PRAISE Project

Educational Courses

Table of contents

1. General Introduction

One of the main focuses of the CABLE project lay on the conception of educational courses for the education of social workers, professional child and youth workers, educators or remedial teachers.
Starting from practical experiences of the community in which the case studies had been collected, the interesting task was developed to combine practical work and theoretical analysis and to create educational courses that include both aspects. So 5 different courses came into existence in the 5 different partner institution, all orientated at the needs of the region and its professionals. Starting from the knowledge of the formative needs, topics were formulated, material gathered, courses structured and target groups defined.

E-learning should be included as part of the educational course, partly as a basis, partly ad one of many different methodological elements.
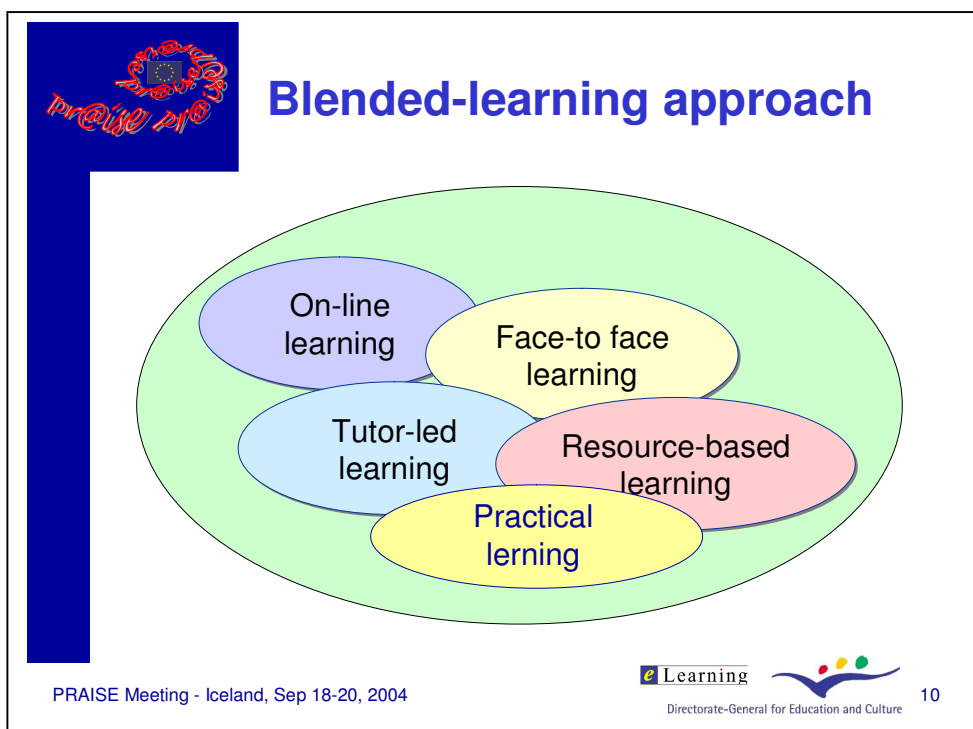
The original plan was to translate the educational course and to experiment another course of a partner institution in our own school / university. This was not possible because of our resources of time and personnel, so this task had to be dropped. As the educational courses are clearly devised to fit in with the conditions of a special country / region and target group, it does not seem to be easily exchanged in an arbitrary way (e.g. the students of the Berufskolleg Bethel are rarely confronted with the problems / situations of the educational course of our partner from Torino).

In the following chapter the following questions are dealt with by all the partner institutions:
   A) Please describe in some detail the way you discovered the formative needs, the theme of your module, the target group, the duration of the course and if and when it was experienced with the target group.
   B) What role did case based learning play in your module? What kind of course did you develop? E-learning, blended learning, face-to-face?

