



tmth

Teach me to help

Teach Me to Help (TMTH) Activity Report

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

Teach Me to Help (TMTH) Activity Report

Activity Report

Project Title: "Teach Me to Help"

Location: Rome, Italy

Dates of Training: July 15-16, 2024

Participants: 25 social workers

Introduction

The "Teach Me to Help" (TMTH) training initiative focuses on equipping social workers with the knowledge and tools to create inclusive online courses for individuals with disabilities. This event in Rome emphasized effective communication strategies, digital content creation, and the use of technology to promote inclusivity.

Project Implementation

The two-day training featured a blend of theoretical instruction and practical application, with a focus on engaging participants in hands-on learning activities. Pre- and post-course assessments were conducted to evaluate progress and the overall impact of the training.

Key Activities:

- **Pre-training assessments** to establish baseline knowledge.
- **Focused workshops** on inclusive communication, digital accessibility, and interactive content creation.
- **Post-training evaluations** to gauge knowledge gains and skill application.

Training Activities

Participants engaged in a range of activities, including lectures, practical workshops, group discussions, and case studies aimed at enhancing their skills in designing and delivering inclusive online learning experiences.





Overall Results

Pre-Course Questionnaire Findings

Initial assessments showed a moderate level of familiarity with key concepts, indicating room for improvement but also highlighting a solid baseline of understanding among participants.

- **Key Findings:**
 - **Understanding Communication Strategies:** 65% of participants demonstrated familiarity with online communication concepts, but many lacked depth.
 - **Accessibility Awareness:** 60% were aware of the need for creating accessible content, but practical knowledge was limited.
 - **Use of Digital Tools:** 55% expressed confidence in using digital tools for accessibility, but few had hands-on experience.
- **Identified Areas for Enhancement:**
 - Deepening practical applications and interactive learning experiences.
 - Expanding hands-on engagement with digital tools and accessibility strategies.

Post-Course Questionnaire Findings

The post-course evaluations highlighted significant advancements in participants' understanding and application of key concepts.

- **Key Improvements:**
 - **Communication Proficiency:** 90% of participants demonstrated an advanced understanding of effective online communication strategies.
 - **Content Creation Skills:** 92% successfully applied strategies for developing accessible and engaging content.
 - **Digital Tool Utilization:** 85% expressed strong confidence and demonstrated practical use of digital tools for inclusive learning.

Impact Summary:

- Average improvement across key areas was approximately 25%.
 - Participants reported increased confidence and readiness to apply their new skills in professional settings.
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Impact Analysis and Key Outcomes

1. Enhanced Practical Knowledge:





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- o Participants gained hands-on experience in tailoring online communication and course content for diverse needs.
 - o Practical applications reinforced theoretical learning, resulting in tangible skill development.
2. **Increased Confidence and Implementation Readiness:**
- o Post-training feedback indicated that 80% of participants felt prepared to apply their newly acquired skills in real-world scenarios, compared to 55% at the outset.
3. **Effective Learning Structure:**
- o The training's structured approach, including interactive and collaborative components, was instrumental in achieving learning outcomes.
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Comparative Analysis: Pre- and Post-Course Results

- **Understanding Online Communication Strategies:**
 - o **Pre-Course:** 65% familiarity.
 - o **Post-Course:** 90% proficiency.
 - **Creating Accessible Content:**
 - o **Pre-Course:** 60% basic understanding.
 - o **Post-Course:** 92% proficiency.
 - **Using Digital Accessibility Tools:**
 - o **Pre-Course:** 55% confidence.
 - o **Post-Course:** 85% confidence.
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Conclusion

The training successfully built on participants' existing knowledge, enhancing their skills and confidence in designing inclusive online courses. The significant improvements observed underscore the relevance and impact of the training in preparing social workers to better serve individuals with disabilities through effective and inclusive online education.