



ERASMUS+ Programme –Key Action 2: Strategic partnership

IENE7 - Improving communication, intercultural and social skills for foreigners and migrants who work as caregivers of elderly people in Europe

Massive Open Online Course (MOOC) **Best Practice Guide**

Prepared by *Edunet Association*
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EXECUTIVE SUMMARY

This Good practice guide introduces you to the Massive Open Online Course (MOOC) which was created by the partners in the framework of IENE 7 project.

This guide provides general information about the methodology and content of this MOOC and some examples of how the participants work on the MOOC. We present these as different ways to best practice.

It also includes the evaluation report of this MOOC.

We hope you will find it useful and it will inspire you to share your knowledge, skills and topics of interest or even consider to create your own MOOCs for training the healthcare workers, starting from our experience.

You may find more information and download useful tools from the project website at <https://iene7.eu/mooc/>

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Please, visit the project website www.iene7.eu

IENE 7 PROJECT

Population ageing is a long-term trend. The EU-28's old-age dependency ratio is projected to increase from 28.8 % in 2015 to 51.0 % by 2080 (Eurostat, June 2016).

Providing long-term care in home, is proving to be a viable and cost effective alternative to institutional care. Due to the increasing numbers of older adults and the demand for the home direct-care workers all over Europe, there is a current and, possible, future shortage of trained caregivers.

In many EU Member States, migrants are filling this labour gap, providing essential care services. Migrant elderly caregivers are dealing with important challenges of inadequate education and training, low wages, minimal worker benefits, lack of career advancement opportunities, and erratic and often part-time employment.

The lack of adequate training for elderly caregivers remains a major gap in workforce development.

The project IENE 7 *"Improving communication, intercultural and social skills for foreigners and migrants who work as caregivers of elderly people in Europe"* aimed to fill the gap in the training of elderly care givers, to empower migrant employees in home care for elders and potential newcomers, to enhance their opportunities for job, strength their position on the labour market and career advancement and increase quality of care for elderly people in participating countries and in Europe.

In the framework of the [IENE 7 project](#), five [partners](#) from Romania, UK, Spain and Italy created an innovative [European Model](#) and a [Curriculum](#) for training migrants who work as caregivers of elderly people in Europe.

The Model was based on the PPT/IENE Model developed in previous IENE 1-6 projects (www.ieneproject.eu).

The main outputs of the project are the [Massive Open Online Course \(MOOC\)](#) available on the Blackboard platform and a easy to navigate [Course](#) available on this website.

On the [MOOC section](#), trainers may download our innovative MOOC model and resources and set up their own MOOC: Methodology and content of MOOC, Guide for instructors, the Report of piloting the MOOC and this Good practices guide.

THE TRAINING MODEL

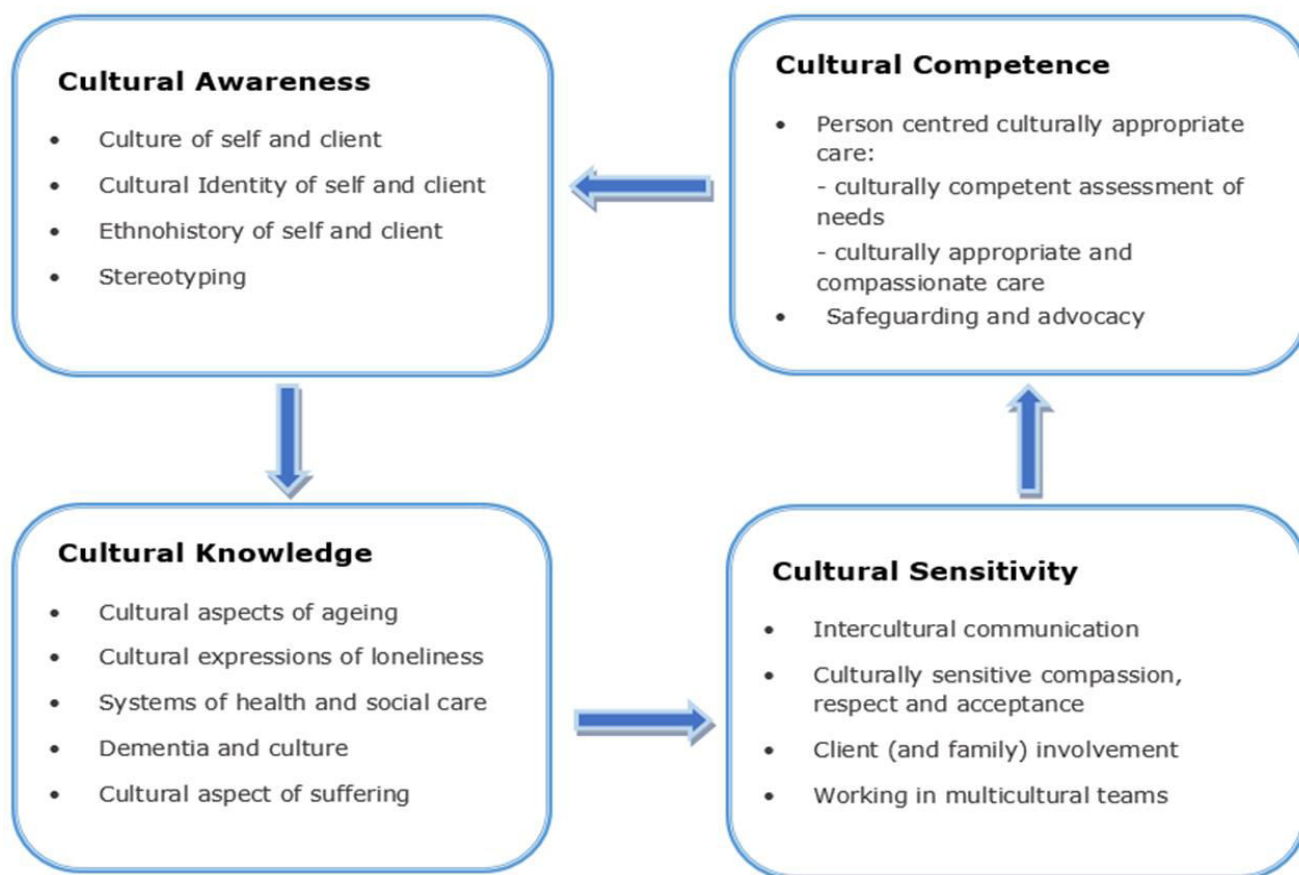
The Training Model address elderly caregivers, with different professional qualifications and level of education: personal care aides, certified nurse aides, nursing assistants, nurse aides, personal care attendants, direct care givers, direct care workers, home caregivers, home health aides, geriatric care specialist and geriatric nursing assistants with focus on migrant caregivers.

The IENE7 Training model is based on the the original Papadopoulos, Tilki and Taylor Model (PTT) for Developing Cultural Competence (1998, 2006) and the PTT/IENE Model for Intercultural Education of Nurses in Europe (<http://ieneproject.eu/learning.php>).

It is also based on the findings of a Review of the national and international literature, job analyses, occupational standards, continuing professional development courses, related to migrant and foreign workers caring for older people, conducted in UK, Romania, Italy and Spain.

The model provided the framework for building and delivery of the Training Curriculum for the caregivers of older people.

The Conceptual PTT European Training Model for the Caregivers of Older People (Papadopoulos, 2018)



THE MOOC CURRICULUM

The Curriculum, was delivered on-line in the form of a MOOC, addresses the development of caregivers working in people’s homes and in different long term elderly care establishments, focused on EU and non-EU migrant caregivers.

It aims to raise the cultural competence of care givers by equipping them with knowledge, skills and attitudes necessary for cross cultural communication, creating a friendly environment and positive interaction and relationship with older people. This curriculum promotes improvements of social, civic, intercultural competences, media literacy and also combating of discrimination by reducing disparities in care services.

The curriculum has been adapted to the training needs of the target groups identified during the research on the existing job descriptions, occupational standards and curricula and will be guided by the competences established in the design of the IENE7 Training Model and its components.

The course objectives

The objectives of the “Cultural Competence Training for Caregivers of Older People” course are:

- Understand the social care system, policy regulations and culture of care within the country/region/community in which they work, to adapt to the new social and cultural environment;
- Understand the older people’s psychology and their capacity to promoting a positive communication, friendly environment, positive interaction and relationships in older people in their care;
- Enhance their professionalism and employability with adequate communication, intercultural and social skills in order to improve their opportunities for jobs, strength their position in the labour market, increase quality of care for older people and encourage their active participation in society;
- Increase the level in digital competences and skills and their use of social media;
- Improve their access to training and qualifications, with a particular attention to the low-skilled.

Modules and topics

The topics was based on the PTT/European model for cultural education of nurses and healthcare professionals developed in IENE 1-6 projects which is composed of four main constructs: Cultural awareness, Cultural knowledge, Cultural sensitivity, Cultural competences (www.ieneproject.eu, Papadopoulos 1998 & 2006).

Module 1: Cultural awareness

Topic 1.1. Cultural Self-Awareness

Topic 1.2. Awareness of the others’ culture, acknowledgement of clients/patients’ diverse cultural identities

Topic 1.3. Effects of culture on health beliefs and behaviors

Topic 1.4. Awareness of cultural-stereotyping and how to avoid it

Module 2: Cultural knowledge

Topic 2.1. Systems of health and social care

Topic 2.2. Cultural aspects of ageing

Topic 2.3. Cultural aspects of loneliness and suffering

Topic 2.4. Dementia and influence of culture

Module 3: Cultural sensitivity

Topic3.1. Intercultural Communication

Topic3.2. Culturally sensitive compassion, respect and acceptance

Topic3.3. Client (and family) involvement

Topic3.4. Working in multicultural teams

Module 4: Cultural competences

Topic4.1. Legal aspects of equality and discrimination, guidelines, policies, best practice of ageism

Topic4.2. Culturally competent assessment of social care needs of older people

Topic4.3 Implementing person centred culturally appropriate and compassionate care

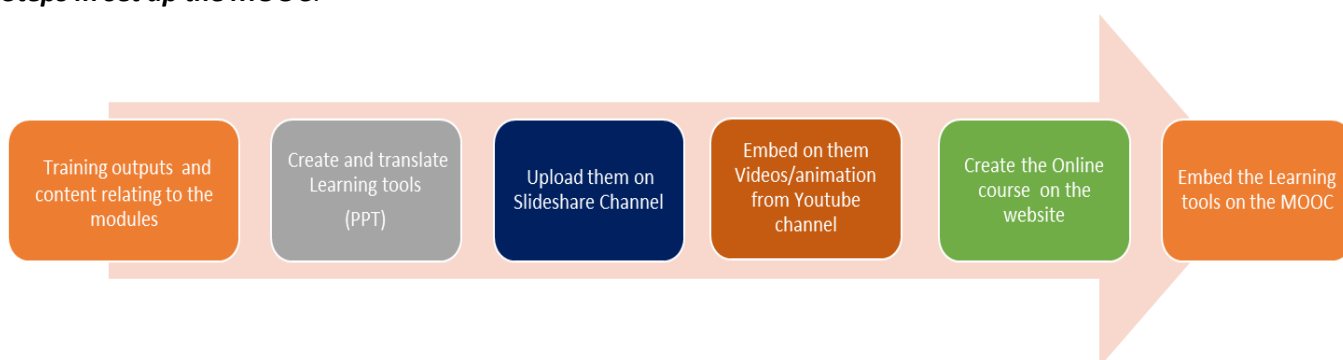
Topic4. 4 Cultural aspects of safeguarding and advocacy for older people

PREPARING AND SETTING UP THE MOOC

Massive open online course (MOOC) is an online course aimed at large -scale interactive participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOC provide interactive user forums that help build a community for people who want to learn.

The MOOC was based on the Curriculum and suitable training objectives and outputs, adapted to the target groups of migrants working in elders care at home.

Steps in set up the MOOC:



1. Collecting training/learning/evaluation materials in CC license from Internet relating to the modules and topics, translated and adapted to the target groups and created new resources for learning and evaluation.
2. Creating a learning tool, organized in a attractive form with links to additional resources, youtube videos, animations and quizzes and posted on the project learning platform in the form of easy to navigate course, available in all partners' languages.
3. Preparing the course on the course platform, design the course syllabus and make the Guidelines for setting up and conducting the learning on the MOOC;
4. Creating the Training Plan and set up the learning activities for each Module.
5. Developing the learning activities for the Orientation Module and Evaluation Module (week 1 and 6);
6. Embedded the learning activities and learning resources on the platform (Blackboard);

7. Translating the text of the instructions, additional information and the quizzes.
8. Training 20 facilitators (4 trainers, from each partner organization, to conduct the learning of participants on the MOOC

The training/learning/assessment resources consist of:

INTERNET MAPPING (weblinks Files, images, audio, videos, Slideshare PPTs, quizz, Apps	LEARNING TOOLS (for each module, a PPT translated in all languages)	Assessment/ Evaluation TOOLS (translated in all languages)
<ul style="list-style-type: none"> •Template for collecting resources (Edunet) •A List of resources for each topic(all partners) •“Learning resources uploaded on website (Edunet) •Compendium (Edunet) 	<ul style="list-style-type: none"> •Learning tools – PPT (1/topic) in English •PPTs translated in Romanian (ISJ) , German (IHK), Polish and Spanish •PPTs uploaded on Slideshare (Edunet) •PPTs uploaded on website (Online course section) 	<ul style="list-style-type: none"> •A quizz for each module •Pre-MOOC Questionnaire •Post-Mooc Questionnaire •Course evaluation Questionnaire •Badges •Evaluation gride • Grading the participants (template)

TRAINING/LEARNING/EVALUATION RESOURCES

The partners collected training/learning/evaluation materials in CC license from Internet relating to the modules and topics and made for each topic a list of learning/training/assessment resources.


No.	Title of the resource	Type	Lang uage	Learning/training/ evaluation activities suggested	Access URL / download
1.	TITLE Description (summary-max 500 characters)	Example: <ul style="list-style-type: none"> • web • files • images • audio • videos • slideshare • quizz 		What you want the learners to do. List your instructions for pedagogical approaches(This will be used in building the MOOC) Example:	

		<ul style="list-style-type: none"> • game • animations • apps • other 		<ul style="list-style-type: none"> • Individual learning, reflection and production • Group reflection • Co- creation • Evaluation • Self- assessment 	
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LEARNING TOOLS

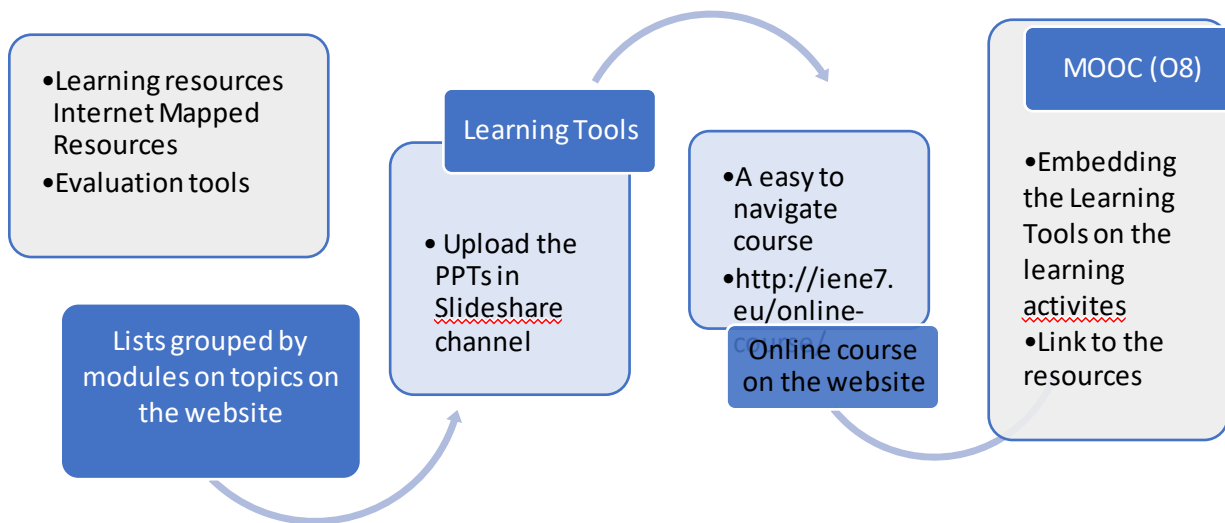
The Learning Tools are Power Point presentation containing information divided in many bite sized sequences, short text-with essential information and links to additional resources, using the Word Shapes and attractive SmartArt forms to organize the content (easy to be translated) and suggestive images more than text.

The Learning Tools' structure:

	<p>Title (Sheet 1)</p>	<ul style="list-style-type: none"> •Topic's short title •Suggestive image (optional) •Project logo/EU flag/disclaimer
	<p>Summary (Sheet 2)</p>	<ul style="list-style-type: none"> •What should learn in this tool ? (learning outputs) •List of concepts/issues
	<p>Content (3- 20 sheets)</p>	<ul style="list-style-type: none"> •Sequential info sheets, for each issue ,with links to additional information •Videos/animations embedded as separate sheets •Last sheet - Conclusion of essential information •Sheets with a question/quiz and answers (optional)

The Learning Tools were made in English, Romanian, Spanish and Italian, with the same content, format and links.

The learning tools and resources was used in the development of learning activities on the Massive Open Online Course (MOOC), an innovative pedagogical approaches of co-learning through co-creation, based on digital integration in learning.



A database was created on the project's website in the form of a repository which was used to set up the MOOC, posted on the platform, in the form of a easy to navigate course at <https://iene7.eu/online-course/>.

The learning tools and learning resources, can be downloaded from the platform and used offline at <https://iene7.eu/learning-resources/>.

The learning tools and the learning/assessment resources will be used, for long time, by the elderly professionals and migrants elderly care givers, for individual learning. The platform may also is accessible from Smartphone and tablet.

TRAINING PLAN

MOOC STRUCTURE

The course CULTURAL COMPETENCE TRAINING FOR CAREGIVERS OF OLDER PEOPLE had six Modules based on the four curriculum units, as well as a start-up module about technology and learning environment orientation activities and, at the end, a module dedicated to the final assessment and evaluation of the course.

Week 1: Orientation

Week 1: Cultural awareness

Week 3 Cultural sensitivity

Week 4: Cultural knowledge

Week 5 : Cultural competence

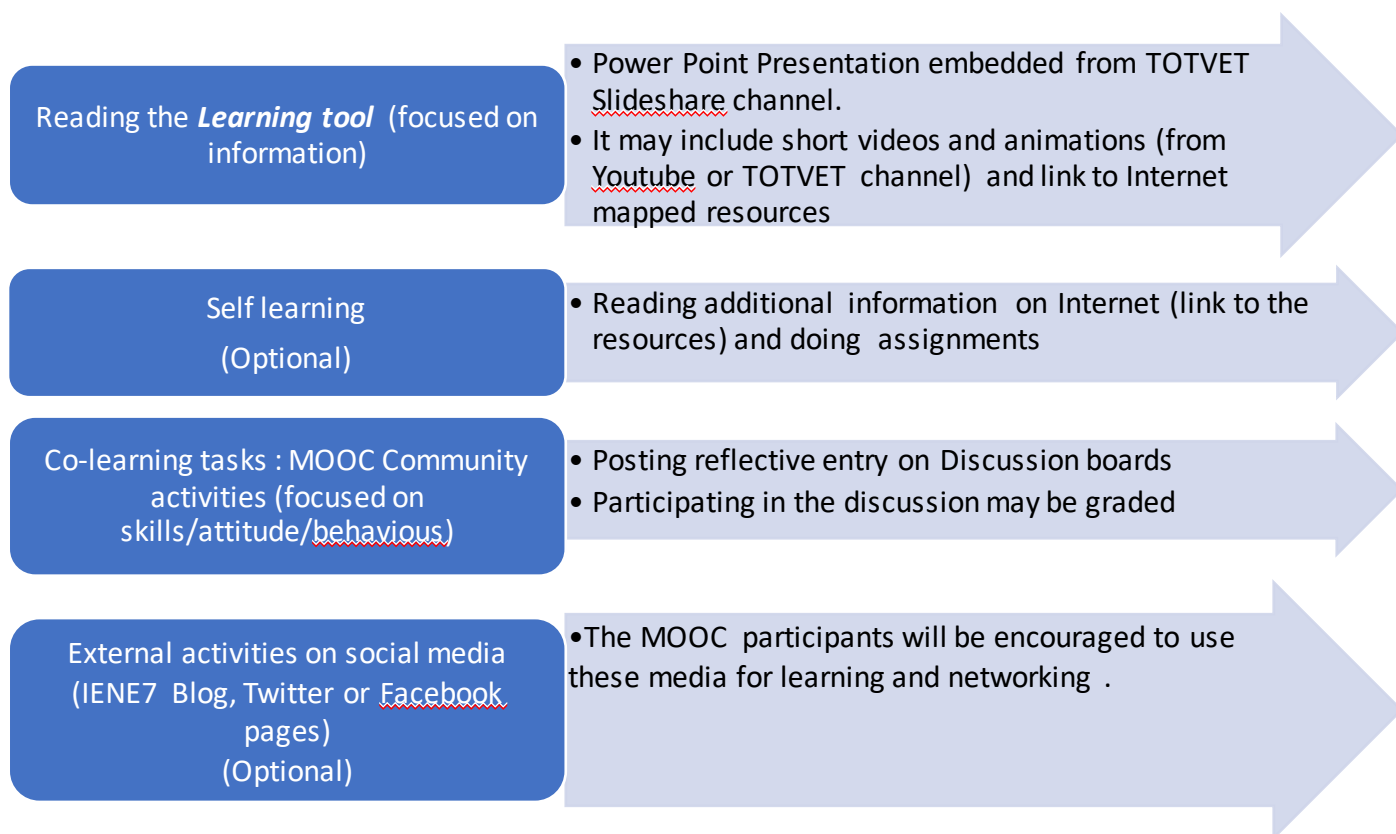
Each Module contains:

Learning outputs: a short description about what the participants will know or will be able to do after taking these activities;

Day by day Learning activities, one dedicated for each topic, based on the learning tools created (Day 1-4);

Module quiz (Day 5). A self assessment quiz, based on the information contained in the learning tools.

