



Co-funded by the Erasmus+
Programme of the European Union



ESEC: Extending Social Educators Competences

2018-1-PL-KA204-051126

Intellectual Output 02 Training course in Italy Report



ECOISTITUTO
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Premise

Due to the lockdown restrictions to contain the coronavirus outbreak's spread, Ecoistituto organized the training course using distance learning and e-learning modalities but preserving the original structure of the training course.

25 social educators/social workers have been selected to participate in the training course according to:

- Their interest in the topic of parent-training;
- Their availability;
- Access to their computer and internet connection.

The training course took place from May 11 to June 9, 2020. More in detail:

- The distance learning activity started on May 11, 2020, and finished on May 29, 2020.
- E-learning activities began on May 28, 2020, and concluded on June 9, 2020.

From May 28 to June 8, learners worked in groups to apply the acquired knowledge. Their activity consisted in:

- writing a short report on parent-training using the internet;
- preparing a proposal for a parent-training event.

Furthermore, Ecoistituto proposed to learners some selected articles (see the references).

Learners have been asked to read and comment on them.

On June 9, learners attended the final lesson discussing the training results.

Microsoft Team or Skype has been used to hold lessons at a distance.

Participants have been divided into four groups since we experimented that interactions with more than 7 learners were complicated.

The e-learning units have been prepared following the RTA's guidelines.

Ecoistituto prepared in English three learning units:

- Parent-training and evaluation processes
- Peer education
- Parent training techniques

These learning units have been translated into Italian.

The topics of the distance learning lectures have been the following:

- Supporto parentale
- Strategie di modificazione del comportamento
- Apprendimento online
- Social Cognitive theory
- Social inoculation theory
- Differential association theory
- Uso dei social network
- Le ossessioni e le compulsioni
- Vecchie e nuove dipendenze

Moreover, Ecoistituto also translated some of the learning units prepared by the other partners.

According to the project's proposal, the training approach allowed participants to apply their newfound knowledge and skills designing, implementing, and running an example of parent-



training for parents of children with behavioral disabilities. To this end, the learning strategy was based on the following principles:

- Experiential learning;
- Opportunity of immediate applicability of knowledge acquired;
- Training participants on contextualized problem-solving.

A before-after analysis has been carried out to evaluate the learning results.

To evaluate the training course, Ecoistituto prepared a questionnaire that was submitted to participants.

All participants received a certificate of attendance.

1. Organization of the training course

The Coronavirus COVID-19 pandemic forced to change the modality of the ESEC training course.

Initially, according to the ESEC project proposal, the training course was articulated as follows:

1. 20 social educators/social volunteers should have been trained on parent training following a blend learning approach (20 hours face-to-face lessons; 30 hours distance learning lessons).
2. Participants in the training course should have been divided in 4 small groups and trained to design, organize, and run a parent training course (15 hours face to face lessons, 50 hours of distance learning).

Due to the lockdown restrictions due to contain the spread of the coronavirus outbreak, it was impossible to deliver face-to-face lessons. As a consequence, we organized the training course using distance learning and e-learning modalities but preserving the original structure of the training course.

We selected 25 social educators/social workers according to:

- Their interest in the topic of parent-training;
- Their availability;
- Access to an own computer and internet connection.

They participated in the online training course and attended the e-learning lessons.

Participants have been divided into four groups since we experimented that interactions with more than 7 learners were very difficult.



Moreover, since many learners were employed and engaged in their job, we organized four sessions of the training course, two in the morning and two in the evening, to give the opportunity to attend lessons to all.

1.1 Training course activities

The training course activities started on May 11, 2020, and finished on June 9, 2020. More in detail:

- The distance learning activity began on May 11, 2020, and finished on May 29, 2020.
- E-learning activities started on May 28, 2020, and concluded on June 9, 2020.
- Learners worked in groups from May 28, 2020, to June 8, 2020.

We used Microsoft Teams or Skype to hold lessons at a distance.

