



tmth

Teach me to help

# IMPACT REPORT TRAINING COURSE "OPEN VIRTUAL DOORS"

Practical Guide for Social Workers on Designing  
and Developing an Online Course Adapted for  
People with Disabilities

---

SEPTEMBER 11-12, 2023 | BUCHAREST, ROMANIA



Co-funded by  
the European Union

Erasmus+ Programme - Strategic Partnership

Project: "Teach Me To Help"

# **IMPACT REPORT**

## **TRAINING COURSE**

### **"Open Virtual Doors"**

**Practical Guide for Social Workers on Designing and  
Developing an Online Course Adapted for People with  
Disabilities**

**- SEPTEMBER 11-12 , 2023 | BUCHAREST  
ROMANIA-**

Erasmus+ project: " Teach Me To Help "  
Project no. 2022-1-RO01-KA210-VET-00008 5029

partner

- ❖ ROMANIA, DAS ARAD
- ❖ ITALY, I. V. \_ i.
- ❖ C CYPRUS, OPEI
- ❖ ROMANIA, CELIZ INTERNATIONAL CENTER
- ❖ FRANCE , ORIENSYS

Material made with the financial support of the European Union. The content of this material is the sole responsibility of the authors, and the National Agency and the European Commission are not responsible for how the content of this information will be used.

## Introduction

The Teach Me to Help (TMTH) project was designed to address the urgent need for adapted and accessible online education for people with disabilities. The partners involved in the project aim to develop and improve the skills of social workers needed to develop and deliver effective online courses to people with disabilities, who are currently under-served.

Due to the lack of online materials specifically dedicated to people with disabilities, the TMTH project focuses on filling this gap. The recent global pandemic has highlighted the effectiveness of online learning, and the overall aim of this project is to remove barriers that hinder the educational and inclusive progress of people with special needs.

Aware of the important role that social workers play in supporting people with disabilities, the TMTH project, through its proposed activities, focuses on developing their skills. Due to their frequent interactions with diverse groups of people, social workers are in a privileged position to make a transformative impact. Through this project, they will be equipped with essential tools and knowledge to design online courses that are tailored to the specific needs of people with disabilities.

The project carried out training and coaching activity by piloting the Practical Guide to Writing a Disability-Friendly Online Course developed by partners. This activity included a series of training courses attended by people from the target group.

At the beginning of the course, participants completed a pre-course questionnaire to assess their knowledge in the following areas creating and writing an online course, and at the end of the course participants completed a post-course questionnaire to assess their knowledge of creating and writing an online course gained from participating in the training activity.

In the following we present the impact of the training and piloting activity obtained by comparing the results following the two questionnaires, highlighting the importance of social workers' participation in this complex and informative course. The training and piloting activity provided the participants with a broad perspective on the process of developing online courses in social work. During the two days of training, social workers gained not only solid knowledge but also practical skills essential to improve their services to people with disabilities.

# Overall results

## A. PRE-COURSE QUESTIONNAIRE

**Background** : Prior to the start of the course for social workers, we administered a pre-course questionnaire to assess participants' level of knowledge and understanding of the key topics covered in the course. However, the results of the questionnaire revealed that about 42% of the participants answered most of the questions incorrectly. This interpretation focuses on the implications of these results and suggests ways to adapt the course to meet the specific needs of the group.

### ❖ **Need for Clarification of Key Concepts**

A significant aspect highlighted by the results of the questionnaire is the need for clarification of key concepts related to the formulation of learning objectives and the assessment of training needs. Most participants answered questions addressing these topics incorrectly, suggesting that there is limited understanding of these fundamental concepts.

### ❖ **Emphasis on Understanding and Practical Application**

Data from the questionnaire also indicate that participants have difficulty applying knowledge in practical situations. This emphasizes the importance of an ongoing practical approach to helping social workers develop their skills and understand how to apply the knowledge gained in their day-to-day work.

### ❖ **Promoting Discussions and Sharing Experience**

Another important aspect is the need to promote interactive discussions and exchange of experiences between participants. As many answered the same questions incorrectly, this suggests that collaborative learning and group discussions can help correct misunderstandings and improve collective understanding.

## B. POST-COURSE QUESTIONNAIRE

**Background** : After completing the course for social workers, we administered a post-course survey to assess the level of understanding and knowledge the participants gained from the training. The results of the questionnaire show that 90% of the participants answered correctly the same questions that were used in the pre-course questionnaire. This interpretation focuses on the significance of these results and the impact of the course on participants' knowledge and understanding.