The learning activities dedicated for each day usually contain:



MODULE 1: CULTURAL AWARENESS

Day 1: Topic 1 - Intercultural Communication

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1.</p> <ul style="list-style-type: none"> - Read the PPT presentation for Topic 1 “Cultural Self-Awareness” -Self-Learning <p>Please, answer:</p> <ul style="list-style-type: none"> -Which rules, from your culture, influence your Identity?

	<p>-Which values? -Which believes?</p> <p>-Watch a short video on the PPT Presentation: “Intercultural Perspective”.</p> <p>-Look at the image proposed on PPT Presentation, and write a sentence to describe what, in your opinion, it shows.</p> <p>1-Then, write how it is possible they get an agreement 2-Post your sentence on the discussion-board 3-Read 2 to 3 entries of your fellow participants and provide feedback at least to one of them</p> <p>Learning Outputs:</p> <p>In this topic you will learn the basic concepts of cultural awareness and how the concept of caring depends on cultural factors.</p> <p>You will reflect on the importance of intercultural perspective, also when we work and we are involved in relationships.</p> <p>You get more sensitive in considering the other’s point of view!</p>
Tasks	<p>Task 1 (1 point)</p> <p>1)Open the link proposed on the PPT presentation, print the page, fill in the questionnaire and test your Cultural Awareness</p> <p>Task 1 (1 point)</p> <p>2)Post your overall score on the discussion-board 3)Compare your score with the other learners’ ones and discuss on it</p>
Additional information or resources for different language groups, if case)	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 1</p>

Day 2: Topic 2 - Culturally sensitive compassion, respect and acceptance

Title of the activity:	Instructions
Learning activities and	Activity 2. -Read the PPT presentation for Topic 2– Awareness of the others’ culture,

<p>learning outputs</p>	<p>acknowledgement of clients/patients’ diverse cultural identities.</p> <ul style="list-style-type: none"> -Watch the videos proposed on the PPT presentation: <ul style="list-style-type: none"> -“Too quick to judge”; -“Gestures around the world”; -Look at the first image proposed <ul style="list-style-type: none"> -write if you are agree or disagree; -post your opinion on the discussion-board and; -compare with the other fellows’ ones. -Look at the second image proposed <ul style="list-style-type: none"> -write at least 5 what does expectations, thouth and feelings from ypur patient’s view; -post you answers on discussion-board and wait for a feedback <p>Learning Outputs:</p> <p>In this topic, you will learn to be aware of the other’s culture.</p> <p>You will be more able to consider the other’s needs and peculiarities.</p>
<p>Tasks</p>	<p>Task 3 (1 point)</p> <ol style="list-style-type: none"> 1-List factors that influence communication, distinguishing verbal and no-verbal language 2-For each, give a 1-5 point score (from 1-Minimum to 5-Maximum) in order to value how each of them influences the interpersonal communication <p>Task 4 (1 point)</p> <ol style="list-style-type: none"> 3-Post your list with the score on discussion-board 4-Read 2 to 3 entries of your fellow participants and provide a feedback at least to one of them, tell if you agree or disagree and why 5-After feedbacks, did you learn other aspects that can influence interpersonal communication?
<p>Additional information or resources for different language groups, if case)</p>	<ul style="list-style-type: none"> -These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board. -Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding. -For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language. -Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 1-Topic 2

Day 3: Topic 3 - Client (and family) involvement

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 3.</p> <ul style="list-style-type: none"> -Read the PPT presentation for Topic 3 – Effects of culture on health beliefs and behaviors -Watch the video proposed on the PPT presentation: “Patient How to be a culturally competent nurse” -Reflect how go over the cultural barriers and respect the human being. <ul style="list-style-type: none"> -In your opinion, which are the right skills to better build in effective and meaningful cross-cultural interactions? -Please, list the skills and reflect if you have or not them. -At the end (only after your self-reflection!), you can watch the video proposed “Culturally Competent Care”. It shows a set of emblematic sentences said by important personalities, in order to point out the main aspects to go over the cultural barriers and respect the human being <p>Learning Outputs:</p> <p>In this topic, you will learn effects of culture on health beliefs and behavior, considering both care-worker and client/patient cultural background.</p> <p>You will learn the main aspects of the cultural nursing awareness.</p> <p>You will understand how culture strongly influences the health beliefs. Then, you will be able to make yourself a culturally competent carer!!!</p>
Tasks	<p>Task 5 (1 point)</p> <ol style="list-style-type: none"> 1)Following the link proposed, you can open a resource “Case Studies in Cultural Competency” 2)Go to the contents and read the case-study n.5: “<i>Language Barriers and Socioeconomic Status can Compromise Health Care</i>” 3)List: key-points of the case; the right and the wrong things; what would you do in the same situation? <p>Task 6 (1 point)</p> <ol style="list-style-type: none"> 4)Post your list on the discussion-board; 5)Compare your list with the other learners and give feedback each other.
Additional information or resources for different language groups, if case)	<ul style="list-style-type: none"> -These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board. -Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding. -For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when

	<p>available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 3</p>
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Day 4: Topic 4 - Working in multicultural teams

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 4.</p> <ul style="list-style-type: none"> -Read the PPT presentation for Topic 4– Awareness of cultural-stereotyping and how to avoid it. -Link the SlideShare proposed titled “Cultural Stereotypes” -Look at the picture <i>Ageism Posted Revisited</i>. In your opinion: <ul style="list-style-type: none"> -when elderly people are like the lady on the left, they feel... (list the main aspects they have)? -when elderly people are like the lady on the right, they feel... (list the main aspects they have)? -post your two lists on discussion-board and compare them with other fellow participants’ ones -Read the Case-Study and answer: <ul style="list-style-type: none"> -what you think about the story? In your opinion, why Mary is close to fire Alina? What Alina can do to serve your job? -post your answers on discussion-board and -compare them with other fellows’ ones. -Read the video proposed “Cultural Diversity Examples -Avoid stereotypes while communicating” and answer questions -Look at the picture proposed <i>Stereotypes and Communication</i>: <ul style="list-style-type: none"> -Focus on two or three squares and write the first emotion you feel. -What do you think about message each individual shows? -Please, write your answer, post them on discuss-board and compare them with the other fellows’ ones. <p>Learning Outputs:</p> <p>In this topic, you will learn what stereotypes are and how many stereotypes run around the world.</p> <p>You will learn how cope with your stereotypes and have good relationships</p>
Tasks	<p>Task 7 (1 point)</p> <p>1-Think to your past experience... have you ever felt stereotyped or when have you stereotyped another person?</p> <ul style="list-style-type: none"> -What did it happen? -Which were your emotions? -Which was your reaction? <p>Task 8 (1 point)</p>

	<p>2-Post your experience on discussion-board,</p> <p>3-Read at least one from your fellow learners and</p> <p>4-Give her a feedback</p>
Additional information or resources for different language groups, if case)	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 4</p>

Day 5: Assessment Quiz (2 points)

1. Tick the correct answer among the followings:
 - a. Cultural Self-Awareness does not influence quality relationship with the other
 - b. Cultural Awareness consists of a set of right laws
 - c. Cultural Self-Awareness means culture I belong to is the best
 - d. Cultural Self-Awareness implies to understand people belonging to other cultures
2. When we speak with other people...:
 - a. We should use a higher voice tone in order to help other person to understand us
 - b. We should close our eyes so that other person is not influenced
 - c. We can use both verbal and no-verbal language
 - d. We use mostly the no-verbal language
3. Caregiver should be aware of own and other’s culture, because:
 - a. The cultural background is internalized in the minds of the speakers in an unconscious way
 - b. This sentence is definitely false!
 - c. Education is important to earn a lot of money
 - d. The cultural background says if a person is kind or unkind
4. There are many stereotypes around the world, and maybe all of us have a set of stereotypes.
 - a. This sentence is false:
 - b. The really important thing is to be aware of them
 - c. Stereotypes does not influence quality of relations
 - d. Other people have stereotypes, but I do not!
5. In order to avoid cultural stereotyping while communication
 - a. It would be better to do not speak at all
 - b. It would be better not being flexible
 - c. Being aware of our stereotypes would be better
 - d. Being aware only of other people’s stereotypes

Answer key

1. d
2. d
3. a
4. b

5. c

MODULE 1 – ASSESSMENT:

2 points per Day / Topic / Activity (1 point per Task)

2 points for the Quiz

Maximum Total Score (Module 1): 10 points

MODULE 2: CULTURAL KNOWLEDGE

Day 1: Systems of health and social care

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1:</p> <p>Read the presentation below "System of health and social care" and learn about the social care system, policy regulations in elderly care in Europe.</p> <p>You will also get knowledge and understanding of culture of care within the different countries/regions/communities in which you may work, which help you to adapt to the new social and cultural environment.</p> <p><i>Note that the Learning tool may contain also the links to learning resources and individual tasks.</i></p> <p>Activity 2:</p> <p>Watch the video "Cultural Diversity in Aged Care" at https://www.youtube.com/watch?v=qu0lkKfw3p4.</p> <p><i>Note: To see the video's subtitles in English, click on Settings / Subtitles and then, to translate subtitles, click on Automatic Translation and choose the language).</i></p>
Tasks	<p>Task 1:</p> <p>Discuss with your colleagues <i>on the Discussion board</i> about the influence of culture on the health beliefs and behaviors of elders</p> <p><i>This task is graded and you may get one point if you post your comments</i></p>
Additional information or resources for different language groups, if case)	<p><i>For additional information and deepen understanding of the topic, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-knowledge-resources/systems-of-health-and-social-care/.</i></p>

Day 2: Cultural aspects of ageing

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1:</p> <p>Read about different aspects of ageing in the presentation below "Cultural aspects of ageing" , learn about older people’s psychology and understand how culture influence the experience and acceptance of ageing.</p> <p><i>Note that the Learning tool may contain also the links to learning resources and individual tasks.</i></p> <p>Activity 2: Watch the video <u>Perception of the Seniors</u> at https://www.youtube.com/watch?v=UrEr213g2mg about how are the elderly perceived.</p>
Tasks	<p>Task 1: Comment <i>on the Discussion board</i> with your colleagues the questions:</p> <ol style="list-style-type: none"> 1. What are common perceptions of older people within your culture? 2. If you think these perceptions are unhelpful stereotypes, how might these perceptions be changed to more accurately reflect the older population? <p><i>This task is graded and you may get one point if you post your comments.</i></p> <p>Task 2: Read the comments from other learners and think about :</p> <ol style="list-style-type: none"> 1. What differences are there between your culture and theirs? 2. Are there any striking similarities?
Additional information or resources for different language groups, if case)	<p><i>For additional information about culture of care within the different countries/regions/communities in which you may work, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-knowledge-resources/cultural-aspects-of-ageing/.</i></p>

Day 3: Cultural expressions of loneliness and suffering

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1:</p> <p>Read presentation below "Cultural expressions of loneliness and suffering" learn about the causes, health effects to understand the cultural aspects of loneliness and other expressions of suffering in older people and learn some tips to prevent loneliness .</p> <p><i>Note that the Learning tool may contain also the links to learning resources and individual tasks.</i></p> <p>Activity 2: Watch the video animation “Most emotional sad story: Elderly care” at</p>

	https://www.youtube.com/watch?v=9GusTghqiKg and reflect at the consequences of the attitude of the son for the old mother.
Tasks	Task 1: Discuss with your colleagues about how the attitude of the family causes the loneliness of the older people. <i>This task is graded and you may get one point if you post your comments.</i>
Additional information or resources for different language groups, if case)	<i>For additional information about loneliness, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-knowledge-resources/cultural-aspects-of-loneliness-and-suffering/.</i>

Day 4: Dementia and influence of culture

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1:</p> <p>Read the presentation "Dementia and influence of culture" and learn about about different aspects of dementia and influence of culture on patient's, family's and care worker's experience.</p> <p>You will have knowledge and understanding of people with dementia needs, their family needs and respect of human rights in relation to culture and compassion.</p> <p><i>Note that the Learning tool may contain also the links to learning resources and individual tasks.</i></p> <p>Activity 2:</p> <p>Watch the videos produced by UCLA Alzheimer's and Dementia Care Program, available at https://www.uclahealth.org/dementia/caregiver-education-videos.</p> <p><i>Note: To see the video's subtitles in English, click on Settings / Subtitles and then, to translate subtitles, click on Automatic Translation and choose the language).</i></p>
Tasks	<p><i>Task 1:</i></p> <p>Download <u>pdf</u> document "Take Action worksheet" available at https://www.uclahealth.org/dementia/workfiles/TakeActionWorksheet.pdf or <u>doc</u> document at https://www.uclahealth.org/dementia/workfiles/TakeActionWorksheet.docx)</p> <p>Choose one of the video and record steps taken and your ideas using the sheet.</p> <p><i>Task 2:</i></p> <p>Comment on the Discussion board with your peers interested in this tool about how</p>

	<p>minimize the occurrence of the behavior presented (<i>What happened? Why did it happen? What were the triggers to the behavior? What can the caregiver do to achieve a better outcome?.</i>)</p> <p><i>This task is graded and you may get two points if you post your comments.</i></p>
Additional information or resources for different language groups, if case)	<p><i>For additional information and deepen understanding of the topic, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-knowledge-resources/dementia-and-influence-of-culture/.</i></p>

Day 5: Assessment Quiz

1. In which countries do well-developed formal care systems for the elderly?

- a) In northern countries like Norway and Sweden
- b) In countries of Central and Eastern Europe
- c) In southern European countries like Italy and Spain

2. Notion of ‘ageing well’ presumes

- a) Accepting physical changes of aging
- a) Independently manage regular activities of living
- c) Independence and active contributions to the society

3. A person is suffering from Loneliness if :

- a) Living alone
- b) Being alone
- c) Has personal, subjective sense of lacking desired affection, closeness, and social interaction with others

4. Dementia is

- a) As a normal part of ageing
- b) An irreversible disease of the brain
- c) Something metaphysical, linked to supernatural or spiritual beliefs.

This quiz is graded: You may get one point for every correct answer.

Correct answers 1-a; 2-c; 3-c; 4-b.

Day 1: Topic 1 - Intercultural Communication

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1.</p> <p>-Read the PPT presentation for Topic 1– Intercultural Communication.</p> <p>-Watch the video proposed on the PPT presentation: “Incompetent vs. Competent Cultural Care”.</p> <p>Learning Outputs:</p> <p>In this topic you will learn about different aspects of good communication, and communication skills in patient care.</p> <p>You will also understand the characteristics of effective communication with people of different cultures and address and eliminate linguistic barriers to communication in health care settings.</p>
Tasks	<p>Task 1 (1 point)</p> <p>Answer the following questions, and share your answers on the discussion board:</p> <ol style="list-style-type: none"> 1. What kind of strategies do you use to overcome the barriers that affect communication in your daily life? 2. Do you think there are too many stereotypes, prejudices, etc. in multicultural communication? <p>Task 2 (1 point)</p> <p>Read the comments from other learners on the discussion board, and answer the following questions:</p> <ol style="list-style-type: none"> 3. What differences are there between your culture and theirs? 4. Are there any striking similarities?
Additional information or resources for different language groups, if case)	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when</p>

	<p>available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 1</p>
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Day 2: Topic 2 - Culturally sensitive compassion, respect and acceptance

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 2.</p> <p>-Read the PPT presentation for Topic 2 – Culturally sensitive compassion, respect and acceptance.</p> <p>-Watch the video proposed on the PPT presentation: “Compassion, dignity and respect in health care”.</p> <p>Learning Outputs:</p> <p>In this topic, you will learn about different components of culturally competent care. You will also understand the importance of distinguishing and assimilating these components to provide quality care, facilitating respect, compassion and acceptance.</p>
Tasks	<p>Task 3 (1 point)</p> <p>Answer the following questions, and share your answers on the discussion board:</p> <ol style="list-style-type: none"> 1. Do you think it is necessary to gain these skills to provide quality care? 2. Give an example of a situation in which you put in practice one or more of the fundamental values. <p>Task 4 (1 point)</p> <p>Read the comments from other learners on the discussion board, and answer the following questions:</p> <ol style="list-style-type: none"> 3. What differences are there between your culture and theirs? 4. Are there any striking similarities?
Additional information or resources	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources</p>

for different language groups, if case)	<p>and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 2</p>
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Day 3: Topic 3 - Client (and family) involvement

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 3.</p> <p>-Read the PPT presentation for Topic 3 – Client (and family) involvement.</p> <p>-Watch the video proposed on the PPT presentation: “Patient Empathy: It Starts with You”.</p> <p>Learning Outputs:</p> <p>In this topic, you will learn about the need to acquire cultural competence to care for older people, their families and their environment.</p> <p>You will also understand some keys to acquire it.</p>
Tasks	<p>Task 5 (1 point)</p> <p>Answer the following questions, and share your answers on the discussion board:</p> <ol style="list-style-type: none"> 1. Who are my patients, families and co-workers? 2. How can I learn about them? 3. What are my beliefs about this group? <p>Task 6 (1 point)</p> <p>Read the comments from other learners on the discussion board, and answer the following questions:</p> <ol style="list-style-type: none"> 4. What differences are there between your culture and theirs? 5. Are there any striking similarities?

<p>Additional information or resources for different language groups, if case)</p>	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 3</p>
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Day 4: Topic 4 - Working in multicultural teams

Title of the activity:	Instructions
<p>Learning activities and learning outputs</p>	<p>Activity 4.</p> <p>-Read the PPT presentation for Topic 4– Working in multicultural teams.</p> <p>-Watch the video proposed on the PPT presentation: “What does it mean to work in a multicultural team?”</p> <p>Learning Outputs:</p> <p>In this topic, you will learn about the importance of working as a team.</p> <p>You will also learn strategies for managing diversity and working in group.</p>
<p>Tasks</p>	<p>Task 7 (1 point)</p> <p>Answer the following questions, and share your answers on the discussion board:</p> <ol style="list-style-type: none"> 1. Have you experienced any difficult situation working in a multicultural team? What strategies did you use to deal with it? 2. Would you add any other piece of advice to the list? <p>Task 8 (1 point)</p> <p>Read the comments from other learners on the discussion board, and answer the following questions:</p> <ol style="list-style-type: none"> 1. What differences are there between your culture and theirs? 2. Are there any striking similarities?

<p>Additional information or resources for different language groups, if case)</p>	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 4</p>
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Day 5: Assessment Quiz (2 points)

1. Which is the third construct of the Papadopoulos, Tilki and Taylor Model for Cultural Competence?
 - a. Cultural Awareness
 - b. Cultural Knowledge
 - c. Cultural Sensitivity
 - d. Cultural Competence
2. Which of the following is NOT a tip for Effective Cross-Cultural Communication?
 - a. Be flexible
 - b. Listen actively
 - c. Respect differences
 - d. Stereotyping
 - e. Recognize the complexity
3. “Compassion” is one of the components and core values for culturally competent care, by demonstrating genuine care and showing warmth, understanding and empathy.
 - a. True
 - b. False
4. Patient and family involvement in care implies:
 - a. Educating patients and families
 - b. Listening to them
 - c. Taking them seriously
 - d. Respecting their valuable perspectives
 - e. All options are correct
5. Regarding working in multicultural teams, there is a direct link between effective teamwork and the quality of patient care.
 - a. True
 - b. False

Answer key

1. c
2. d
3. a
4. e
5. a

MODULE 3 – ASSESSMENT:

2 points per Day / Topic / Activity (1 point per Task)

2 points for the Quiz

Maximum Total Score (Module 3): 10 points

MODULE 4: CULTURAL COMPETENCE

Day 1: Topic 1 - European law, national legislation, policies and guidelines and best practice

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1. Read the PPT presentation “European law, national legislation, policies and guidelines and best practice” https://iene7.eu/online-course/cultural-competence/legal-aspects-of-equality-and-discrimination-guidelines-policies-best-practice-of-ageism/ Note that the Learning tool contains also the links to learning resources and individual tasks to do. For additional information and deepen understanding of the topic, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-competences-resources/</p> <p>Activity 2 Access the document by clicking on the link and read full document at https://iene7.eu/es/online-course/cultural-competence/legal-aspects-of-equality-and-discrimination-guidelines-policies-best-practice-of-ageism/</p> <p>Learning Outputs: In this topic you will learn the basic concepts of cultural competence and you can enhance your knowledge about the principles of equality, non-discriminatory practice, confidentiality and trustworthiness.</p>
Tasks	<ol style="list-style-type: none">Make a list of the key points in the documentClick on the button Join Discussion and post your reflection about the key points on the discussion board.Read at least 5 entries from other participants and provide feedback to them.
Additional information or resources for different language groups, if case	<p>These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>Note that the Learning tool contains also the links to learning resources and individual tasks to do.</p> <p>For additional information and deepen understanding of the topic, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-competences-resources/</p>

Day 2: Topic 2 - Culturally competent assessment

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1 Read the presentation bellow “Culturally competent assessment“ Please read Mrs Thompson’s case study which you can find on slide 4. Answer the following questions: What are the issues outlined in the case study above? What could have been done to avoid the misunderstandings? What could have been done to ensure the provision of culturally competent and compassionate care to Mrs Thompson? https://iene7.eu/online-course/cultural-competence/culturally-competent-assessment-of-social-care-needs-of-older-people/ For additional information and deepen understanding of the topic, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-competences-resources/</p> <p>Activity 2. Watch the following 3.43 minutes video entitled: What is Cultural Competence in Healthcare? https://www.youtube.com/watch?v=rEtZChPb-6c&ab_channel=ArthurWitkowski NOTE: This video is subtitled. To see subtitles, Click on Settings button, Click on Subtitles menu and Choose a language. To see the subtitles in your language, click on Automatic Translation and choose your language</p> <p>Activity 3 Watch and listen a presentation about the Papadopoulos, Talky and Taylor model of cultural competence. https://www.youtube.com/watch?v=ePkAqEv9Oul</p> <p>Learning Outputs: This topic will help you to learn how to assess an older person’s healthcare needs through a number of activities</p>
Tasks	<ol style="list-style-type: none"> a) Click on the button Joint Discussion and post your answers to the three questions in activity 1 to the discussion board. b) List the key points made in Professor Papadopoulos’ presentation and post them onto the discussion board. c) Read 2 to 3 entries of your fellow participants and provide feedback to one of them
Additional information or resources for different language groups, if case)	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p>