1.2 Distance learning activities

Distance learning activities have been organized as follows:

- Group 1, (9:30-11:00), May 11, May 13, May 18, May 19, May 20, May 21, May 22
- Group 2, (11:15-12:45), May 11, May 13, May 18, May 19, May 20, May 21, May 22
- Group 3, (19:00-20:30), May 12, May 14, May 18, May 20, May 22, May 26, May 28
- Group 4, (19:00-20:30), May 13, May 15, May 19, May 21, May 25, May 27, May

The topics of the distance learning lectures were the following:

- Supporto parentale
- Strategie di modificazione del comportamento
- Apprendimento online
- Social Cognitive theory
- Social inoculation theory
- Differential association theory
- Uso dei social network
- Le ossessioni e le compulsioni
- Vecchie e nuove dipendenze



1.3 E-learning lessons

From May 18 to May 26, 2020, learners learned the e-learning units on the Moodle system.

The e-learning units have been prepared following the RTA's guidelines.

Ecoistituto prepared in English three learning units:

1. Parent-training and evaluation processes
2. Peer education
3. Parent training techniques

These learning units have been translated into Italian.

Moreover, Ecoistituto also translated some of the learning units prepared by the other partners.

1.4 Group work

From May 28 to June 8, learners worked in groups to apply the acquired knowledge. Their activity consisted in:

- writing a short report on parent-training using the internet;
- preparing a proposal for a parent-training event.

Furthermore, Ecoistituto proposed to learners some selected articles (see the references). Learners have been asked to read and comment on them.

On June 9, learners attended the final lesson discussing the training results:

- Group 1, 9:30 -10:15
- Group 2, 11:00 -11:45
- Group 3, 18:30 – 19:15
- Group 4, 19:30- 20:15

Participants in the group work have been asked to read the literature analysis carried out by Saccà, Cavallini & Cavallini (2019). Their work aimed to study the difficulties mainly reported by parents who daily interface with the Autistic Spectrum Disorder in their children. In their analysis, the authors report the key points and the most challenging macro-areas in this scope.



Referring to the main difficulties that emerged, parental stress occupies a position of considerable importance. Indeed, it has been empirically shown that parents caring for a child with Autism Spectrum Disorder experience significantly higher stress levels than parents of typically developing children.

2. Organizational issues and strategies

According to the project's proposal, the training approach allowed participants to apply their newfound knowledge and skills designing, implementing, and running an example of parent-training for parents of children with behavioral disabilities. To this end, the learning strategy was based on the following principles:

- Experiential learning;
- Opportunity of immediate applicability of knowledge acquired;
- Training participants on contextualized problem-solving.

The primary objective of the Ecoistituto's training activity was to provide participants with key notions on parent-training.

Accordingly, participants in the training course have been trained in Social Learning Theory and parenting techniques to enhance their dialogue and relationship with parents.

The training course was centered on the idea that parent training is primarily a social learning-based intervention, focusing on the parents' behavior. This concept was illustrated and discussed with participants.

Ecoistituto balanced theoretical and practical aspects of parent-training:

- Social Learning Theory;
- relationship models and strategies;
- how an educator can support parents to identify their parenting objectives;
- how an educator can establish a productive therapeutic alliance with parents;
- how an educator can motivate and sustain the participation of parents in a parent-training program.

The main issues encountered in the training course were related to the difficulties of scheduling distance learning activities.



Moreover, the workload to prepare and hold lessons at a distance was quite high. Trainers needed to revise the teaching-learning strategy adapting it to web conferencing tools (Microsoft Teams and Skype).

All participants received a certificate of attendance.

3. Methodology

Ecoistituto organized lectures in a distance learning modality, using Microsoft Teams and Skype. Power-point slides have been prepared for distance learning lectures and shared with participants during the lectures. Information was also posted on a Facebook profile.

Participants have been divided into 4 small groups to manage interactivity with them and respond to the needs of those who cannot participate in the morning sessions. Indeed, in some cases, in the morning, their computer was shared for parents' smart working and distance learning of children.

The same distance lectures were held in the morning and in the evening.

The distance learning lectures were of two hours of 45 minutes.