3. Introduction by each partner and course contents

a. University of Barcelona

	Topic:	Formative need:	Point of identification of the formative need:	Target Group:
University of Barcelona, Spain	Social vulnerability.	The students have to deepen their knowledge about the subjects relates to social vulnerability and the key ideas to orient the analysis of the cases.	Analyzing case studies in the virtuous circle.	Students form the social pedagogy area careers. From March to May 2005.

B) What role did case based learning play in your module? What lined of course did you develop? E-learning, blended learning, face to face?
   In the pilot module the students work with real cases, but the activities are not related with resolve it. The central activities of the students were to select a case and then analyze the case selected. From these activities the students were developing abilities to analyze and comprehend the different topics of the subject. To analyze the case, the teachers gave to the students had a guidelines as an orientation and to introduce the topics of interest to the module (this guidelines were placed in the section related to the analysis in the virtual platform).This activity was developed in small groups of three students. The communication among the students was using an electronic forum, in some cases the students will be able to meet them face to face, in this cases the participation in the forum was lees than in the other cases.

The formative module was developed like an e-learning course. It was developed as a self-learning instruction; the teachers only were involved in points like: technical support (via e-mail), monitoring the deadlines of the task, personal support for students that require it (via e-mail), etc. Before to start the pilot module was made a face-to-face session. The main objective of this session was getting in touch the students with the database and the virtual platform. After this sessions started the pilot module. From this point until the end of the e-leaning process the student worked in a self-learning environment, at the end of this process was made a last session face-to-face to analyze the process.

Is important to clarify that the formative module was included as a part of a course related to the design of the e-learning courses, therefore one of the activities of this module was the evaluation of itself. Although there are face-to-face sessions the pilot module is not considered a blended process because the face-to-face sessions were not related with the content of the pilot module.

b. Berufskolleg Bethel

Educational Course:

1. Please describe in some detail the way you discovered the formative needs, the theme of your module, the target group, the duration of the course and if and when it was experienced with the target group.

Public in Germany was shocked by the results of the PISA-study of the OECD, which led to a growing interest in the topic of lack of language knowledge of children starting school. Kindergartens and day care centres of elementary pedagogy saw themselves confronted with critical views of the media and the demands of parents and started to develop new training programmes in order to help children in their process of language acquisition.
As our students gain practical experience when undergoing practical placements for some weeks, we noted the new approaches coming up in many different ways, mostly concerned with the language abilities of children from a migration background. One of the first case studies of our CABLE-project dealt with one of such approaches, called LANGUAGE TREASURE PROJECT, a new approach for children and parents from a Turkish migration background, put into practice by the local educational authorities and a day care centre for children in a part of Bielefeld.
The educational course was developed to make the students acquire basics of language acquisition and possibilities to support children in this process and hand opportunities to reflect their own repertoire of linguistic behaviour.
The target group of the course are students of elementary pedagogy in their last year at school, trained for the work in Kindergartens and day care centres for young children.

Educational course for three days: Thursday, April 07, 2005, 8 lessons
                                        Friday, April 08, 2005, 6 lessons
                                        Monday, April 11, 2005, 8 lessons

Participants: Students of elementary pedagogy at the Berufskolleg Bethel

Date	Contents
Thursday, 07.04.05	• Introduction into the course • Introduction in **<u>E-Learning</u>**

	• **E-Learning:** a first questionnaire concerning the knowledge of the students – individual work at the computer • **E-learning:** investigation of the Internet about the topic: How does the acquisition of language take place, how does this happen in the case of multilingual development? Summary of important aspects on the e-learning-platform. • Film analysis: Scenes from evey-day life in a Kindergarten, an educator talks with children with a migration background.
Friday, 08.04.05	• Group work: role-play working with language in everyday situations (with video shots) Task: Development of role-plays as to the linguistic accompaniment of everyday situations. • Preparation of the visit in the day-care-centre "weltweit" (worldwide). • Excursion A visit to the day-care-centre "Weltweit" (worldwide)
Monday, 11.04.05	• Starting with breakfast – Evaluation of the visit to the day-care-centre "Weltweit". • Group work: Language games are chosen with the help of a box of materials. • Narration of a story / a fairy-tale, tape recording. • Group work: The Language Treasure Project – analysis of an example of supporting children in their language acquisition process, council of Bielefeld. • **E-learning:** Individual work: Using the questionnaire for a second time. Evaluation and correction of the first answers. What have I gained in knowledge? • Evaluation of the course

2. What role did case based learning play in your module? What kind of course did you develop? E-learning, blended learning, face-to-face?

