

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/349714707>

ICT Integration Model for socio-educative family interventions

Chapter · November 2018

CITATIONS

2

READS

49

3 authors:



[Laura Fernández-Rodrigo](#)

Complutense University of Madrid

42 PUBLICATIONS 97 CITATIONS

SEE PROFILE



[Eduard Vaquero](#)

Universitat de Lleida

58 PUBLICATIONS 403 CITATIONS

SEE PROFILE



[M.Àngels Balsells](#)

Universitat de Lleida

127 PUBLICATIONS 736 CITATIONS

SEE PROFILE

ICT INTEGRATION MODEL FOR SOCIO-EDUCATIVE FAMILY INTERVENTIONS

LAURA FERNÁNDEZ-RODRIGO, EDUARD VAQUERO, MARIA ÀNGELS BALSELLS

University of Lleida, Pedagogy and psychology, Lleida, Spain

1. INTRODUCTION

As it can be seen in the literature, principally schools and universities include ICT in their educational practices. The school curriculum contemplates the use of ICT, in the same way that many universities do in their degrees. Socio-educative interventions in Spain do not have a specific curriculum or a plan that defines educative practices done through ICT. Responding to this lack, Gallego, Alonso, and Cacheiro (2011) expose five types of ICT use in socio-educative interventions:

1. Design, development and evaluation of socio-educative programs and projects.
2. Management and administration of social and educational institutions.
3. Analysis and research about socio-educative contexts.
4. Professionals of socio-educative practices training.
5. Social and cultural development.

Concretely, we focus our work on the first and fourth point, contextualizing the implementation of socio-educative family interventions.

2. JUSTIFICATION

The communication presents a part of the results of the dissertation "ICT use for the development of the socio-educative program 'Walking family'" (Balsells et al., 2015). Walking family is a socio-educative program to support specific parental competences, which families have to develop in a foster care and reunification process. The program is a resource and a tool for professionals of the Child Welfare System, aimed to families with children between 8 and 16 years old. The evaluation of the program is done through a participatory-action research, which involves the implication of both professionals and researchers. By the need to communicate, to facilitate materials and resources, and to share evaluation tools, the research team makes available the following virtual resources:

- Tools for online surveys (www.typeform.com). Some of the instruments for evaluating the program are characterized by being quantitative. These instruments have been digitized through "Typeform" to facilitate their completion, as well as for greater speed in the introduction, sending and management of protected data.
- Website of the program (www.caminarenfamilia.com). It has the purpose of publicizing the program, offering general information about it, such as structure, objectives and contact information.
- GRISJ Virtual. It is a virtual environment created with Moodle, which acquires some functions to develop the program: a) it is used as a media between professionals and researchers to resolve doubts and answer questions through the forum; b) it is used as a repository of resources and educative materials; c) it is provided to professionals the direct link to each instrument made with the "Typeform" tool in the platform.



- QR Codes. A printed guide about the implementation and evaluation of the program contains QR codes to access to all of these online resources through mobile devices.

In order to contextualize the way in which ICTs are used for the development of the “Walking family” program, the following questions are addressed: What use do families and professionals do of ICT in the area of family and parental education? Which ICT tools can be used to support family interventions in social work? How can we define the way in which ICT are used for the program “Walking family”?

Responding to these questions, the aim of this study is to propose a model for contextualizing socio-educative family interventions with ICT.

3. METHODOLOGY

To achieve the goals, a theoretical review has been carried out, taking into account the literature that comes from research and which has been published in scientific journals, books or other published documents.

Next, these steps have been followed:

- a) Proposal of research questions and aims.
- b) Definition of keywords.
- c) Definition of databases. Principally, we have searched in Google scholar and in Scopus.
- d) Selection of studies. It has taken into account educative experiences, evaluation results, and evidence-based practices.
- e) Identifying the data and the information of each reference. The main results and the educational experiences of the investigations were extracted.
- f) Synthesis of the results.

4. RESULTS

The main result of the study is the creation of a model to contextualize socio-educative family interventions with ICT. The model consists in three dimensions which are “Support”, “Training” and “Management”. These dimensions are addressed for professionals and families. The model is shown as a table created taking into account all the literature reviewed (picture 1). The uses of ICT in family interventions can be classified in one or more of these cells.