Exercises were organized, dividing the participants into small groups and giving them tasks to perform together. Example of tasks:

- Searching on the internet parent-training materials to realize a short report.
- Organizing a parent-training event using the didactic materials of the training course.

External educators supported the groups of learners.

Participants used their equipment (desktop/laptops, software, microphone, mouse, and headphones) for e-learning and distance learning activities.

3. Evaluation

A before-after analysis has been carried out to evaluate the learning results.

To evaluate the training course, Ecoistituto prepared a questionnaire that was submitted to participants.

All participants (25) responded to the evaluation questionnaire.



The gender of participants is shown in Figure 1.

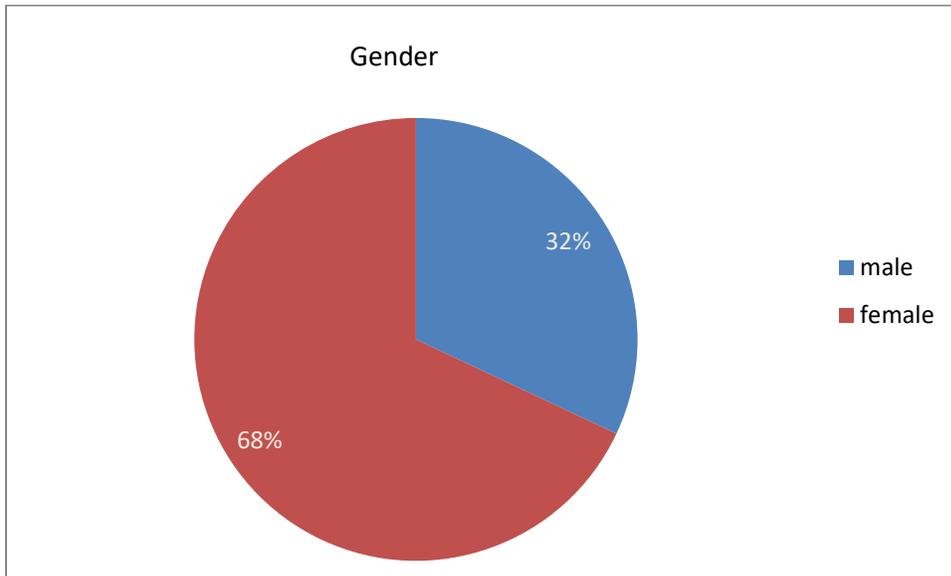


Figure 1. Gender of participants in the training course

The most of learners had a higher education degree (Figure 2)

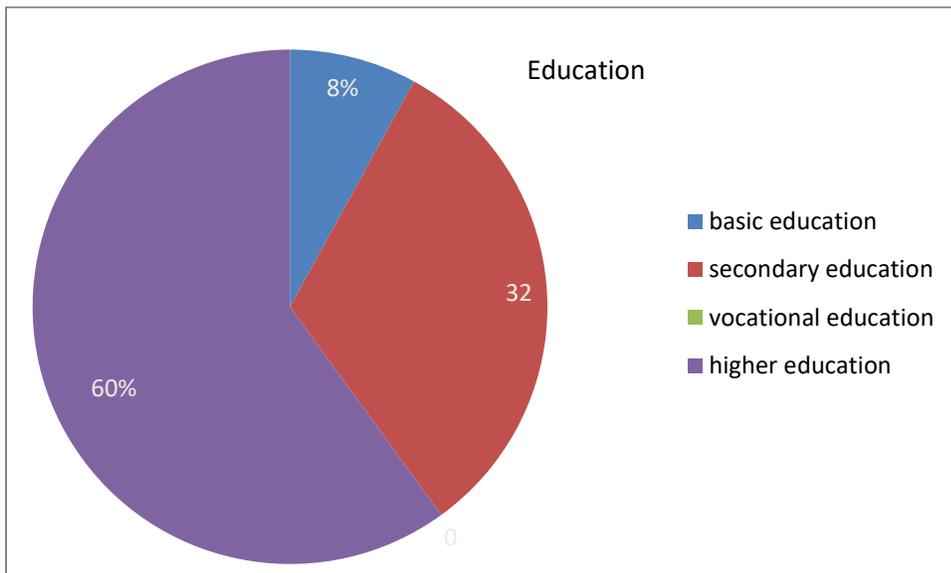


Figure 2. Education degree of learners



All participants claimed to be very satisfied of the training experience (100% completely agree).

