Evaluation Pilot Online Course

General outcomes

EVALUATION ONLINE COURSE

In the process of designing the online course for professionals in the field of residential and foster care an online evaluation survey was held between March 2018 and April 2018. The results of the evaluation are summarized in this document and categorized by module. The summary ends with the most heard input on design, language and content. With the much appreciated feedback of the participants the final version of the online course is now available online.

GENERAL CHARACTERISTICS OF EVALUATION SAMPLE

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Total filled in evaluations	22
Finished	18
Teams	12
Individuals	6
Countries	Belgium, Netherlands, UK, Scotland, Australia, Greece, Romania
Organizations	Res. Care, Foster Care, Lecturers, Ambulant, Respite Care, Social Work

MODULE 1

Overall appreciation	3,4
Knowledge on laws	2,9
Describe own frame	3,5
Reflect on frame	3,7
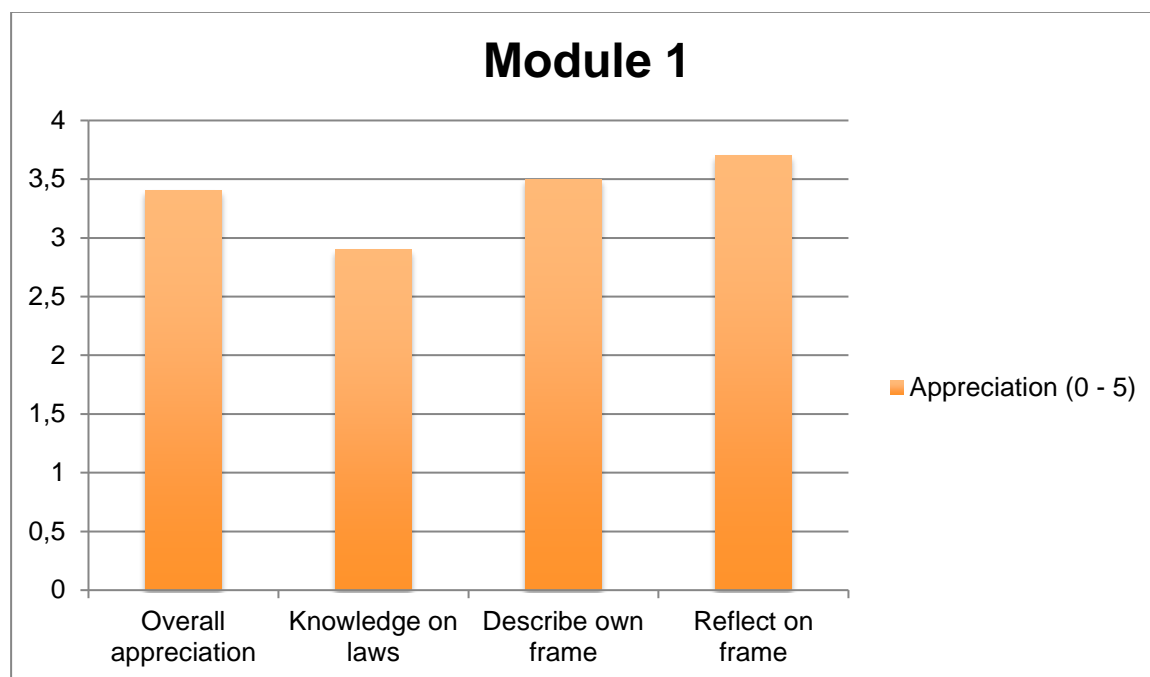
MODULE 2

