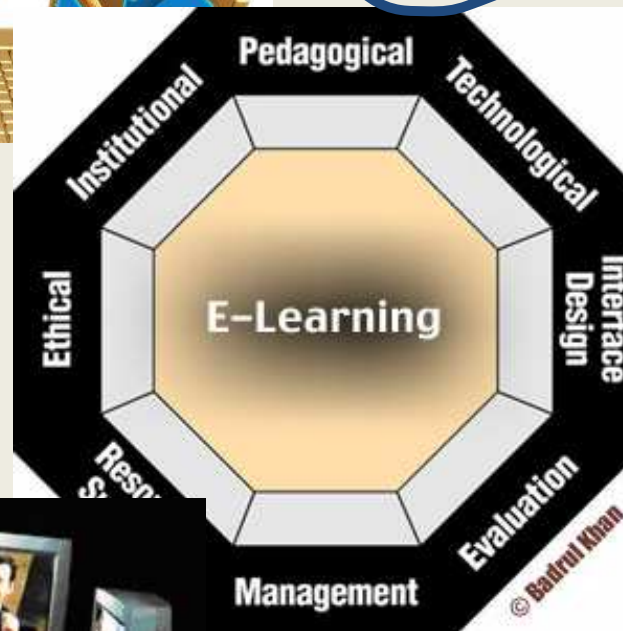
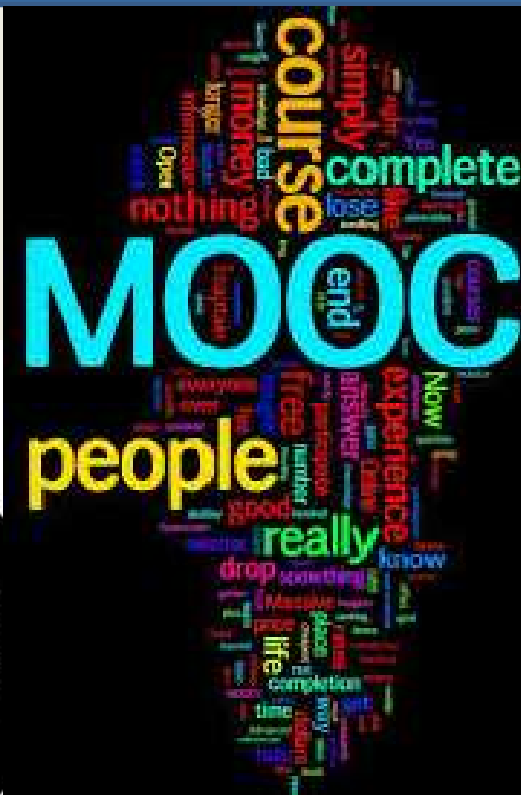
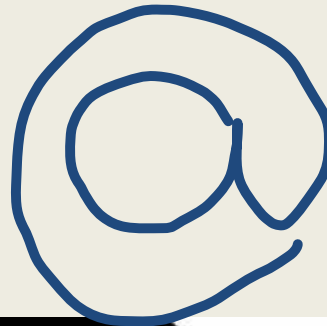


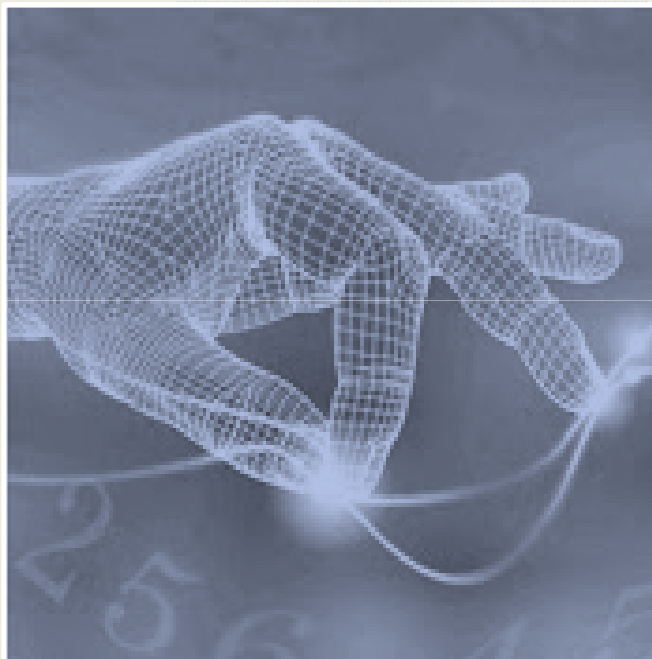


METHODOLOGICAL DEVELOPMENTS

**INTRODUCTION OF METHODOLOGICAL DEVELOPMENTS
IN PRISON STAFF TRAINING INSTITUTIONS IN SPANISH
ADMINISTRATION**



Introduction



The consideration of the introduction of new methodologies in the teaching-learning remote host has its prison administration specifically by:



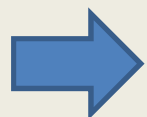
Being a predominantly peripheral administration, with a high functional and geographical mobility of workers.