As can be detected from our table, this was a first attempt to integrate e-learning into other methodological forms of education. The group of students worked on the topic for three days in an intensive way. On the first and third day e-learning methods were used. So the methods included face-to-face learning, internet use, individual e-learning.

Due to an unsatisfactory equipment of our school with computers and the lack of experience in using e-learning techniques, a complete integration of e-learning into other learning methodologies is not possible at the moment. This is why only smaller parts were developed: links to case studies, a questionnaire, personal diary, investigation via the internet.

The reactions of the students and the gained experience are an eancouragement to use e-learning technologies on a wider basis, especially with students in the probationary years – who come to school on special programmes only, to use the possibilities of communication of an internet platform for tutorship of practical eyperience and advice and intensify this process.

c. INFOP, Paris

A) Please describe in some detail the way you discovered the formative needs, the theme of your module, the target group, the duration of the course and if and when it was experienced with the target group.

B) What role did case based learning play in your module? What kind of course did you develop? E-learning, blended learning, face-to-face?

Institution	Topic	Formative need	Point of identification of the formative needs	Target group of the module or course/Duration of the module/course
INFOP Paris, France	Reflexion of various concepts (of authority, stereotypes and social representation, project and concept of the own development….)	The trainees have to reflect on the various concepts they have developed up to now. This includes to find a distance to the practical social work and to think of their concepts on the background of theoretical elements.	The various ideas result from the work made on the case studies.	Trainees

d. University of Pitesti

1. Please describe in some detail the way you discovered the formative needs, the theme of your module, the target group, the duration of the course and if and when it was experienced with the target group.

(a) the needs
          We have in our university a *Cabinet for Counseling and Psychological Testing* which provided us official records and statistics:
- about the existing situation in Argeş County in the field of working with persons committing drug abuse;
- about the offer of specialized training for educators, parents, social workers and specialists (doctors and psychologists).
          The data reflected the needs for such a training, as the problems exist and the educational offer is not sufficient, being necessary to be enlarged and improved.
          We contacted through this Cabinet:
- School Inspectorate of the Argeş County (which subordinates all kindergartens, schools, high school, and schools for children with special needs in Argeş County);
- Argeş County Hospital (for the social workers in hospitals);
- Hospital of Paediatry (for the social workers in hospitals);
- Department for Child Protection from the Argeş Prefecture;
- Commission for Child Protection from the Council of the Argeş County;
- Association of Fighting against Drugs;
- Police Inspectorate of the Argeş County
and together we applied a questionnaire among the employees of these institutions. The results revealed the clear necessity for education and training and also for updated information about:
- child psychology;
- drug prevention;
- dealing with persons taking drugs.

(b) the theme
          We identified the theme of the module due to recent reports and analysis which signalize the start and the presence of drug use in schools and high schools.
          After the Revolution in December 1989, Romania suffered a quite tough transition from the communist society to the capitalist one, and phenomena such as using forbidden substances appeared especially within the young population.

(c) target group
          We identified the target group among the representatives of the above-mentioned institutions. Themselves emphasized even from the beginning, from the start discussions this need for both fresh information and training within the system of social care and protection, with a focus on drugs problematic.
Group of learners:
- students of the UP (social assistance specialization);
- social operators working with minors;
- teachers of the pre-university educational system;
- doctors;
- members of public organizations and NGOs acting in the field of anti-drug fight.
Number of learners:
Around 50 persons in total for the pilot course (approximate 10 persons for each envisaged category, see above).