	-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 4-Topic 2
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Day 3: Topic 3 - Person centered care

Title of the activity:	Instructions
Learning activities and learning outputs	<p>Activity 1. Based on the knowledge you have gained so far, define person centred care. Click on the button Join Discussion and upload your definition on the discussion board. Read at least 5 entries from your fellow participants and provide feedback to a minimum of 3 of them.</p> <p>Activity 2 Read the article “What person-centered care means” by the Royal College of Nursing (UK) by clicking on this link https://rcni.com/hosted-content/rcn/first-steps/what-person-centred-care-means</p> <p>Activity 3 a) In the presentation bellow, re-read Mrs. Thompson’s case study. b) Based on the information in the case study and the article you have read, write a short essay (500 words) on the key elements of person centered care. c) Click on the button Join Discussion and post this on the discussion board. d) Read as many entries from your fellow participants as you wish and provide feedback to 2-3 of them https://iene7.eu/it/online-course/cultural-awareness/cultural-self-awareness/ For additional information and deepen understanding of the topic, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-competences-resources/</p> <p>Learning Outputs: In this topic you will learn the importance of person centred culturally appropriate and compassionate care</p>
Additional information or resources for different language groups, if case)	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 3-Topic 3</p>

Day 4: Topic 4 - Safeguarding and advocacy

Title of the	Instructions
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activity:	
Learning activities and learning outputs	<p>Activity 4. Read the document “Safeguarding older people from abuse and neglect” by Age UK, which you can access by clicking on this link https://www.ageuk.org.uk/globalassets/age-uk/documents/factsheets/fs78_safeguarding_older_people_from_abuse_fcs.pdf</p> <p>a) Provide a list of the key point from the document b) Click on the button Joint Discussion and upload it to the discussion board. Read the 3-5 entries from other participants and provide feedback to a minimum of 3 of them</p> <p>Activity 2 Watch the “Safeguarding – raising awareness” YouTube video https://www.youtube.com/watch?v=dv7pBKTDbto NOTE: This video is subtitled. To see subtitles, Click on Settings button, Click on Subtitles menu and Choose a language. To see the subtitles in your language, click on Automatic Translation and choose your language</p> <p>Activity 3: See the presentation bellow.</p> <p>a) Consider Mrs Thompson’s case study and answer the following question: How can Mrs Thompson’s safeguarding and lack of advocacy be addressed in cultural competent ways? b) Click on the button Joint Discussion and upload your answer in the discussion board. c) Read 3-5 entries from other participants and provide feedback to a minimum of 3 of them. https://iene7.eu/it/online-course/cultural-awareness/cultural-self-awareness/ For additional information and deepen understanding of the topic, you may find on the IENE website a list of learning resources at https://iene7.eu/learning-resources/cultural-competences-resources/</p> <p>Learning Outputs: In this topic, you will learn to explore advocacy for the patient’s human rights of older people including that of safeguarding</p>
Additional information or resources for different language groups, if case)	<p>-These activities/tasks are graded, and you may get 2 points if you post your comments on the Discussion board.</p> <p>-Please, note that the Learning tool may contain also the links to learning resources and individual tasks, for your additional information and deeper understanding.</p> <p>-For Videos: To access the video’s subtitles in English (when available), click on Settings / Subtitles. To translate subtitles, click on Automatic Translation (when available) and choose the language.</p> <p>-Additional information (including resources for different language groups) available on the List of Learning/Training Resources for Module 4-Topic 4</p>

Module 4 Quizz

1. Is cultural knowledge the first construct of the Papadopoulos, Tilki and Taylor Model for Cultural Competence?
 - True
 - False

2. Tick which of the following main constructs are part of the Papadopoulos, Tilki and Taylor Model for Cultural Competence?
 - a) Cultural sensitivity
 - b) Cultural awareness
 - c) Cultural knowledge
 - d) Cultural communication
 - e) Cultural competence
 - f) Cultural identity

3. Safeguarding is the sole responsibility of the health/social care of the managers in an organisation .
 - True
 - False

4. Over a third of people over 75 years of age have physical, mental or sensory impairments that restrict them to some extent.
 - True
 - False

5. Discrimination on the basis of age is prohibited in general terms by the treaties of the European Union.
 - True
 - False

PILOTING THE MOOC

The MOOC was piloted with 276 participants recruited by the partners from the target groups and other participants from Europe have enrolled to the MOOC via web.

A number of 16 trainers from partner organizations and volunteers have been trained to conduct learning activities in the MOOC.

The MOOC offered a better preparation of the caregivers, with impact on health care organizations at regional and European.

Delivering and piloting the course were carried out in the following steps:

-Disseminate information about the MOOC to targeted persons through e-mail, group discussions, social media, face to face meetings or direct phone contact, spreading out the brochures, flyers, posters and the Newsletter no. 3, press releases and articles for national media, presentation the MOC in different events, link to the MOOC on the organization's website and other websites, etc.

-Recruiting participants for the MOOC, from the target groups. Other participants are expected to enroll via web.

-Trainers from partner organizations, with the aid of facilitators conducting learning activities: they enrolled the recruited learners in the Languages groups and conducted the learning on the platform, tutoring their learning, groups' activities, involving learners in cooperative learning and communication using, blogs, discussion board, journals, wikis as well as assessing the achievements.

The facilitators selected and trained by the partners, facilitated the learning for participants, enrolled via website: these participants were put in groups. Each group had one or more facilitators.

-Providing technical support to MOOC facilitators and participants.

-Collecting data about the learning results, evaluation of the the Model, Curriculum, learning methodology, content and resources and making the Report of the MOOC evaluation.

-Publishing the MOOC on the project platform, including the methodology, content and evaluation results.

Training methodology

The training methodology was based on co-learning through co-creation. The activities were primarily based on individual learning activities, and by group co-learning, co-creation activities or sharing information in the MOOC community such as personal reflections on discussion boards and personal contributions with posts on the blogs, wikis, journals, sharing files etc.

On the MOOC community, the participants publish the avatars or information about them. They also was contacted by mail, from the platform.

Users were enrolled by the instructors or registered via web. They were completed the course in a period of six weeks. The students were graded after completing all modules, the final assessment quiz and the course

evaluation questionnaire. The participant who completed the course and have earned a number of points, they received certificates and obtained badges.

SAMPLES OF THE LEARNING ACTIVITIES

WEEK 1–INTRODUCTION

Activity 1: Welcome to the course ||Activitate 1: Bine ati venit la curs ! || Attività n.1: Benvenuti al Corso! ||Actividad 1: ¡Bienvenidos al curso!

The screenshot shows a discussion forum interface. At the top, there is a navigation bar with a 'Discussion' tab, a '33' indicator, navigation arrows, a 'Sort by Newest' dropdown, and a 'New Post' button. On the right side of the navigation bar are icons for search, information, a clock, and settings. Below the navigation bar, there are four posts, each with a user profile picture, name, timestamp, and content. The first post is from MIHAI ADRIANA, dated 5/7/2019 at 6:13 PM, with a progress indicator of 0%. The second post is from IONESCU LEODORA, dated 5/7/2019 at 2:33 PM, with a progress indicator of 0%. The third post is from Adelaida Salvador, dated 5/7/2019 at 2:22 PM, with a progress indicator of 100% and a 'Hide 1 comment' link. The fourth post is from Patricia Rocamora Pérez, dated 5/8/2019 at 1:52 PM, with a progress indicator of 0%.

Discussion 33 < > Sort by Newest New Post Search Information Clock Settings

MIHAI ADRIANA 5/7/2019 at 6:13 PM 0%
Hello. My name is Adriana Mihai. I'm from Craiova, Romania, and I'm glad to be here.
add your response

IONESCU LEODORA 5/7/2019 at 2:33 PM 0%
Hello! I'm Leodora Ionescu, from Romania, Craiova city. I'm glad to be take part in this course and to enrich my experience in the care of the elderly people and exchange experience with people from other countries.
add your response

Adelaida Salvador 5/7/2019 at 2:22 PM 100%
Hola, tengo una duda y es que como se yo que esta actividad ya me lo a contado porque no me sale nada a respecto? Gracias
Hide 1 comment

Patricia Rocamora Pérez 5/8/2019 at 1:52 PM 0%
Hola, Adelaida! Muchas gracias por tu comentario e interés. No debes preocuparte por ello, ya que en principio toda nuestra actividad "deja huella" y queda registrada en la plataforma, de forma que posteriormente puede ser rescatada y evaluada. En cualquier caso, lo comentaremos con los socios rumanos responsables de toda la cuestión técnica.Muchas gracias y mucho ánimo con el curso!

Activity 2: Give your consent Quiz || Chestionar de consimtamant|| Dai il tuo consenso compilando il Questionario || De su consentimiento

Quiz **49+** < > Sort by Newest

[5/30/2019 at 11:36 PM](#) Militarú Bianca Florina

[5/30/2019 at 11:31 PM](#) Buzuc Elena Rectangulară Său

[5/30/2019 at 1:34 PM](#) Noelia Navarro Gómez

[5/29/2019 at 7:10 PM](#) María del Carmen Martinez Zurita

[5/22/2019 at 10:02 PM](#) Chinwe Akamnonu

[5/20/2019 at 1:06 PM](#) ASCENSIÓN JIMÉNEZ CEPERO

Activity 3: What is the MOOC? || Activitate 3: Ce este MOOC? || Attività n.3: Cos'è il MOOC? ||Actividad 3: ¿Qué es el curso MOOC?

Discussion **23** < > Sort by Newest [New Post](#)

Martina Sciacca Report Like 0 %
[5/7/2019 at 1:15 PM](#)
Non avevo mai sentito parlare di questo metodo di apprendimento MOOC, sembra molto utile soprattutto perchè puoi seguire il corso nel momento della giornata che preferisci

Calota Daniel Report Like 1 %
[5/7/2019 at 12:34 PM](#)
Interesting course and it's well explain in the video.

Roberta Sciacca Report Like 0 %
[5/7/2019 at 12:18 PM](#)
A very interesting video that explains and introduces the MOOC .

Busoiu Letitia- Floarea Report Like 1 %
[5/7/2019 at 11:58 AM](#)
A very interesting course! I can not wait to find more!

Activity 4: How can you succeed in the MOOC || Cum poti sa reusesti in MOOC || Come puoi riuscire a usare bene il MOOC? || ¿Cómo tener éxito en el curso MOOC?

Discussion 23

add your response

NEW Dimieru Roxana - Gabriela Report
5/10/2019 at 9:09 PM
Very useful informations in this videos

add your response

NEW Rafael Santiago Report
5/10/2019 at 3:47 PM
¡Hola! La plataforma esta genial veo que es una manera efectiva de aprender. Ánimo para todos.
[Hide 1 comment](#)

NEW Patricia Rocamora Pérez Report
5/13/2019 at 1:13 PM
¡Hola, Rafael! Muchas gracias. Deseamos que sigan aprendiendo y disfrutando con el curso.

add your response

NEW Alina Savu Report
5/10/2019 at 3:26 PM
Clear and precise information was shared in this video!

Activity 5: Introduce yourself || Prezentati-va || Presentati || Presentación

Discussion 49+

Sort by Newest

New Post

Albert IRAMBESHYA Report
6/6/2019 at 2:55 PM
My expectation is to meet caregivers to old people and share with them their experiences.

add your response

Albert IRAMBESHYA Report
6/6/2019 at 2:54 PM
Hello, everybody, I am Albert Irambeshya I am a student in Bayreuth University in Germany. i am conducting a research on social protection of elderly people




add your response

Sian Chinwuba Report
6/4/2019 at 8:16 PM
Hello. I know I'm a little Late. Been very busy. My name is Sian. I am a student nurse, 1st year. Cultural competence is very important as many people we come across in the healthcare profession come from different cultures, backgrounds and ethnicity. I believe knowing and understanding cultures better will improve the healthcare of individuals as well as effective care for nurses



add your response

María del Carmen Martinez Zurita Report
6/4/2019 at 3:26 PM
Hola mi nombre es Mari Carmen y soy auxiliar de enfermería en una residencia de tercera edad en Almería, y quiero realizar este curso para ampliar conocimientos y adquirir habilidades sociales que pueda poner en práctica en el día a día de mi trabajo. Un saludo



Activity 6: Pre-course questionnaire || Chestionar de pre-curs || Questionario prima del Corso || Cuestionario precurso

Quiz **49+** < >  Sort by Newest  



add your response

 [5/30/2019 at 6:12 PM](#)  Nedeia Clemantina



add your response

 [5/30/2019 at 5:19 PM](#)  Mirea Ana-Maria



add your response

 [5/25/2019 at 10:03 PM](#)  Charo Hernández García



add your response

 [5/24/2019 at 8:20 PM](#)  anderson abiodun

add your response

 [5/24/2019 at 1:12 PM](#)  Noemi Romeo

add your response

 [5/23/2019 at 4:13 PM](#)  Miriana Di Spalatro


add your response

WEEK 2: MODULE 1- CULTURAL AWARENESS

Day 1: Cultural Self-Awareness Il Ziua 1:Constientizarea culturii proprii Il Giorno 1:Auto-Consapevolezza Culturale Il Día 1: Autoconciencia Cultural


Discussion **49+** < > 4/6 Sort by Newest ▾ New Post 🔍 ⓘ ⌚ ⚙️

add your response

 **Manelaine Bolla** 5/25/2019 at 12:40 AM 👍 👎 🗨️ 📄


The image in the presentation shows two people looking at a number on the floor. The problem is, they are both on a different angle so each sees a different number from their point of view. I think, in order to get to an agreement, they should both decide which number they want to see, and both should agree to look at the image on the same perspective.

[Hide 1 comment](#)

 **Sian Chinwuba** Report 6/9/2019 at 3:45 PM 👍 🗨️ 📄 Like 0


I think regardless of that, it is important for them to try and understand why and how they are seeing different numbers in order to make an agreement 'possible'. but i do understand where you are coming from in terms of looking at the image from the same agreed perspective.

add your response

 **Patrizia Di Vara** 5/24/2019 at 10:05 PM 👍 👎 🗨️ 📄

La chiave di tutto è attivare un atteggiamento interculturale. Esso non nasce in modo spontaneo, mentre è spontaneo il timore del diverso; questo atteggiamento va costruito e sostenuto sulla base di conoscenze e di convinzioni.


add your response

 **Noemi Romeo** 5/24/2019 at 1:18 PM 👍 👎 🗨️ 📄

L'immagine mostra una cosa molto importante che nella vita ognuno di noi ha il proprio punto di vista, sbagliato o giusto che sia, bisogna rispettarlo. L'unica soluzione per mettersi d'accordo è imparare l'uno dall'altro condividendo opinioni, pensieri


Day 2: Awareness of the others' culture, acknowledgement of clients/patients' diverse cultural identities

Discussion **49+** < > ++ Sort by Newest ▾ New Post 🔍 ⓘ ⌚ ⚙️

 **María José Morales Gázquez** 5/25/2019 at 2:13 PM 100%


Like my fellows, I also believe that the nonverbal aspects of communication play a very important role in the understanding of people. Without going any further, myself, as a Spaniard who is learning English, nonverbal communication is essential to contextualize and improve my communication with people. And my score is: non-verbal 5, volumen, distance 4, verbal language, 3

add your response


 **Manelaine Bolla** 5/25/2019 at 1:26 AM 0%

The tone, volume and pitch of one's voice can contribute to effective verbal communication. Facial expressions, touch, body movements, eye contact are some of the factors that can contribute to non verbal communication.

[Hide 2 comments](#)

 **María José Morales Gázquez** 5/25/2019 at 4:09 PM 100%


Totally agree. I think the caregiver's work has a big part of non verbal communication, over all when our patients are suffering pain, worries...

 **Sian Chinwuba** 6/9/2019 at 3:53 PM 0%

This is extremely true. I have experienced a not so friendly tone which made me completely interpret the person's communication and intention the wrong way. Tone is very


Day 3: Effects of culture on health beliefs and behavior

Discussion **49+** < > ++ Sort by Newest ▾ New Post 🔍 ⓘ ⌚ ⚙️

 **María Grazia Bonaccorsi** 6/2/2019 at 4:49 PM Report Like 1 0%


La caregiver deve sostenere l'anziano deve capire il suo stato d'animo abbattere le barriere culturali, approfondire la conoscenza capire il suo modo di essere aiutarlo e comprenderlo

add your response

 **Manelaine Bolla** 5/29/2019 at 11:38 PM 0%

In case no. 5, the healthcare professionals seemed to have the skills and knowledge on giving the patient's diagnosis. The main weak point is the lack of trained interpreters. It's alright that they let the patient bring in a family member to interpret for him on his appointment days, but clearly, each family member had different opinions. It wasn't clear whether relevant information were being relayed to properly. Also, it seems like the patient's care plan was not planned properly. The case also stated that socioeconomic status has a big impact on a patient's care. In Mr C's case, he has a low income and has a lack of insurance, so these can contribute to him receiving a quick and effective treatment.

[Hide 2 comments](#)

 **Sian Chinwuba** 6/9/2019 at 4:21 PM 0%

I agree with you on the families being the interpreter. It can be challenging especially when heir opinions/feedback is unclear, making it biased and hard for the nurse to feel confident enough that the information given was accurate and understood

Day 4: Awareness of cultural-stereotyping and how to avoid it

Discussion **49+** < > Sort by Newest New Post

add your response

Sian Chinwuba Report Like 0 %
6/9/2019 at 4:48 PM

it would be lovely if people take time out to get to know people on an individual and personal bases to help open their eyes and broaden their knowledge. in this way, we could help educate other people and be less judgemental and stereotypical towards others around us, especially if you know what it feels like to be categorised and judged according to how you look or what you say or do.

add your response

Sian Chinwuba Report Like 0 %
6/9/2019 at 4:45 PM

TASK 1: Lady on left: She may feel she is lonely or probably feel like she doesn't fit in like the rest of the people around her that is her age. She is dependent on mobility aid and looks frail. Lady on the right looks like she has more strength and proves that she is independent. TASK 2: the pictures (muslim, hair and eye): I feel that stereotyping is a form of ignorance and arrogance. the boy holding the image of him not being a terrorist due to his religion and this mainly stems from the media He probably feels frustrated that people are so quick to judge. He may be the most friendliest person. the girl holding the image of her being able to see shows that people may judge her based on the fact that she wears glasses and probably has the worst eyesight when she may only just need glasses for mild correction. That doesn't go to say that she is completely 'blind;' without wearing her glasses. the 3rd picture of the beautiful girl expressing that her lovely hair is

[----- show full post -----](#)

add your response

Day 5: Quiz for Module Cultural Awareness II Test II Quiz II Prueba

Quiz **49+** < > Sort by Newest Search Info Clock Settings Dropdown

Resume
Started Wednesday, July 03, 2019 1:02 PM
No time limit


Once answering to all questions, submit the quiz for grading. Each question has 2 points grading setting; in total you may get 10 points, if you answer correct to all questions.	Odata ce raspundeti la toate intrebarile, trimiteti testul pentru notare. Fiecare întrebare are 2 puncte; în total puteți obține 10 puncte, dacă răspundeti corect la toate întrebările	Una volta che hai risposto a tutte le domande, invia il quiz per la valutazione. Ogni domanda ottiene 2 punti di valutazione; in totale puoi ottenere 10 punti, se rispondi correttamente a tutte le domande.	Una vez que responda a todas las preguntas, envíe el cuestionario para la calificación. Cada pregunta vale 2 puntos; en total puede obtener 10 puntos, si responde correctamente a todas las preguntas.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Submission Date	Author	Grade
7/11/2019 at 9:45 PM	Alina Draghici	100 %
<i>add your response</i>		
7/8/2019 at 7:44 PM	Deborah Sbriglio	60 %
<i>add your response</i>		
7/1/2019 at 4:39 PM	Silvia Pizzini	80 %


WEEK 3: MODULE 2-CULTURAL KNOWLEDGE


Day 1: Systems of health and social care II Systeme de sanatate si ingrijire sociala II Sistemi di assistenza e di cura sociale II Sistemas de salud y asistencia social


Discussion **49+** < > + Sort by Newest ▾ New Post 🔍 ⓘ ⌚ ⚙️ ▾

 Albert IRAMBESHYA 5/21/2019 at 11:48 PM
Culture diversity has an influence on health belief of elderly people in the way what people value, and acknowledge in their culture is very important on how they behavior. So a caregiver must be aware of value, behavior and attitude of the elderly he/she is supposed to give care.

add your response

 Rosa Leonardi 5/21/2019 at 9:17 PM
il caregiver deve condidere con il paziente tutto,oltrepassando i condizionamenti,perchè solo così si realizza una comunicazione empatica.
[Hide 2 comments](#)


 Albert IRAMBESHYA 5/21/2019 at 11:55 PM
I support your idea because sharing every thing with the patient increase trust and good communication with him/her, and in that way the patient feels that you really worry about his/her situation

 Manuela Mauceri 5/22/2019 at 11:41 PM
Good exchange, guys!

Day 2: Cultural aspects of ageing II Ziaa 2: Aspecte culturale ale imbatranirii II Giorno n.2 Aspetti culturali dell'invecchiamento II Día Aspectos culturales del envejecimiento


Discussion 49+ < > Sort by Newest New Post Search Info Clock Gear

add your response

 Sian Chinwuba [Report](#) 6/14/2019 at 9:54 PM Like 0 %


What differences are there between your culture and theirs?- The culture i grew up in don't necessarily regard their elders whereas my home culture does. Are there any striking similarities?it depends on which similarity we are talking about. In terms of upbringing, no. But in terms of still trying to regard and treat people accordingly, yes.