Support of the training plan in decentralized actions in Prisons.

The incorporation of new technologies in the social and labor at an increasing rate.

The advantages in the management of public expenditure involves replacing the formula of "take the student to form" a "out training the student".

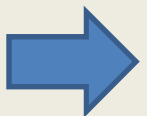
Characteristics of the organization



72 Prisons geographically dispersed



12 Social Integration Centers



24.470 Staff spread in the following areas:

- **Executives: 384**
- **Treatment: 1.358**
- **Health: 949**
- **Surveillance: 15.422**
- **Administration: 4.260**
- **Labor personnel: 2.097**

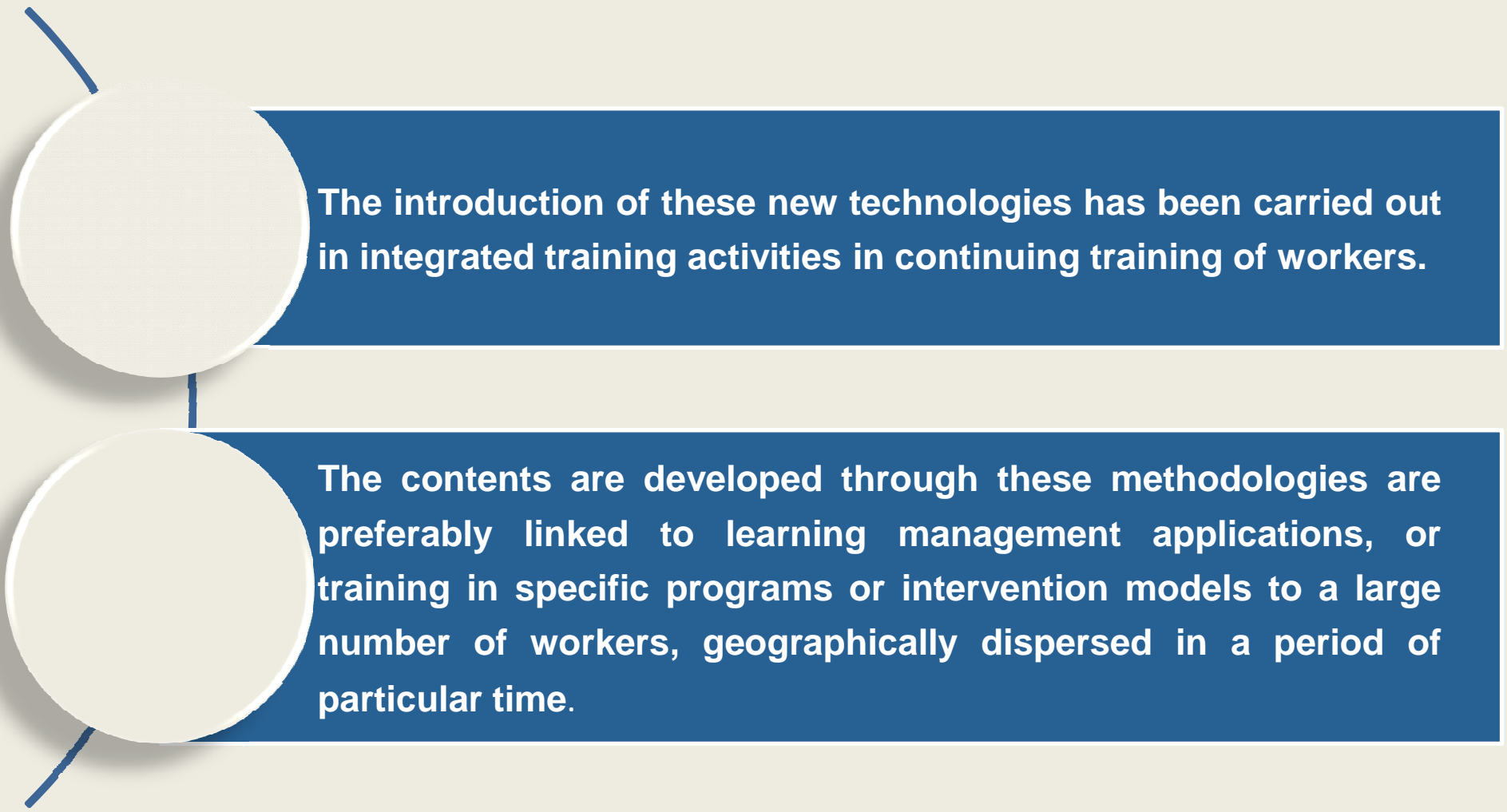


ICT Support post

	Tic in office	Displacement classroom training
Executives	✓	
Treatment	✓	
Health	✓	
Surveillance	No	✓
Administration	✓	
Labor personnel	✓ 1/3	✓ 2/3



Starting point



The introduction of these new technologies has been carried out in integrated training activities in continuing training of workers.

The contents are developed through these methodologies are preferably linked to learning management applications, or training in specific programs or intervention models to a large number of workers, geographically dispersed in a period of particular time.

Common aspects of innovation

The transmission channel
Hypermedia
Organisational Culture

The contents:

- Structure
- Format
- Features
- Temporalization

Tutoring:

- The tutor profile
- The tasks
- The attention to student
- Student / tutor ratio
- Preparation guide and tutor training adoc

Follow up:

- Control of participation
- Elements evaluation



Methodological experiences.



TRAINING THROUGH VIDEO
CONFERENCE



VIDEO TRAINING



E-LEARNING



MIXED MEDIA

Videoconferencia



Utility

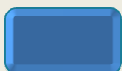
Instruct a large number of staff at various facilities simultaneously with one expert teacher

Advantage

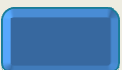
Synchronous communication, support of various software, teacher-student interaction and students each

Disadvantage

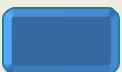
Technical limitation of data bandwidth. Only allows for five simultaneous connections



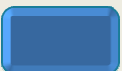
Effectiveness of the training. As in classroom training, students receive real-time content



Economically saves on travel costs of students to the study center