Overall appreciation	3,5
Identify behaviour	3,4
Identify unhealthy signs	3,4
Define goals for action	3,2
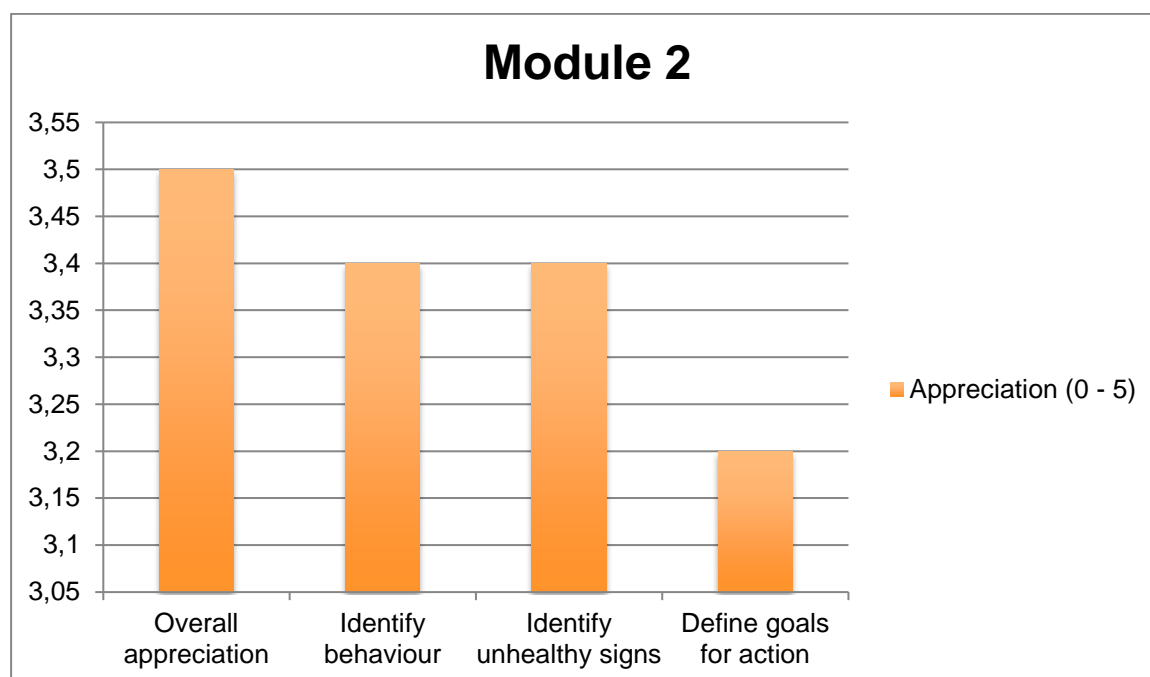
Module 2

MODULE 3

Overall appreciation	3,3
Knowledge on sex. identity	3
Using knowledge	3
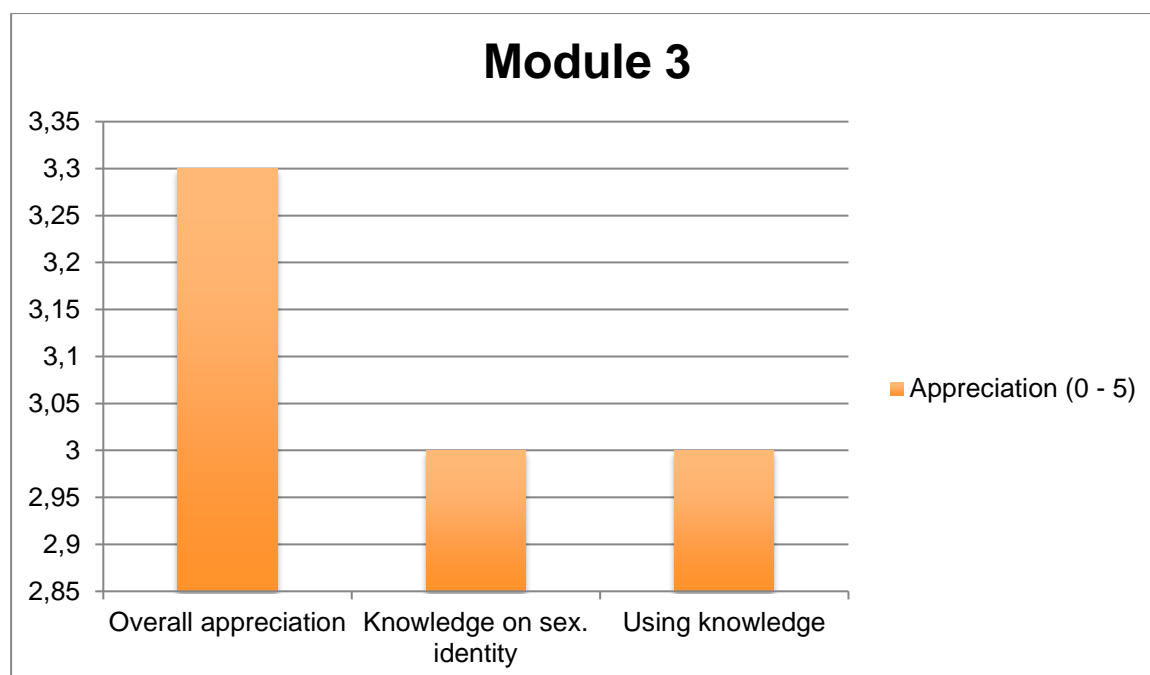
Module 3