Participants improved their competence as it is shown in Figures 3 and 4.

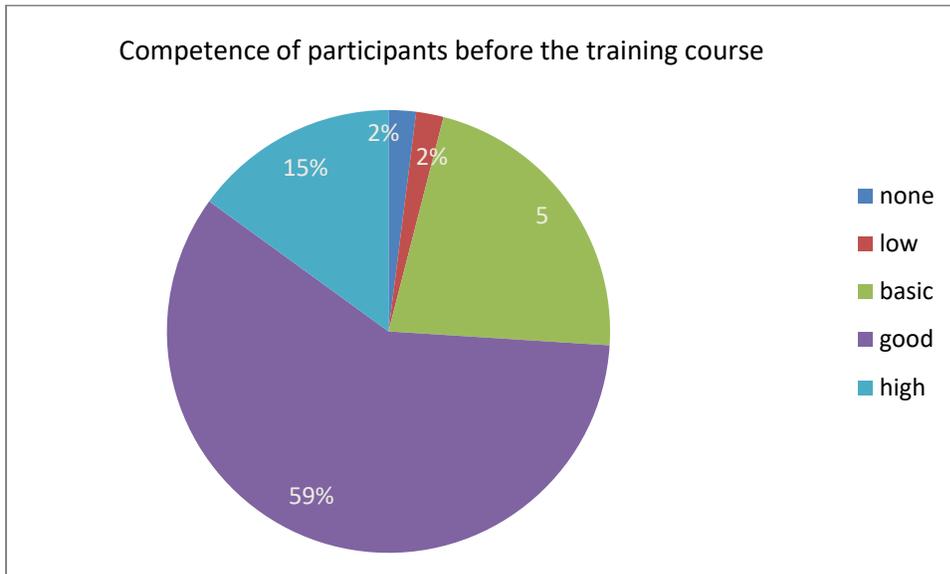


Figure 3. Competence of participants measured before the training course

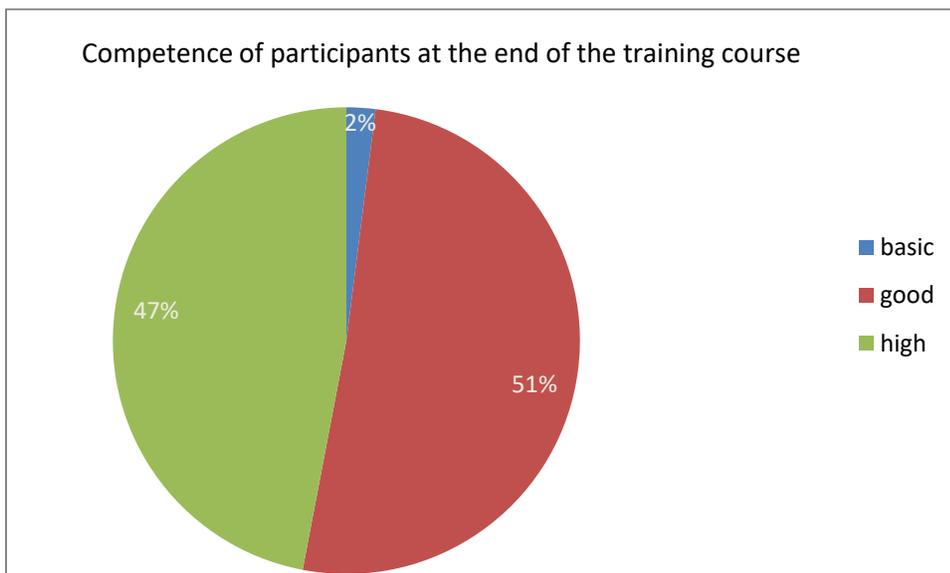


Figure 4. Competence of participants measured at the end of the training course



4. Bibliography

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Annexes

Training course pictures

The screenshot displays a Microsoft PowerPoint presentation titled "Online_learning.pptx - Microsoft PowerPoint uso non commerciale". The slide content includes the Erasmus+ logo, the ESEC logo, and the text "ESEC Nr. 2018-1-PL01-KA204-051126". The main heading on the slide is "processi di valutazione" (evaluation processes), with "Online learning" and "di formazione" (training) also visible. At the bottom of the slide, it says "Maggio-Giugno 2020" (May-June 2020). A Skype chat window is overlaid on the slide, titled "ESEC - Seminario" with 10 participants. The chat messages are as follows:

- 9:22 AM: infatti
- 9:23 AM: LouKeen, 9:23 AM: Si è il primo incontro per il secondo gruppo. Ma pianificando la chiamata, la notifica arriva a tutti 😊
- 9:23 AM: ok

The PowerPoint interface shows a slide sorter on the left with five slides, the first of which is titled "Parent training e processi di valutazione". The bottom of the screen shows the Windows taskbar with the search bar and system tray.



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Online_learning.pptx - Microsoft PowerPoint uso non commerciale

File Home Inserisci Progettazione Transizioni Animazioni Presentazione Revisione Visualizza Acrobat

Layout - Reimposta sezione - Nuova diapositiva - Copia formato - Appunti - Diapositive - Carattere - Paragrafo - Disegno - Stili veloci - Effetti forma - Contorno forma - Riempimento forma - Trova - Sostituisce - Selezione - Modifica

Diapositive Struttura

1 Parent training e processi di valutazione
Online learning
Corso di formazione
Progetto Erasmus+
Extending Social Educators Competence (ESEC)

2 Argomenti:
Online learning
Distance learning
Blended learning

3 Online learning
Cosa si intende per apprendimento online?
Utilizzare le informazioni che si trovano su internet
rientra nell'apprendimento online?

4 Online learning
L'apprendimento online comprende tutte le forme di apprendimento che possono essere sviluppate attraverso internet.
Altre espressioni: teleapprendimento

5 Fare clic per inserire le note

Diapositiva 3 di 16 "Tema di Office" Inglese (Stati Uniti)

