

CHILDHOOD LINKS – Learning Design of Training Program

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CHILDHOOD LINKS aims to transfer the training method and content to organizations of the consortium and to enrich it with exercises and online resources (daily situations, ownership of a mapping software). The training sessions are face-to-face sessions (F2F) but they will be enlarged to eLearning contents and the use of the dedicated software TRIADES to map the components of educative acts and decisions.

Notice that the project refers to 3 different educative processes:

1. the educative process made by the social worker with respect to the children and the family. It is composed by 4 steps (creation of the alliance, acceptance of the alliance, management of the education times, offset of the educational support);
2. the education of the trainers, carried out by the coordinator;
3. the training of the trainees carried out by the trainers.

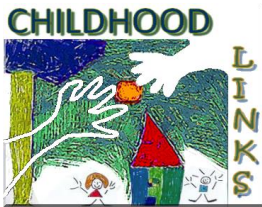
In this document we will focus on 3th step: **training of the trainees.**

The training program of the trainees will be a Blended-Mode training – F2F and online activities. The design of the training course has to be defined in an integrated manner, i.e. the F2F activities have to be devised in one with the online activities.

The design of a e-learning training program comprehends:

- definition of target users;
- definition of Learning objectives;
- definition of consistent learning materials;
- definition of one uniform teaching process (uniform for the different countries): uniform, non standardized ;
- definition of the learning evaluation policy (the meaning of competence has to be completely clarified);
- definition of self evaluation tools for the trainees;
- provision of e-portfolio facilities for the trainees (sharable if the owner intends to share some contents of the personal e-portfolio and/or the coordinator of the learning program considers this sharing useful);
- definition of the tutoring on line activities: mentoring and tutoring.

All these aspects are explained in detail.



The training program will cover a period of **3 months (January- March 2013)** and will be articulated as summarized in the following picture:

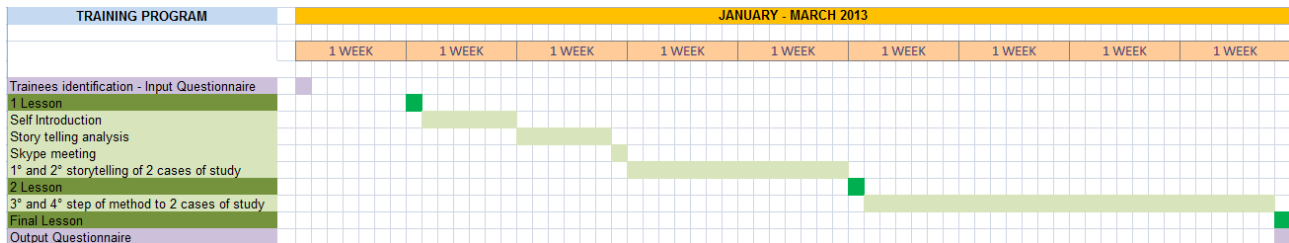


Fig 1: Training Program Gantt

1. Identification of Trainees (Social workers) and Input-questionnaire

Trainees target	Identification of list of trainees and trainees card <ul style="list-style-type: none"> professional information: enterprise, professional profile and category personal information: name, number of personal identification, address, telephone and e-mail.
Italy	Basic Level: 20 Operatori Domiciliari per Minori (ODM); COOSS Marche employees Degrees: Laurea in Scienze dell'Educazione, Psicologia, Corso Formazione della Regione Marche.
Spain	<i>To be filled-up</i>
Czech Republic	<i>To be filled-up</i>
France	<i>To be filled-up</i>

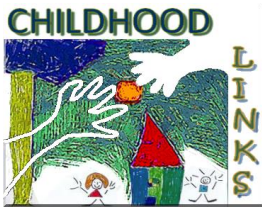
Table 1: Trainees target for each country

Input – Questionnaire: before starting the training program a input-questionnaire will be delivered to the trainees in order to gather information about their knowledge of the method, their competence and abilities on online activities, the tools (i.e. computers) that they use to connect to Internet.

2. Training program lessons and online activities

The training program foresees 3 lessons F2F:

- 1° Lesson:** acquisition of methodological aspects of 1° and 2° step of method application, acquisition of SW TRIADES, access to the online platform, Homework presentation;
- 2° Lesson:** acquisition of methodological aspects of 3° and 4° step of method application, refinement of use of TRIADES, Homework presentation;
- Final lesson:** the relevant aspects of the training program are summarized and the certificate is given to the participants, a post – questionnaire is delivered for the final evaluation of the training program.



In the mid time between each F2F lesson the trainees access to the online platform Moodle for the online activities:

1° Online activities/20 hours workload estimated for each student:

- analysis of a case of study provided by the tutor, use of TRIADES software for storytelling analysis;
- work in pair: the couple of trainees chooses two cases of study and conducts the 1° and 2° storytelling and uses TRIADES software for storytelling analysis;

2° Online activities/20 hours workload estimated for each student:

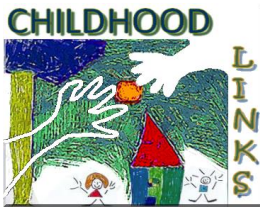
- work in pair: the couple of trainees applies 3° and 4° step of method to the two cases of study previous analyzed, the couple uses TRIADES software for scenario analysis.