MODULE 4

Overall appreciation   3,3
Recognize signals abuse   3,1
Create safe environment   3,1

Module 4

Appreciation (0 - 5)

	Overall appreciation	Recognize signals abuse	Create safe environment
Appreciation (0 - 5)	3,3	3,1	3,1
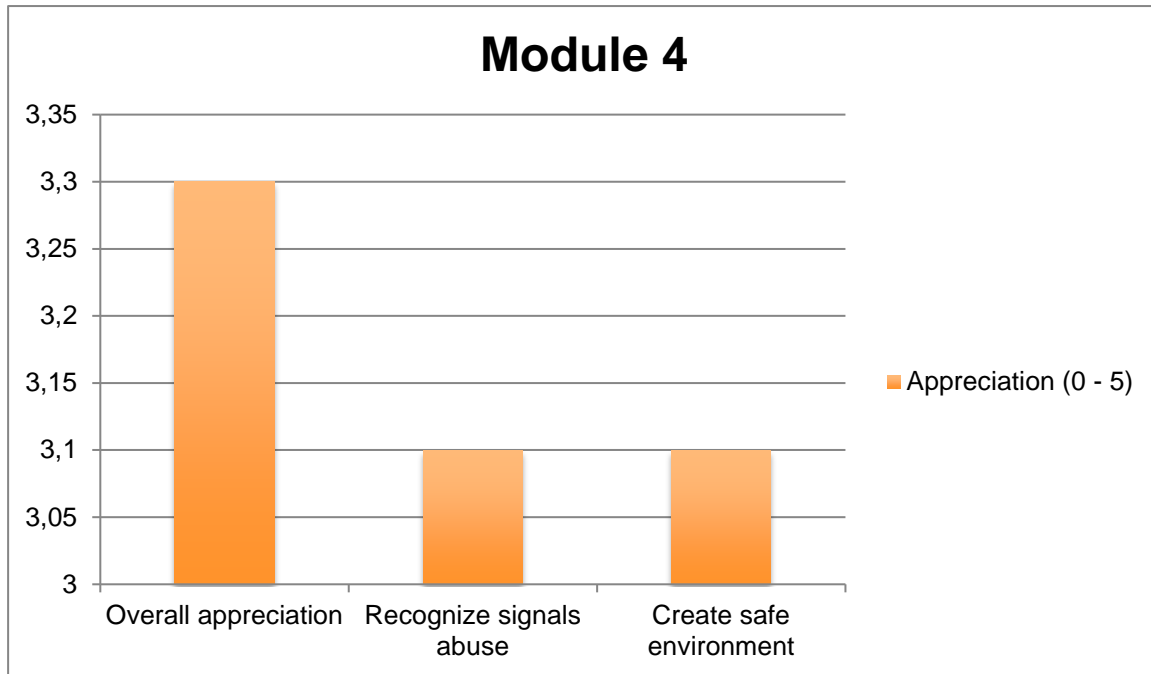
MODULE 5

Overall appreciation   3,3
Discuss sexuality normally   3
Using materials   3,2

Module 5

Appreciation (0 - 5)