Type here to search

9:54 AM
5/28/2020

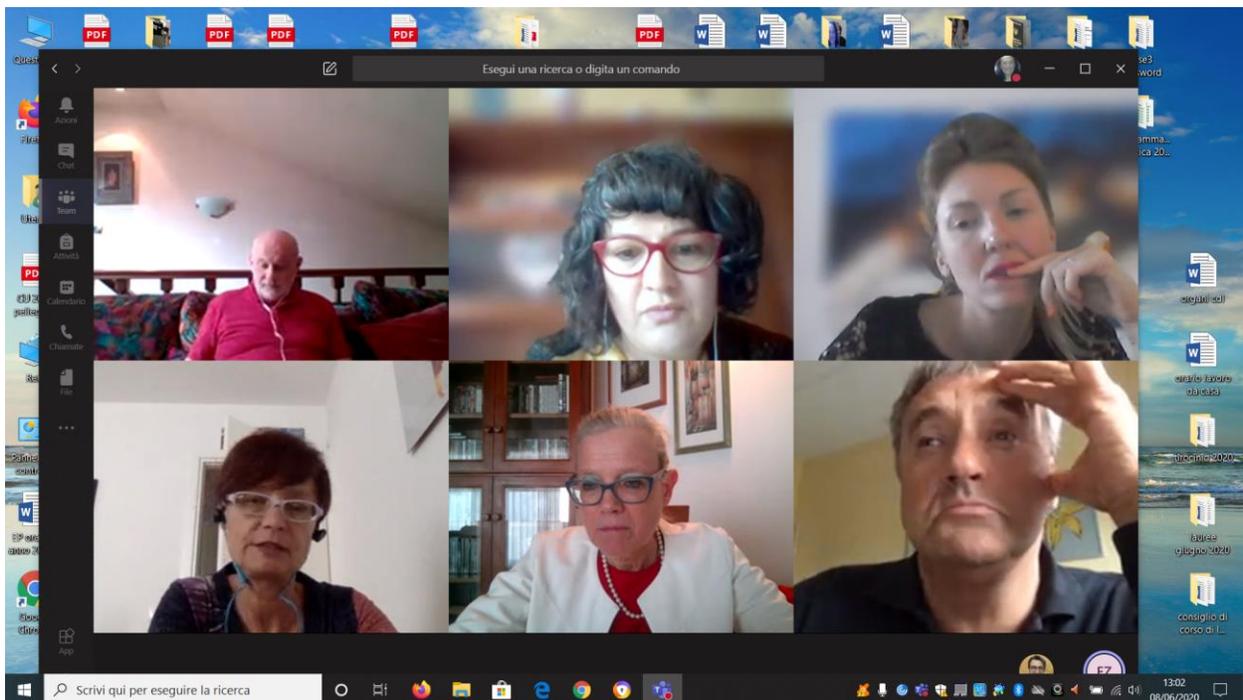


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Online learning

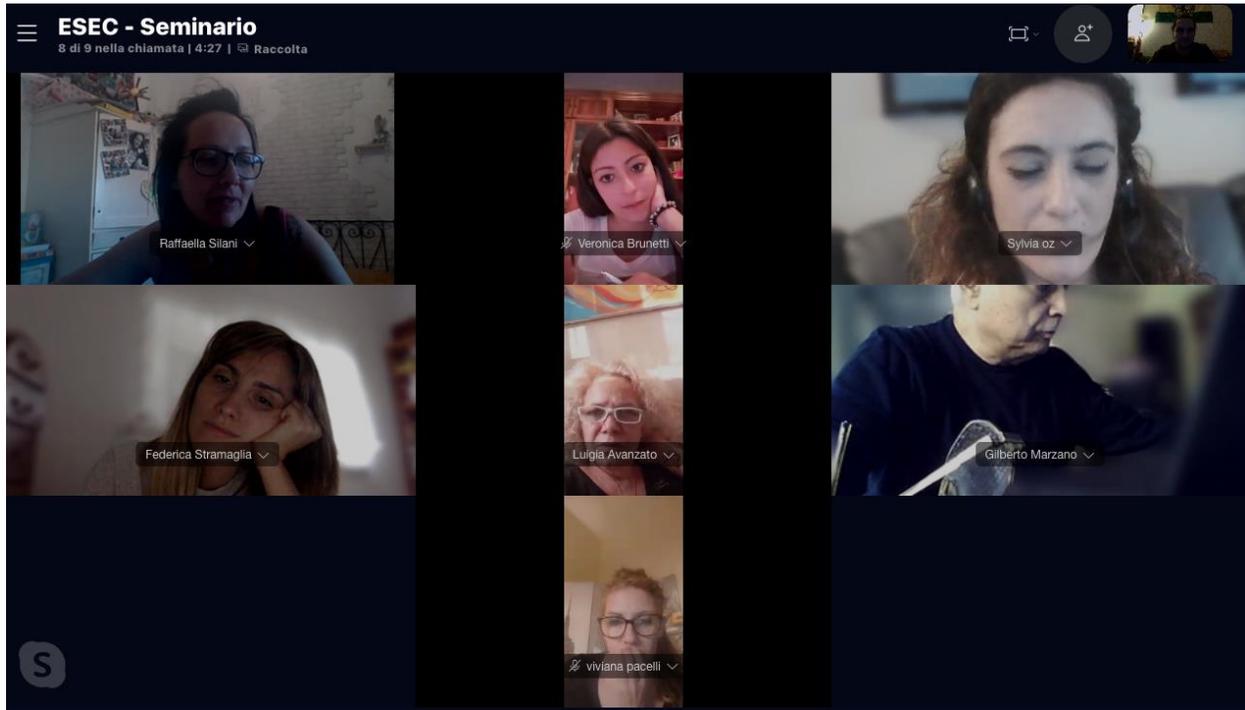
Attraverso social networks come Facebook e whatsapp, gli studenti possono entrare in contatto tra loro per scambiare informazioni riguardanti i corsi che frequentano e i docenti possono inviare agli studenti link a materiali didattici.

