WHAT WE ARE GOING TO TALK ABOUT?

1. Introduction of the project
2. The process of creating the simulations
3. Demonstration of the simulation
4. Recommendations for planning and implementation of similar projects
5. Key advantages of learning this way
6. Questions and answers

1. Introduction of the project

WHAT WAS THE GOAL?

CEP:

Innovation, cooperation, strengthen the training and education in probation

Project:

To explore the use of simulations for training and measurement within Probation

THE PROJECT OBJECTIVES

1. To create four online, playable conversation simulations in local languages and English

1. To learn how online conversation training is appreciated by players and what they learn from playing

WHO PRODUCED THE SIMULATIONS?

Estonia: Laura Kikas, Liisa Tarkus Maret Miljan and Mariel Männiste

Catalonia: Ainhoa Pradas and Blanca Bombi and the voice recording by Borja Pleguezuelos

Romania: Catalin Ionete and Adelina Tremura

Finland: Pia Andersson and Satu Saastamoinen, and the voice recording by Juuso Kahri

WHEN?

From March to November 2022

It took 7-9 months to elaborate the scenarios

2. The process of creating the simulations

HOW WERE THE SIMULATIONS MADE?

GENERAL ISSUES:

- Each country developed its own scenario in the DT simulation platform

- The project experts were showed how to use the platform as part of the initial online meeting with the Dialogue Trainer Company

- The case was developed considering the social, penal and professional context of each country

- The work was done in the language of each country and into English

- All the work in the project was done online
    - one final face to face meeting in Utrecht by the project group

4 STEPS WERE FOLLOWED:

1. Selecting a relevant case to the organization and to professionals

2. Mapping a best-practice and scenario phasing

3. Produce the "correct" dialogue and addition of alternative answer options

4. Test and evaluate the scenario

FINAL EVALUATION AND IMPROVEMENT

Step 1: Selecting a relevant case to the organization and to professionals

- Choosing the client's characteristics

- The aim of the interview / Learning aims

- The methodology: focused in 2 core correctional skills:
  • Building an effective Working Alliance
  • Using the principles of Motivational Interviewing

Step 2: Mapping a best-practice and scenario phasing

Ex. Catalonia: 4 phases of the dialogue

- Making contact
- Agreeing on risks
- Agreeing on strengths
- Agreeing on plan

Step 3: Producing the dialogue
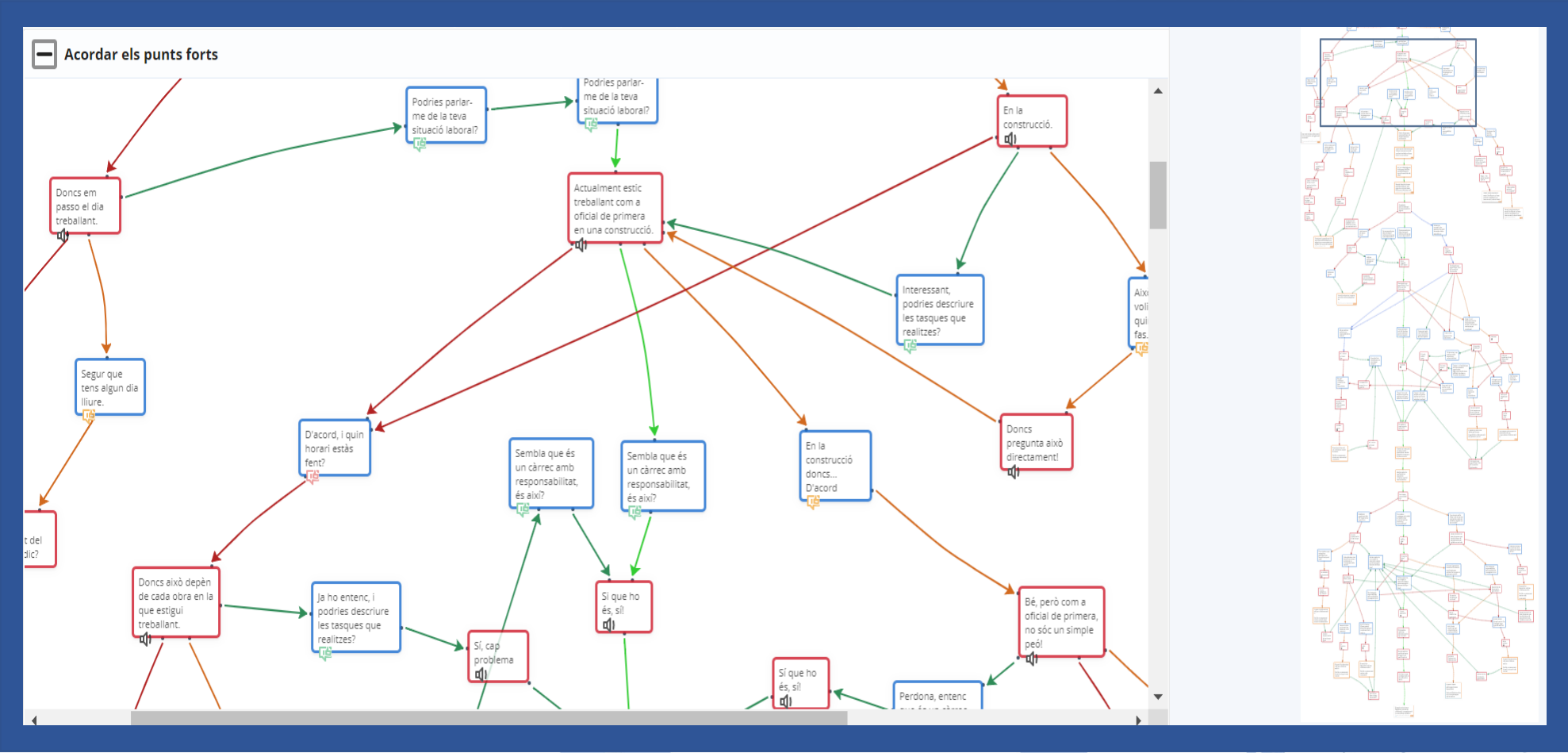
Step 4: Test and evaluate the new scenario

