

## ***Pedagogical Framework for Simulated Practice Learning for Social Workers who Interact with Vulnerable People***

### **Abstract**

The main aim of the Pedagogical Framework is to outline the key constraints for developing a simulated practice learning environment based on a 3D immersive game aimed at social workers who interact with vulnerable people in general and more specifically with young children (3 to 7 year old). It takes into account the following:

- the current need across the EU to build on the professional competences of social workers through their practice learning (be it as part of their initial training or in the course of their in-service training or continuous professional development (CPD));
- relevant learning theories with a particular focus on games-based learning;
- the game requirements and cognitive task analyses for simulated practice learning for social workers;
- a curriculum for simulated practice learning for dealing with vulnerable people aligned with ECTS/ECVET (the latter two also developed under the same project).

The Pedagogical Framework for simulated practice learning defines briefly:

- the underlying theories of learning with a special emphasis on games-based learning and simulations;
- the professional competences which should be developed;
- the role of the learner(s);
- the role of the trainee(s);
- the role of the learning material;
- the role of feedback and assessment in the course of the simulated practice learning.

The Framework addresses a wide readership - decision and policy makers in the field of professional training for social and healthcare workers, curriculum designers, learning materials writers, trainers, trainer trainers, assessors, people who work for educational institutions and non-governmental organizations as well as individuals active in the field of providing instruction for professionals interacting with vulnerable people or directly involved in working with endangered, marginalized, socially excluded or otherwise vulnerable groups.