### ❖ **Confirmation of Understanding and Acquisition of Knowledge**

The extremely positive results of the post-course questionnaire demonstrate the effectiveness of the training. The fact that 90% of participants correctly answered the same questions that generated errors in the pre-course questionnaire indicates a significant improvement in social workers' understanding and knowledge.

### **Impact :**

The course was able to provide participants with a solid understanding of key concepts related to goal formulation, training needs assessment and other topics covered.

Participants developed practical skills and learned how to apply knowledge in their professional context.

❖ **Highlighting the Effectiveness of the Learning Process**

The results of the post-course questionnaire underline the effectiveness of the learning process provided by the course. They confirm that the training was well structured, delivered effectively and had a significant impact on the knowledge level of the participants.

**Imp act :**

The teaching methods and training materials used were effective in imparting knowledge. Participants said they would be able to apply what they had learnt in their own work environment, in relation to people with disabilities.

❖ **Developing Skills and Self-Confidence**

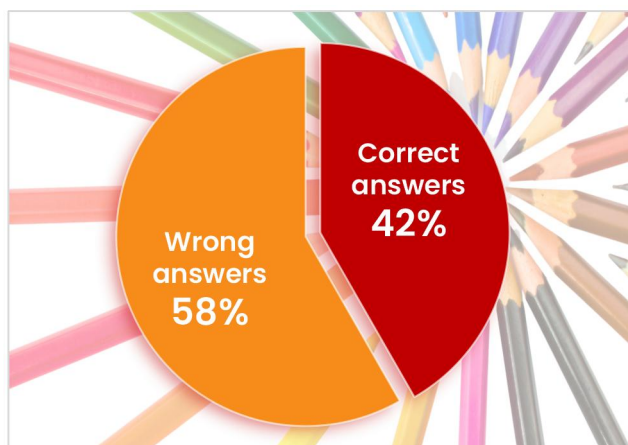
Positive results of the post-course questionnaire can strengthen social workers' confidence in their skills and encourage them to apply the new knowledge and skills acquired in their professional services.

**Imp act :**

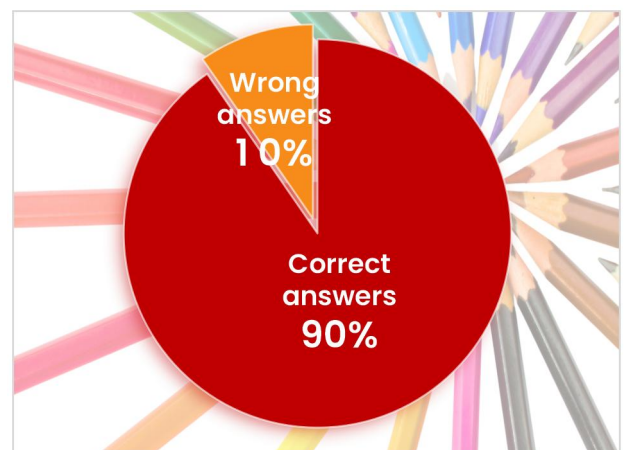
Participants may be more willing to use new techniques and strategies when interacting with people with disabilities. Increased self-confidence can lead to significant improvements in the quality of social services provided.

This interpretation of the post-course questionnaire results highlights the positive impact of the training and confirms that social workers have strengthened their knowledge and skills as a result of the course. These results indicate an effective training and relevance of the course to the field of social work, thus contributing to the improvement of the quality of social services provided to people with disabilities.

**General results Pre-course**



**General results Post-course**



## Collected results

Participants provided the following responses to the questionnaire questions:

### Q 1 : What does it mean for you to formulate a clear goal in the training process?

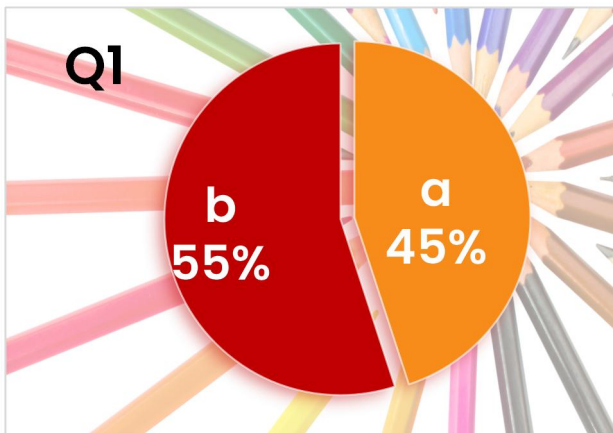
Answer options:

- a. Not having a well-defined goal.
- b. Setting a clear goal for training.