Previous requirements. This methodology is suitable for the implementation of procedures or updates on management applications which already have prior knowledge



No need of a previous approach to the transmission channel



Video formación

This methodology has been used as a teaching material repository and support for learning applications prison management

Through "pills" of specific content, of short duration, between 1 and 6 minutes, exposed or do step by step process of learning object.





Utility

It is a useful methodology to train all workers from their jobs. Allows absolute freedom to adapt their pace each student.

Advantage

It is a teaching resource in small and specific tutorials that is always available and the worker can envision many times as desired.

Disadvantage

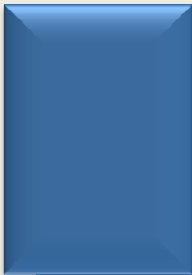
Is a sealed product, there is no interaction of the worker.

E-learning




It has allowed us to develop decentralized training through the use of information technology and telecommunications, enabling an interactive, flexible and accessible learning in principle to any worker that has the computing resources needed.


Strengths of the online training




Distance learning and tailored




Facilitates the use of materials
in different courses.




Interactivity between teacher-
student and group together




Record the activity performed by
the student and is a quick and
agile track.




It makes compatible training
workday



Facilitates the introduction and learning of telematics technology



Reduce costs of travel to attend courses.



Enables the redirection of teacher-facilitators tutors experts.

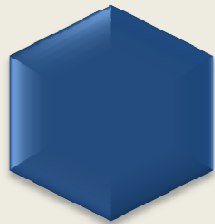


Promotes multimedia training



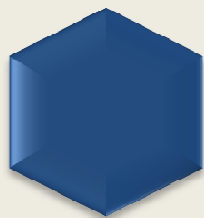


Weaknesses of online training



**It requires minimal infrastructure
and technological skills**

**Must be supported by distance
learning project**

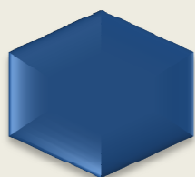


**It has a heavy reliance on outside
companies**

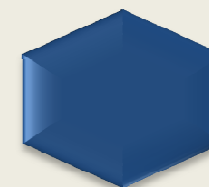




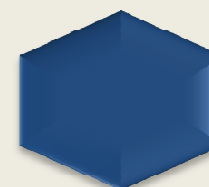
**Requires a higher initial investment in
the design and content development**



**Require more individual work than
classroom training, both for
students and for tutors**



**It can decrease the quality of training if the
quality of the content and profiles support
tutors permanently won't attend**





From the contents

Updated staff training and design of teaching materials.