For each step of the training program (F2F and online activities) different aspect have to be specified:

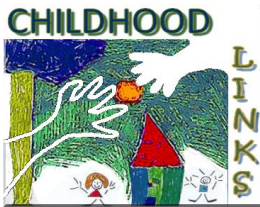
- Learning objectives;
- Learning strategies (i.e. face to face lesson, brainstorming, collaborative/cooperative work, peer tutoring, ...);
- Learning assessment (i.e. self-assessment, e-portfolio, ...);
- Duration of the activity;
- Tools/Activities (activities description and tools needed to perform the activities);
- Mentoring/Tutoring.

In the following Table all activities are explained in detail:

Training Program	Learning Objectives	Learning Strategies	Duration	Tools/Activities	Learning assessment	Mentoring/Tutoring
1 Lesson						
1.1 Method 1° and 2° step	to acquire 1° and 2° step of method application	Face to face	2/3 hours	Presentation Power Point: 1° and 2° step of method	-	-
1.2 Software Triades	to acquire how to install the SW to acquire how create a session on Triades to acquire how to insert the relevant elements of 1° and 2° story telling on Triades	Face to face Learning by doing	2 hours	Presentation Power Point Example on how to create a session on Triades and identify actors and insert data of 1° and 2° story telling on Triades	-	-



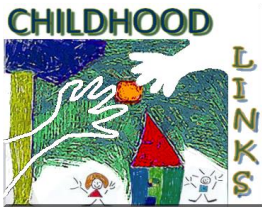
1.3 e-learning platform	to acquire how to log-in into Moodle	Face to face Learning by doing	1 hour	Access to the online course on Moodle	-	-
1.4 Homework	to present and negotiate the online activities	Face to face Brainstorming	1 hour	Power Point with Homework description Group creation for online work in pairs	-	-
Online Activities						
1.5	to create the online profile of each participant to organize the group work	Socialization	1 week	Each participant have to insert his online profile (image and work description) Formalization of group for work in pair	Profile description Group definition	Feedback by the mentor Help desk by technical tutor
1.6	to analyze the 1° and 2° story telling of a case of study provided by the tutor to create a session on TRIADES	Self Evaluation	1 week	Each participant have to read the 1° story telling of the case study provided by the tutor and formulate question for the 2° story telling Each participant have to produce an image of TRIADES with data of the case of study	Evaluation of questions for 2° story telling Evaluation of images of SW TRIADES	Feedback by the mentor Help desk by technical tutor
1.7	to identify two cases of study and discuss with the mentor to conduct the 1° and 2° storytelling of two cases to use TRIADES software for storytelling analysis	Cooperative Learning/work in pair	2 week	the couple of trainees chooses two case of study and conducts a 1° and 2° storytelling the couple uses TRIADES software for storytelling analysis;	e-portfolio: file audio of 1° and 2° story telling images of TRIADES SW	Feedback by the mentor Skype-meeting with the mentor for discussion of two cases of study chosen by the couple Help desk by technical tutor
2 Lesson						
2.1 Method 3° and 4° step	to acquire 3° and 4° step of method application	Face to face	3/4 hours	Presentation Power Point: 3° and 4° step of method	-	-
2.2 Homework	to present and discuss the case study chosen for the work in pair	Face to face Brainstorming	1 hour	Power Point with Homework description	-	-
Online Activities						



2.3	to apply the 3° and 4° step of method to the case of study previous analyzed to use TRIADES software for scenario analysis	Cooperative Learning/ work in pair	4 weeks	the couple of trainees applies 3° and 4° step of method to the two case of study previous analyzed, the couple uses TRIADES software for scenario analysis;	e-portfolio: documents about the analysis of 3° and 4° of the method applied to the two case of study	Feedback by the mentor Help desk by technical tutor
Final Lesson						
3.1 Final summary	to summarize the relevant aspect of the training program to give the certificate to the participants	Face to face	2/3 hours	Power Point with summary of the course	-	-
3.2 Output - Questionnaire	to evaluate the training program	Face to face	1 hours	Output – questionnaire	-	-

Point to be defined in the next meeting:

- Online course materials are different for each country;
- License and terms of use of TRIADES software;
- Training of trainers on software TRIADES use for method application to different case of study.



EXAMPLE OF INPUT-QUESTIONNAIRE – TECHNOLOGICAL ASPECTS

Name	Surname	e-mail

I use to connect to Internet:

A laptop	<input type="checkbox"/>
A desktop computer at office	<input type="checkbox"/>
A desktop computer at home	<input type="checkbox"/>
A mobile device (smartphone, tablet)	<input type="checkbox"/>
Other (to specify)	<input type="checkbox"/>

Computer System Requirements (Control Panel--> System):

Processor: 600 megahertz or higher processor clock speed	<input type="checkbox"/>
Operating System: Windows 7 / Vista / XP / 2000	<input type="checkbox"/>
Hard Disk: 50 MB of available hard disk space	<input type="checkbox"/>
Memory: 256 MB of RAM or higher	<input type="checkbox"/>
Display: 16 bit color at 1024x768 or higher resolution	<input type="checkbox"/>
Audio: Full duplex sound card, speaker/headset, and microphone	<input type="checkbox"/>
Networking: 26.4 Kbps or faster Internet connection	<input type="checkbox"/>
Other Devices: Optional USB camera	<input type="checkbox"/>

How confident are you with these software? (0 = Not confident --- 5= Very confident)

Software	0	1	2	3	4	5
Windows Operating System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web Browser (i.e. Internet Explorer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processor (i.e. Word)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SW for editing of presentation (i.e. Power Point)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet tools						
Web mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web search engine (i.e. Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Network (i.e. Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youtube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I mainly use Internet:

To work	<input type="checkbox"/>
To search information	<input type="checkbox"/>
To communicate	<input type="checkbox"/>
Other (to specify)	<input type="checkbox"/>