The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

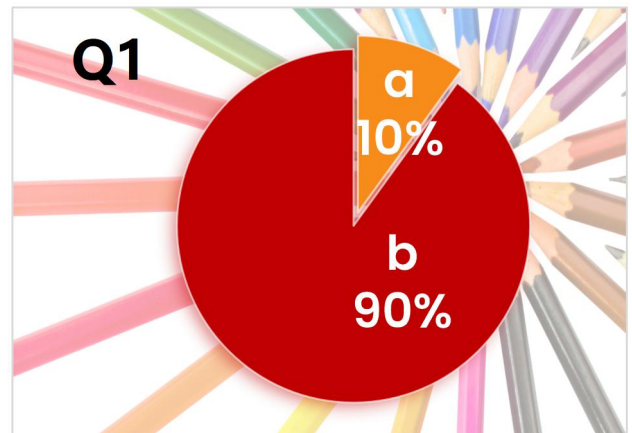
#### Pre course

- a. Not having a well-defined goal. - 45%
- b. Setting a clear goal for training. - 55%



#### Post course

- a. Not having a well-defined goal. - 10%
- b. Setting a clear goal for training. - 90%



### Q 2 : What is the importance of training needs assessment in the development of a course?

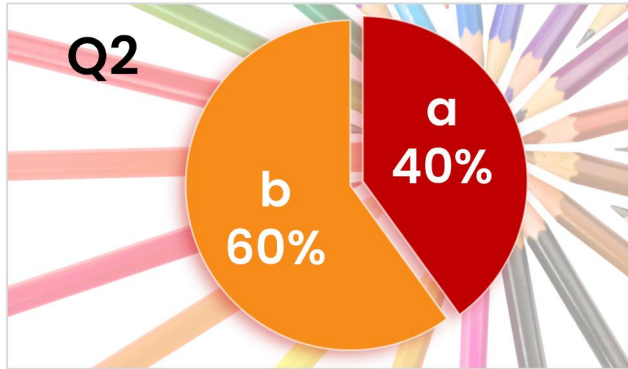
Answer options:

- a. Assists in determining appropriate training objectives.
- b. Evaluation is not relevant in course development.

The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

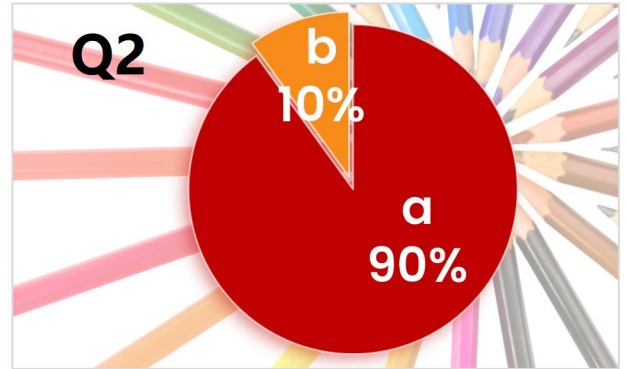
### Pre course

- a. Assists in determining appropriate training objectives. - 40%
- b. Evaluation is not relevant in course development. - 60%



### Post course

- a. Assists in determining appropriate training objectives. - 90%
- b. Evaluation is not relevant in course development. - 10%



### Q3: How do we define an effective learning objective?

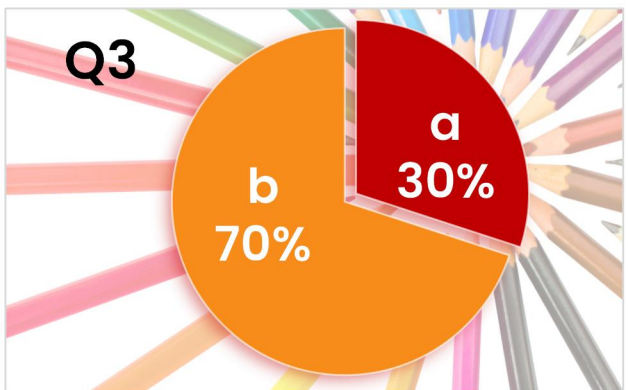
Answer options:

- a. By formulating a measurable objective relevant to the purpose of the training.
- b. By mentioning as many topics as possible.