Pro e Contro





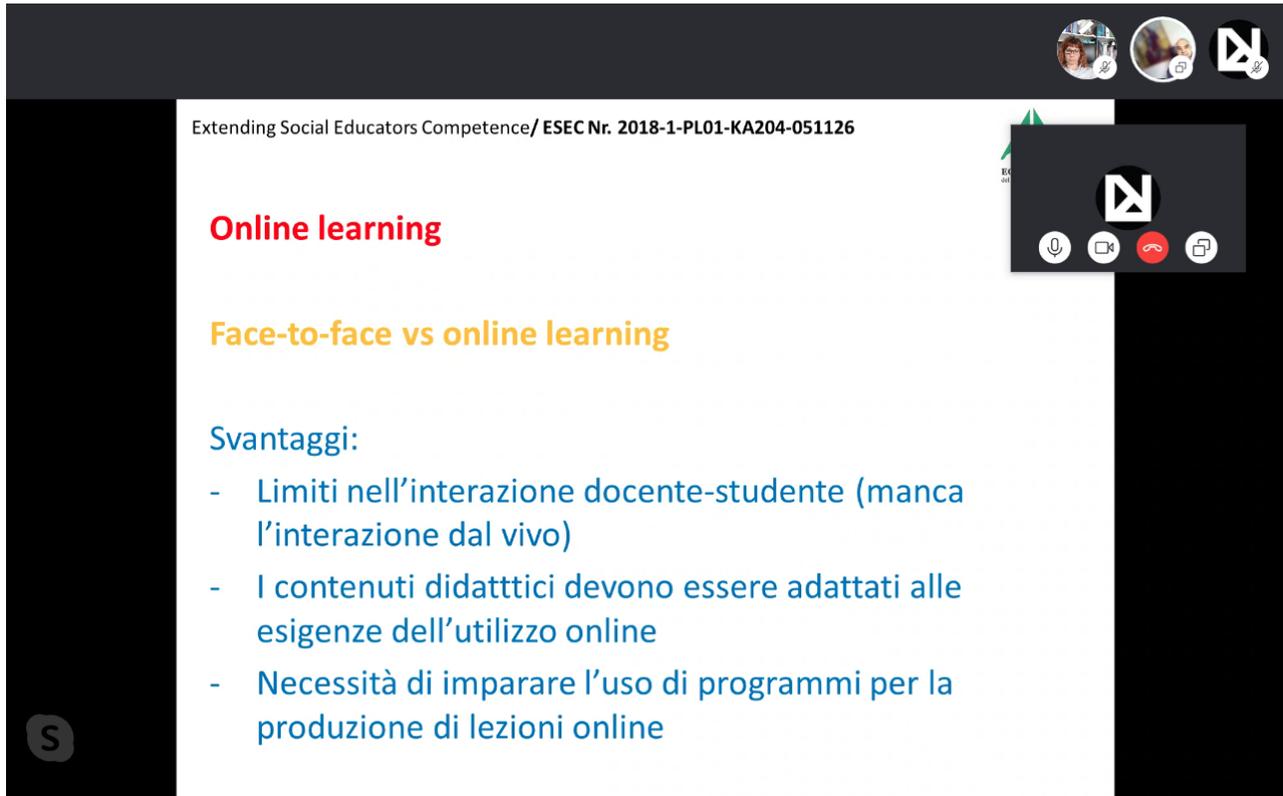
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Argomenti

- Peer education
- Social Cognitive theory
- Social inoculation theory
- Differential association theory



