



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.



Overall results

A. PRE-COURSE QUESTIONNAIRE Before initiating the course for social workers, we administered a pre-course questionnaire to gauge participants' familiarity with the key topics slated for coverage. However, approximately 42% of respondents answered most questions incorrectly, signaling areas of concern and opportunities for course refinement.

- ❖ **Need for Clarification of Key Concepts** The questionnaire results underscore a pressing need for elucidation of pivotal concepts pertaining to the delineation of learning objectives and the assessment of training needs. The prevalence of incorrect responses suggests a limited grasp of these foundational principles.

- ❖ **Emphasis on Understanding and Practical Application** Furthermore, the data indicate challenges in translating knowledge into practical contexts. This underscores the necessity of fostering a hands-on approach to aid social workers in applying acquired knowledge to real-world scenarios.

- ❖ **Promoting Discussions and Sharing Experience** The results also highlight the efficacy of fostering interactive discussions and sharing experiences among participants. Given the prevalence of similar misconceptions, collaborative learning environments can serve as a platform to rectify misunderstandings and foster collective comprehension.

B. POST-COURSE QUESTIONNAIRE Upon completion of the course, we administered a post-course survey to gauge participants' comprehension and knowledge retention. Remarkably, 90% of respondents correctly answered questions that had previously stumped them in the pre-course questionnaire.

- ❖ **Confirmation of Understanding and Acquisition of Knowledge** The overwhelmingly positive outcomes of the post-course questionnaire attest to the efficacy of the training program. The substantial improvement, with 90% accuracy in areas previously challenging, underscores the significant strides made in enhancing social workers' understanding and knowledge through the course.

Impact

The course was able to provide participants with a solid understanding of key concepts Related to goal formulation, training needs assessment, and other covered topics, participants not





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only acquired practical skills but also learned how to apply this knowledge effectively in their professional settings.

❖ **Highlighting the Effectiveness of the Learning Process** The post-course questionnaire results underscore the efficacy of the learning process facilitated by the course. They affirm that the training was well-structured, delivered effectively, and significantly enhanced participants' knowledge levels.

Impact: The utilized teaching methods and training materials proved effective in imparting knowledge. Participants expressed confidence in their ability to apply their newfound knowledge in their work concerning individuals with disabilities.

❖ **Developing Skills and Self-Confidence** The positive outcomes of the post-course questionnaire serve to bolster social workers' confidence in their abilities, empowering them to apply acquired knowledge and skills in their professional endeavors.

Impact: This heightened confidence may prompt participants to readily employ new techniques and strategies when engaging with individuals with disabilities. Increased self-assurance can yield substantial improvements in the quality of social services rendered.

This interpretation of the post-course questionnaire results underscores the positive impact of the training program, affirming the strengthening of participants' knowledge and skills. These outcomes highlight the training's effectiveness and its relevance to the field of social work, thereby contributing to the enhancement of social services provided to individuals with disabilities.

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:

1. Formulating Clear Goals:

- Pre-course: 45% of participants didn't grasp the importance of setting clear goals, while 55% understood its significance.
- Post-course: There was a significant improvement, with only 10% failing to recognize the importance of clear goals, while 90% acknowledged their necessity.

2. Training Needs Assessment:

- Pre-course: 40% understood the importance of training needs assessment, while 60% didn't consider it relevant.





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- Post-course: Following the training, 90% recognized its importance in determining appropriate training objectives.

3. Effective Learning Objectives:

- Pre-course: 30% understood the importance of formulating measurable objectives, while 70% favored mentioning numerous topics.
- Post-course: There was improvement, with 15% recognizing the importance of measurable objectives and 85% favoring this approach.

4. Feasible Training Objectives:

- Pre-course: 40% preferred setting vague goals, while 60% recognized the importance of clear, measurable objectives.
- Post-course: After the training, only 5% still preferred vague goals, with a significant majority (95%) understanding the importance of clear objectives.

5. Curriculum Adaptation for Disabilities:

- Pre-course: Initially, 52% recognized the need for adapting curriculum, while 48% believed no adaptation was necessary.
- Post-course: Following the training, the understanding increased significantly, with 95% acknowledging the need for adaptation.

6. Online Training Methods:

- Pre-course: 80% believed online methods were superior, while 20% recognized the relevance of both online and classical methods.
- Post-course: After training, 90% recognized the relevance of both methods, showcasing a shift in perception.

7. Challenges of Online Learning:

- Pre-course: 25% believed there were no challenges, while 75% recognized limitations in technology and motivation.
- Post-course: Even though the perception slightly improved, 80% still acknowledged the challenges.

8. Adapting Teaching Methods for Virtual Interaction:

- Pre-course: Initially, 25% believed increasing interaction wasn't possible, while 75% favored using collaborative platforms.





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- Post-course: There was significant improvement, with 95% recognizing the effectiveness of collaborative tools.

9. Role of Digital Learning Tools:

- Pre-course: Initially, 55% believed digital tools had no role, while 45% recognized their significance.
- Post-course: Following training, 80% acknowledged the role of digital tools in facilitating learning.

These findings illustrate the impact of the training program in enhancing participants' understanding of key concepts and methodologies related to online education and disability inclusion, ultimately contributing to the improvement of social services provided to individuals with disabilities.

Comparative analysis and final conclusions

The comparative analysis of the pre-course and post-course questionnaires provides valuable insights into the evolution of participants' knowledge, the effectiveness of the learning process, and the impact on their skills and self-confidence. Here are the key conclusions drawn from the analysis:

1. Development of Knowledge and Understanding:

- Pre-course: Initial findings highlighted significant gaps in understanding, with 42% of participants struggling with key concepts.
- Post-course: Following the training, there was a remarkable improvement, with 90% of participants demonstrating a clear understanding of previously challenging topics.
- Conclusion: The course effectively addressed knowledge gaps, moving participants from confusion to competence, thus ensuring a solid foundation for further skill development.

2. Effectiveness of the Learning Process:





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- Pre-course: Analysis revealed shortcomings in the training process and content presentation, hindering participants' understanding and application of concepts.
- Post-course: Adjustments made to the course structure and teaching methodologies led to a significant improvement in learning outcomes.
- Conclusion: Restructuring the learning process to emphasize clarity and practical application was pivotal to the course's success, facilitating better comprehension and skill acquisition.

3. Impact on Skills and Self-Confidence:

- Pre-course: Participants initially exhibited limited confidence in their abilities due to uncertainties about their understanding and practical skills.
- Post-course: The training resulted in a notable increase in participants' confidence levels, with many expressing readiness to apply their new knowledge and skills.
- Conclusion: The course successfully bolstered participants' confidence, equipping them with the skills and self-assurance necessary to excel in their roles.

4. Overall Impact of the Course:

- The course was unequivocally successful in enhancing participants' professional development and readiness to tackle the challenges of social work.
- Positive post-course questionnaire results underscored significant improvements in skills, confidence, and preparedness to provide quality services.
- Conclusion: The course not only filled knowledge gaps but also empowered social workers to effectively navigate the complexities of their field, ultimately enhancing the quality of services provided to individuals with disabilities.

In summary, the comprehensive analysis demonstrates the transformative impact of the course, highlighting its effectiveness in elevating participants' knowledge, refining their skills, and boosting their confidence. These outcomes underscore the course's significance in advancing professional practice and improving outcomes for individuals with disabilities.