The first dimension is ICT as a media for receiving support. When it is talked about support, we refer to the use of ICT for communication, advising, asking and answering questions about intervention. It can serve as be social, technical and professional support. This support can be done for or among professionals, or for or among families.

Secondly, “Training” represents all of ICT utilities to improve or facilitate the training or education of professionals or families. For professionals, it represents the training for improving their educational practices. For families, training with ICT is referred principally to online programs and other educative resources that families can found on Internet.

Finally, when we talk about “Management”, we refer to the use of ICT to follow-up the process of families in a socio-educative intervention, for managing, exchanging or sharing specific information and data. This process could be followed by the professionals or, also, by families.



Support (S), Training (T) and Management (M) for Professionals (P) and Families (F) (STM for PF): A model for socio-educative family interventions with ICT			
	Support (S)	Training (T)	Management (M)
Professionals	Support for or between Professionals (SP)	Training of Professionals (TP)	Management for Professionals (MP)
Families	Support for or between Families (SF)	Training of Families (TF)	Management for Families (MF)

Picture 1: STM for PF model.

4. 1. ICT AS A MEDIA FOR THE SUPPORT FOR OR AMONG PROFESSIONALS (SP)

Firstly, taking into account the communication tools of everyday use, instant messaging systems, like WhatsApp, can be a good option to promote collaborative work between professionals. In schools, for example, they are used among students, or in some cases between students and teachers, to clear doubts about various situations, asking questions, sharing multimedia resources and promoting collaborative learning (Padrón, 2013). In the same way, message systems could be a way to offer continuous and immediate support to professionals who carry out a socio-educative intervention. Other tools are virtual environments for Communities of Practice (CoP), which improve the interaction between participants, the peer support, the communication and the information exchange (Murty, Gilmore, Richards, & Altilio, 2012).

4.2. ICT AS A MEDIA TO SUPPORT FAMILIES (SF)

According to Nieuwboer (2013), the communication modalities used by parents to receive professional support or peer support are: information pages 61.3 %, forums 36 %, consultation messaging between professional and parent 32 %, mailing list 13.3 % Chat between peers (13.3), chat between parents and professionals (1.3 %). In the same way, Hall & Biernan (2015) show that ICT can have an important role in family interventions but in some of these cases, they are a complement for face-to-face interventions among parents or between parents and professionals.

In the Domenech (2016), it was studied the efficacy of the mobile app “Remind”. Remind offers to education professionals a simple and secure way to send messages to parents. Participants were satisfied with the use of Remind and it became the main communication media between families and professionals of the centre. It can be seen as another example about a specific tool in the study of Dodsworth et al. (2013). It shows the use of a webpage as a Community of Practice in which were involved both social workers and foster care families. Both studies mentioned above offer a communication media between families and professionals to improve their participation.

4.3. ICT AS A MEDIA FOR TRAINING OF PROFESSIONALS (TP)

In Italy, the professionals of the Child Welfare System are trained by a flipped classroom and b-learning methodology through Moodle to implement the socio-educative program “P.I.P.P.I”. This program provides instruments and working methodologies to prevent children placement out of their home (Milani, 2013). Over the training, professionals do some tasks for learning the theoretical section of the program and assist to face-to-face sessions for doing the practical activities in group. It was found that the flipped classroom approach provides more opportunities to develop student autonomy through active and experiential learning and critical and reflective discussions between professionals from different services and territories.



In addition, the design of this flexible and interactive course produced a high score in terms of satisfaction among professional trainers (Di Masi & Milani, 2016).

In scholar context, the virtual environment M.A.D.E.I. was implemented. This environment is aimed at providing continuous training to teachers involved in teaching design tasks related to a particular topic of the primary curriculum (Ballesteros, 2012). The tool was created and designed specifically for this function, not part of any open virtual platform like Moodle or Sakai. Although this tool was implemented in schools, creating specific tools to support Child Welfare System professionals could be a good option to support their practices too. On the other hand, it was found another study in which was also developed a specific tool for training professionals, but about suicide prevention. The findings of the study of Ghoncheh and colleagues (2016) indicate that Web-based suicide prevention e-learning modules can be an effective educational method to enhance knowledge and self-confidence of professionals with regard to adolescent suicide prevention. Professionals with limited time and resources can benefit from the accessibility, simplicity, and flexibility of Web-based training.