(d) duration
          We decided for a course of no longer of 30 hours because we thought that the training has to be not too short (in order to allow the transfer and the acquiring of proper

knowledge and skills) and also not too long as we cannot claim is a professional one which provides a recognized and accredited qualification (for such course there are imposed specific requirements).

(e) applying the course
We had the calendar and timetable rendered below:

	Day	*Date*	*Number of hours*	*Total number of hours per weekend*
Week end 1	**Saturday**	**4th of June**	**4**	**8**
	Sunday	**5th of June**	**4**	
Week end 2	**Saturday**	**11th of June**	**4**	**8**
	Sunday	**12th of June**	**4**	
Week end 3	**Saturday**	**18th of June**	**4**	**7**
	Sunday	**19th of June**	**3**	
Week end 4	**Saturday**	**25th of June**	**4**	**7**
	Sunday	**26th of June**	**3**	
Total number of hours per course				**30**

2. What role did the case based learning played in your module? What kind of course did you develop? - e-learning, blended learning, face-to-face?

We designed and applied a combined teaching approach:
- face-to-face teaching
- on-line learning
- role play
- questioning
- team-work
- problem solving
- practical works, etc.

in which CBL played a central role (60-70% of the teaching methods and techniques) because we believed in the efficiency of the CBL and also we wanted to fructify the work developed in CABLE and PRAISE projects, the case studies the partnership has refined.

e. SFEP Torino

A) Please describe in some details the way you discovered the formative needs, the theme of your module, the target group, the duration of the course and if and when it was experienced with the target group.

The discovering of formative needs are made from the analysis of the document of the social workers (case studies).

This analysis is subdivided in 3 phases and is conducted by social workers themselves helped by supervisors of the SFEP in several focus groups sessions. The outputs of this work are both the shared representations of the concepts and the formative needs.

The first phase, called *selection*, is an activity of subdivision of the materials in different areas and the selection of the more representatives.
The second phase, called interpretation, is an in deep analysis of the more representative case studies.
The third phase, called synthesis, reassembling all the conceptualization and the results of the previous two phases in a homogenous set of concepts and needs.

At the same time all documents are analysed by an external expert and evaluated using a semantic methodology.
The results of this activity is shared and discussed with all the participant of virtuous circle and are a part of the material of the final evaluation.

In the final evaluation is written a final report which contents the formalized formative needs.

In this time SFEP made three modules available on the platform. The first two modules were used in the virtuous circle activation phase: One is about the technical competence required to access the platform as a user. The second is about how to write a document in the narrative format. The third module has been designed after the educational needs analysis and responded to the first priority identified: The responsibilities of social workers in the new organization of services.
The target group are the social workers of the welcome in services in Turin. They are divided in 10 territorial units in the city. We have established a network among this units using the Praise-project methodology and opportunities.
The educational process started in January 2005 and it is presently running.

Institution	Topic	Formative need	Point of identification of the formative needs	Target group of the module or course/Duration of the module/course
SFEP, Italy	Changes in social services in the city of Turin	Dealing with a change in the character of social work: from reception to active participation…. and with the change of the population regarding the growing age of the inhabitants of the city	Discussions in the virtuous circle, analysis of case studies. Experiences in the social field	Social workers of the social services in the different parts of the city, participants of the virtuous circle duration:80 hours subdivides in a period of 3 month (the first two modules).

B) What role did case based learning play in your module? What kind of course did you develop? E-learning, blended learning, face -to-face learning.
We are currently designing a new educational module on privacy issues using case-studies as learning material.
SFEP uses a blended learning model. After three month of presence learning we started using the platform. At present we alternate face-to-face meetings with individual and shared use of the platform. New course material is continuously added, because SFEP plans to run the course for at least one year after the end of the project