	Overall appreciation	Discuss sexuality normally	Using materials
Appreciation (0 - 5)	3,3	3	3,2
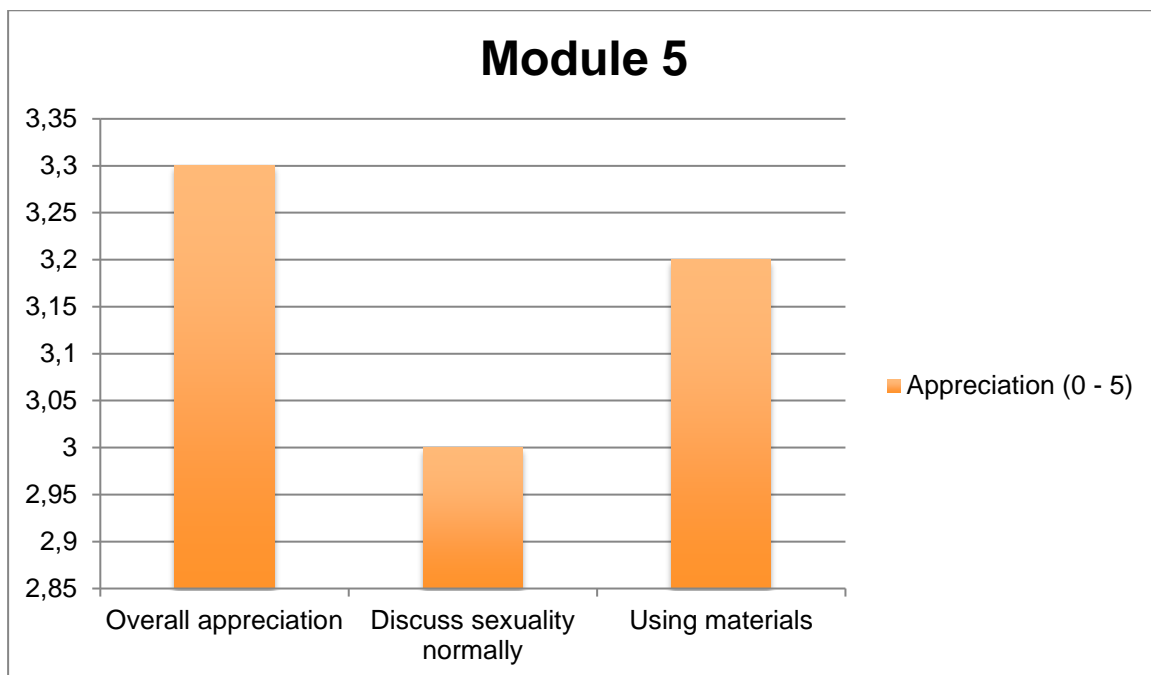
USE OF TOOLBOX

Overall clearness	4,2 (out of 5)
Readiness to start the course	4,2
Overall appreciation	4 (out of 5)

Use of Toolbox

Appreciation (0 - 5)
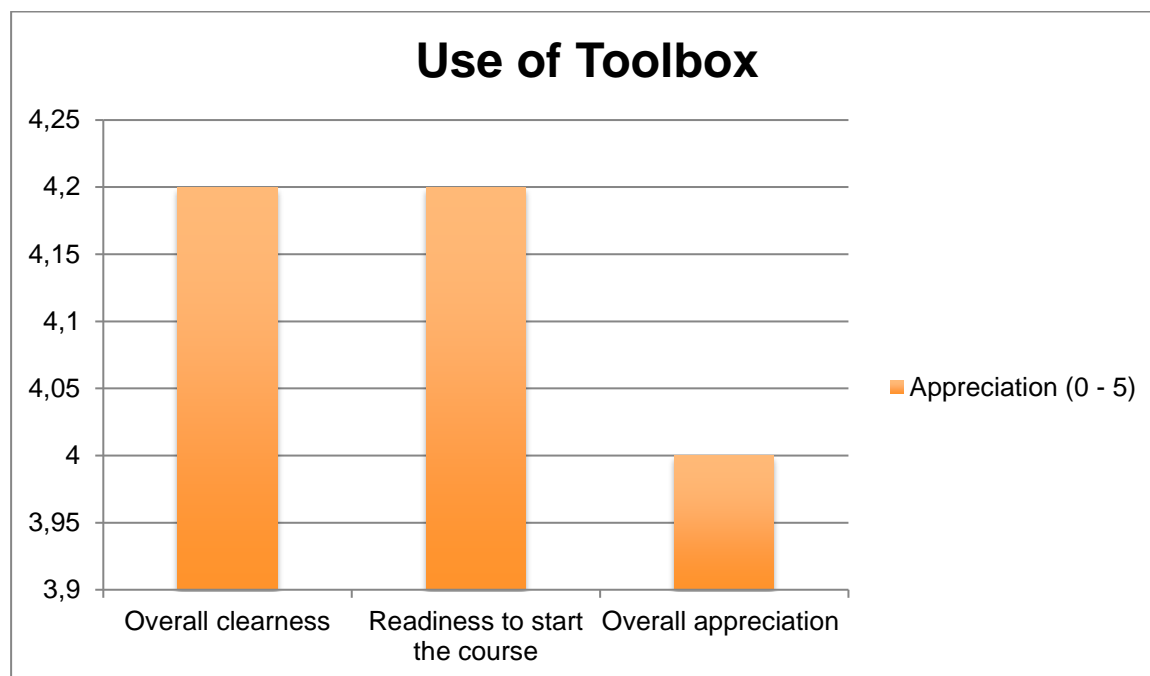
OVERALL EVALUATION MODULES

