



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: UK



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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	2
nurse	0
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	8
nurse	1
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	10
nurse	1
physiotherapists	0

2. MAIN RESULTS WHICH EMERGED IN THE FOCUS GROUP SESSIONS

We invited all of our participants to a 'working lunch' so that they could discuss the course and have a free lunch as an incentive. Unfortunately no one was able to attend this working lunch so we held telephone discussions instead.

Did the COACH BOT course meet your expectations?

The majority of the group did not feel that the course had met their expectations in terms of technical issues rather than the course content.

Learners did not always remember where to go to log in and by the time they had achieved this and then navigated to the lesson, they had given up as it had been so time consuming and they had lost their interest and motivation.

Some learners found that the list of the modules was too much, they did not realise there would be so many.

There were problems recording the times of the lessons, so after watching a lesson a couple of times learners gave up as they could not access the final quiz per module even though they had completed all lessons.

Navigation was a problem for learners who could not find their way around the site, and they thought that the learning would have been easier to access.

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

All learners agreed that e-learning was beneficial to them as:

- it enabled them to study at a time and place that suited them
- it is flexible to fit learning around their work shifts
- they are not committed to a time and day every week

Howe ever some problems with e-learning included:

- not always having access to a computer
- not always have access to an internet connection
- not being self-disciplined to regularly learn

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

- Flexibility – ability to access course anywhere, any time
- Being innovative in the way that we can learn
- Improves IT skills as well as vocational skills
- Caters for people who learn best by audio

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?

Some learners found the modules about legislation and about hearing too in-depth, with too much knowledge to learn.

Some learners wanted to pick and choose modules that were relevant to them and would have liked to be able to define their own learning path. This is something the tutors also feel.

The start up quizzes had wrong answers, which then questioned the competence and knowledge of the modules as managers did not want their staff to learn the wrong thing. As all care homes are different some learners found that a general answer did not apply to them, so when they answered the question with the answer that was relevant to them this was seen to be wrong. Managers felt that if the quizzes and modules were more specific to their company then they would be happy to train staff this way.

If learners had answered the quiz correctly and they did not need to complete the module, when they answered the final quiz they found the questions difficult as they were more specific to the module content. This could easily be addressed and applied to the learning materials.

Opinions and suggestions about the course specific learning materials and tools

Audio lesson – Some learners felt that:

- The language and accents were not always clear
- Not all computers had sound or headphones to listen to
- Not all lessons had the 'notes' section complete so they could not read along
- Some lessons were too long, or too in-depth, that they did not take in all the information
- They enjoyed listening to the audio

Lecture notes – Learners expressed that they would have liked to have the script present whilst the audio lesson was in play as:

- They did not have sound on their computer and couldn't not hear what was being said
- They prefer to read rather than listen
- They can learn faster when reading, as the pace was too slow on the audio

The lecture notes in the 'documents' section were only accessed by a couple of learners as although all learners were shown where these were stored, they did not count towards the timings of the module and learners wanted to focus on the modules that would help them complete the course.

Learners agreed that the information was a good idea, but that there was already enough to take on board from the audio lessons and they did not want to read up further.

It appears that some learners did not remember where to find the lecture notes.

Case studies – these were not available on the training day that learners attended, and many did not realise that they existed. Ones that did thought the graphics were very basic and would have preferred ‘real’ actors

Agenda – learners were shown these on the training day that they attended, but did not use it again as they did not feel it was relevant to them. They found navigating and learning the modules was difficult enough without using all the extras.

Quizzes – Some of the start up quizzes had wrong answers, and some answers were not relevant to an individual’s workplace. As the timing of the lessons was not recording properly many were not able to reach the final quiz as it was not available.

Learners who took the final quiz were pleased that they could re-take the test to achieve a higher score.

How could the course and e-learning platform can be improved?

- Have tabs along the top so that it is easier to navigate around
- Make logging in easier – it is hard to remember where to go to get the log in screen
- Ensure that the times are properly recorded on the lessons. This was a major problem and participants found they were unable to proceed. It is not necessary to enforce this timing and it would be better without this feature (especially when it did not work correctly)
- Make sure that the start up quizzes have the correct answers
- Make the navigation easier
- Have a written user guide

Opinions and suggestions about the course’s Virtual Assistant ‘Clara’

- Would be helpful if she brought up a number of suggestions to help with query so that you could select the most relevant answer (a bit like a list of ‘frequently asked questions’)
- She is not in the way, happy with size and place
- Not clear when starting course that we had to talk to her – did not always read what she said at the start of each page
- Some words she uses are not common words that we understand (they need to be written by a native English speaker)

Is the Virtual Assistance an important added value for an e-learning course and why?

No:

- Would prefer to speak to someone to get help
- Not easy to follow answers
- Do not always think about using her to ask questions, would usually just go to a ‘help’ section
- Answer is not always relevant or clear

Yes:

- She is always available at any time to help
- Received the advice that was needed quickly
- Did not have to spend money on a phone call/travelling to see someone to help out
- Do not feel embarrassed about asking for help

How can the coach bot virtual assistant be improved ?

- Use better language, easier to understand
- Would be helpful if she brought up a number of suggestions to help with query so that you could select the most relevant answer (a bit like a list of 'frequently asked questions')
- Give more options of answers
- Make it clearer at the start to look at her on every page as she gives information
- Make it clearer at the start that you have to have an 'interview' with her before you progress

3. CONCLUSIONS

Learners found the navigation around the course very difficult, it was unclear where to go next and how to get there, despite watching the demo and having a user guide with all the information. A suggestion of having tabs along the top of the webpage to make navigation clearer was welcomed by all learners, and would be a good improvement.

As the timings did not record properly on some lessons, some learners had to repeat lessons, and eventually gave up, as they had the knowledge but could not access the final quiz. This is a technical problem that could be overcome, or an improvement for another way that learners can access the final quiz.

Managers thought the concept of the e-learning platform was a good idea and a different way for their staff to learn. Some felt that it would be good as an introduction before workers started, where as others felt that it could be used as staff progression as it was too advanced for beginners. All agreed that if they could tailor it to suit their own company and their own needs that it would be a useful tool.

The flexibility of the e-learning platform worked well and suited the industry in that participants could access learning at any time and could fit learning around their shift work. However not all workers in a care environment have access to a computer and the internet, or do not have the relevant computer skills to want to participate. As not all learners were confident on a computer, when they started having technical problems, or got lost trying to navigate around the e-learning platform, they would give up more easily and lose interest and motivation due to frustration.

Although Clara was there to assist, not all learners were confident in using her to ask questions or not familiar with the concept of asking the computer for help; for these type of learners the course would have been more beneficial for them to be in a class room style environment where they could ask the teacher, improve upon their computer skills, and build up their confidence at the same time. This would also mean they have access to the equipment and software needed for the course. Although this style of learning detracts away from the intended flexibility, it means that learners should eventually feel confident to manage and participate elsewhere, thus enhancing the flexibility of the course.

As different participants have different learning needs the course does not always cater for this. We encountered two very different learners, one who loved listening to the audio lesson and taking their time, and the other who learned better from reading and found the audio too slow and boring to maintain their interest. An improvement for the course could be to cater for the different learning styles by making the reading of the lecture notes, or a written version of the audio lesson, count towards the timings of the modules.

Overall if improvements to the technical issues could be made, and if companies could tailor the course to their own needs, it would be a very useful and innovative way of learning to workers in the care environment.