The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

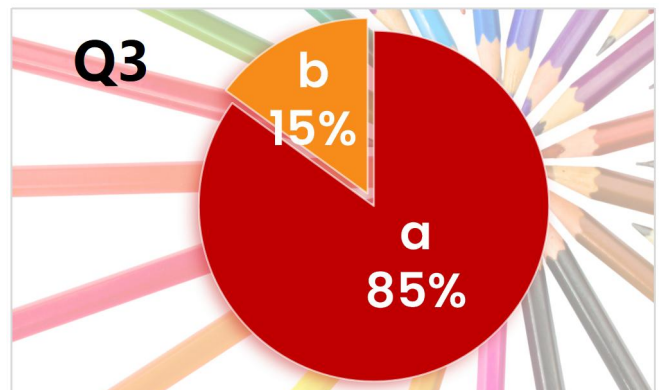
### Pre course

- a. By formulating a measurable objective relevant to the purpose of the training. - 30%
- b. By mentioning as many topics as possible. - 70%



### Post course

- a. By formulating a measurable objective relevant to the purpose of the training. - 15%
- b. By mentioning as many topics as possible. - 85%





**Q4: What advice would you offer for formulating feasible training objectives?**

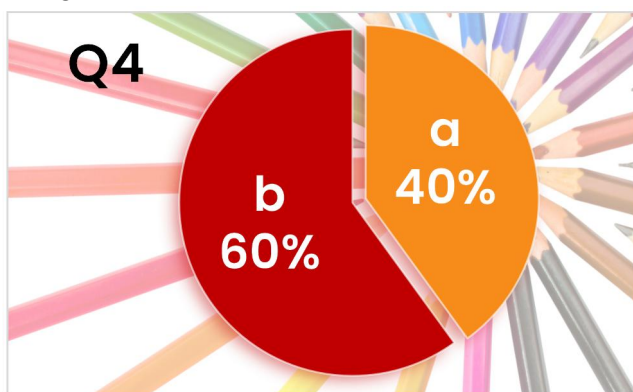
Answer options:

- a. Set vague and unrealistic goals.
- b. Formulate clear, measurable and achievable goals.

The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

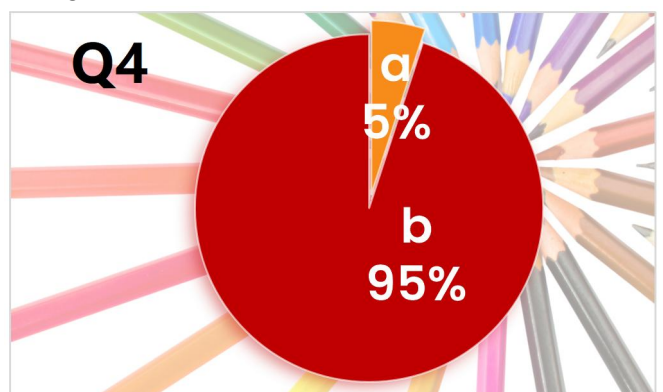
**Pre course**

- a. Set vague and unrealistic goals. - 40%
- b. Formulate clear, measurable and achievable goals. - 60%



**Post course**

- a. Set vague and unrealistic goals. - 5%
- b. Formulate clear, measurable and achievable goals. - 95%



**Q5: How can the curriculum be adapted to the specific needs of people with disabilities?**

- a. By identifying the real needs of people with disabilities and adjusting the content accordingly.
- b. No curriculum adaptation is required.