Hide 1 comment

NEW  Chinwe Akamnonu 6/30/2019 at 7:43 PM Like 0 %

In my culture, the younger ones have much respect for the older people but where I live, the older ones are not respected as they ought to. Older ones are left to live alone with carers coming in to attend to them.

add your response

 Sian Chinwuba 6/14/2019 at 9:52 PM Like 0 %

q? What are common perceptions of older people within your culture?- Some may think that they need to be respected and valued because of the stage in their life they are in. Because they are elder, the need to be cared for as they cared for their young when they were younger before they reached the stage they are in now. I also believe in my culture, they say that you give back to those who gave to you because we will once reach their stage. q) If you think these perceptions are unhelpful stereotypes, how might these perceptions is changed to more accurately reflect the older population?I don't necessarily think they are unhelpful stereotypes because i feel like there is some truth in what has been said. But something I disagree with is forcing people to respect elders because they are older. This is because respect is earned. Some elderly people feel like they are entitled to respect based on their age and personally believe that don't some shouldn't look down on the younger generation just because they are old. I feel like these perceptions can be changed if everyone sees each other as one and learns to respect each other on individual basis rather than because she/he is younger, it's a must that

Day 3: Cultural expressions of loneliness and suffering

Discussion **49+** < > Sort by Newest New Post

add your response

Bronwyn Evans 5/27/2019 at 5:23 PM

I agree with Albert Irambeshya and Alfonsade Adewumi. The story of the abandoned elderly lady is very sad and highlights some of the unkinde views that our societies hold. However, we do not know the whole story and are very quick to judge, which is easily done when only given a snap shot of a situation and is typical of our human nature.

Please, do not misunderstand me here, I do not believe that abandoning an elderly lady, or anyone for that matter, on the side of the road is acceptable in any situation. What I am more interested in is the answers to the whys. Why was this lady not included in the extended family? Why did this man feel that this was the only answer to this situation? If there were so wealthy then why abandon her in the first place? Etc...

It is my experience that people do desperate things in desperate times, so maybe this was the only way this man could get the support his mother needed because he could not afford to help her and was too ashamed to admit it to her? Or, maybe he simply was just a cruel and heartless individual that saw his mother as an unwanted burden?

I wish I could understand the other comments on this feed, but sadly Google translate is not up to the challenge.

[^ collapse post](#)

add your response

IONESCU LEODORA 5/27/2019 at 5:14 PM

familia, legaturile sociale si de munca sunt necesare batranului pt asigurarea sentimentului de valoare si utilitate a muncii sale.


add your response

NUTA IULIANA MIHAELA 5/26/2019 at 11:38 PM

Day 4: Dementia and influence of culture | Zia 4: Dementia si influenta culturii | Il Giorno n.4: Demenza e influenza della cultura | Día 4: Demencia e influencia de la cultura


Discussion **49+** < > Sort by Newest New Post

<p>a) Join Discussion board and based on this sheet, write a post with your comments about how minimize the occurrence of the behavior presented (What happened? Why did it happen? What were the triggers to the behavior? What can the caregiver do to achieve a better outcome?)</p> <p>d) Read 2-3 posts of your peers and give them feedback.</p> <p>This task is graded and you may get two points if you post your comments.</p>	<p>Alaturati-va Discutie si, pe baza acestei foi, scrieti un mesaj cu comentariile despre cum sa minimalizati aparitia comportamentului prezentat (Ce sa intamplat? De ce s-a intamplat? Care au fost cauzele declansarii comportamentului? Ce poate face ingrijitorul pentru a obtine un rezultat mai bun?)</p> <p>d) Cititi 2-3 postari ale colegilor dvs. si oferiti-le feedback.</p> <p>Aceasta sarcina este evaluata si puteti obtine doua puncte daca postati comentariile dvs.</p>	<p>Partecipa al forum e, in base a questo foglio, scrivi un post con i tuoi commenti su come ridurre al minimo l'insorgenza del comportamento presentato (che cosa è successo? Perché è successo? Quali sono stati i fattori scatenanti del comportamento? Cosa può fare il caregiver per ottenere un risultato migliore?)</p> <p>d)Leggi 2-3 post dai colleghi e fornisci loro un feedback.</p> <p>Questo compito è valutato e puoi avere 2 punti se posti i tuoi commenti</p>	<p>lic en el botón <i>Unirse al tablero de discusión</i> y, basándose en esta hoja, escriba comentarios sobre cómo minimizar la aparición del comportamiento presentado (¿Qué sucedió? ¿Por qué ocurrió? ¿Cuáles fueron los factores desencadenantes del comportamiento? ¿Puede el cuidador hacer algo para lograr un mejor resultado?)</p> <p>d) Lea 2-3 publicaciones de sus compañeros y ofrezcales su opinión.</p> <p>Esta tarea se califica y puede obtener dos puntos si publica sus comentarios.</p>
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 **Manelaine Bolla** Report
6/3/2019 at 2:40 PM

In the first part of the video, the caregiver just went in the lady's room and started telling her what to do. She failed to introduce herself. For people with dementia, we must always introduce ourselves and use a kind and calming voice. We must also be patient and understanding as they can feel straightaway in one's voice if someone is stressed or angry or bossy. The tips given were helpful. Reassurance, politeness and distracting techniques are all helpful in providing an effective care to someone with dementia.

[Hide 1 comment](#)

 **Sian Chinwuba** Report
6/14/2019 at 10:31 PM

Definitely understand and agree with you. This is a good way of approaching things

 **eva Ramos Gonzalez** Report
5/30/2019 at 12:22 AM

el video de la agresividad del alzheimer me parece una paciencia de diez , como se la lleva a su terreno para que se levante de la cama para desayunar a pesar de que le a costado lo suyo . con que paciencia y cariño le habla para poder convencerla.

Day 5: Quiz for Module Cultural knowledge

Quiz 49+ ◀ ▶ 🗨️ Sort by Newest 🔍 ℹ️



Resume

Started Friday, July 05, 2019 10:45 AM
No time limit

Instructions :

This quiz is for evaluating your knowledge acquired in the module Cultural Knowledge.

The quiz has 5 questions based on the four topics learned in this week. You may quickly review the content of PPT presentations, available for each topic and can find answers for the questions.

Click on each question and answer it.

You have to give Short answer, Fill in the blank, Choose from multiple answers or True/False. For some questions, after answering you may see the feedback with correct answer.

Once answering to all questions, submit the quiz for grading.

Each question has 2 points grading setting; in total you may get 10 points, if you answer correct to all questions.

Instructiuni :

Acest test este pentru evaluarea cunostintelor dobandite in modulul Cunostinte culturale.

Testul are 5 intrebari bazate pe patru subiecte invatate in aceasta saptamana. Puteti revizui rapid continutul prezentarilor PPT disponibile pentru fiecare subiect si puteti gasi raspunsuri la intrebari.

Faceti clic pe fiecare intrebare si raspundeti la aceasta.

Trebuie sa dati un raspuns scurt , Completati spatiul liber, Alegeti din mai multe raspunsuri Adevarat / Fals. Pentru cateva intrebari, dupa ce ati raspuns, puteti vedea raspunsul corect.

Dupa ce raspundeti la toate intrebarile, trimiteti testul pentru evaluare.

Fiecare intrebare are 2 puncte; in total puteti obtine 10 puncte, daca raspundeti corect la toate intrebarile.

Istruzioni:

Questo questionario serve per la valutazione delle conoscenze acquisite nel modulo Conoscenza Culturale

Il questionario contiene 5 domande sulla base dei 4 Topic imparati questa settimana. Puoi rivedere velocemente i contenuti sulla presentazione in PPT, disponibile per ogni topic e trovare le risposte alle domande poste.

Clicca su ciascuna domanda e rispondi. Devi dare una breve risposta, compilare le parti bianche, scegliere da una serie di risposte Vero/Falso. Per alcune domande, dopo aver risposto, puoi vedere il risultato e la risposta corretta.

Una volta risposto a tutte le domande, invia il questionario perché venga valutato.

Ogni domanda ha 2 punti di valutazione; in totale puoi ottenere 10 punti, se rispondi correttamente a

Instrucciones:

Este cuestionario es para evaluar los conocimientos adquiridos en el módulo de Conocimiento Cultural.

El cuestionario tiene 5 preguntas basadas en los cuatro temas aprendidos en esta semana. Puede revisar rápidamente el contenido de las presentaciones PPT, disponibles para cada tema y puede encontrar las respuestas a las preguntas.

Haga clic en cada pregunta y responda.


Tiene que dar una respuesta breve, completar el espacio en blanco, elegir entre varias respuestas o Verdadero / Falso. Para algunas preguntas, después de responder puede ver los comentarios con la respuesta correcta.

6/7/2019 at 10:17 AM	CÉSAR RAÚL RODRÍGUEZ MARTÍN	60%
add your response		
6/5/2019 at 6:11 PM	Zaksongo Denise	100%
add your response		
6/5/2019 at 6:10 PM	Zaksongo Denise	100%
add your response		
6/5/2019 at 10:42 AM	Dimieru Roxana - Gabriela	100%
add your response		
6/4/2019 at 8:16 PM	Vita Aiello	100%
add your response		
6/4/2019 at 7:16 PM	leucia varasano	100%
add your response		
6/4/2019 at 7:14 PM	leucia varasano	80%
add your response		

WEEK 4: MODULE 3- CULTURAL SENSITIVITY

Day 1: Intercultural Comunicación II Ziuu 1: Comunicare interculturala II Giorno n.1 Comunicazione Interculturale II Día 1: Comunicación Intercultural


Discussion 49+ < > + Sort by Newest New Post 🔍 ⓘ ⌚ ⚙️

 **María José Morales Gázquez**
6/6/2019 at 12:15 PM

My strategies for communication include a large dose of active listening capacity and gathering information from the environment. This makes it easier for me to understand the other, and from that understanding, communicate with the other trying to put myself in his place and, at the same time, providing feedback so that the other person also receives information about me.


As for the stereotypes, I think they will be inevitable as long as we do not learn to see each and every person as a being in itself, and not as a representative of a culture.

[Hide 1 comment](#)


 **AFOLASADE ADEWUMI**
6/7/2019 at 4:19 PM

Yes i agree with you, but also sometimes the way you say something can be more important than what you say.

[Hide 1 comment](#)

 **Sian Chinwuba**
6/14/2019 at 10:39 PM

I agree with that. Tone i believe is more important than the words you use.


 **Giovanna Donzella**

Day 2: Culturally sensitive compassion, respect and acceptance

Discussion **49+** < > + Sort by Newest New Post 🔍 ⓘ ⌚ ⚙️

ganamos nosotras que nos acostumbramos a tratar con respeto a nuestros mayores.


add your response

 **Sian Chinwuba** Report
6/14/2019 at 10:44 PM 🔒 ✎ 🗑️ Like 0 %


Do you think it is necessary to gain these skills to provide quality care? I think it is very powerful to have the skills of compassion, care, understanding, listening skills because by doing that improves the life and mood of other people. It is the smallest things that makes the biggest changes in the way people feel and think.

Give an example of a situation in which you put in practice one or more of the fundamental values. By visiting one of the patients on my placement and just sitting there and keeping them company, I gave him the opportunity to be free with his thoughts and feelings. I gave him the right to just speak without the fear of being judged. I made sure that he knew I genuinely care and was interested in what he had to say.

[Hide 2 comments](#)

NEW  **Manelaine Bolla** Report
6/22/2019 at 12:05 AM 🔒 ✎ 🗑️ Like 0 %

I agree with- the smallest things can make a great impact to the way a person might think and feel, whether towards you or themselves.


NEW  **Valentina Calcagno** Report
6/30/2019 at 1:30 PM 🔒 ✎ 🗑️ Like 0 %

I agree, little things have a big power

Day 3: Client and family involvement


Discussion **49+** < > + Sort by Newest New Post 🔍 ⓘ ⌚ ⚙️

add your response


 **Albert IRAMBESHYA** Report
5/29/2019 at 6:31 PM 🔒 ✎ 🗑️ Like 0 %

My patients are people with different culture, different beliefs and values, so I have to consider all of these when dealing with them. This is also the same case for my co-workers because they have grown up in the environment different from mine. For my family we share the same values and culture.

[Hide 2 comments](#)

 **Albert IRAMBESHYA** Report
5/29/2019 at 6:33 PM 🔒 ✎ 🗑️ Like 0 %

What I can learn from them is their good values and cultural practices. The culture is always dynamic; it has to receive new values from the environment.

 **Runa Lazzarino** Report
5/30/2019 at 12:50 PM 🔒 ✎ 🗑️ Like 0 %

Thank you very much, Albert: it is very true, culture, as languages, religions, and habits for examples, are dynamic and keeps evolving and changing. It would be interesting to understand from your experience if there are any differences between dealing with multicultural families and with multicultural teams. What are the different issues at stake here? Thank you

Day 4: Working in multicultural teams

Discussion **49+** < > Sort by Newest ▾ New Post

Deborah Sbriglio Reported Approve 5/31/2019 at 5:02 PM Like 0 %

Non ho mai lavorato in un team multiculturale, ma mi piacerebbe molto apprendere e comprendere la diversità culturale in campo lavorativo. Magari, un giorno, se ne avrà la possibilità mi piacerebbe avere un confronto con un team di assistenti sociali provenienti da paesi diversi, così da poter confrontare il sistema dei servizi sociali italiano con quello straniero.

[Hide 1 comment](#)

Albert IRAMBESHYA 5/31/2019 at 6:12 PM %

You will learn many things when you will have the opportunities of working in multicultural diversity, this helps to adjust your behavior and your cultural practices to that of others.

Salvo Torrì 5/31/2019 at 1:33 PM %

Non ho mai lavorato in un'equipe di lavoro multiculturale, se non, nello specifico della cura della persona anziana, con le classiche badanti, generalmente provenienti dall'est Europa. Devo dire che personalmente lavorare in gruppi multiculturali è una esperienza fantastica (esperienza vissuta in altre tipologie lavorative) perchè arricchisce in modo enorme il mio bagaglio culturale, soprattutto per me che sono di natura curioso di imparare le tradizioni delle altre etnie. Quando mi ritrovo a confrontarmi con la classica badante dell'est avvio spesso interessanti dialoghi interculturali, mi piace conoscere le loro tradizioni, sia per ampliare il mio livello culturale, sia per trovarmi meglio durante la collaborazione lavorativa.

Day 5: Quiz for Module Cultural Sensitivity

Quiz	49+	Sort by Newest	Search	Info	Clock	Settings	
6/3/2019 at 2:31 PM	Bulga Corina	100%					
add your response							
6/3/2019 at 2:20 PM	Patrizia Angela Tracia	100%					
add your response							
6/3/2019 at 2:17 PM	Patrizia Angela Tracia	80%					
add your response							
6/3/2019 at 2:17 PM	Busoiu Letitia- Floarea	100%					
add your response							
6/3/2019 at 2:12 PM	Budulan Adriana - Ionela	100%					
add your response							
6/3/2019 at 2:10 PM	Butusina Adriana	100%					
add your response							
6/3/2019 at 2:08 PM	Buzatu Denis -Traian	100%					
add your response							

WEEK 5 - MODULE 4: CULTURAL COMPETENCES

Day 1: European law, national legislation, policies and guidelines and best practice

Discussion 49+ Sort by Newest New Post Search Info Clock Settings


Alina Savu
6/6/2019 at 3:49 PM
Because the population is ageing all over the world, not only in UE, there are several measures that need to be taken. For example, it is very important that all governments support the increasing of birth rate, but at the same time, education is also really important, so the percentage of young mothers (under 18) could be decreased and in this way the life expectancy of their children can increase. We should also take into account that an inadequate ratio of active population and retired persons, will lead to a poor quality of life for the elderly.
[Hide 1 comment](#)

Sian Chinwuba
6/19/2019 at 7:36 PM
i understand your view. Education is very important. Being more aware of certain things do put some things and ideas into better perspective
add your response

María José Morales Gázquez
6/6/2019 at 2:12 PM
Active aging aims to empower those who age through social participation, well-being and health. However, adequate policies were needed so that society could respond to this need of older people, who were increasingly numerous in Europe and in the world. Perhaps an aging society can promote change towards a more reflective, respectful and solidary world. Maybe the big change comes from the hand of the oldest.


Day 2: Culturally competent assessment

Discussion 49+ < > + Sort by Newest New Post 🔍 ⓘ ⌚ ⚙️

 Albert IRAMBESHYA 6/5/2019 at 8:42 PM

The key points in the presentation of Professor, she has explained what is cultural competence is being embodied in health care, she emphasized that cultural competence e as providing effective health care with respect of value, beliefs of patients in appropriate , acceptable and compassionate care, she also focused on the Tayolor model which is about the interconnection of cultural awareness, cultural knowledge, cultural competence and cultural sensitivity all together, she conclude with assessing planing using LEARN


add your response

 Albert IRAMBESHYA 6/5/2019 at 8:35 PM

The case of Mrs. Thomson, what happened she fall down in her way to her bed and didn't inform her care giver, when she got up in the morning she felt some pain in her back and hip, she then informed her care giver that she wanted to see the doctor. and the care giver considering her self she made a health assessment of Mr. Thomson and concluded that there was nothing to worry, bur later afternoon Mrs Thmson get worse and the doctor was called and concluded that an X-Ray was needed, when at the Hospital the X-Ray test concluded that Mrs Thomson had hip fracture and was kept in the hospital-what could have been done to avoid misunderstanding, Mrs Agnieszka could have made a health assessment of Mrs Thomson taking into consideration his dignity and values furthermore, she could have asked Mrs Thomson what happened so that to know what to do, but she didn't. - to ensure culturally competence and compassionate care to Mrs Thomson,

[show full post](#)


[Hide 2 comments](#)

 Runa Lazzarino 6/9/2019 at 2:09 PM

Thank you Albert, dignity, privacy and values are fundamental to compassionate and culturally competent care.


Day 3: Person centered care

Discussion 49+ < > + Sort by Newest New Post 🔍 ⓘ ⌚ ⚙️


 Albert IRAMBESHYA 6/6/2019 at 7:05 PM

After reading the article and the case of Mrs. Thomson, I found that there are some advice contained in the article which were not observed by the care giver of Mrs. Thomson. First of all the care giver Mrs. Agnieszka did not provide to Mrs, Thomson a person centered care. she did not focus on the interest of Mrs Thomson. the care giver forgot that Mrs. Thomson was an equal partner who has to be consulted and taking into consideration her opinion when planning for health care. The care giver did not ask about the needs of Mrs. Thomson neither she did not negotiate in order to make an acceptable plan for health care. the care giver make Mrs. Thomson is discomfort when she undressed her without her consent and this is prohibited in the articles. as a conclusion, the articles seems to give advice to Mrs. Agnieszka about her behavior toward Mrs Thomson.

[Hide 2 comments](#)

 Sian Chinwuba 6/19/2019 at 8:13 PM

I agree especially about the caregiver not observing certain things


NEW  Manelaine Bolla 6/22/2019 at 1:20 AM

I agree that the caregiver did not provide a person-centred care at all, no compassion whatsoever.

add your response


Day 4: Safeguarding and advocacy

Discussion 49+ < > Sort by Newest New Post 🔍 👤 🕒 ⚙️


 Albert IRAMBESHYA Report
6/7/2019 at 6:11 PM 👍 👎 🗨️ 🔗 📄 🔒 %

I think Mrs. Thomson's safeguarding and lack of advocacy can addressed in cultural competent way by first of all involving her in the process of safeguarding asking her what to do and make an agreement with her. Furthermore, the nurse could have taking into consideration the needs of Mrs. Thomson and ask her how she she feels and what caused the suffering that could have helped the care giver to advocate for the Mrs Thomson to her doctor. Furthermore, the care giver could have respect the right to private life of Mrs.Thomson and not undress her in undue concern all those could have been addressed if the care giver hve respected the right of Mrs Thomson and not neglect her.