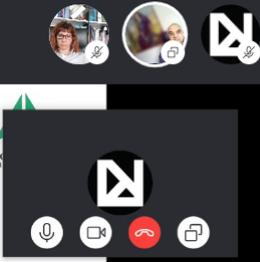
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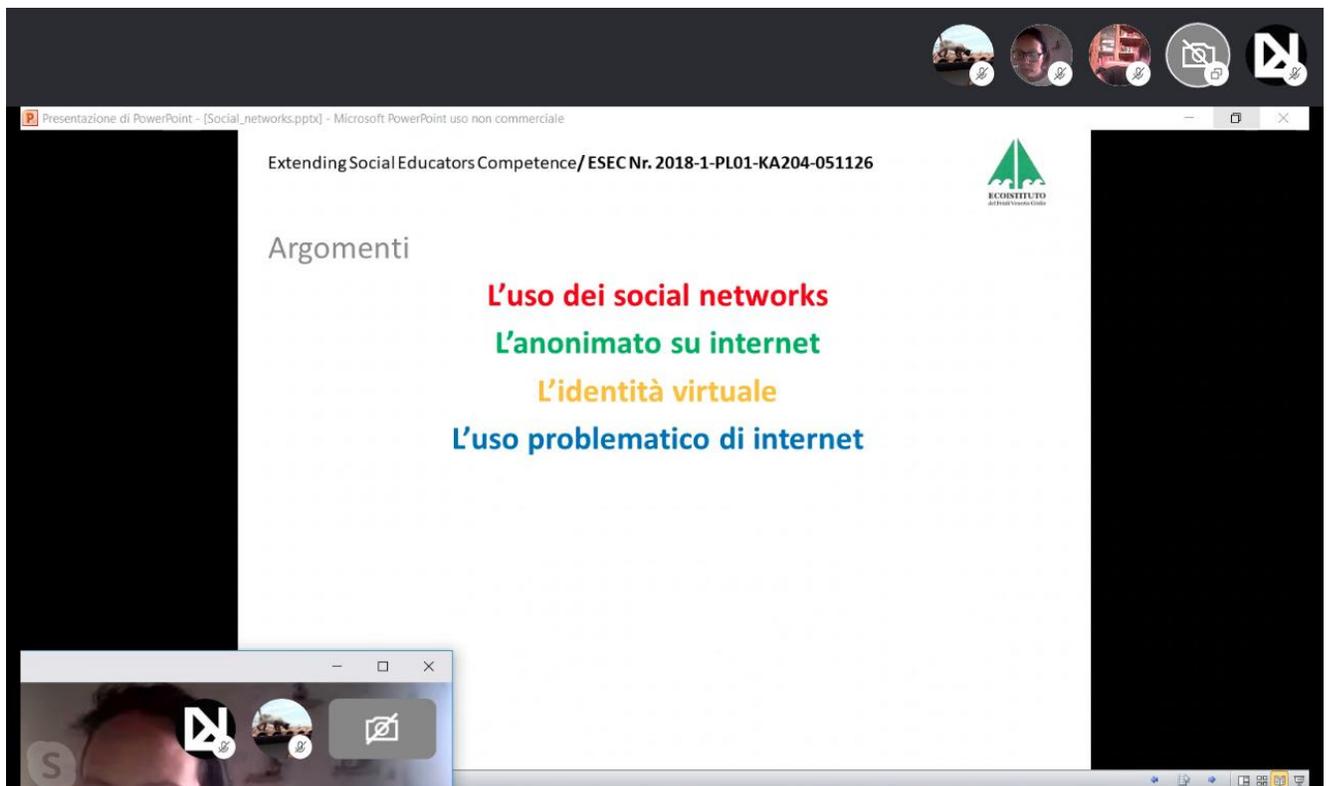
Online learning

Face-to-face vs online learning

Svantaggi:

- Limiti nell'interazione docente-studente (manca l'interazione dal vivo)
- I contenuti didattici devono essere adattati alle esigenze dell'utilizzo online
- Necessità di imparare l'uso di programmi per la produzione di lezioni online





Presentazione di PowerPoint - [Social_networks.pptx] - Microsoft PowerPoint uso non commerciale

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Argomenti

- L'uso dei social networks**
- L'anonimato su internet**
- L'identità virtuale**
- L'uso problematico di internet**