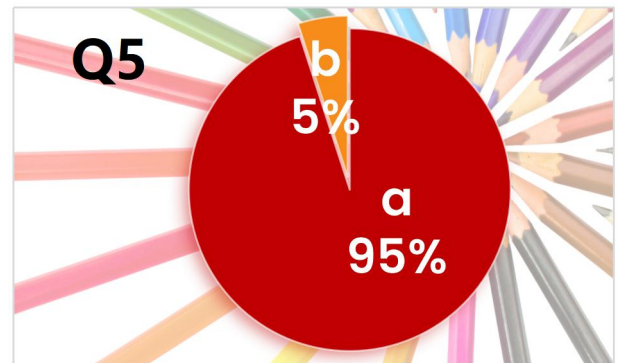
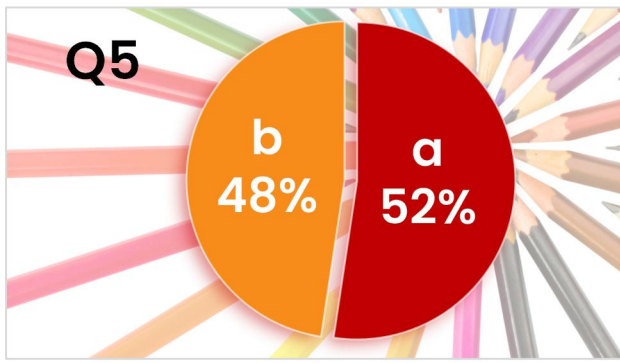
The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

**Pre course**

- a. By identifying the real needs of people with disabilities and adjusting the content accordingly. - 52%
- b. No curriculum adaptation is required. - 48%

**Post course**

- a. By identifying the real needs of people with disabilities and adjusting the content accordingly. - 5%
- b. No curriculum adaptation is required. - 95%



**Q6: How important are online training methods compared to classical ones?**

- a. Online methods are always better.
- b. Both online and classical methods can be relevant depending on the context.

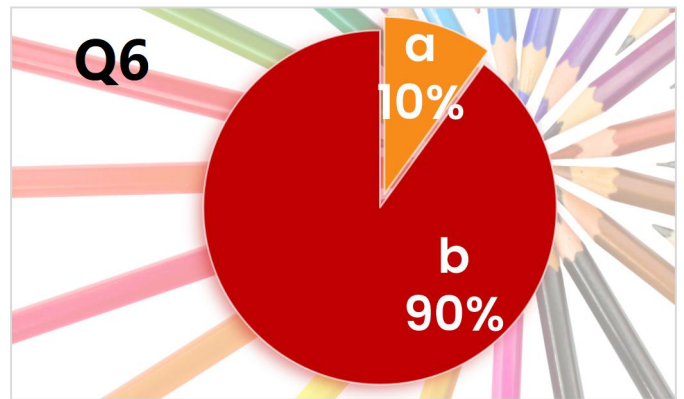
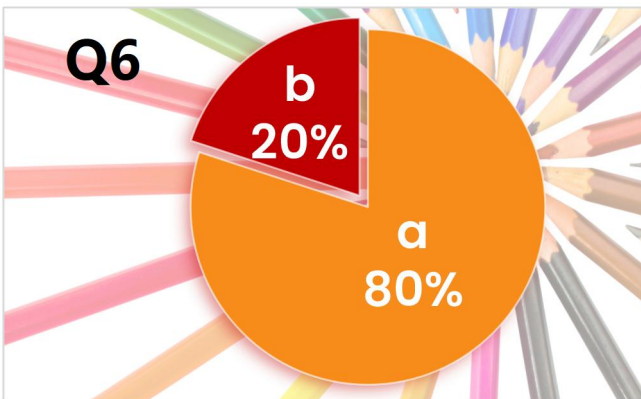
The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

**Pre course**

- a. Online methods are always better. - 80%
- b. Both online and classical methods can be relevant depending on the context. - 20%

**Post course**

- a. Online methods are always better. - 10%
- b. Both online and classical methods can be relevant depending on the context. - 90%



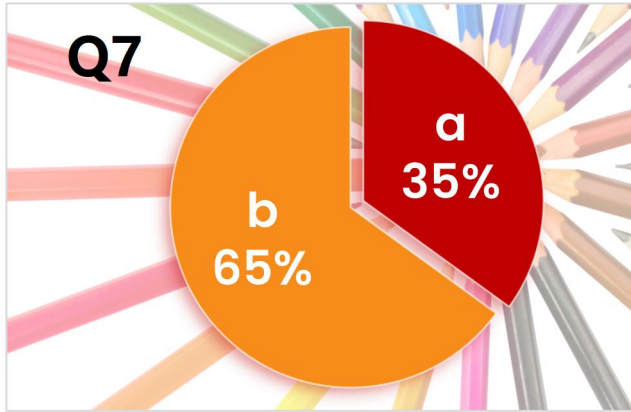
**Q7: How do you see the influence of the online environment on the learning and teaching process?**

- a. The online environment can improve access to resources and interaction, but it also brings challenges.
- b. The online environment has no influence.

