

This treatment, therefore, could positively influence many addictive treatment programs, as well as supplement current methods of treatment.

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T3 European Project: Advanced New Technology to Improve the Learning Process

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Abstract

In recent years, research has generated a wide range of tools for the application of technology in learning. Despite major investment, the majority of modern e-learning continues to be based either on video-lessons or on page-turning Web sites. The strategic goal of T3 is to develop an innovative teaching program to promote the use of advanced learning technology in three countries (Spain, United Kingdom and Italy) by university teaching staff, secondary school teachers and trainers involved in enterprise. Key features of the program will include practical workshops in which learners simulate learning sessions and gain familiarization with technologies. A previous classification of available learning technologies was carried out within the T3 project in order to provide each country selected with more adequate tools according to

the participants. Then, the technologies will be validated in a six-day workshop carried out to teach the selected technologies to a maximum of 20 participants per group. The aim of this work is to describe the technologies used in Spanish trials: E-Adventure, Eutopia and Palma systems. The final output will be a set of freely available tools designed to encourage uptake of new learning technologies for use in universities.

Keywords: Information and Communication Technologies, University Training, e-learning, Serious Games

Introduction

In recent years, Communication and Information New Technologies has generated a wide range of methodologies and tools for the application of technology in learning. Some of the techniques that have been validated for e-learning include virtual environments, simulations of inter-social processes, serious gaming, the use of Web 2.0 technology, and the use of robots. Outside the laboratory, however, the use of these technologies is scarce. Teaching to Teach with Technology (T3) project is a research project funded by the Lifelong Learning Programme, 505169-LLP-1-2009-1-IT-KA3-KA3MP. The strategic goal of this project is to develop an innovative teaching program to promote the use of advanced learning technology by: (i) university teaching staff; (ii) secondary school teachers; (ii) trainers involved in enterprise. The consortium is composed by five groups from Italy, the United Kingdom and Spain: University Jaume I (UJI), University from Napoli Federico II, University of London Goldsmiths, Institute of Science and Technology of the Cognition and a Small and Medium Enterprise, ENTROPY. The aim of the present work is to describe the technologies used by UJI partner for university teachers and the procedure during the six-day workshop.

Method

A classification of the learning technologies was carried out within the T3 project. The resulting categories were based on the new trends of educational psychology and took two variables into account: type of the technology (based on instructions or the more constructivist one) and type of teaching (experimenting, soft skills or exploring). UJI partner selected the three most adequate technologies to teach soft skills: E-Adventure [1], Eutopia [2] and Palma [3] systems. These tools are designed to support distance learning and let users write scripts for on-line role-playing games where users can choose the roles and goals of individual avatars. A common workshop consist-

ing of six days has been prepared by the three partners to teach the selected technologies to 20 participants per country. This workshop has the following structure: 1) a theoretical introduction; 2) a practical application of the tool; and 3) a post-evaluation about the experience of the participants. The assessment protocol includes closed questions about the satisfaction of the participants [4] and an open focus group about their experience [5]. The professors will be encouraged to use new learning technologies. The staff will offer technical support and a set of paper and electronic learning materials.

Results

Work in progress.

Conclusions

The main aim of this project is to promote the use of innovative teaching for the learning process. The first impact will thus be on the participants in the T3 course, university teachers. The ultimate beneficiaries will be students and pupils. In addition, the exchange of experience and know-how among the partners will make a significant contribution to improving their respective know-how and teaching practices.

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Synchronous Group Cybersupervision

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Abstract

The professional literature on the use of synchronous group cybersupervision is almost nonexistent. This poster presentation aimed to partially address this dearth by examining the use of a full-spectrum version of synchronous group cybersupervision. Full-spectrum was defined as the use of a real-time combination of (1) text-chat, (2) VoIP audio, (3) webcam video streaming, and (4) psychotherapy session video and audio playback. Adobe Connect® 7.5 was the online environment employed. Supervisee assessment of the usefulness, telepresence, and barriers of full-spectrum synchronous group cybersupervision was conducted and results were presented.

Keywords: Clinical Supervision,
Cybersupervision, Synchronous Web,
Telepresence, Group Supervision

Introduction

Watson [1] defined cybersupervision as a supervisor interacting over the Internet with supervisees at multiple sites utilizing real-time video and audio processes. Little appears in the professional literature about the use of any form of synchronous group cybersupervision [2]. Vaccaro and Lambie [3] speculated that the absence of certain sensory and contextual cues could limit the usefulness of cybersupervision. A number of authors posited potential training (e.g., use of ViOP) and logistical (e.g., bandwidth limitations) issues that could hinder the impact of cybersupervision [3-5]. However, the two studies that have been published on the impact of cybersupervision suggest these issues didn't hinder the usefulness of this form of supervision. Coker et al. [6] examined supervisee assessment of text-chat versus text-chat plus webcam video streaming synchronous individual cybersupervision. They found both modalities rated equally high with supervisees in reference to supervisory working alliance. Nelson et al. [7] found similar results using a real-time combination of text-chat, electronic whiteboard, and VoIP (i.e., Skype ®) for synchronous group cybersupervision.

Problem

No studies exist about the usefulness of a full-spectrum synchronous group cybersupervision approach to clinical supervision. For the purpose of this study, full-spectrum is defined as the use of a real-time combination of (1) text