Dependence on external contracts, lack of continuity in the actions.

Not always meet the requirement for interoperability.

The expiration of some content or procedures

From the technical point of view

Necessary coordination between IT and training.

Adjust the settings between computers and platform.

Set computer necessary profiles.

Bandwidth limitation and safety standards.

Difficulties encountered





White Book for the online training.

It responds to the need to standardize and normalize the development of content for a virtual learning environment and establish guidelines and requirements necessary to transport external suppliers.



Standardization, interoperability and to guarantee maintenance of the quality associated with the processes and flows of content production.

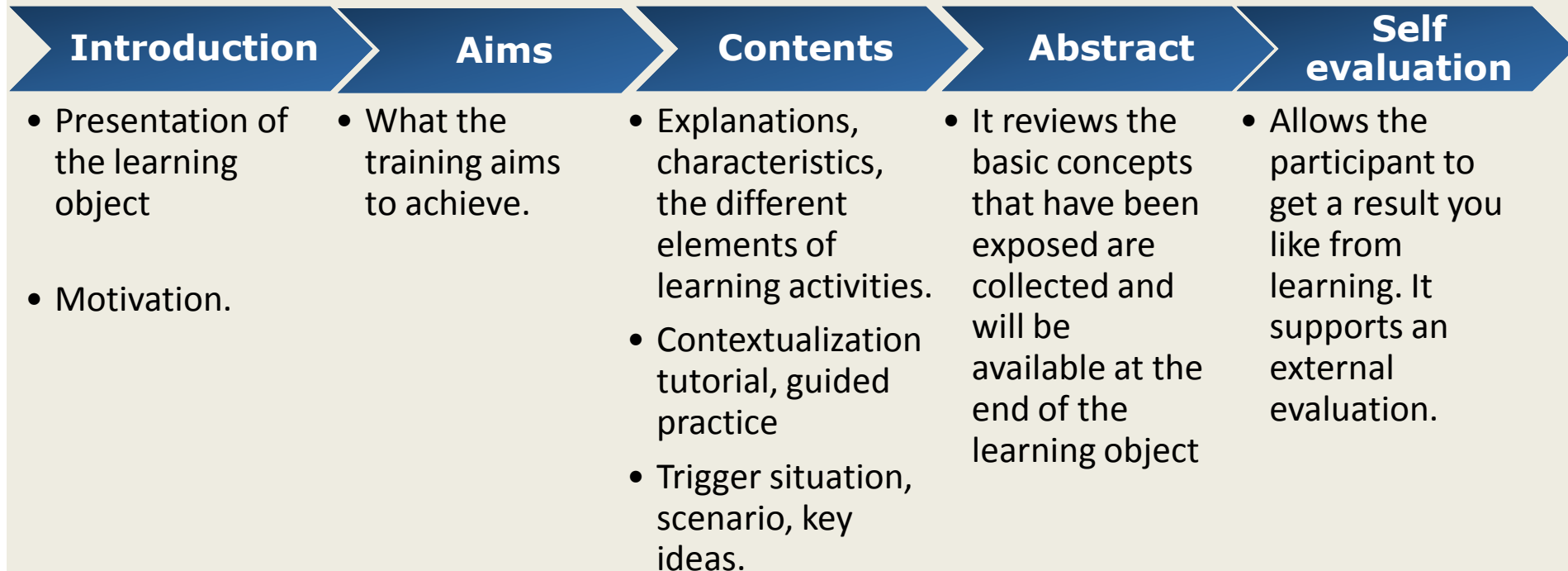
Shafts of white paper.

Methodological approach.



The management of content aimed at its reuse.

Common elements and basic structure of the training





Data and concepts

Abordaje del paciente
hipertenso

Atención al inmigrante

Prevención de riesgos
laborales

Actualización
radiológica

Contratos del sector
público

Techniques, Ways and Means.