The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

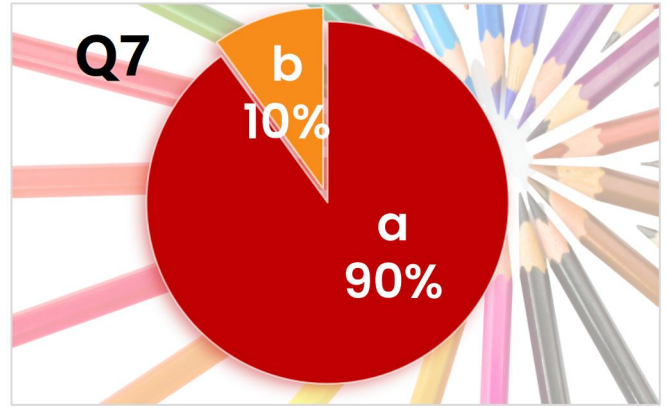
### Pre course

- a. The online environment can improve access to resources and interaction, but it also brings challenges. - 35%
- b. The online environment has no influence. - 65%



### Post course

- a. The online environment can improve access to resources and interaction, but it also brings challenges. - 10%
- b. The online environment has no influence. - 90%



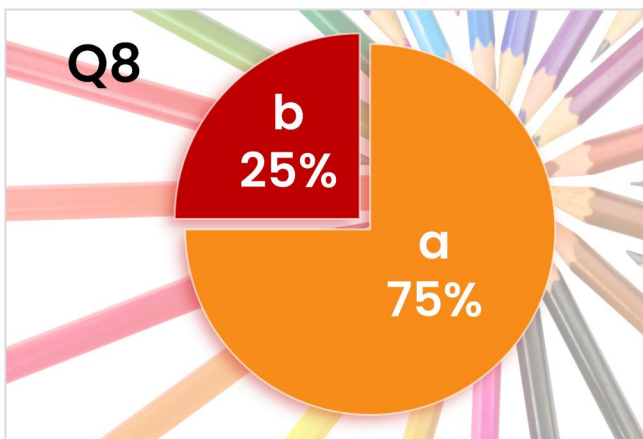
### Q8: What are the biggest challenges or barriers to online learning?

- a. There are no challenges in online learning.
- b. Limited accessibility to technology and difficulty staying motivated.

The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

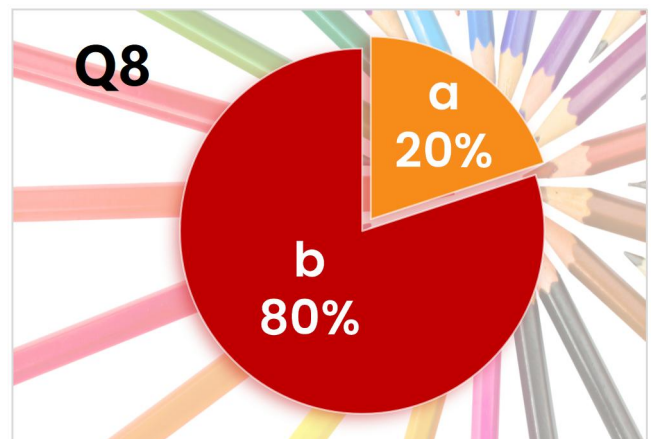
### Pre course

- a. There are no challenges in online learning. - 25%
- b. Limited accessibility to technology and difficulty staying motivated. - 75%



### Post course

- a. There are no challenges in online learning. - 20%
- b. Limited accessibility to technology and difficulty staying motivated. - 80%



**Q9: How can you adapt teaching methods to increase interaction and participation in the virtual environment?**

- a. It is not possible to increase interaction in the virtual environment.
- b. By using collaborative platforms and tools and facilitating online discussions.