4.4. ICT AS A MEDIA FOR TRAINING OF FAMILIES (TF)

In the study of Baker, Sanders & Morawska (2017) it has been seen that families use different types of ICT resources to train their parental competences: webpages (65 %), social networks (45 %), TV programs (19 %), radio programs (6,1 %), videos (4,4 %), and online parental programs (4,4 %).

Although parental programs are the least used resources for families, they can be a useful educative tool. For instance, The *Positive Parent* program got good results about their users. Participants reported high satisfaction with the ease of use of the program, the content of the module, and their perception of parental self-efficacy (Suárez, Rodríguez, & Rodrigo, 2016).

Moreover, Torres & Rodrigo (2013) propose some tools for using in interventions for parents: webquest to integrate information from various sources on the subject; podcast of expert presentations and parent testimonials; micro-texts; videos with educational micro scenes; animations with educational micro scenes; creation of blogs; participation in social networks; questionnaires and checklists to evaluate the knowledge acquired in the session.

4.5. ICT AS A SUPPORT FOR MANAGEMENT FOR PROFESSIONALS (MF)

In the health field, the concept of “tele-nursing” is used to define the follow-up performed by professionals on patients through online tools, including diagnosis, planning, exercise and its evaluation. Through the “tele-nursing” programs nurses are trained on diseases, firstly. Secondly, nurses follow the whole process of patient education, which is intended to improve their skills, through a virtual environment (Kazawa, Moriyama, Oka, Takahashi, & Kawai, 2015). In the same line, during the implementation of Walking Family, professionals can use a virtual environment and a survey tool for introducing the data of families and evaluate the implementation of the program (Fernández-Rodrigo, Vaquero, & Balsells, 2016; Vaquero, Balsells, & Fuentes-Peláez, 2016).

4.6. ICT AS A SUPPORT FOR MANAGEMENT FOR FAMILIES (MF)

According to Milani (2013), professionals who implement the P.I.P.P.I. program use a virtual tool as a support. This tool is called RPM, whose acronym in Italian means “Evaluation, Planning and Following up”. Through RPM, both families and professionals can work together to evaluate, plan and follow up the process over the program. Professionals and families can access to RPM by its webpage and by its app for Android.



5. CONCLUSIONS

There is a lack in the literature, specifically, about the use of ICT by families to manage their follow-up about a socio-educative intervention. Moreover, it is seen that there are not many studies about ICT in social work, compared to all studies in formal education and ICT, as also say Vaquero (2016) and Niela-Viën et al. (2014). Some studies in other fields can provide good practices or ideas for intervention with families with ICT as a support.

Finally, this study has helped to contextualize the use of ICT in the program "Walking Family". Taking into account all the "STMforPF Model", it seems like the use of ICT in the Walking Family program can be integrated in these dimensions: Support for or between Professionals (SP) and Management for Professionals (MP).

