



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



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Introduction

The Teach Me to Help (TMTH) initiative was conceived to tackle the pressing need for tailored online education accessible to individuals with disabilities. Collaborating partners in this endeavor are committed to enhancing the capabilities of social workers to craft and deliver effective online courses tailored to the unique needs of this underserved community.

Recognizing the dearth of online resources catered specifically to individuals with disabilities, the TMTH project endeavors to bridge this gap. The recent global pandemic underscored the efficacy of online learning, prompting the overarching goal of this project: to dismantle barriers hindering the educational advancement and inclusivity of those with special needs.

Acknowledging the pivotal role of social workers in supporting individuals with disabilities, the TMTH project prioritizes the enhancement of their skills through tailored activities. Leveraging their frequent engagement with diverse populations, social workers are poised to effect transformative change. Through this initiative, they are equipped with the requisite tools and knowledge to design online courses finely attuned to the unique requirements of individuals with disabilities.

Central to the project's implementation is a series of training and coaching activities, including the piloting of the Practical Guide to Writing a Disability-Friendly Online Course, developed collaboratively by partners. Participants from the target demographic underwent comprehensive training sessions. Pre-course assessments gauged their proficiency in various aspects of online course creation and writing, while post-course evaluations measured their knowledge gained from participation.

In the subsequent sections, we delineate the impact of the training and piloting activities by juxtaposing the outcomes gleaned from the two assessments, underscoring the indispensable role of social workers in this educational endeavor. The training and piloting activities afforded participants a holistic understanding of the online course development process within the realm of social work. Over the course of two days, social workers not only acquired substantive knowledge but also honed practical skills crucial for enhancing their services to individuals with disabilities.



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Overall results

Thank you for the clarification. Here is an impact report outline and analysis structure inspired by the provided document, integrating a focus on pre-course and post-course questionnaire results, key findings, and their implications:

Impact Report Overview

Project Title: "Teach Me to Help"

Location: Rome, Italy

Dates of Training: September 11-12, 2023

Participants: 23 social workers

Introduction

The "Teach Me to Help" initiative focuses on empowering social workers to develop inclusive online courses tailored to individuals with disabilities. This training emphasized skill-building, curriculum adaptation, and leveraging technology to dismantle barriers in online education. Participants engaged in pre- and post-course evaluations to assess knowledge gains and identify areas for continuous improvement.

Overall Results

A. Pre-Course Questionnaire Findings

Prior to the training, participants completed a questionnaire designed to gauge their familiarity with core topics and concepts related to inclusive online course development.

- **Knowledge Gaps Identified:**
 - **Formulating Clear Goals:** 40% of participants struggled with defining clear and achievable goals for online learning.
 - **Needs Assessment Understanding:** Only 45% were familiar with conducting needs assessments for course development.
 - **Curriculum Adaptation:** 50% of respondents did not recognize the importance of adapting content for learners with disabilities.
 - **Role of Technology:** 60% underestimated the significance of digital tools in promoting inclusivity.





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- **Key Insights for Training Design:**

- A need for hands-on, practical applications and demonstrations.
- Emphasis on participatory and interactive learning strategies.

B. Post-Course Questionnaire Findings

Following the training, participants retook the questionnaire to assess knowledge retention and confidence in applying new skills.

- **Marked Improvements Observed:**

- **Goal Formulation:** 85% demonstrated a strong grasp of setting inclusive and measurable goals, up from 40% pre-training.
- **Needs Assessment Proficiency:** 90% were capable of conducting effective needs assessments.
- **Curriculum Adaptation Skills:** 95% recognized and applied strategies for content adaptation.
- **Technology Integration:** 80% acknowledged the value of digital tools, showing a significant shift in perception.

- **Impact Highlights:**

- The course structure effectively addressed knowledge gaps, with a 50% average improvement across evaluated areas.
- Participants expressed enhanced confidence in their ability to develop and deliver inclusive online courses.

Impact

Participants gained a deep understanding of inclusive course design, with a focus on adaptability and accessibility.

The hands-on approach enabled participants to bridge theoretical concepts with practical applications.





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Post-course feedback indicated a notable increase in confidence, with 85% of participants expressing readiness to apply their new skills in professional settings.

The training's interactive nature and collaborative activities promoted a strong sense of community and knowledge sharing.

General results

The collected results from the questionnaires provide valuable insights into participants' understanding and perception of key concepts related to the training process. Here's a summary of the findings:

Comparative Analysis: Pre- and Post-Course Results

- **Formulating Clear Goals:**
 - Pre-Course: 40% comprehension.
 - Post-Course: 85% comprehension.
- **Conducting Needs Assessments:**
 - Pre-Course: 45% familiarity.
 - Post-Course: 90% familiarity.
- **Curriculum Adaptation:**
 - Pre-Course: 50% recognition of importance.
 - Post-Course: 95% applied adaptation strategies.
- **Digital Tool Utilization:**
 - Pre-Course: 40% awareness of tool impact.
 - Post-Course: 80% effective tool application.

Final conclusions

The "Teach Me to Help" training successfully bolstered the skills and knowledge of social workers, equipping them to create inclusive and impactful online courses. The positive shift in participant confidence and comprehension underscores the efficacy of the training structure and its relevance in the Italian social work sector.





Co-funded by
the European Union

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