[Hide 1 comment](#)

 Sian Chinwuba Report
6/19/2019 at 8:29 PM 👍 👎 🗨️ 🔗 📄 🔒 %

I agree. The nurse should have taken her needs into more consideration and include her in discussions and agreements

 Albert IRAMBESHYA Report
6/7/2019 at 5:51 PM 👍 👎 🗨️ 🔗 📄 🔒 %

The key points for the document: Safeguarding old people from abuse and neglect, the document give the legal frame work for safeguarding old people as highlighted in the Human rights Act of 1998 about a right of not to be subject to torture and degrading treatments. It emphasizes the aim of safeguarding adults, and give the category of adults who have to be safeguarded. it talks about the types of abuses such as financial,physical psychological, sexual, etc.it also gives advice about what to do when you suspect an abuse of adult (you have prior to discuss with the concerned adult before taking any action). The document also talks about different organs that may intervene when there is abuse ranging from the local authority to the court which may give a sanction when a crime was

Day 5: Assessment quiz for Module Cultural Competence

Quiz	Sort by Newest	Search	Info	Clock	Settings
6/20/2019 at 9:33 PM	Alexandru Lavinia	100 %			
6/20/2019 at 7:15 PM	ANA MARIA LOPEZ TORRES	100 %			
6/19/2019 at 9:00 PM	Sian Chinwuba	80%			
6/19/2019 at 1:59 PM	STANGA ILEANA	100%			
6/19/2019 at 1:47 PM	POPESCU FELICIA ELENA	100%			
6/19/2019 at 1:43 PM	SANDRU MIRELA DANIELA	100%			
6/19/2019 at 1:38 PM	TOMA CLAUDIA ELENA	100%			
6/19/2019 at 1:31 PM	STEFAN MIHAELA	100%			
6/19/2019 at 1:20 PM	PITURCA ANDREI DAVID	100%			

WEEK 6: SYNTHESIS AND ASSESSMENT

Activity 1

WEBINAR , 12 June , 12.30 (UK time)

Join Discussion	NEW POSTS	Info	Clock	Settings
<p>Activity 1: Meet with your instructor and classmates online in Course Room</p> <p>This real-time video conference that lets you to clarify the issues about what you have learned in this course. By participating in this webinar, you will see the presentations of the instructors, interact with instructors and colleagues, may ask questions and share your opinions.</p> <p>You will receive messages with more information about the date and time of the session.</p> <p>You don't have to install any software.</p> <p>At the established time, you have just to press the button Join Session, up, in the left panel to entry the Course Room.</p> <p>Turn on your audio and video, set your status or raise your hand using the Control panel</p>	<p>Activitatea 1: Faceti cunostinta cu instructorul si colegii de curs, online, in Course Room (Sala de Curs)</p> <p>Aceasta videoconferinta in timp real va permite sa clarificati problemele legate de ceea ce ati invatat in acest curs. Prin participarea la acest webinar, veti vedea prezentariile instructorilor, veti interactiونا cu instructorii si colegii, veti putea pune intrebari si impartasi opiniile.</p> <p>Veti primi mesaje cu mai multe informatii despre data si ora sesiunii.</p> <p>Nu trebuie sa instalati niciun software.</p> <p>In momentul stabilit, trebuie doar sa apasati butonul Join Session din panoul din stanga, sus, pentru a intra in Sala de Curs.</p> <p>Porniti audio si video, setati starea dvs. sau "ridicati mana" folosind panoul de control.</p>	<p>Attività n.1: Incontra il tuo istruttore e compagni di classe online nella Sala del Corso</p> <p>Questa è una videoconferenza in tempo reale che ti consente di chiarire i problemi relativi a ciò che hai appreso in questo corso. Partecipando a questo webinar, vedrai le presentazioni degli istruttori, interagirai con istruttori e colleghi, potrai porre domande e condividere le tue opinioni. Riceverai messaggi con ulteriori informazioni sulla data e l'ora della sessione. Non è necessario installare alcun software. All'ora stabilita, è sufficiente premere il pulsante Partecipa alla sessione nel pannello di sinistra per accedere alla Sala del Corso. Attiva audio e video, imposta il tuo stato o usa il pannello Controllo Collaborare, guarda</p>	<p>Actividad 1: Reúnase con su formador y compañeros de clase online en la "Sala del Curso"</p>	

FREE IENE7 WEBINAR

Cultural expression of suffering and loneliness in old age

12 June 2018 - 12:30-13:30

Come join us on this free webinar on "Cultural expression of suffering and loneliness in old age". The webinar will be delivered by

Professor Rena Papadopoulos and **Dr Runa Lazzarino** and hosted by **Alfonso Pezzella**, of the Research Centre for Transcultural Studies in Health.

The webinar is part of the IENE 7 project, "Improving communication, intercultural and social skills for migrants who work as caregivers of elderly people in Europe". Visit <https://iene7.eu/> for more information.

Here is the link to the webinar room: <http://breeze.mdx.ac.uk/iene7webinar/>.


The webinar will start at **12:30** (UK Time) sharp. Please make sure you login into the room at least 15/20 minutes before to make sure you have all the necessary software installed.

Have your questions ready for the discussion session!

You can also follow the webinar on your mobile phone by downloading the Adobe Connect App and entering the room link. For more instructions, please visit: <https://www.adobe.com/content/dam/acom/en/products/>

Activity 2: My MOOC journey || Calatoria mea MOOC || Il mio viaggio MOOC || Mi viaje por el curso MOOC

Discussion **49+** < > Sort by Newest New Post 🔍 ⓘ ⌚ ⚙️

 **María José Morales Gázquez** 6/25/2019 at 2:53 PM

What are the main achievements I got while learning?


Working caring for the elderly can be hard and intense. Knowing the experiences and emotions of others has been very positive.

What is the impact of learning in my future profession?

Being aware of my own cultural stereotypes will help me overcome them and work with people in an environment of cultural awareness and respect.


What will you do differently as a result of your learning?

Mature as a human being, improve my human quality and therefore my work.

 **María José Morales Gázquez** 6/25/2019 at 2:46 PM

This course has been very interesting. Free and online, it allowed me to work at any time.

On the other hand, learning about this topic and sharing with other different points of view has been very enriching. Thank you to everyone for share and made this course possible.

 **Simona Puglisi** 6/23/2019 at 6:53 PM

Sono molto felice di aver partecipato a questo corso, l'ho trovato interessante sia per i temi affrontati ma soprattutto per il modo, mi ha permesso di seguire gli argomenti e partecipare alle discussioni agli orari a me più consoni inoltre mi ha permesso di conoscere le opinioni e le esperienze delle altre persone sui temi

Manelaine Bolla 6/22/2019 at 12:37 AM

I have enjoyed taking part in this course. It has been great as I was doing it in my own time and space. Unfortunately, I was not able to join in the webinars because I had other commitments. I now have an added insight about cultural awareness, cultural competence and cultural sensitivity. I would be able to apply these in my role as I deal with a diverse group of patients.

add your response

AFOLASADE ADEWUMI 6/20/2019 at 1:41 AM

I have enjoyed taking part in this course even though it has been difficult to join in the web discussions due to other commitments. I have gained invaluable knowledge and awarenesses which I will be using in my new role.






















add your response

Sian Chinwuba 6/19/2019 at 9:06 PM

I now have a little more insight of cultural competence and knowledge from different perspectives, teachings and opinions from the course as well as different people's opinions and understanding of things. It has opened my eyes a little especially learning about 'judgement' and not being too quick to judge. It has taught me the importance of communication. There are quite a few things I've learnt but these are the ones that caught my attention. It has made me want to be more sensitive towards elderly people.

Activity 3: Summative assessment || Evaluarea sumativa || Valutazione complessiva || Evaluación

Quiz **49+** < > **Sort by Newest** 🔍 ⓘ ⌚ ⚙️ ▾

	6/8/2019 at 7:27 AM	 Maria Grazia Bonaccorsi	%	
<i>add your response</i>				
	6/7/2019 at 7:23 PM	 Gaia Alessia Buscemi	%	
<i>add your response</i>				
	6/7/2019 at 4:41 PM	 Maria Grazia Bonaccorsi	%	
<i>add your response</i>				
	6/7/2019 at 2:55 PM	 AFOLASADE ADEWUMI	%	
<i>add your response</i>				
	6/7/2019 at 1:07 PM	 Tiago Horta Reis da Silva	%	
<i>add your response</i>				
	6/6/2019 at 11:13 PM	 Yasmina Fernández Martínez	%	
<i>add your response</i>				
	6/6/2019 at 10:58 PM	 Cristina Sanzaro	%	
<i>add your response</i>				

Activity 4: Post -course questionnaire || Chestionar post-curs || Posta il questionario del Corso || Cuestionario tras el curso

Quiz	49+	<	>	Sort by Newest	Search	Info	Clock	Settings
add your response								
6/19/2019 at 10:11 AM	Chelaru Paunica							100%
add your response								
6/19/2019 at 10:04 AM	GAVRILA FLORENTINA-MIHAELA							100%
add your response								
6/18/2019 at 10:01 PM	DENICU MADALINA							100%
add your response								
6/18/2019 at 9:45 PM	COANDA MARIANA							100%
add your response								
6/18/2019 at 9:37 PM	Croitoru Beatrice-Alina-Elena							100%
add your response								
6/18/2019 at 9:27 PM	Balaci Cristiana							100%
add your response								
6/18/2019 at 7:54 PM	Sophie Hamber							100%

Activity 5: MOOC evaluation questionnaire

Quiz	49+	<	>	Sort by Newest	Search	Info	Clock	Settings
6/18/2019 at 9:38 PM	Croitoru Beatrice-Alina-Elena							%
add your response								
6/18/2019 at 9:29 PM	Balaci Cristiana							%
add your response								
6/18/2019 at 1:10 AM	Lucia Russo							%
add your response								
6/18/2019 at 1:07 AM	Lucia Russo							%
add your response								
6/18/2019 at 1:06 AM	Lucia Russo							%
add your response								
6/17/2019 at 9:44 PM	Moulaye Diebate							%
add your response								
6/17/2019 at 11:57 AM	noelia navarro Navarro Gómez							%
add your response								



<p>Course achievement badge: This badge will be awarded the participants who engaged with individual learning activities, completed the quizzes and have accrued minimum 50 out of 100 points awarded from the four module quizzes and Final.</p>	<p>Insigna de realizare a cursului: se va acorda participantilor care s-au implicat in activitati individuale de invatare, au completat chestionarele si au acumulat minimum 50 din 100 de puncte acordate pentru cele patru teste de la module si pentru testarea finala.</p>	<p>Distintivo per il conseguimento del corso: questo badge sarà assegnato ai partecipanti che si sono impegnati con attività di apprendimento individuali, completato i questionari e che hanno accumulato almeno 50 punti su 100 assegnati dai questionari ai quattro moduli e dal questionario Finale.</p>	<p>Credencial de aprovechamiento del curso: esta credencial se otorgará a los participantes que realizaron actividades de aprendizaje individuales, completaron los cuestionarios y acumularon un mínimo de 50 de los 100 puntos posibles a obtener en los cuatro cuestionarios y la evaluación final.</p>
<p>Group contribution badge: This badge will be awarded to those individuals who engaged group activities sharing information, participated in discussion board and provided peer feedback. Such individuals would have accrued 70 out of 100 points awarded for participation in group learning activities.</p>	<p>Insigna contributiei grupului: aceasta va fi acordata acelor persoane care au angajat activitati de grup, care au accesat informatii, au participat la discutii si au oferit feedback. Astfel de persoane au acumulat 70 din 100 PUNCTE pentru participarea in grupul activitatilor de invatare.</p>	<p>Distintivo per aver contribuito al gruppo: questo distintivo sarà assegnato a coloro che hanno intrapreso attività di gruppo condividendo informazioni, partecipato al Forum di discussione e fornito feedback ai colleghi. Queste persone hanno accumulato 70 punti su 100 assegnati per la partecipazione ad attività di apprendimento di gruppo.</p>	<p>Credencial de aprovechamiento con contribución grupal: esta credencial se otorgará a aquellas personas que participaron en actividades de grupo, que compartieron información, participaron en el foro de discusión y proporcionaron comentarios a otros compañeros. Estos individuos habrían acumulado 70 de los 100 puntos otorgados por la participación en actividades de aprendizaje en grupo.</p>
<p>Leadership badge: This badge will be awarded to those individuals who engaged in majority individual, group and community activities and completed the all the quizzes and summative assessment (My MOOC Journey). Such individuals would have accrued 90 out of 100 points awarded from the assignment pre-course quiz and course evaluation questionnaires.</p>	<p>Insigna de Leadership: Aceasta va fi acordata acelor persoane care s-au angajat in activitati individuale, de grup si in comunitate, au completat toate chestionarele si au realizat evaluarea sumativa (My MOOC Journey). Astfel de persoane au acumulat 90 din 100 de puncte acordate pentru evaluarea chestionarului de pre-curs si chestionarelor de evaluare a cursului.</p>	<p>Distintivo di leadership: questo distintivo sarà assegnato a coloro che si sono impegnati nella maggior parte delle attività individuali, di gruppo e di comunità e completato tutti i questionari e la valutazione generale (Il mio Viaggio MOOC). Queste persone hanno accumulato 90 punti su 100 assegnati dal questionario di pre-corso e dai questionari di valutazione del corso.</p>	<p>Credencial de aprovechamiento y liderazgo: esta certificación se otorgará a aquellas personas que participaron en la mayoría de las actividades individuales, grupales y comunitarias y completaron todos los cuestionarios y la evaluación final (Mi viaje por el curso MOOC). Dichos individuos habrían acumulado 90 de los 100 puntos posibles, obtenidos de las pruebas previas al curso y los</p>

<p>All the partners will receive by e-mail the attendance certificate and badges.</p> <p>Those want to receive the paper certificate, must to complete the mailing information in their profile.</p> <p>Click on your name in Blackboard panel to complete the profile information. You may choose in prinance setting who can see your profile information: Only instructors or Anyone</p>	<p>Toti participantii vor primi prin e-mail certificatul de participare si insignele.</p> <p>Cei care doresc sa primeasca Certificatul pe hartie, trebuie sa completeze informatiile privind e-mailul in profilul lor.</p> <p>Faceti click pe numele dvs. in panoul Blackboard pentru a completa informatiile despre profil. Puteti alege setarea de confidentialitate pentru cine va poate vedea informatiile despre profil: Doar instructori sau Oricine.</p>	<p>Tutti i partner riceveranno per e-mail il certificato di presenza e i distintivi.</p> <p>Chi desidera ricevere il certificato cartaceo deve obbligatoriamente integrare le informazioni di spedizione nel proprio profilo.</p> <p>Scegli il tuo nome nel pannello Lavagna per completare le informazioni del profilo. Puoi scegliere in impostazioni private chi può vedere le informazioni del tuo profilo: Only instructors o Chiunque</p>	<p>Todos los socios recibirán por correo electrónico el certificado de asistencia y de aprovechamiento.</p> <p>Aquellos que quieran recibir el certificado en papel, deben completar la información de correo postal en su perfil.</p> <p>Haga clic en su nombre en el panel de Blackboard para completar la información del perfil. Puede elegir en la configuración de privacidad quién puede ver la información de su perfil: Only instructors o cualquier persona</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



REPORT ON DELIVERING AND PILOTING THE MOOC

PARTICIPANTS

Number of participants enrolled: **276** from which 233 participants provided personal data to complete the following table.

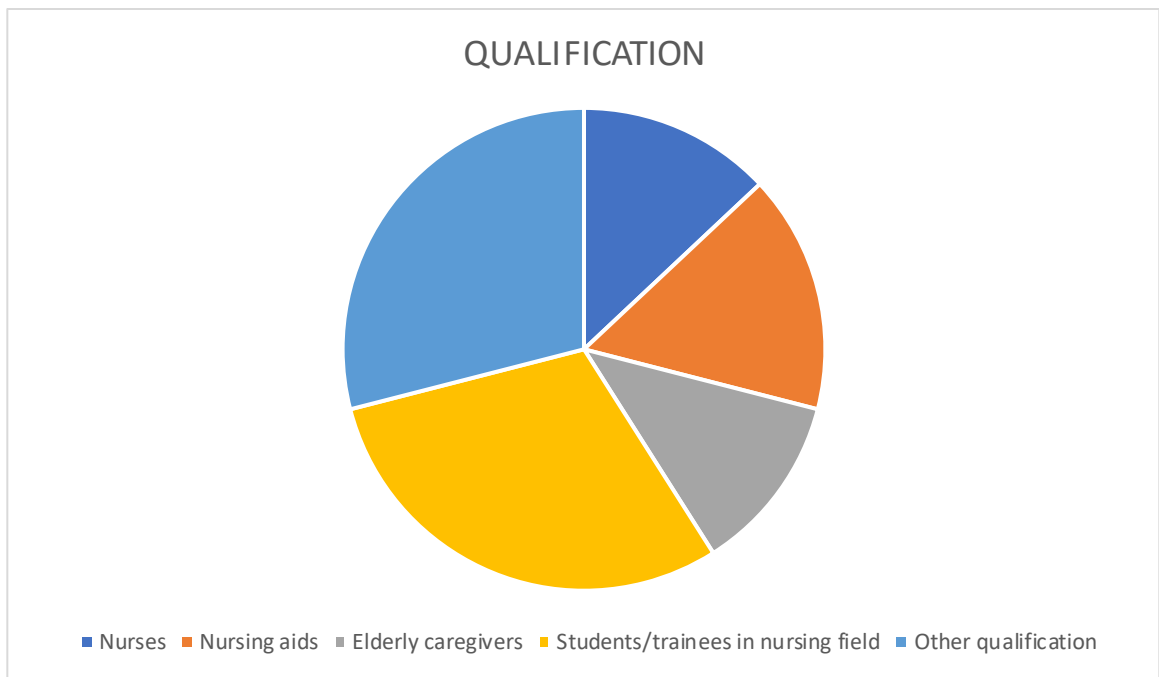
Number of participants who completed the course: 145

Number of language groups: 16

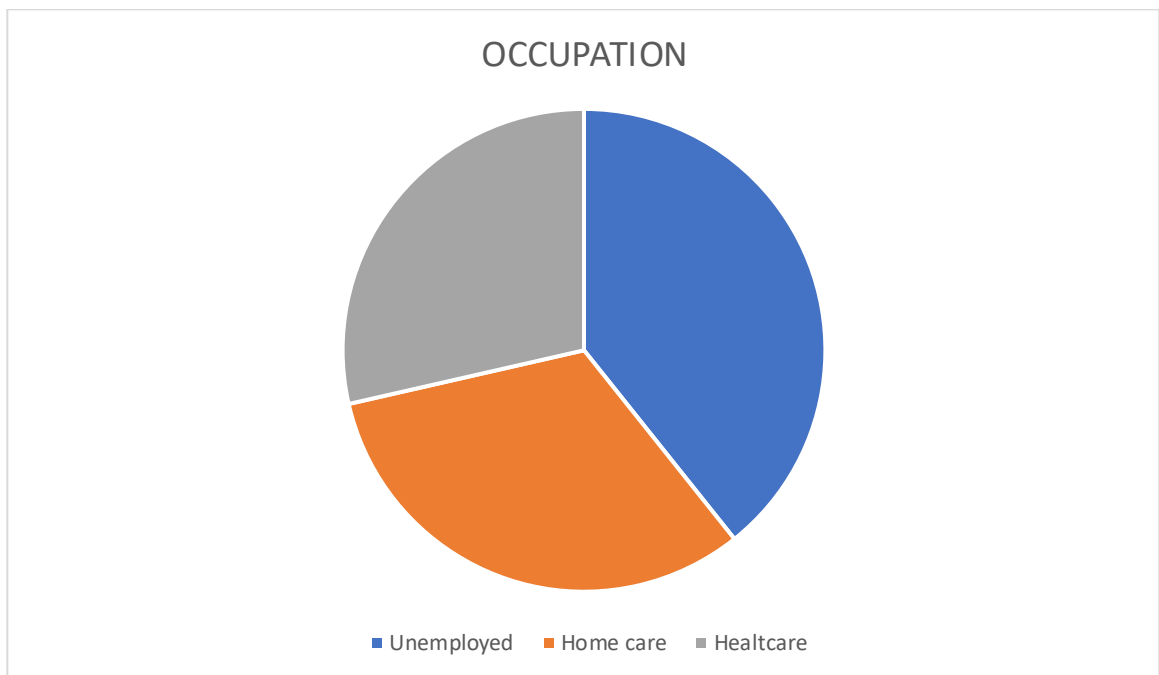
Number of trainers and facilitators enrolled: 27

Country of residence	Ethnic background	STATUS					QUALIFICATION					OCCUPATION				
		Man	Woman	Citizen	Migrant	Refugee	Nurse	Nursing aid	Elderly caregiver	Student/trainee in qualification	Other qualification	Elderly care organization	Home care	Healthcare	Other sectors	Unemployed
Romania	Romanian	13	50	63	0	0	8	1	2	52	0	0	0	11	18	34
UK Germany Spain Belgium	English,African Spanish,Asian Greek,Turkish, Irish	6	28	10	4	0	10	0	1	3	5	1	0	3	13	2
Spain	-Spanish 56 -South America (Peru) 2	12	46	55	3	0	11	31	11	1	4	9	36	7	6	1
57 Italy (Catania) 1 Germany 1 Burkina Faso	52 Italy 2 Russia 2 Burkina Faso 1 Benim 1 Senegal 1 Europe- Caucasian	12	47	52	7	-	-	3	9	1	46	7	3	4	36	9
Italy (Ortona)	8 Italian 1 Albanian 1 10 Romanian	0	19	9	10	0	0	0	1	10	8	0	0	10	7	2
TOTAL		43	190	189	24	0	29	35	24	67	63	17	39	35	80	48

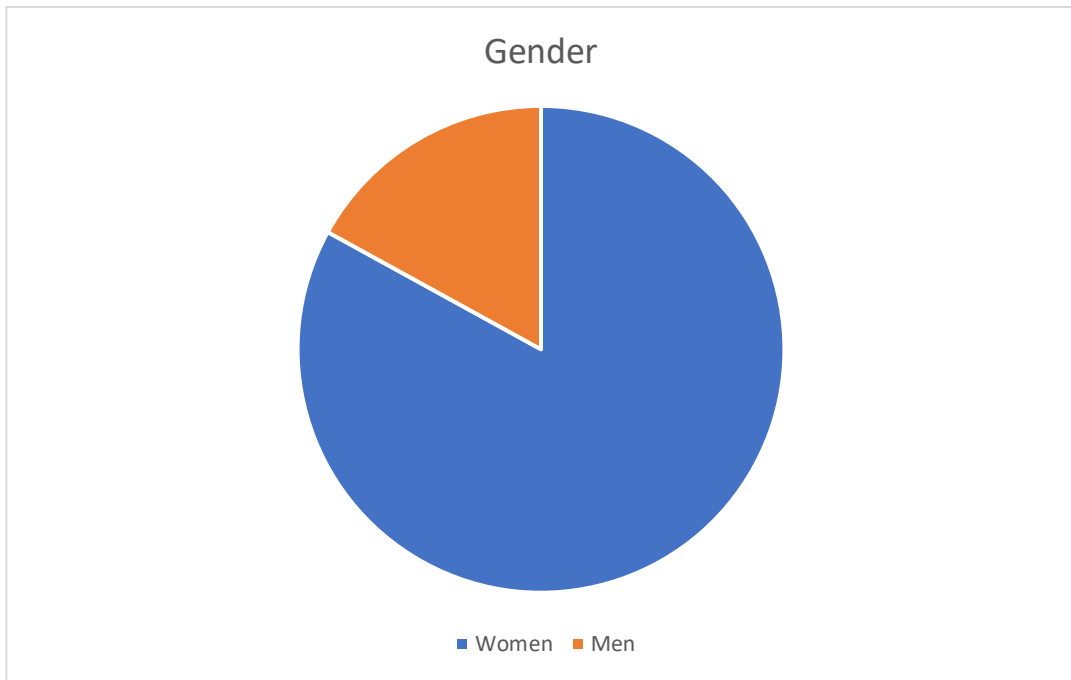
Project target group consisted in qualified individuals such as nurses (13%), nursing aid (16%), elderly caregivers (12%), students and trainers in nursing field (30%) and workers in other sectors (29%).