1. Test it by professionals, translate and finalize with a sound recording

2. Involvement of probation officers in testing and improving the dialogue (from 10 to 50 people of each country)

3. Questionnaire. 3 main issues were evaluated:

- Is the scenario realistic to obtain the learning goals?

- Do the answer options lead to reflections and to a learning process for the player?

- Does the automated feedback help players reflect on the choices they make?

FINAL EVALUATION + IMPROVEMENT

Final meeting with all the participating countries

- Analysis of the inputs of all the evaluations

- Final improvements

- Final report approved by CEP Board

3. Demonstration of one simulation

4. Recommendations for planning and implementation of similar projects

Planning

- What is the knowledge level on supervision skills, core correctional skills in your probation organization
  - If there is not yet, it could be good to start with the training of the skills first and then use DT as a tool to practice the skills or some of the skills

- Do you have an inhouse training for Motivational Interviewing methodology?

- It is beneficial to work for the openness and the commitment of the management to go forward to test and use this kind of a tool for personnel learning

Planning

- What level of readiness is there in your organization to use digital learning platforms?

- Who would lead this kind of training tool implementation in your organization?

- Project or part of ongoing development work?
  - The budget, time frame and resources should be agreed on
  - How would the implementation occur (the model, target group, step by step, per region or per office, small sample?)

Implementation

- The implementation according to the plan

- Safeguard the resources for development and implementation work

- Communication in the organization – communication action plan

- Regular feedback session in the organization according to the principles of a learning organizations

How to use the platform?

- Can be used in combination of inhouse training

- Can be used as material for introduction phase of a new client worker

- Can be used on team level to enhance learning together

- Can be used individually in a suitable time

- Can use the feedback in the platform to support individual and organizational learning

5. Key advantages of learning this way

WHAT ARE THE ADVANTAGES TO LEARN THIS WAY?

- Safe learning environment
  - Less stress in complex conversation situation
  - Practice as much you need

- Personal feedback
  - Reflection on every action in the game

- Visible learning progress motivates

- Gamification makes learning more engaging
  - Cognitive involvement is the basis for deep learning

- Suitable for large groups

6. Questions and answers

Thank you for your interest

Marta Ferrer   mferrerp@gencat.cat

Pia Andersson   pia.andersson@om.fi

Maret Miljan   maret.miljan@sisekaitse.ee