6. REFERENCES

- ▶ Gallego, Alonso, and Cacheiro (2011)
- ▶ Nieuwboer (2013),
- ▶ Domenech (2016)
- ▶ Kazawa, Moriyama, Oka, Takahashi, & Kawai, 2015
- ▶ Baker, S., Sanders, M. R., & Morawska, A. (2017). Who Uses Online Parenting Support? A Cross-Sectional Survey Exploring Australian Parents' Internet Use for Parenting. *Journal of Child and Family Studies*, 26(3), 916–927. <http://doi.org/10.1007/s10826-016-0608-1>
- ▶ Ballesteros, C. (2012). Una propuesta práctica multimedia online para la formación colaborativa de los equipos de profesores en el diseño de procesos de enseñanza y aprendizaje constructivistas e investigadores. En *I Congreso Virtual Internacional sobre Innovación Pedagógica y Praxis Educativa INNOVAGOGÍA 2012. Libro de Actas* (pp. 65–67). AFOE – Asociación para la Formación, el Ocio y el Empleo. <http://doi.org/10.1017/CBO9781107415324.004>
- ▶ Balsells, M. À., Pastor, C., Amorós, P., Fuentes-Peláez, N., Molina, M. C., Mateos, A., ... Ponce, C. (2015). *Caminar en familia: Programa de competencias parentales durante el acogimiento y la reunificación familiar*. Madrid: Ministerio de Sanidad Servicios Sociales e Igualdad.
- ▶ Di Masi, D., & Milani, P. (2016). Backward design in-service training blended curriculum to practitioners in social work as coach in the P.I.P.P.I. program. *Journal of e-Learning and Knowledge Society*, 12(3), 27–37.
- ▶ Dodsworth, J., Bailey, S., Schofield, G., Cooper, N., Fleming, P., & Young, J. (2013). Internet technology: An empowering or alienating tool for communication between foster-carers and social workers? *British Journal of Social Work*, 43(4), 775–795. <http://doi.org/10.1093/bjsw/bcs007>
- ▶ Fernández-Rodrigo, L., Vaquero, E., & Balsells, M. À. (2016). Las TIC para el desarrollo del programa socioeducativo « Caminar en familia »: ¿ Qué opinan los profesionales ? En *Tecnología, innovación e investigación en los procesos de enseñanza-aprendizaje* (pp. 2434–2445). Ediciones Octaedro.
- ▶ Ghoncheh, R., Gould, M. S., Twisk, J. W., Kerkhof, A. J., & Koot, H. M. (2016). Efficacy of Adolescent Suicide Prevention E-Learning Modules for Gatekeepers: A Randomized Controlled Trial. *JMIR Mental Health*, 3(1), e8. <http://doi.org/10.2196/mental.4614>
- ▶ Hall, C. M., & Bierman, K. L. (2015). Technology-assisted interventions for parents of young children: Emerging practices, current research, and future directions. *Early Childhood Research Quarterly*, 33, 21–32. <http://doi.org/10.1016/j.ecresq.2015.05.003>
- ▶ Milani, P. (2013). *P.I.P.P.I. Programma di Intervento Per la Prevenzione dell'Istituzionalizzazione*.
- ▶ Murty, S. A., Gilmore, K., Richards, K. A., & Altilio, T. (2012). Using a LISTSERV™ to Develop a Community of Practice in End-of-Life, Hospice, and Palliative Care Social Work. *Journal of Social Work in End-Of-Life & Palliative Care*, 8(1), 77–101. <http://doi.org/10.1080/15524256.2011.652857>
- ▶ Niela-Viën, H., Axelin, A., Salanterä, S., & Melender, H. L. (2014). Internet-based peer support for parents: A systematic integrative review. *International Journal of Nursing Studies*, 51(11), 1524–1537. <http://doi.org/10.1016/j.ijnurstu.2014.06.009>



- ▶ Padrón, C. J. (2013). Estrategias didácticas basadas en aplicaciones de mensajería instantánea WhatsApp exclusivamente para móviles (mobile learning) y el uso de la herramienta para promover el aprendizaje colaborativo. *Eduweb. Revista de Tecnología de Información y Comunicación en Educación*, 7(2), 123–134. Recuperado a partir de <http://servicio.bc.uc.edu.ve/educacion/eduweb/v7n2/art09.pdf>
- ▶ Suárez, A., Rodríguez, J. A., & Rodrigo, M. J. (2016). The Spanish online program «Educar en Positivo» («The Positive Parent»): Whom does it benefit the most? *Psychosocial Intervention*, 25, 119–126. <http://doi.org/http://dx.doi.org/10.1016/j.psi.2016.03.001>
- ▶ Torres, A., & Rodrigo, M. J. (2013). Una experiencia de educación parental mediante entornos virtuales de aprendizaje. *Sistemas, cibernética e informática*, 10(1), 45–49.
- ▶ Vaquero, E., Balsells, M. À., & Fuentes-Peláez, N. (2016). Recursos digitales para el desarrollo de «Caminar en familia»: programa de competencias parentales durante el acogimiento y la reunificación familiar. En *Tecnología, innovación e investigación en los procesos de enseñanza-aprendizaje* (pp. 3115–3121). Ediciones Octaedro.
- ▶ Vaquero, E., Ius, M., Milani, P., & Balsells, M. À. (2016). Una revisión de la literatura sobre el uso de las TIC en el ámbito de la intervención sociofamiliar. En *Tecnología, innovación e investigación en los procesos de enseñanza-aprendizaje* (pp. 1920–1928). Editorial Octaedro.