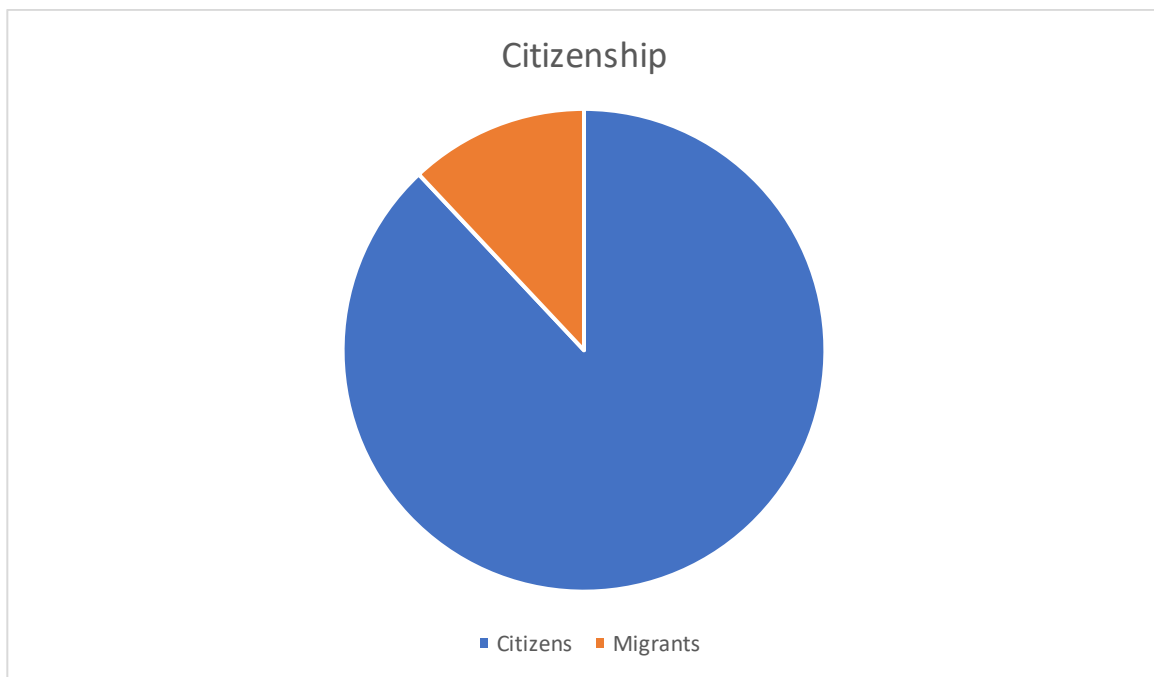
Also, regarding occupation of MOOC participants, 8 % are working in elderly care organizations, 18% are working in home care system, 16 % are workers in healthcare, 36 % are working in other sectors and 22 % are unemployed.



Most of the participants, 30% were nursing students and many of them wanting to work abroad after graduation and, as a rule, those working abroad start working in elderly care institutions. So it is very important for them to attend this course and we involved as many students as possible in this course, considering that there is only one module in the curriculum for the care of the elderly, and the topics intercultural education are not present in the Curriculum. Also, the vast majority were females learners, aprox. 83%.



Regarding the social status of the course participants, 88 % was citizens form partners organization and 12 % was migrants. Many participants were from disadvantaged groups 23% of them being unemployed.



ORGANIZING AND CONDUCTING THE LEARNING:

Trainers from partner organizations, with the aid of facilitators conducted learning activities: they enrolled the recruited learners in the Languages groups and conducted the learning on the platform, tutoring their learning groups' activities, involving learners in cooperative learning and communication using, blogs, discussion board, journals, wikis as well as assessing the achievements.

The trainers and facilitators created an announcement regarding the MOOC and posted on facebook personal pages, also sent it to the mailing lists via e-mail, in order to involve as many people as possible.

The participant recruited by partners, were grouped in 16 languages groups and were monitored and evaluated by 27 facilitators and trainers.

Means of communication with learners were the course platform, through private or group messages and comments on students' messages, face-to-face meetings of introduction, follow-up and resolution of doubts, -weekly, availability of face-to-face, telephone and online (email) assistance.

The evaluation and grading monitoring was done weekly and the learners received feedback and encouragement in terms of carrying out the necessary activities on the course platform.

Facilitators tasks were:

- Write a welcome message to the group and information on his/her role;
- Each facilitator spent minimum of 30 minutes per day reading discussions and; blogs and monitoring participant's engagement with the course;
- Each facilitator sent at least one piece of feedback to one participant or if appropriate to the whole group each day over the period of the course (six weeks);
- Each facilitator responded to participants questions at least twice per week;
- The feedback provided must be constructive and motivational;
- Facilitators sent reminder messages if considered necessary, aimed at keeping as many participants' compliance with the time table;
- Facilitators monitored the behavior of participants and remind them about the code of conduct in all their interactions with each other.

The facilitators graded the participants

To finish the course, the participants have complete the 4 module quizzes and summative evaluation assignment, pre-course post course and MOOC evaluation and earn at least 50 points

Learning activities and grading points

Learning Activity	Tasks	Type of ACTIVITY		Grading points
		Individual learning	Group activity	
WEEK 1: INTRODUCTION				
Welcome to the course!	Information/MOOC setting	X		

What is the MOOC?	Information	X		
How can you succeed in the MOOC	Information	X		
Participant consent	Quiz	X		2
Pre MOOC questionnaire (self assessment)	Quiz	X		2
Getting know each other (Introduce yourself)	Discussion board			2
WEEK 2: CULTURAL AWARENESS				
Day 1: Cultural Self-Awareness	Information&Tasks&Discussion	X	X	2
Day 2: Awareness of the others' culture,	Information&Tasks&Discussion	X	X	2
Day 3: Effects of culture on health beliefs and behaviour,	Information&Tasks&Discussion	X	X	2
Day 4: Awareness of cultural-stereotyping and how to avoid it	Information&Tasks&Discussion	X	X	2
Day 5: Assessment	Quiz	X		10
WEEK 3: CULTURAL KNOWLEDGE				
Day 1: Systems of health and social care	Information&Tasks&Discussion	X	X	2
Day 2: Cultural aspects of ageing	Information&Tasks&Discussion	X	X	2
Day 3: Cultural expressions of loneliness and suffering	Information&Tasks&Discussion	X	X	2
Day 4: Dementia and influence of culture	Information&Tasks&Discussion	X	X	2
Day 5: Assessment	Quiz	X		10
WEEK 4: CULTURAL SENSITIVITY				
Day 1: Intercultural Communication	Information&Tasks&Discussion	X	X	2
Day 2: Culturally sensitive compassion, respect and acceptance	Information&Tasks&Discussion	X	X	2
Day 3: Client and family involvement	Information&Tasks&Discussion	X	X	2
Day 4: Working in multicultural teams	Information&Tasks&Discussion	X	X	2
Day 5: Assessment	Quiz	X		10
WEEK 5: CULTURAL COMPETENCE				
Day 1: European law, national legislation, policies and guidelines and best practice	Information&Tasks&Discussion	X	X	2
Day 2: Culturally competent assessment	Information&Tasks&Discussion	X	X	2
Day 3: Person centered care	Information&Tasks&Discussion	X	X	2
Day 4: Safeguarding and advocacy	Information&Tasks&Discussion	X	X	2
Day 5: Assessment	Quiz	X		10
WEEK 6: SYNTHESIS AND EVALUATION				
Webinar	Attendance		X	6
MY MOOC Journey –Discussion	Discussion		X	2
My MOOC Journey -essay	Essay	X	X	10
Course evaluation	Quiz	X		2
Post-MOOC evaluation (self –assessment)	Quiz	X		2
			TOTAL	100

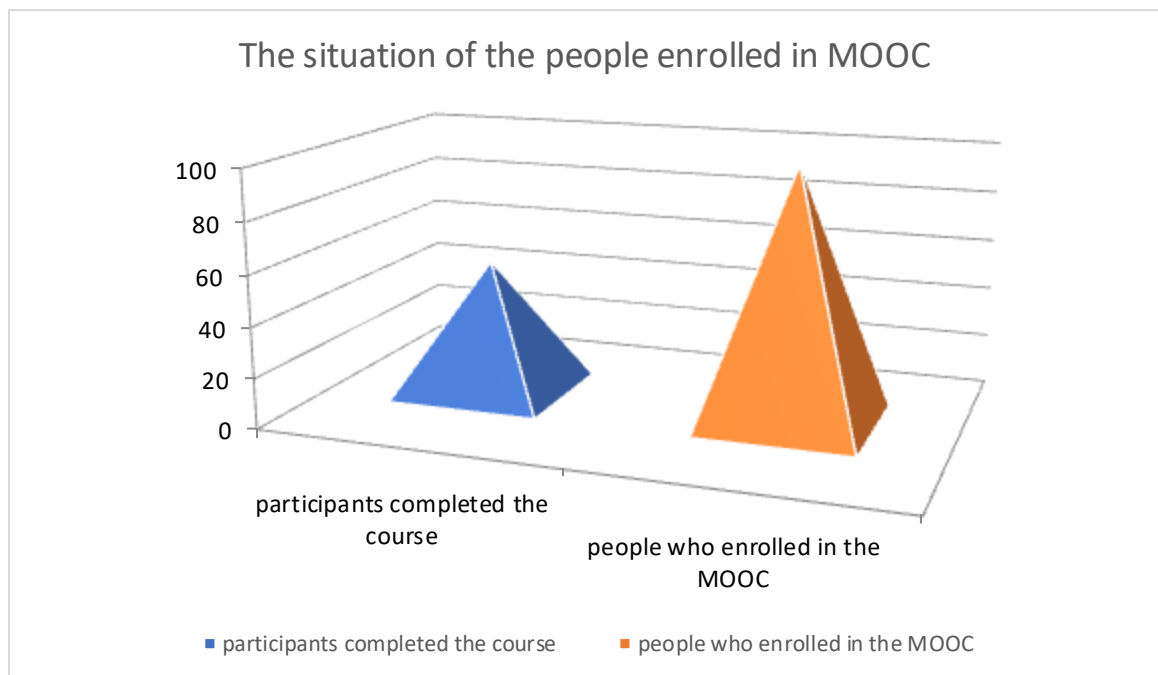
STEPS IN DELIVERING AND PILOTING THE MOOC

- Trainers and facilitators graded the learning activities and contribution of participants during the MOOC and send to the coordinator the Report on grading
- Every Partner Organization sent a National Report on the MOOC delivering and piloting with the key findings about and learners' expectations and the impact of the MOOC on participants
- Edunet collected data from the Pre-course, post course and MOOC evaluation about the learning results, evaluation of the Model, Curriculum, learning methodology, content and resources and MOOC impact of the participants.

PARTICIPANTS' ACHIEVEMENTS

The trainers and facilitators graded the participants.

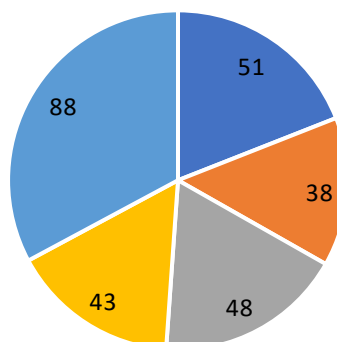
A number of 145 participants completed the course (53 %) of 276 people who enrolled in the MOOC (47%).



The results of the assessment are:

- Number of participants who achieved the course (got Course achievement badge) >50p - **59 (51%)**
- Number of participants who got Group contribution badge > 70p - **38 (32%)**
- Number of participants who got Leadership badge > 90p - **48 (4%)**
- Number of participants who didn't achieved the course < 50 p - **43 (4%)**
- Number of participants who withdrew the course 0 p - **88 (7%)**

RESULTS OF THE ASSESSMENT



- Participants with Course achievement badge
- Participants with Course contribution badge
- Participants with Course leadership badge
- Participants who didn't achieved the course
- Participants who withdrew the course

IMPACT ON THE PARTICIPANTS

Learners' expectations

The learning expectations were extracted from the Pre-course questionnaires completed by the participants in the first week as well as from the board discussions.

No. of participants who have completed the Pre course questionnaire= 184

The most important knowledge , skills and understandings expected to increase in this course	
1. Cultural knowledge	34
2. Knowledge and understandings of social, care system, policy regulations in Europe	38
3. Cultural awareness	29
4. Cultural communication skills	43
5. Social skills	77
6. Skills of interaction and relationships with elders and their families	99
7. Foreign languages skills	25
8. Digital skills	21
Other outcomes / benefits the participants expected to achieve at the conclusion of the course were: - to acquire new knowledge and skills in the care of the elderly	

- better skills, like: social, digital, foreign languages
- ability to approach and encourage the elderly
- cultural awareness
- digital skills
- social skills
- improving professional competencies
- achieving as many as possible skills and competence regarding elders care
- improving foreign language skills
- understanding the needs of the elderly
- understand people of different cultures
- interact with people from other countries, in order to understand their work environment
- official certificate
- cultural exchange
- international experience due to multicultural presence
- cultural communication skills
- improving the competencies learned in school
- expand knowledge about health in older people and geriatric pathologies
- better understanding of the attitudes of users of the institution and their families in order to perform my work better

The participants also expected this course to benefit for their professional work:

- to have a job in elderly care
- I'm sure I'll learn a lot of new things which will be useful for me in my future jobs and I will develop new skills after attending this course
- at the end of this course I hope to achieve many knowledge and skills in elderly care field
- first of all, I think this course it will help me find a job in the field I'm preparing for
- I think this course will be beneficial to my career because I will gain new knowledge and skills in elderly care
- I hope this course will help me become better to care of the elderly
- to have better chances to get a job in healthcare domain
- improving professional skills

The most important knowledge , skills and understandings the participants increased in this course

At the end of the course, in the last week, the participants completed a Post-course questionnaires where they appreciated the knowledge, skills and understandings they achieved.

No. of participants who have completed the questionnaire = 145

1. Cultural knowledge	144
2. Knowledge and understandings of social, care system, policy regulations in Europe	141
3. Cultural awareness	141
4. Cultural communication skills	138
5. Social skills	144
6. Skills of interaction and relationships with elders	142
7. Foreign languages skills	136
8. Digital skills	128

Other important impact

No. of participants who have completed the questionnaire=144

1. Improved levels of your professional profile	141
2. Developed cultural, social, digital and language competence	138
3. Increased language competences and communication skills among other learners of different languages	137
4. Increased level of digital competence and skills for using social media	137
5. Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity	141
6. Increased cultural knowledge and developed skills of cultural communication	141
7. Abilities to cope with the and social relations with elders and their family when doing your job;	136
8. New attitude and values relating to the cultural awareness and the European citizenship	140
9. Increased motivation and satisfaction in their work	141
10. Increased opportunities for employability and for professional development	140

Added value for the learners

Comparing the participants' expectations with their results and impact issues from the post-course questionnaire as well as from the Final assignment and Discussion My MOOC journey in the fifth week, it results that participant's expectations have been met.

They wanted to learn and / or improve their professional knowledge about the care of older people, such as cultural awareness, cultural knowledge, cultural competence, cultural sensitivity and this course met their expectations. Also, this can be seen through the active participation of students, by successfully completing the quizzes, which synthesized the daily activities of each module.

Learners were impressed by the course and the learning tools, most participants did not take part in such an online course. They have learned how to be culturally competent in the care of the elderly and they have become more aware of the importance of communication, intercultural and social competences.

Relevant quotes of participants.

"My learning experience was really exciting and I discovered a lot of useful things in caring for old people."

"A very interesting course, from which I learned a lot of the many things that I will use in my future medical field."

"I have learned so many new and interesting things, we have shared our opinions and experiences and I hope one day we can meet. Thank you for 6 weeks of free, inspirational courses which will allow us to be better in our future jobs and will enable us to take better care of our patients!"

"This course has exceeded my expectations and I am glad that I shared all this unique experience with you. There was a lot of interesting information on improving the intercultural and social competencies needed by older people's carers. I think

this course will be very helpful in my future career as a nurse. It was a wonderful experience! Thanks and great success to everyone! "

- "It was an exciting experience to attend this course, I had a lot to learn about the care of the elderly, in terms of cultural competence. Learning tools were new to me but also effective. Running this course opens up new employment opportunities in health care. Thank you for this opportunity! "

- "It was a pleasure for me to have at my disposal for six weeks free learning resources, which they were professional training tools. A big advantage was that I attended the course and studied when I had free time. Although it is not a course made in a traditional classroom, I have been interacting with people with the same interest as myself, and that has helped me to develop my social and professional skills. I have learned a lot of new, clear and useful information regarding cultural competences in care of the elderly that I will try on my future job. Participating in this course offered me more opportunities to get a job in elderly care. So, thank you and good luck to all!"

- "This course has been very interesting. Free and online, it allowed me to work at any time. On the other hand, learning about this topic and sharing with other different points of view has been very enriching. Thank you to everyone for share and made this course possible."

- "I have enjoyed taking part in this course even though it has been difficult to join in the web discussions due to other commitments. I have gained invaluable knowledge and awareness which I will be using in my new role."

- "I now have a little more insight of cultural competence and knowledge from different perspectives, teachings and opinions from the course as well as different people's opinions and understanding of things. It has opened my eyes a little especially learning about 'judgement' and not being too quick to judge. It has taught me the importance of communication. There are quite a few things I've learnt but these are the ones that caught my attention. It has made me want to be more sensitive towards elderly people."

- "My learning experience was really very interesting, I come to discover many things in giving care to old people, especially about respecting their culture, values and involving them in the planning of care process, I also come to know about how to prevent the abuse to elderly people and what to do in the case there is any case of abuse. I shared ideas with other learners and this was really so I will try to practice what I have learned in this course by respecting old people, giving them due care with compassion and encourage my colleagues to do the same."

- "This has been my first online course, and my first MOOC, and I found the experience very interesting and enriching."

- "The course helps detect and eliminate prejudices, something as difficult as it is important. I will keep these materials as reference for the future."

- "I have learned a lot, and I think more people should take this course, I recommend it."

- "The course has helped me to refresh issues that I already knew, and it has helped me to understand different cultures."

- "The discussion forum was a great resource. It allowed you to read different opinions, comment on them and, above all, learn from them."

- "To attend a course perfectly in line with other engagements of their own daily life."

- "To learn law matters linked with elderly people care."

- "To feel emotions across life or work experiences of the others (thus, to improve their active listening, empathy and compassion)."

- "To learn how cultural perspective influences the quality of relationship."

-“The impact is "wow"! I have learned many things, this training helped me to develop many abilities that will help me in my future career.”

-“Understanding, attention and motivation will be a priority in dealing with the elderly. I’m sure I will do better my job after this course.”

-“Different, I think it will be how I will carry out my activities with a lot of calm and compassion. I will be more patient, more communicative, more careful in dealing with the elderly.”

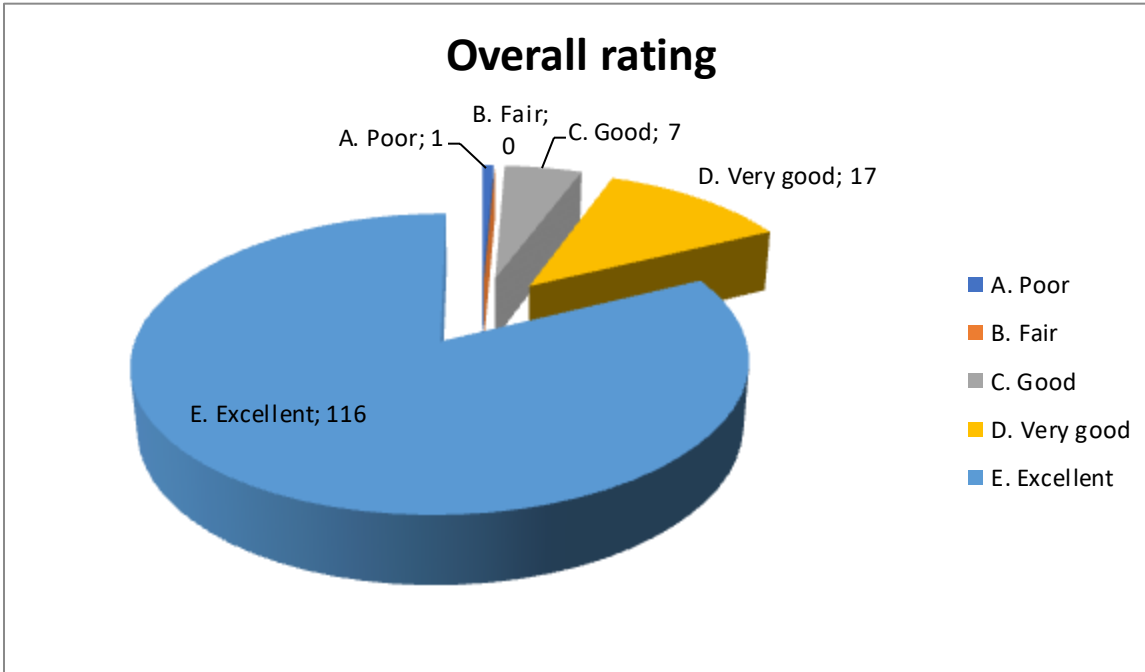
-“The main achievements are: learning a foreign language that will definitely help me in the future, the care techniques we have deepened in and the opportunity we had to work in a real training team.”

MOOC EVALUATION RESULTS

In the last week of the course, the participants completed the MOOC evaluation questionnaires where they appreciated the course as very good.