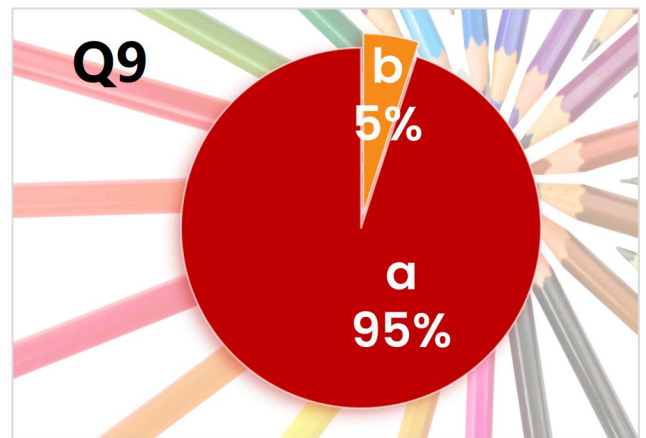
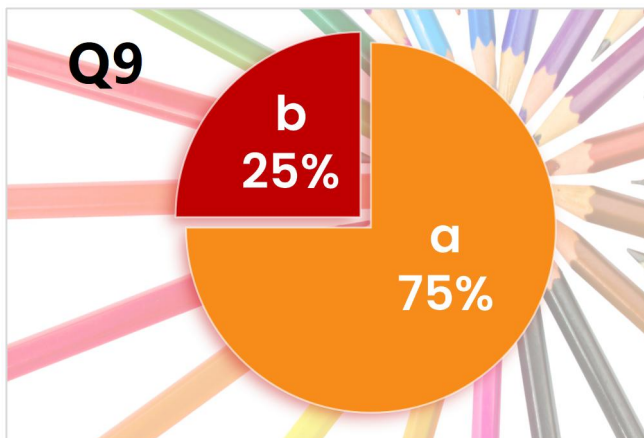
The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

**Pre course**

- a. It is not possible to increase interaction in the virtual environment. - 25%
- b. By using collaborative platforms and tools and facilitating online discussions. - 75%

**Post course**

- a. It is not possible to increase interaction in the virtual environment. - 5%
- b. By using collaborative platforms and tools and facilitating online discussions. - 95%



**Q10: What role do digital learning tools play in meeting learning objectives?**

- a. Digital learning tools have no role.
- b. Digital learning tools can facilitate access to content and support the instructional process.

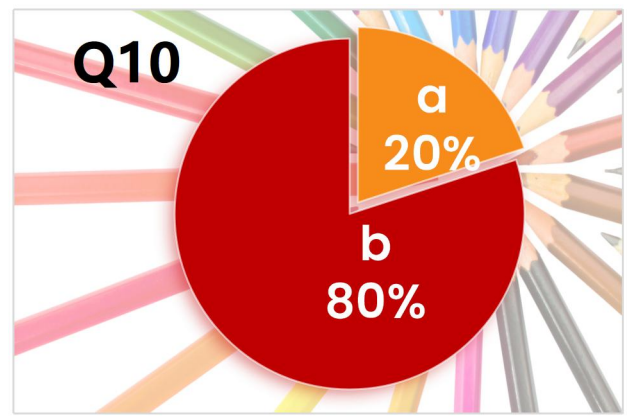
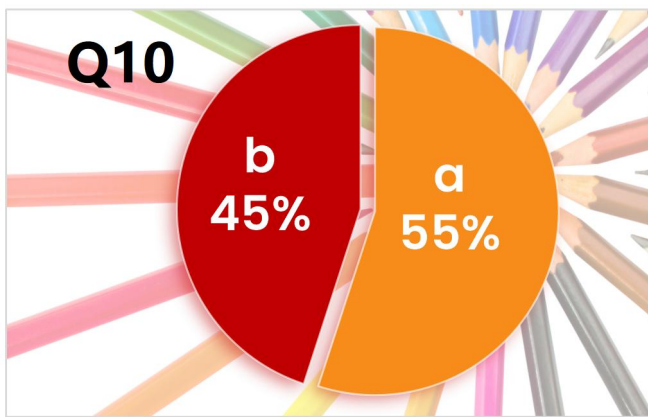
The following responses were recorded, as shown in the table comparing the percentages obtained following the application of the Pre-course Questionnaire and the Post-course Questionnaire.

**Pre course**

- a. Digital learning tools have no role. - 55%
- b. Digital learning tools can facilitate access to content and support the instructional process. - 45%

**Post course**

- a. Digital learning tools have no role. - 20%
- b. Digital learning tools can facilitate access to content and support the instructional process. - 80%



## Comparative analysis and final conclusions

### 1. The Evolution of Knowledge and Understanding

#### ✓ Pre-course questionnaire

Prior to the start of the course, the results of the pre-course questionnaire were revealing and highlighted a number of gaps in participants' understanding of key concepts related to training and development. Approximately 42% of respondents correctly answered questions on formulating learning objectives, assessing training needs and other fundamental aspects of the training process. These results highlighted that there is a need for clarification and consolidation of key concepts for social work services for people with disabilities.