Difficulty	2,4
Work in English	2,6
Usefulness	3,4
Sequence of 5 themes	3,2
Length of modules	2,8

Overall evaluation modules

Appreciation (0 - 5)
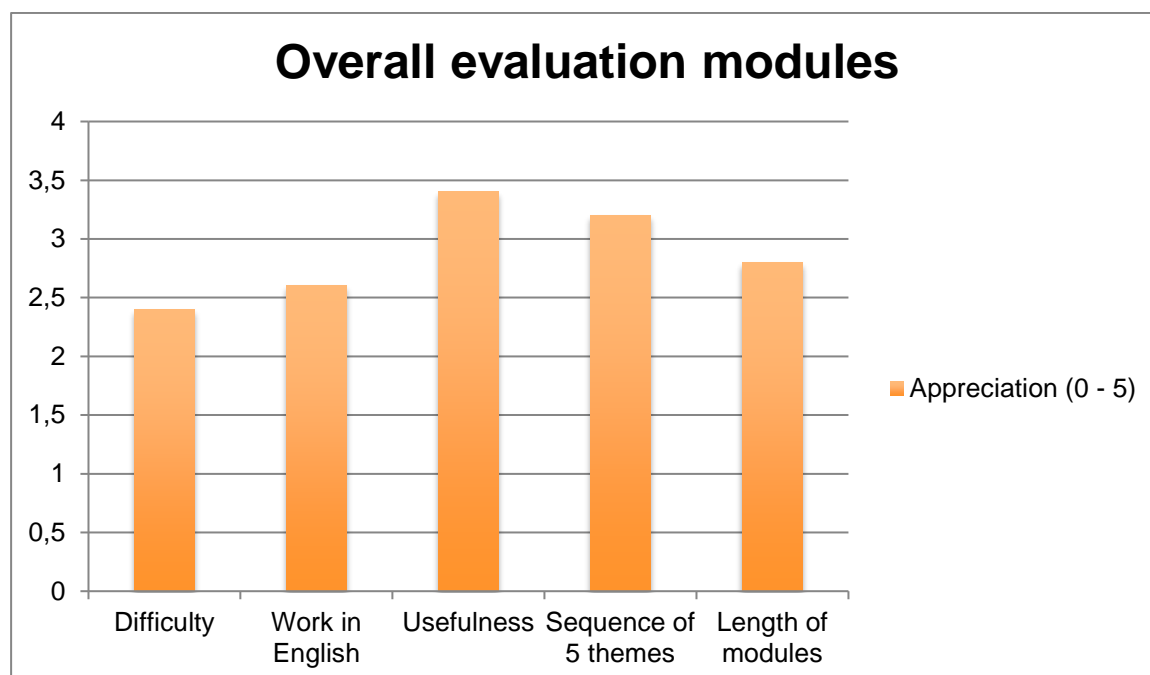
INPUT ON DESIGN, LANGUAGE AND CONTENT

On design

The contrast of the texts on a coloured background should be clearer. When using a beamer the texts should be easy to read. Be aware of people being colour-blind.

More vivid colours can be used; the playfulness of sexuality should reflect in the pictures.

Feedback on language

Working in English is difficult. Hearing and reading at the same time is hard. Is it possible to have subtitles in English too? This could make it easier.

The lack of definitions made some content confusing. The English was "too difficult", that contributed to confusion.

The English language used is not always understandable; we strongly recommend it to be checked by a native speaker.

On learning goals: need to check that the English language accurately reflects the proposed goals.

On content

Instructions to guide the process
We need 'instructions' for the team leader; more background per module on expectations of each step. More practical tools for many of the models that are introduced are needed.
Advise before each module what tools and supporting materials are needed: such as speakers or headphones for videos and printouts for activities.

It would be good if all modules started with a glossary of key terms, even before the intro cases, and that the logic within modules is coherent with the learning objectives.

On learning goals: need to check that all the content supports the stated goals, and that the English language accurately reflects the proposed goals.

It was a very instructive course. The theoretical information received, the case studies, the content of the films are of real use in the practical activity with the children and not only the institutionalized victims of sexual abuse. The online course is very accessible.

We need more references so we can continue to further improve our knowledge and skills on the topic.

We liked this course as it helped us gaining more knowledge on how to help traumatised children coping with sexuality issues. We think it would be helpful if this course could be more interactive so we can share our thoughts and practice with other care professionals around the world.

SAFEGUARDING YOUNG
PEOPLE IN CARE