No. of participants who have completed the questionnaire = 140

Rating different statements about course	NO. OF ANSWARES	
	TRUE	FALSE
1. The course met their expectations and learning goals	141	
2. The course met their learning objectives.	141	
3. The course content was relevant and well structured	141	
4. The training activities were adequate facilitating their learning.	141	
5. The presentations and training materials where appropriate to their level of understanding, intuitive and friendly	141	
6. There was a good balance of individual learning, group learning, practical and evaluation activities, etc.	140	
7. The Course was well organized as timely, access to materials, level of the workload, etc	141	
8. The discussion forum was efficient for interaction with other trainees and stimulated their interest in the subject.	141	
9. The instructors challenged me to do my best work, providing materials, presentations, encouraging their participation, group discussions and responding to questions, etc.	141	
Rating of the course overall		
A. Poor	1	
B. Fair	0	
C. Good	7	
D. Very good	17	
E. Excellent	116	



Participants comments and suggestions for improvement:

“There were minor grammar and spelling mistakes in English that could be improved. Furthermore, some of the sentences were not structured clearly and made it challenging to interpret.”

“For the next course, it will better to give the syllabus summarizing the course to participants, this will help them to be up dated about the course.”

“The course clashes with Middlesex 3rd Year Student placement, as a result we have limited time to participate in the programme.”

“Posts on Discussion board automatically translated”

“More time is needed to explore all training materials and I hope we will have further opportunities to learn and deep in the competences...”

Conclusions on the MOOC piloting

The course was well organized, in 4 Modules, which included innovative and quality content, with intuitive and friendly presentation of learning activities and learning/assessment materials.

High number of participants were involved, from Romania, UK, Spain, Italy (Catania) and many trainers and facilitators had a good management of the learning giving feedback to the participants and grading them.

The facilitators successfully managed the course content, connected with students in discussions, interacted with them in groups, and monitored their progress and grading their assignments.

Project team also assured the technical support for setting up and piloting the MOOC.

A discussion group IENE 7 Facilitators was created and trainers and facilitators communicated very well on it during the course.

Also, more than 50 personal messages was exchanged between the technical team and the facilitators and trainers.

Proposals to improve the work made by the facilitators, trainers or learners have been put into practice.

Some problems that have been encountered in the course have been resolved on time, like change/correct the content of learning activities, change and reload some learning tools, set up the quizzes for allowing multiple attempts, set up the grading center.

The coordinator of the course send statistics after each week and send messages with reminders to encourage people to participate and grading the learners and clarifications and instructions about how to grade.

Blackboard platform is an innovative and integrative web based platform, an excellent environment for organizing this online course, thus there were sometime limited facilities to send to students more information attaching files or give more support as facilitators inside the groups. Sometime the platform was working not properly and created problems to send group message or calculating overall grade in grading center.

NATIONAL REPORTSON DELIVERING AND PILOTING THE MOOC

NATIONAL REPORTS ON DELIVERING AND PILOTING THE MOOC IN ROMANIA

Partner Organization: EDUNET Association

Participants

Romanian target group consisted in students in nursing field, nurses, elderly caregivers, workers in healthcare, unemployed and workers in other sectors.

Most of the participants, 72% were nursing students from Edunet Nursing School. Many of them wanting to work abroad after graduation and as a rule, those working abroad start working in elderly care institutions. So it is very important for them to attend this course and we involved as many students as possible in this course, considering that there is only one module in the curriculum for the care of the elderly, and the topics intercultural education are not present in the Curriculum.

Many participants were from disadvantaged groups, a number of 34 (54%) being unemployed.

Number of participants enrolled: **63**.

		STATUS					QUALIFICATION					OCCUPATION				
Country of residence	Ethnic background	Man	Woman	Citizen	Migrant	Refugee	Nurse	Nursing aid	Elderly caregiver	Student/trainee in qualification	Other qualification	Elderly care organization	Home care	Healthcare	Other sectors	Unemployed
Romania	Romanian 63	13	50	63	0	0	8	1	2	45	0	0	0	11	18	34

Number of Romanian language groups: 5
 Number of trainers and facilitators enrolled: 6

Organizing and conducting the learning:

The Romanian trainers and facilitators created an announcement regarding the MOOC and posted on facebook personal pages, also sent it to the mailing lists via e-mail, in order to involve as many people as possible.

The participant recruited by the Romanian partner, were grouped in 5 languages groups and were monitored and evaluated by 6 facilitators and trainers.

Means of communication with learners were the course platform, through private or group messages and comments on students' messages.

Also, a WhatsApp group has been created.

The evaluation and grading monitoring was done weekly and the learners received feedback and encouragement in terms of carrying out the necessary activities on the course platform.

Participants results

The trainers and facilitators graded the participants.

A number of 55 participants, 87%.

The results of the assessment are:

- Number of participants who achieved the course (got Course achievement badge) >50p - **32/ 51%**
- Number of participants who got Group contribution badge > 70p - **20/ 32%**
- Number of participants who got Leadership badge > 90p - **3/ 4%**
- Number of participants who didn't achieved the course < 50 p - **3 / 4%**
- Number of participants who withdrew the course 0 p - **5/ 7%**

See the details in annexes.

Impact on the participants

Learners' expectations

The learning expectations were extracted from the Pre-course questionnaires completed by the participants in the first week as well as from the board discussions.

No. of participants who have completed the Pre course questionnaire= 57

The most important knowledge , skills and understandings expected to increase in this course	
Cultural knowledge	6
Knowledge and understandings of social, care system, policy regulations in Europe	8
Cultural awareness	9
Cultural communication skills	8
Social skills	6
Skills of interaction and relationships with elders and their families	11

Foreign languages skills	5
Digital skills	4
<p>Other outcomes / benefits the participants expected to achieve at the conclusion of the course were:</p> <ul style="list-style-type: none"> - to acquire new knowledge and skills in the care of the elderly - better skills, like: social, digital, foreign languages - ability to approach and encourage the elderly - cultural awareness - digital skills - social skills - improving professional competencies - achieving as many as possible skills and competence regarding elders care - improving foreign language skills - understanding the needs of the elderly - understand people of different cultures - interact with people from other countries, in order to understand their work environment - cultural exchange - international experience due to multicultural presence - cultural communication skills - improving the competencies learned in school 	
<p>The participants also expected this course to benefit for their professional work:</p> <ul style="list-style-type: none"> - to have a job in elderly care - I'm sure I'll learn a lot of new things which will be useful for me in my future jobs and I will develop new skills after attending this course - at the end of this course I hope to achieve many knowledge and skills in elderly care field - first of all, I think this course it will help me find a job in the field I'm preparing for - I think this course will be beneficial to my career because I will gain new knowledge and skills in elderly care - I hope this course will help me become better to care of the elderly - to have better chances to get a job in healthcare domain - improving professional skills 	

The most important knowledge , skills and understandings the participants increased in this course

At the end of the course, in the last week, the participants completed a Post-course questionnaires where they appreciated the knowledge, skills and understandings they achieved.

No. of participants who have completed the questionnaire = 55

Cultural knowledge	55
Knowledge and understandings of social, care system, policy regulations in Europe	55
Cultural awareness	55
Cultural communication skills	55
Social skills	55
Skills of interaction and relationships with elders	55

Foreign languages skills	55
Digital skills	55

Other important impact

No. of participants who have completed the questionnaire = 55

Improved levels of your professional profile	55
Developed cultural, social, digital and language competence	55
Increased language competences and communication skills among other learners of different languages	55
Increased level of digital competence and skills for using social media	55
Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity	55
Increased cultural knowledge and developed skills of cultural communication	55
Abilities to cope with the and social relations with elders and their family when doing your job;	55
New attitude and values relating to the cultural awareness and the European citizenship	55
Increased motivation and satisfaction in their work	55
Increased opportunities for employability and for professional development	55

Added value for the learners

Comparing the participants' expectations with their results and impact issues from the post-course questionnaire as well as from the Final assignment and Discussion My MOOC journey in the fifth week, it results that participant's expectations have been met.

They wanted to learn and / or improve their professional knowledge about the care of older people, such as cultural awareness, cultural knowledge, cultural competence, cultural sensitivity and this course and this course met their expectations. Also, this can be seen through the active participation of students, by successfully completing the quizzes, which synthesized the daily activities of each module.

Learners were impressed by the course and the learning tools, most participants did not take part in such an online course. They have learned how to be culturally competent in the care of the elderly and they have become more aware of the importance of communication, intercultural and social competences.

Relevant quotes of participants.

"My learning experience was really exciting and I discovered a lot of useful things in caring for old people"

"A very interesting course, from which I learned a lot of the many things that I will use in my future medical field."

"I have learned so many new and interesting things, we have shared our opinions and experiences and I hope one day we can meet. Thank you for 6 weeks of free, inspirational courses which will allow us to be better in our future jobs and will enable us to take better care of our patients!"

"This course has exceeded my expectations and I am glad that I shared all this unique experience with you. There was a lot of interesting information on improving the intercultural and social competencies needed by older people's carers. I think this course will be very helpful in my future career as a nurse. It was a wonderful experience! Thanks and great success to everyone! "

"It was an exciting experience to attend this course, I had a lot to learn about the care of the elderly, in terms of cultural competence. Learning tools were new to me but also effective. Running this course opens up new employment opportunities in health care. Thank you for this opportunity! "

"It was a pleasure for me to have at my disposal for six weeks free learning resources, which they were professional training tools. A big advantage was that I attended the course and studied when I had free time. Although it is not a course made in a traditional classroom, I have been interacting with people with the same interest as myself, and that has helped me to develop my social and professional skills. I have learned a lot of new, clear and useful information regarding cultural competences in care of the elderly that I will try on my future job. Participating in this course offered me more opportunities to get a job in elderly care. So, thank you and good luck to all!"

MOOC evaluation

In the last week, the participants completed the MOOC evaluation questionnaires completed where they appreciated the course as very good. .

No. of participants who have completed the questionnaire = 55

Rating different statements about course	NO. OF ANSWERS	
	TRUE	FALSE
The course met their expectations and learning goals	55	
The course met their learning objectives.	55	
The course content was relevant and well structured	55	
The training activities were adequate facilitating their learning.	55	
The presentations and training materials were appropriate to their level of understanding, intuitive and friendly	55	
There was a good balance of individual learning, group learning, practical and evaluation activities, etc.	55	
The Course was well organized as timely, access to materials, level of the workload, etc	55	
The discussion forum was efficient for interaction with other trainees and stimulated their interest in the subject.	55	
The instructors challenged me to do my best work, providing materials, presentations, encouraging their participation, group discussions and responding to questions, etc.	55	
Rating of the course overall		
A. Poor		
B. Fair		
C. Good		
D. Very good		
E. Excellent	55	
Participants comments and suggestions for improvement:		

Conclusions.

The course was well organized, in 4 Modules, which included innovative and quality content, with intuitive and friendly presentation of learning activities and learning/assessment materials.

High number of participants were involved, from Romania, UK, Spain, Italy (Catania) and many trainers and facilitators had a good management of the learning giving feedback to the participants and grading them.

The Romanian facilitators successfully managed the course content, connected with students in discussions, interacted with them in groups, and monitored their progress and grading their assignments.

Romanian team also assured the technical support for setting up and piloting the MOOC.

A discussion group IENE 7 Facilitators was created and trainers and facilitators communicated very well on it during the course.

Also, more than 50 personal messages was exchanged between the technical team and the facilitators and trainers.

Proposals to improve the work made by the facilitators, trainers or learners have been put into practice skins have been put into practice.

Some problems that have been encountered in the course have been resolved on time, like change/correct the content of learning activities, change and reload some learning tools, set up the quizzes for allowing multiple attempts, set up the grading center.

The coordinator of the course send sent statistics after each week and send messages with reminders to encourage people to participate and grading the learners and clarifications and instructions about how to grade.

Blackboard platform is an innovative and integrative web based platform, an excellent environment for organizing this online course, thus there were sometime limited facilities to send to students more information attaching files or give more support as facilitators inside the groups.

Sometime the platform was working not properly and created problems to send group message or calculating overall grade in grading center.

NATIONAL REPORT ON DELIVERING AND PILOTING THE MOOC IN UK

Partner Organization: Middlesex University

Participants

UK target group consisted in qualified individuals as well as students in nursing, healthcare, and other sectors. The vast majority were female learners. Exact statistics cannot be calculated as not all participants completed the pre-course questionnaire. Among those who did and declared their gender, 13 were female (72%). Only one respondent declared working in an elderly care organization, whereas none declared working in a homecare. Five learners were affiliated to Middlesex University.

Number of participants enrolled: **57**

Number of English language groups: **2**

Number of trainers and facilitators enrolled: **6**

Organizing and conducting the learning:

The UK trainers and facilitators created an announcement regarding the MOOC and posted on Facebook personal pages and Twitter accounts, also sent it to the mailing lists via e-mail, in order to involve as many people as possible.

The participants recruited by the UK partner, were grouped in 2 languages groups and were monitored and evaluated by effectively 2 facilitators and trainers.

Means of communication with learners were the course platform, through private or group messages and comments on students' messages.

The evaluation and grading monitoring were done weekly and the learners received feedback and encouragement in terms of carrying out the necessary activities on the course platform.

Participants' results

Number of participants who achieved the course (got Course achievement badge) >50p	- 5 (9%)
Number of participants who got Group contribution badge > 70p	- 3 (5%)
Number of participants who got Leadership badge > 90p	- 5 (9%)
Number of participants who didn't achieve the course < 50 p	- 7 (12%)
Number of participants who withdrew the course 0 p	- 37 (65%)

Impact on the participants

Learners' expectations

No. of participants who have completed the **pre-course questionnaire = 19**

The most important knowledge, skills and understandings expected to increase in this course	
No. of participants who have completed the questionnaire = 19	
Cultural knowledge	10
Knowledge and understandings of social, care system, policy regulations in Europe	10
Cultural awareness	8
Cultural communication skills	8

Social skills	7
Skills of interaction and relationships with elders and their families	6
Foreign languages skills	8
Digital skills	6
<p>What other outcomes / benefits the participants expected to achieve at the conclusion of the course?</p> <ul style="list-style-type: none"> • To gain more skills about old people values and beliefs • more knowledge and insights on cultural competences, cultural competences applied on care in older adults • understanding of the person • Better knowledge on how to care for Older adults especially in mental health settings. • Tips and advice on how to further improve in nursing and health-care in general • communication skill when speaking to elderly people • Become more cultural competent 	
<p>How the participants expected this course to benefit for their professional work?</p> <ul style="list-style-type: none"> • It will help me to understand old people behavior. • I hope it supports my work on cultural competences • Learn how to best treat the person • Improve my knowledge and skills. • To have more awareness To be more confident & More knowledgeable • Help support me in maintaining cultural sensitivity with clients • I hope it will help me expand my understanding of cultural differences in Elderly care. • I will be aware of cultural differences • It will help me to become more aware of the cultural needs of the patients, which in turn will enable me to establish a therapeutic and engaging relationship with the patient resulting into a positive outcome for the patient. 	

The most important knowledge, skills and understandings the participants increased in this course

At the end of the course, in the last week, the participants completed a **post-course questionnaires** where they appreciated the knowledge, skills and understandings they achieved.

No. of participants who have completed the **post-course** questionnaire =9

Cultural knowledge	8
Knowledge and understandings of social, care system, policy regulations in Europe	8
Cultural awareness	6
Cultural communication skills	6
Social skills	8
Skills of interaction and relationships with elders	6
Foreign languages skills	7

Digital skills	6
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Other important impact

No. of participants who have completed the post-course questionnaire = 8

Improved levels of your professional profile	7
Developed cultural, social, digital and language competence	4
Increased language competences and communication skills among other learners of different languages	5
Increased level of digital competence and skills for using social media	5
Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity	5
Increased cultural knowledge and developed skills of cultural communication	5
Abilities to cope with the and social relations with elders and their family when doing your job; New attitude and values relating to the cultural awareness and the European citizenship	5
Increased motivation and satisfaction in their work	5
Increased opportunities for employability and for professional development	4

Added value for the learners

Comparing the participants' expectations with their results and impact issues from the post-course questionnaire as well as from the Final assignment and Discussion My MOOC journey in the sixth week, it results that participant's expectations have been met.

They wanted to learn and / or improve their professional knowledge about the care of older people, such as cultural awareness, cultural knowledge, cultural competence, cultural sensitivity and this course met their expectations. However, this was not fully reflected by participation of students to the discussions, by successfully completing the quizzes, which synthesized the daily activities of each module.

Learners were impressed by the course and the learning tools, most participants had not previously taken part in such an online course. They have learned how to be culturally competent in the care of the elderly and they have become more aware of the importance of communication, intercultural and social competences.

Relevant quotes of participants.

"This course has been very interesting. Free and online, it allowed me to work at any time. On the other hand, learning about this topic and sharing with other different points of view has been very enriching. Thank you to everyone for share and made this course possible."

"I have enjoyed taking part in this course even though it has been difficult to join in the web discussions due to other commitments. I have gained invaluable knowledge and awareness which I will be using in my new role."

"I now have a little more insight of cultural competence and knowledge from different perspectives, teachings and opinions from the course as well as different people's opinions and understanding of things. It has opened my eyes a little especially learning about 'judgement' and not being too quick to judge. It has taught me the importance of communication. There are

quite a few things I've learnt but these are the ones that caught my attention. It has made me want to be more sensitive towards elderly people.”

“My learning experience was really very interesting, I come to discover many things in giving care to old people, especially about respecting their culture, values and involving them in the planning of care process, I also come to know about how to prevent the abuse to elderly people and what to do in the case there is any case of abuse. I shared ideas with other learners and this was really. so I will try to practice what I have learned in this course by respecting old people, giving them due care with compassion and encourage my colleagues to do the same.”

MOOC evaluation

No. of participants who have completed the **MOOC evaluation questionnaire** = 6

Rating different statements about course	NO. OF ANSWERS	
	TRUE	FALSE
The course met their expectations and learning goals	6	
The course met their learning objectives.	6	
The course content was relevant and well structured	6	
The training activities were adequate facilitating their learning.	6	
The presentations and training materials were appropriate to their level of understanding, intuitive and friendly	6	
There was a good balance of individual learning, group learning, practical and evaluation activities, etc.	5	
The Course was well organized as timely, access to materials, level of the workload, etc	6	
The discussion forum was efficient for interaction with other trainees and stimulated their interest in the subject.	6	
The instructors challenged me to do my best work, providing materials, presentations, encouraging their participation, group discussions and responding to questions, etc.	6	
Rating of the course overall		
A. Poor		
B. Fair		
C. Good	1	
D. Very good	4	
E. Excellent	1	

Participants comments and suggestions for improvement:

There were minor grammar and spelling mistakes that could be improved. Furthermore, some of the sentences were not structured clearly and made it challenging to interpret.

For the next course, it will better to give the syllabus summarizing the course to participants, this will help them to be updated about the course.

The course clashes with Middlesex 3rd Year Student placement, as a result we have limited time to participate in the programme.

Conclusions

The course was well organized, in 4 Modules, which included innovative and quality content, with intuitive and friendly presentation of learning activities and learning/assessment materials. However, time and work required were too much and we believe that the excessive material to be covered put down many learners who had a limited amount of time for this. This, in conjunction with the very low quality of the platform, along with many English language problems.

High number of participants were involved, from Romania, UK, Spain, Italy (Catania) and many trainers and facilitators had a good management of the learning, giving feedback to the participants and grading them. Nonetheless, the English facilitators struggled to manage the course content, connect with students in discussions, interact with them in groups, and monitor their progress and grading their assignments.

Romanian team also assured the technical support for setting up and piloting the MOOC. A discussion group IENE 7 Facilitators was created and trainers and facilitators communicated very well on it during the course. Also, more than 50 personal messages were exchanged between the technical team and the facilitators and trainers.

Proposals to improve the work made by the facilitators, trainers or learners have been put into practice. Some problems that have been encountered in the course have been resolved on time, like change/correct the content of learning activities, change and reload some learning tools, set up the quizzes for allowing multiple attempts, set up the grading center.

The coordinator of the course sent statistics after each week and sent messages with reminders to encourage people to participate and grading the learners and clarifications and instructions about how to grade.

Blackboard platform is a very poor web-based platform for organizing this online course, thus there were sometime limited facilities to send to students more information attaching files or give more support as facilitators inside the groups. Regularly, the platform was working not properly and created problems to send group message or calculating overall grade in grading centre.

NATIONAL REPORT ON DELIVERING AND PILOTING THE MOOC IN SPAIN

Partner Organization: UNIVERSITY OF ALMERÍA

Participants

Spanish target group consisted in nursing aids (53%), nurses (19%), caregivers of older people (19%), one student and participants with other qualification (10%).

Most of them worked in care homes (62%), care organizations for older people (16%) and healthcare (12%). Some participants were from disadvantaged groups (7%): 3 migrants (5%) and 1 unemployed (2%).

Number of participants enrolled: **58**

Country of residence	Ethnic background	STATUS					QUALIFICATION					OCCUPATION				
		Man	Woman	Citizen	Migrant	Refugee	Nurse	Nursing aid	Elderly caregiver	Student/trainee in qualification	Other qualification	Elderly care organization	Home care	Healthcare	Other sectors	Unemployed
España	-Spanish 56 -South America (Peru) 2	12	46	55	3	0	11	31	11	1	6	9	36	7	6	1

Number of language groups: 3

Number of trainers and facilitators enrolled: 5

Organizing and conducting the learning:

Spanish participants in the MOOC were recruited from:

- Associations of people with disabilities
- University for seniors (University of Almería)
- Nursing homes and old people's homes

Spanish participants were grouped in 3 languages groups. They were monitored and evaluated by 5 facilitators and trainers.

Constant communication was kept during the whole process, by means of:

- Face-to-face meetings of introduction, follow-up and resolution of doubts.
- Continued follow-up of students on the platform: messages and feed-back.
- Weekly tutorials (please see attached annexes).
- Availability of face-to-face, telephone and online (email) assistance.