Gestión de Expedientes-
SIP

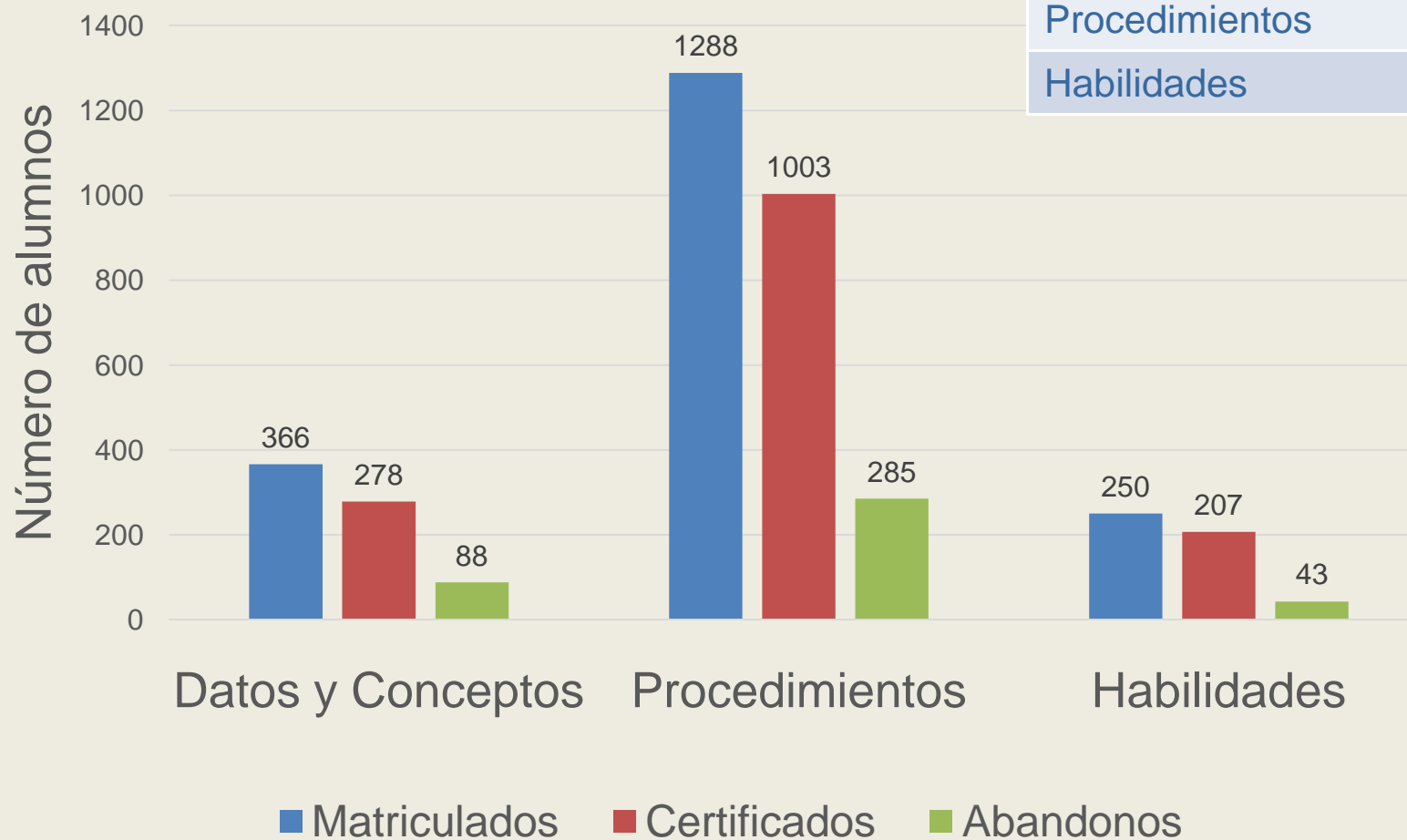
Programa gestión
Económica SOROLLA

Word, Excel, Access,
Power-Point básico y
avanzado

SISPE

Attitudes and Skills

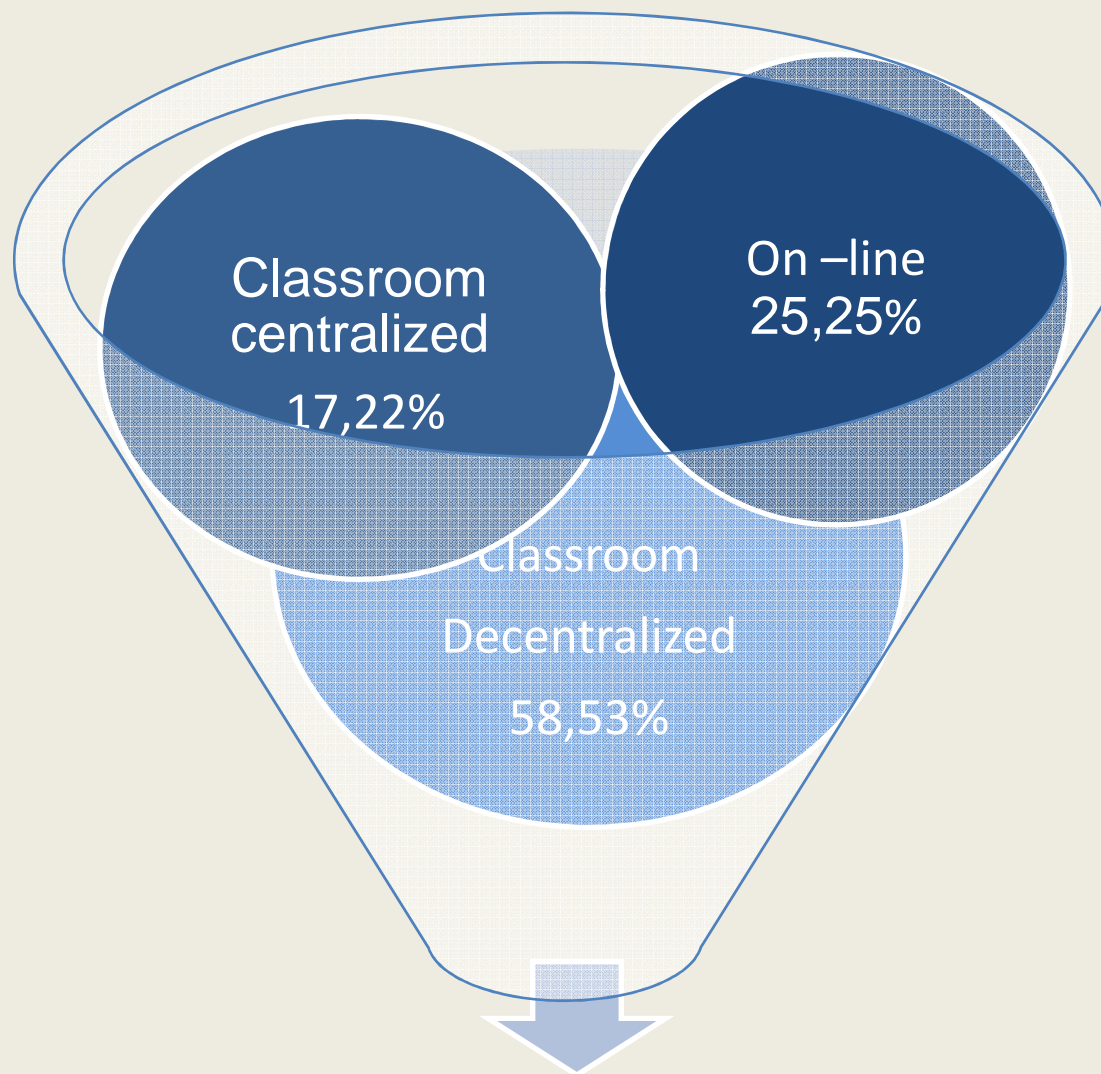
Protocolo de Aplicación
del PAIEM



Tasa de abandono

Datos y conceptos	24,05%
Procedimientos	22,13%
Habilidades	17,2%





100% CONTINUING EDUCATION



Assessment of courses

Are the e-learning courses useful as a training aid?

- 90% of events are between agree and strongly agree.

Would I thought it was a good course?

- 88.5% of employees have expressed their opinion between the agreement and fully agree.

Does the existence of a tutor facilitates progress in the study of the course?

- 86.8% of ratings between the agreement and fully agreeen.

Is the time available for the course is enough?

- Best rated have been those that have been available on the platform for at least four weeks.



EXPECTATIONS

Augmenting content

Designing itineraries compilable teaching units

Expanding the functional areas addressed by

Learn strategies to harmonize the conditions of surveillance
area with e-learning methodology

Keep an attitude of openness to innovations in technology
and communication



CONCLUSIONS

The introduction of technological innovations in the training methodology in prison administration is possible

Must maintain a high degree of interactivity in course design

The attitude of openness to new applications is necessary

Designing summative independent units, flexibility and interoperability is favored