LA QUALITÉ DE VIE DE L'ENFANT AUJOURD'HUI / CHILDREN'S QUALITY OF LIFE TODAY



ÉDITÉ PAR:

Lenka Šulová, Université Charles de Prague, Prague, République Tchèque
Jean-Pierre Pourtois, Umons – Asbl Education Et Famille, Mons, Belgium
Huguette Desmet, Université de Mons, Asbl Education Et Famille, Mons, Belgium
Jean-Claude Kalubi, Université Sherbrook, Quebec, Canada

AVEC LA COLLABORACION DE:

Monica Amadini, M. Angels Balsells, Emeline Bardou, Nadia Bassano, Chiara Bellotti, Sarah Benintendi, Hana Bergerová, Georgios Bestias, Dominique Beynier, Luisa Bonfiglio, Julie Bouchard, Kimberley Brioux, Huguette Desmet, Gillionne Desquesnes, Vladimír Dočkal, Céline Dujardin, Daniel Dvořák, Balias Efstathios, Laura Fernández-Rodrigo, Agnès Florin, Veronique Francis, Enrica Freschi, Esther Gallardo Quero, Claire Ganne, Maude Garant, Hubert Gascon, Manon Grandval, Marie-Pascale Guyon, Daniel Heller, Pavel Charamza, Josée Charette, Edith Jolicoeur, Colette Jourdan-Ionescu, Francine Julien-Gauthier, Jean-Claude Kalubi, Pierre Largy, Annie Lasne, Lucie Lemelin, Consuelo Leon, Odette Lescarret, Dolores Madrid Vivar, Sarah Martin-Roy, Alice Morgado, Mabrouka Neffati, Nathalie Oubrayrie-Roussel, Rocio Pascual Lacal, Francesco Peluso Cassese, Florence Pirard, Débora Poncelet, Jean-Pierre Pourtois, Giada Prisco, Daniel Prokop, Helene Ricaud-Droisy, Claire Safont-Mottay, Catherine Sellenet, Aurélie Simoës-Perlant, Eva Šírová, Stanislav Štech, Lenka Šulová, Giulia Torregiani, Maria da Luz Vale-Diaz, Eduard Vaquero, Chantal Verdon, Marek Vranka, Céline Yon, Paola Zini