#### Impact and Proposed Solutions

In light of these results, it became apparent that the course must begin with a solid foundation to ensure proper understanding of key concepts. Thus, the course outline has been adjusted to include a detailed section dedicated to clarifying these concepts. Clear definitions, practical examples and application exercises were actively integrated into the teaching process to reinforce participants' understanding.

#### ✓ Post-course questionnaire

After completion of the course, the post-course questionnaire showed a significant change in participants' knowledge and understanding. About 90% of them answered correctly the same questions that had caused confusion in the pre-course phase. This positive development demonstrated that the course was effective in providing participants with the knowledge needed to develop an online course for people with disabilities.

#### Impact and Objectives achieved

The results of the post-course questionnaire were encouraging and underlined the effectiveness of the course approach. Participants significantly improved their knowledge, understanding and skills, thus better preparing them to face the challenges and

responsibilities of social work. The positive development of knowledge and understanding reflects a solid foundation for further skill development and the application of knowledge in practice.

## **2. Effectiveness of the Learning Process**

### ✓ Pre-course questionnaire

After analyzing the results obtained in the pre-course questionnaire, we noted that there is a need for improvement in terms of the training process and the way the content was presented. Participants had difficulty understanding and applying the concepts due to the insufficiently clear approach and the lack of practical exercises.

#### Impact and Proposed Solutions

The course has been restructured to address these issues. Special attention has been paid to teaching methodologies so that they are presented in a clear and accessible manner. Case studies, practical exercises and simulations were introduced to enable participants to concretely apply what they learned. These changes were essential to make the learning process more interactive and effective.

### ✓ Post-course questionnaire

The results of the post-course questionnaire confirmed the effectiveness of these adjustments. Participants reported a significant improvement in learning and emphasized that the new way of presenting the content helped them understand and apply the concepts effectively.

#### Impact and Objectives achieved

The efficiency of the learning process was essential for the development of the participants' knowledge and skills. This has led to better training of social workers to fulfill their responsibilities and provide quality services in the field of social assistance.

## **3. Impact on Skills and Self-Confidence**

### ✓ Pre-course questionnaire

At the stage of completing the Pre-course questionnaire, social workers' confidence in their skills and in their ability to apply knowledge was generally underestimated. The results of the questionnaire showed that, in the absence of a clear understanding of the concepts and practical skills, the participants were not completely sure of their own abilities.

#### Impact and Proposed Solutions

This aspect was addressed through the emphasis on developing practical skills and correct understanding of concepts. By providing opportunities for practical application and ensuring a solid understanding, the course aimed to build social workers' confidence in their skills.

✓ Post-course questionnaire

After completion of the course, the post-course questionnaire reflected a significant change in participants' confidence in their abilities. They reported a significant increase in self-confidence and indicated that they felt ready to apply their new knowledge and skills to developing an online course for people with disabilities.

Impact and Objectives achieved

Increasing self-confidence was one of the most significant objectives of the course. Social workers are now more willing to approach the challenges in their field with more confidence and to use the strategies and techniques learned during the training to provide better services to people with disabilities.

#### **4. Conclusions and Overall Impact of the Course**

Comparing the two interpretations of the pre-course and post-course questionnaires, we can draw several important conclusions:

- ✧ Development of Knowledge and Understanding: The course had a significant impact on the development of knowledge and understanding of the participants, moving from the level of confusion to a high level of competence and understanding.
- ✧ Effectiveness of the Learning Process: Reconfiguring the learning process to focus on clarity of concepts and practical application was crucial to the success of the course.
- ✧ Impact on Skills and Self-Confidence: The course has had a significant effect in increasing social workers' confidence in their skills and their ability to provide quality services in developing an online course for people with disabilities.

Overall, the course was a clear success in the professional development of social workers and in preparing them to meet the demands and challenges of social work. The positive results of the post-course questionnaire reflect a significant increase in the skills, confidence and training of social workers to effectively fulfill their roles in the community and provide high quality services.



Cofinanțat de  
Uniunea Europeană



CELIZ  
INTERNATIONAL CENTER



tenth

Teach me to help

*Material produced with the financial support of the European Union. The content of this material is the sole responsibility of the authors and the National Agency and the European Commission are not responsible for how the content of this information will be used.*