which several participants belonged; he thus gathered the opinions of his colleagues and reported to the tutor.

MAIN RESULTS OF THE MEETINGS:

- **Did the COACH BOT course meet your expectations?**

Participants expected contents to be more specific; in particular, they expected to have more details about the daily practices of a specific job (like nurse or physiotherapist).

They also expected to have the chance to customise contents further; in particular, being assigned to a specific profile with particular contents was not enough for them, and they would have preferred to personalised the materials also within profiles.

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

Age made a great difference in the degree to which the e-learning platform was appreciated. As long as adults (for instance, in their fifties) were concerned, using an e-learning platform was not perceived as providing more advantages than traditional learning, mainly because of the users' difficulty in accessing and using online learning tools.

The technological tools available on the platform were appreciated by participants, who found them useful for learning; nevertheless, the vast majority of participants found it difficult to learn how to use it, since they are not used to technological tools, they have low levels of education, they are too tired after a work-day to explore an e-learning platform, and they would thus have preferred a face-to-face course.

Younger participants appreciated the e-learning platform, mainly because it allows students to be more independent and to access material from everywhere, whenever they wish.

Nevertheless, given that the vast majority of professionals belonging to the target group in Switzerland is not young, the e-learning platform was on general perceived as not offering benefits compared to traditional learning.

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

Younger students appreciated the advantages of e-learning: namely, the possibility of learning from any place, at any time.

In general, the topics were found interesting, although too general.

- **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?**

Participants learned useful contents for their professional practice, although they would have appreciated more specific information.

Start-up quizzes were sometimes perceived as diminishing participants' initial competences.

- **Learning materials:**

All the learning materials were perceived as good and well-done, but, in general, participants found it too difficult to access; therefore they would prefer to have face-to face lessons.

Clara was perceived as a good and well realised tool, but not as adding value to the e-learning course.

3. CONCLUSIONS

The topics addressed by the course were in general interesting and useful for participants; nevertheless, three main problems were perceived, which made the use and appreciation of the course's materials and tools more difficult.

First of all, healthcare providers in Switzerland are often adults, strangers, with a low level of education, and they are not comfortable with technology in general, and e-learning tools in particular.

Secondly, Swiss healthcare providers are usually unable to speak English, and these two reasons made it really difficult for them to exploit the benefits of the project.

Lastly, they expected contents to be more detailed and more specifically referring to their professional daily practice; besides, they would have appreciated the possibility to further customize the contents within single profiles.