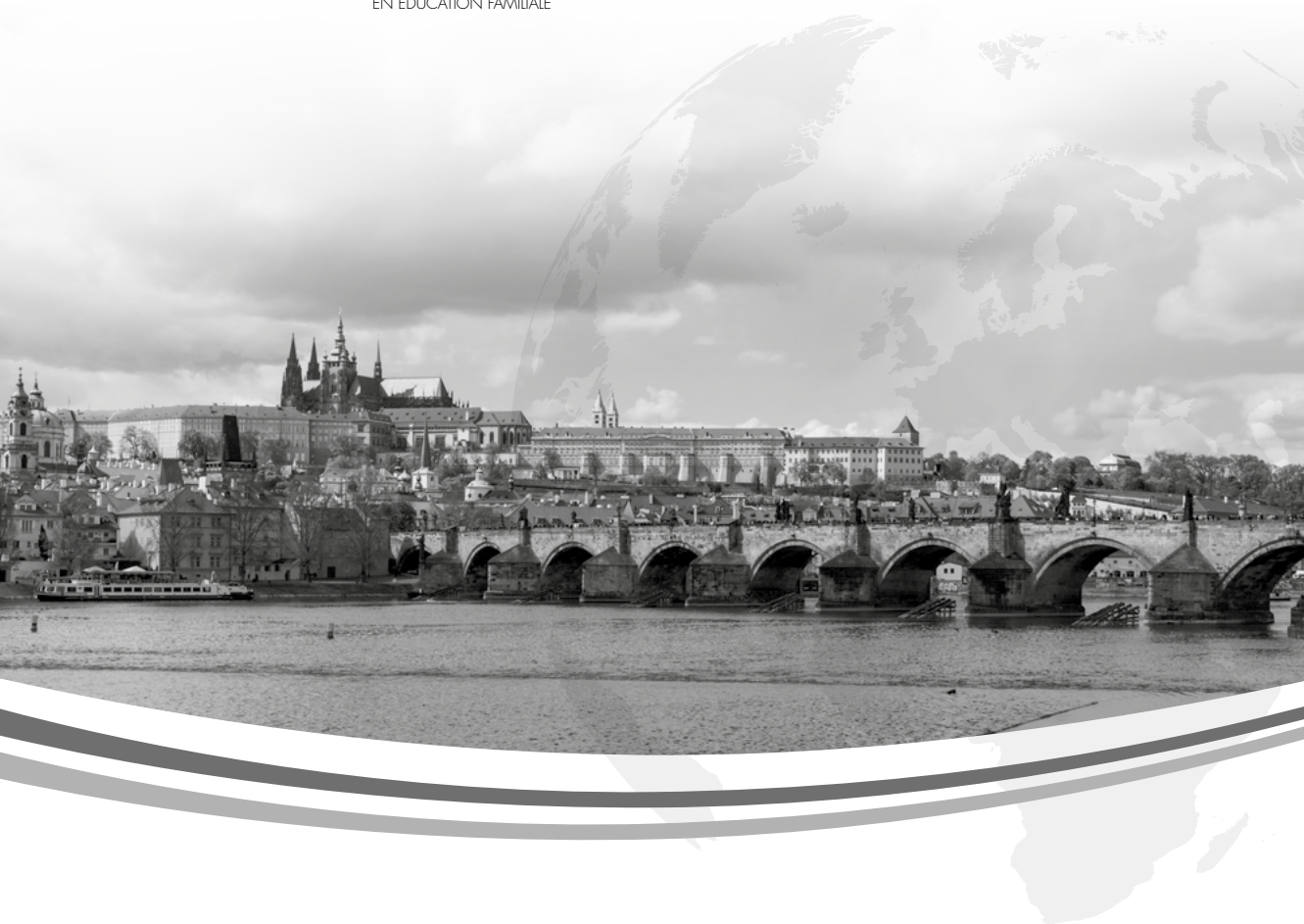


UNIVERSITÉ CHARLES
DE PRAGUE, PRAGUE,
RÉPUBLIQUE TCHÈQUE



ASSOCIATION INTERNATIONALE
DE FORMATION
ET DE RECHERCHE
EN ÉDUCATION FAMILIALE

AIFREF



LA QUALITÉ DE VIE DE L'ENFANT AUJOURD'HUI CHILDREN'S QUALITY OF LIFE TODAY

LENKA ŠULOVÁ, JEAN-PIERRE POURTOIS, HUGUETTE DESMET, JEAN-CLAUDE KALUBI

Cet ouvrage est issu du XVII. Congrès international de l'AIFREF
" La qualité de vie de l'enfant aujourd'hui " / "Children's Quality of Life Today"
qui s'est tenu à Prague en mai 2017.

*The publication was supported by the Charles University programme Progres Q15
"Life course, lifestyle and quality of life from the perspective of individual adaptation
and the relationship of the actors and institutions."*

Les partenaires:



Publication title: La Qualité de Vie de l'enfant Aujourd'hui / Children's Quality of Life Today

Publisher: CZECHIN, s.r.o., 5.kvetna 65, Prague, Czech Republic

Edited by: prof. Lenka Sulova, Charles University Prague, Prague, Czech Republic; prof. Huguette Desmet, University of Mons, Mons, Belgium; prof. Jean-Pierre Pourtois, University of Mons, Belgium;
President of the International Association of Training and Research in Family Education (AIFREF);
prof. Jean-Claude Kalubi, University of Sherbrooke, Montréal, Canada

Published: November 2018

Edition: first

ISBN: 978-80-906655-6-9