The trainers and facilitators followed the instructions of the project coordinator regarding assessment and grading of participants. This evaluation and grading monitoring was done weekly and learners received feedback and encouragement in terms of carrying out the necessary activities on the course platform.

Participants' results

-Number of participants:**37 of the initial 58 enrolled (63,8%)**

-The results of the assessment were:

Number of participants who achieved the course (got Course achievement badge) >50p **5 (13,5%)**

Number of participants who gotGroup contribution badge > 70p **10 (27%)**

Number of participants who gotLeadership badge > 90p **15 (40,5%)**

Number of participants who didn't achieved the course < 50 p **7 (18,9%)**

Number of participants who withdrew the course **0 p 21 of the initial 58 enrolled (36,2%)**

Impact on the participants

Learners' expectations

The learning expectations were extracted from the Pre-course questionnaires completed by the participants in the first week, as well as from the board discussions.

No. of participants who have completed the questionnaire=37

The most important knowledge , skills and understandings expected to increase in this course	
Cultural knowledge	7
Knowledge and understandings of social, care system, policy regulations in Europe	1
Cultural awareness	2
Cultural communication skills	6
Social skills	6
Skills of interaction and relationships with elders and their families	24
Foreign languages skills	1
Digital skills	1
What other outcomes / benefits the participants expected to achieve at the conclusion of the course? <ul style="list-style-type: none"> • Official certificate. • New cultural knowledge. • Expand use of social and communication tools. • Greater understanding of the problems of old people. • Better communication between the professional, the old person and their family. • Develop and show more assertiveness and empathy towards others. • Be able to attend more effectively people from different countries and cultures. • Get to know the differences between the participating countries. • Expand knowledge about health in older people and geriatric pathologies. • Better understanding of the attitudes of users of the institution and their families in order to perform my work better. 	

How the participants expected this course to benefit for their professional work?

- Offer a better service to old people and their families.
- Help for promotion.
- Better understanding of old people in general, and their different culture in particular.
- “I expect to be provided with more knowledge and tools to improve my work.”
- “I expect that the contents have applicability to my professional everyday routine.”
- “If I improve my communication with older people, my daily work will be facilitated.”
- “I hope to receive the training I couldn’t receive in the past.”
- “I expect to receive complementary training to that received previously.”
- “Working with older people is a professional possibility in the degree I am studying at the moment (Physiotherapy).”

The most important knowledge , skills and understandings the participants increased in this course

At the end of the course, during the last week, participants completed a Post–course questionnaire, in which they reflected on the knowledge, skills and understandings they had achieved or increased.

No. of participants who have completed the questionnaire=30

Cultural knowledge	30
Knowledge and understandings of social, care system, policy regulations in Europe	27
Cultural awareness	29
Cultural communication skills	28
Social skills	30
Skills of interaction and relationships with elders	30
Foreign languages skills	25
Digital skills	23

Other important impact

No. of participants who have completed the questionnaire=30

Improved levels of your professional profile	28
Developed cultural, social , digital and language competence	28
Increased language competences and communication skills among other learners of different	26

languages	
Increased level of digital competence and skills for using social media	28
Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity	30
Increased cultural knowledge and developed skills of cultural communication	30
Abilities to cope with the and social relations with elders and their family when doing your job;	28
New attitude and values relating to the cultural awareness and the European citizenship	29
Increased motivation and satisfaction in their work	30
Increased opportunities for employability and for professional development	30

Added value for the learners

Comparing participants' learning expectations with their results and impact issues extracted from the post-course questionnaire, their final assignment and their reflections on "My MOOC journey" during the fifth week, we can conclude that generally speaking, participants' expectations towards the course were met.

Some relevant quotes of participants are provided, showing the added value of the course for the learners:

- "This has been my first online course, and my first MOOC, and I found the experience very interesting and enriching."
- "The course helps detect and eliminate prejudices, something as difficult as it is important. I will keep these materials as reference for the future."
- "I have learned a lot, and I think more people should take this course, I recommend it."
- "The course has helped me to refresh issues that I already knew, and it has helped me to understand different cultures."
- "The discussion forum was a great resource. It allowed you to read different opinions, comment on them and, above all, learn from them."
- "I have realized that all caregivers, regardless of the country of origin or destination, have the same purpose that is none other than improving the care of our patients day after day."
- "I will try to put into practice and remember everyday everything I have learned: empathy, patience, cultural awareness, respect, etc."
- "This course was a good tool to raise awareness of the importance of person centred care, where respect, acceptance and empathy towards the feelings, needs and concerns of patients must be a priority. From the beginning we must create an environment of trust and positive communication, in order to provide a care of quality."
- "I have learned the importance of non-verbal language."
- "I found the course very interesting, as it addressed aspects of the care of the older people that I had not thought of before, but which seems to be very influential on the quality of the service we offer them."
- "I found the course easier thanks to the carefully chosen videos, so emotive and impressive, which illustrate very well the different situations we face on a daily basis. They make you reflect on your practices..."

-“The discussion forum was especially enriching, with students from so many different countries... Not only did I enjoy reading the experiences and opinions of other Spanish colleagues, but also trying to understand English, Italian,... which different perspectives I found particularly interesting.”

- “The course has focused on the psychological, emotional and social aspects of care, something that other courses usually don’t include, or in which they never deepen.”

-“I found the level of the course too basic, however perfect for beginners”.

MOOC evaluation

During the last week of the course, participants completed the MOOC evaluation questionnaires. The results show participants valued the course very positively.

No. of participants who have completed the questionnaire=30

Rating different statements about course	NO. OF ANSWERS	
	TRUE	FALSE
The course met their expectations and learning goals	30	
The course met their learning objectives.	30	
The course content was relevant and well structured	30	
The training activities were adequate facilitating their learning.	30	
The presentations and training materials were appropriate to their level of understanding, intuitive and friendly	30	
There was a good balance of individual learning, group learning, practical and evaluation activities, etc.	30	
The Course was well organized as timely, access to materials, level of the workload, etc	30	
The discussion forum was efficient for interaction with other trainees and stimulated their interest in the subject.	30	
The instructors challenged me to do my best work, providing materials, presentations, encouraging their participation, group discussions and responding to questions, etc.	30	
Rating of the course overall		
A. Poor	1	
B. Fair	0	
C. Good	5	
D. Very good	9	

E. Excellent	15
Participants comments and suggestions for improvement:	
<ul style="list-style-type: none"> - Most participants did not leave any further comments, since they have done it already on the post-course questionnaire. - Suggestion for improvement: access platform. 	

Conclusions

Participants showed a very positive overall opinion about the course, regarding organization, platform and support.

For the majority of participants, this meant their first experience with a MOOC, and they found it very interesting and enriching.

As main positive aspects, participants highlighted the following ones:

- Participants found that the course focused on aspects of care (psychological, emotional, social), that other courses usually don't include, or in which they never deepen. Some participants admitted these were aspects of care they had never thought of before, but thanks to the course they were already aware of their relevance regarding care.
- Participants identified the importance of values as empathy, respect or acceptance, and the cultural-competent person centred care approach as key in a care of quality.
- The discussion forum was highlighted as a very valuable resource. Participants reported to have learnt not only from the contents provided, but also and even more importantly from sharing experiences and opinions with the rest of participants, and not only those of their mother-tongue.

Nonetheless, they mentioned some improvements that need to be made in the future:

- Seminar (Webinar): Difficult to follow by most of participants due to the high level of English. Many participants could not participate, due to the schedule.
- For some videos, the simultaneous translation (provided by Youtube) generated subtitles of low quality, which made it difficult to follow and understand these videos.
- Some users reported access problems to the platform, which they found complex and little intuitive.
- Some participants reported the inaccuracy of some Spanish translations, reporting grammatical errors.
- Some learners reported problems with the mobile application, finding mandatory to take the course on a computer. Some participants demand a (better) mobile/tablet version.
- Some participants suggested that the course should offer the contents separated by language, avoiding mixing the four languages in the same screen, at the same time.

-We would like to highlight that, prior to the beginning of the course, participants' main concern was that any possible doubts or problems that might arise were solved quickly, as reflected on the pre-course questionnaire.

NATIONAL REPORT ON DELIVERING AND PILOTING THE MOOCINCATANIA, ITALY

Partner Organization: UNIVERSITY OF CATANIA

Participants

Number of participants enrolled: 59

Country of residence	Ethnic background	STATUS					QUALIFICATION					OCCUPATION				
		Man	Woman	Citizen	Migrant	Refugee	Nurse	Nursing aid	Elderly caregiver	Student/trainee in qualification	Other qualification	Elderly care organization	Home care	Healthcare	Other sectors	Unemployed
1 Germany 1 Burkina Faso 57 Italy	2 Russia 2 Burkina Faso 1 Benim 1 Senegal 1 Europe-Caucasian 52 Italy	12	47	52	5	-	-	3	9	1	46	7	3	4	36	9

Number of language groups: **4**

Number of trainers and facilitators enrolled: **3**

Organizing and conducting the learning:

The trainer evolved the participants across periodical group-mails. He encouraged them also by proposing key-discussion on both elderly stereotyping and importance of relationship quality among caregivers, seniors and their own families.

The facilitators did a set of activities. More specifically, they:

-graded participants step by step;
 -sent many [group-mails as well as individual e-mails](#) (in all **n.82**) in order to encourage the participation or just to remind to attend the course, or to fill in a questionnaire or quiz; they used the platform but also private e-mail (above all at the beginning, when participants were not so confident with platform);
 -sent by e-mail and posted on discussion board extra materials just to answer questions or to enhance the participants' reflections;
 -furthermore, provided many feedbacks to participants on both the discussion board and the grade -book.

Participants' results

Number of participants who achieved the course (got Course **achievement badge**) **>50p N.10**
 Number of participants who got **Group contribution badge** **> 70p N.5**
 Number of participants who got **Leadership badge** **> 90p N.25**
 Number of participants who didn't achieved the course **< 50 p N.19**
 Number of participants who withdrew the course **0 p N.20**

Impact on the participants

Learners' expectations

No. of participants who have completed the questionnaire = 58

The most important knowledge , skills and understandings expected to increase in this course No. of participants who have completed the questionnaire = 58	
Cultural knowledge	10
Knowledge and understandings of social, care system, policy regulations in Europe	10
Cultural awareness	10
Cultural communication skills	20
Social skills	58
Skills of interaction and relationships with elders and their families	58
Foreign languages skills	10
Digital skills	10
What other outcomes / benefits the participants expected to achieve at the conclusion of the course? <ul style="list-style-type: none"> Do a List -to increase care skills; -to increase the opportunity for job; -to get more confident with elderly people.	
How the participants expected this course to benefit for their professional work? <ul style="list-style-type: none"> Do a List and/or quote from the questionnaires -to increase care skills; -to increase the opportunity for job; -to get more confident with elderly people.	

The most important knowledge , skills and understandings the participants increased in this course

No. of participants who have completed the questionnaire = 39

Cultural knowledge	39
Knowledge and understandings of social, care system, policy regulations in Europe	39
Cultural awareness	39
Cultural communication skills	39
Social skills	39
Skills of interaction and relationships with elders	39
Foreign languages skills	34
Digital skills	34

Other important impact

No. of participants who have completed the questionnaire = **39**

Improved levels of your professional profile	39
Developed cultural, social, digital and language competence	39
Increased language competences and communication skills among other learners of different languages	39
Increased level of digital competence and skills for using social media	39
Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity	39
Increased cultural knowledge and developed skills of cultural communication	39
Abilities to cope with the and social relations with elders and their family when doing your job; New attitude and values relating to the cultural awareness and the European citizenship	39
Increased motivation and satisfaction in their work	39
Increased opportunities for employability and for professional development	39

Added value for the learners

Speaking in general, the participants did not expect to find an international training environment. At the beginning of their MOOC journey, they were focused on only improving care skills. Step by step, they realized how many opportunities of comparison the MOOC were offering to them. The other became like a key-point to improve learnings.

At the end of the MOOC journey, they said to be **“happy”, “really satisfied” “...much more than the previous expectations”, “I feel really enriched** thanks to this intercultural and interactive training experience” to join the MOOC for different reasons:

- to attend a course perfectly in line with other engagements of their own daily life;
- to learn law matters linked with elderly people care;
- to meet others’ point of view,
- to feel emotions across life or work experiences of the others (thus, to improve their active listening, empathy and compassion);
- to learn how cultural perspective influences the quality of relationship;
- to improve the self-awareness of their own culture.

Furthermore, they reported to be really satisfied for the “great support” received from facilitators during all the MOOC journey

MOOC evaluation

No. of participants who have completed the questionnaire = 38

Rating different statements about course	NO. OF ANSWARES	
	TRUE	FALSE
10. The course met their expectations and learning goals	38	
11. The course met their learning objectives.	38	
12. The course content was relevant and well structured	38	
13. The training activities were adequate facilitating their learning.	38	
14. The presentations and training materials where appropriate to their level of understanding, intuitive and friendly	38	
15. There was a good balance of individual learning, group learning, practical and evaluation activities, etc.	38	
16. The Course was well organized as timely, access to materials, level of the workload, etc	38	
17. The discussion forum was efficient for interaction with other trainees and stimulated their interest in the subject.	38	

18. The instructors challenged me to do my best work , providing materials, presentations, encouraging their participation, group discussions and responding to questions, etc.	38	
Rating of the course overall		
A. Poor		
B. Fair		
C. Good		
D. Very good		
E. Excellent	X	
Participants comments and suggestions for improvement:		
<ul style="list-style-type: none"> - Creating an App for smart-phone - Posts on Discussion board automatically translated 		

Conclusions.

Positive points

The Course has been well organized, as we can realize from participants' positive comments. They have found many and many interesting resources and a really stimulating international training environment. Many participants have been very interested in completing the Course in the best way. The results have been, much more positive than the previous expectations. All of these represent clear proof of success.

Critical points

Together with the many positive aspects, there are some critical points.

-Of course, the international environment represents a good way to improve many skills. But, be careful: it could cut away marginal people just because foreign language. This means supporting the possible linguistic gap is really important. So, the facilitator role should be more similar to a linguistic mediator.

-The platform is quite easy to use, but it does not help the work facilitator. It would be better if the platform could send alert when there are new entries in each discussion board, and do statistics about questionnaires filled in from participants.

-In order to make easier the attending, developing an App. could be better. More people could attend the course by smartphone.

NATIONAL REPORT ON DELIVERING AND PILOTING THE MOOC IN ORTONA, ITALY

Partner Organization: Comune di Ortona (Municipality of Ortona)

Participants

Italian target group consisted in students nursing field/workers in healthcare, unemployed and workers in other sectors. 53% are students in nursing field, coming from Romania and temporary residing in Italy. Most of them want to work in Italy after graduating.

Only 10% are unemployed.

Number of participants enrolled: **19**.

STATUS

QUALIFICATION

OCCUPATION

Country of residence	Ethnic background	Man	Woman	Citizen	Migrant	Refugee	Nurse	Nursing aid	Elderly caregiver	Student/trainee in qualification	Other qualification	Elderly care organization	Home care	Healthcare	Other sectors	Unemployed
Italy	Italian 8 Albanian 1 Romanian 10	0	19	9	10	0	0	0	1	10	8	0	0	10	7	2

Number of language groups: 2

Number of trainers and facilitators enrolled: 2

Organizing and conducting the learning:

The participants recruited by the Italian partner, were grouped in 2 language groups and were monitored and evaluated by 2 facilitators and trainers.

Means of communication with learners were the course platform, WhatsApp group and direct contacts.

The evaluation and grading monitoring was done at the end because many learners started later and needed more time for the activities.

Participants results

The trainers and facilitators graded the participants. A number of 19 participants.

The results of the assessment are:

- Number of participants who achieved the course (got Course achievement badge) >50p - **7/ 37%**
- Number of participants who got Group contribution badge > 70p - **0/ 0%**
- Number of participants who got Leadership badge > 90p - **0/ 0%**
- Number of participants who didn't achieved the course < 50 p - **7 / 37%**
- Number of participants who withdrew the course 0 p - **5/ 26%**

See the details in annexes.

Impact on the participants

The learning expectations were extracted from the Pre-course questionnaires completed by the participants in the first week as well as from the board discussions.

No. of participants who have completed the Pre course questionnaire = 13

The most important knowledge , skills and understandings expected to increase in this course	
Cultural knowledge	1
Knowledge and understandings of social, care system, policy regulations in Europe	9

Cultural awareness	
Cultural communication skills	1
Social skills	
Skills of interaction and relationships with elders and their families	1
Foreign languages skills	1
Digital skills	
Other outcomes / benefits the participants expected to achieve at the conclusion of the course were: <ul style="list-style-type: none"> - Improving social and cultural knowledge; - Improving skills in elderly care; - To acquire new language skills; - New cultural knowledge, language training, social interaction; - New abilities of cultural and social knowledge; - Improving Intercultural communication. 	
The participants also expected this course to benefit for their professional work: <ul style="list-style-type: none"> - Find a job easier in elderly care sector; - The course will be help to improve professional skills; - It will help me to work better; with more competences; - The course will be profitable for my personal training. 	
Cultural knowledge	12

The most important knowledge , skills and understandings the participants increased in this course

At the end of the course, in the last week, the participants completed a Post–course questionnaires where they appreciated the knowledge, skills and understandings they achieved.

No. of participants who have completed the questionnaire=12

Other important impact

Knowledge and understandings of social, care system, policy regulations in Europe	12
Cultural awareness	12
Cultural communication skills	10
Social skills	12
Skills of interaction and relationships with elders	12
Foreign languages skills	10
Digital skills	10

No. of participants who have completed the questionnaire = 12

11. Improved levels of your professional profile	12
12. Developed cultural, social, digital and language competence	12
13. Increased language competences and communication skills among other learners of different languages	12
14. Increased level of digital competence and skills for using social media	10
15. Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity	12
16. Increased cultural knowledge and developed skills of cultural communication	12
17. Abilities to cope with the and social relations with elders and their family when doing your job;	9
18. New attitude and values relating to the cultural awareness and the European citizenship	12
19. Increased motivation and satisfaction in their work	12
20. Increased opportunities for employability and for professional development	12

Added value for the learners

Comparing the participants' expectations with their results and impact issues from the post-course questionnaire as well as from the Summative Assessment, it results that participant's expectations have been met. They were first interested to improve their knowledge about social and health care system, policy regulations in Europe as well as cultural knowledge and developed skills of cultural communication.

Learners who already have experience with online courses declared that contents were very interesting and of good quality; they also believe that this course will help them to improve their skills and find a job.

Instead, those who are working said that there were too much content to learn and had some difficulty to spend time every day on MOOC and some withdrew from the course for lack of time.

Relevant quotes of participants.

"The impact is "wow"! I have learned many things, this training helped me to develop many abilities that will help me in my future career".

"Understanding, attention and motivation will be a priority in dealing with the elderly. I'm sure I will do better my job after this course"

"Different, I think it will be how I will carry out my activities with a lot of calm and compassion. I will be more patient, more communicative, more careful in dealing with the elderly".

"The main achievements are: learning a foreign language that will definitely help me in the future, the care techniques we have deepened in and the opportunity we had to work in a real training team."

"I will implement all the new knowledge we gathered"

"I will try to better structure the topics I learned for my job environment; I will have more accuracy and precautions for the patient"

"I'm more understanding and more careful in working with the elderly"

"Tackle the working world in the best possible way, providing care and care for people with different levels of psycho-physical self-sufficiency, also in support of family members, contributing to maintaining the autonomy and well-being of the person I take care".

MOOC evaluation

In the last week, the participants completed the MOOC evaluation questionnaires where they expressed their appreciation about the overall course: 58% rated it "EXCELLENT", 33% as "VERY GOOD" and only one person rated it "GOOD".

No. of participants who have completed the questionnaire = 12

Conclusions.

Learners coordinated by Italian facilitators expressed a positive overall opinion about the MOOC and the online course because it was a great opportunity for them to improve their skills and acquire new knowledge on social, ethnic, linguistic and cultural diversity as well as new abilities to cope with elders and their family.

STRENGTH POINTS:

- The course contents were more than exhaustive with respect to the proposed objectives;
- Learners declared that the presentations and training materials were appropriate to their level of understanding, intuitive and friendly. For most of them, it was the first experience with a MOOC, and they found it very interesting and useful for their job;
- MOOC is a great opportunity for those who can't attend a course in presence as they are working;
- This course represented a very interesting experience because gave them the opportunity to communicate and exchange ideas with learners from other EU countries; it was interesting even for those who had no good competence in English language.

CRITICAL POINTS AND SUGGESTIONS FOR IMPROVEMENT

- Participants who are working reported that there were too much materials to be read and other contents and they needed more time to spend on MOOC. They suggested less contents and more practical activities.
- They suggested to make it possible for future courses to prepare also an APP in order to optimize time and be able to use MOOC from mobile phone in every free moment. They tried to follow course from mobile they had access problems.
- For the videos, participants suggested to add videos also in other languages not only in English.

TIPS FOR RUNNING A GOOD MOOC

To build your own MOOC, go to the project website <https://iene7.eu/mooc/> and download the tools that the IENE 7 project partners created:

- Download the **Training Model**
- Download the **Curriculum**
- Download the **Kit for training the MOOC Facilitators**
- Download the **MOOC learning activities in English, Romanian, Spanish and Italian**

Familiarise yourself with the technology

- Check the MOOC regularly
- Encourage people to post if they haven't posted for a while
- Provide translations of the instructions in the key languages

Anticipate technical problems

- Module moderators - ready to help with technical issues (webinar)
- Encourage people to check their setup and explore alternatives
- Provide a link to the webinar after it has been broadcast
- Give clear instructions for those who may not be familiar with how to use the technology (with a video or screenshots)

Useful resources

Resources for running a MOOC

<https://facdevblog.niu.edu/tips-for-designing-a-massive-open-online-course-mooc>

Blackboard quick tutorials

<http://www.blackboard.com/quicktutorials/quicktutorials.htm>