

REPORT OF ROMA "DIGITAL TOOLS IN E-LEARNING AND THE IMPACT ON THE ENVIRONMENT »



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Organized by



- **Participants organizations of ECHO Network** : [Ceméa France](#) (Coordination), [Fédération Italienne des Ceméa](#), [Framasoft](#) (France), [Willi Eichler Akademy](#) (Allemagne), [Center for Peace Studies](#) (Croatie), [Solidar Foundation](#), [Ceméa Belgique](#), (Belgique)

TUESDAY 26TH OF SEPTEMBRE 2023

**Place : Casa del Municipio
Via Galilei 53**

MEETINGS BETWEEN PARTICIPANTS AND PRESENTATION OF ORGANIZATIONS

Hosting of participants

Presentation games

1. To know the first names of each participant and understand the sounds in Italian

Each vowel (AEIOU) is represented by a body sign. This game can be used to help Italian language learners differentiate between sounds.

Each participant says his/her first name, using the signs for each vowel. The whole group reproduces the signs, repeating the person's first name aloud.

2. Positioning in space: the alphabet of first names

Participants position themselves in the circle in alphabetical order by first name.

3. Positioning in space: the distance circle

Participants position themselves in the circle according to the distance from their place of origin to a chosen location (in this case, a district of Rome).

ONLINE TRAINING: TESTIMONIALS AND EXCHANGES

We took part in the presentation of 3 organizations that presented different projects and ideas around e-learning.

1. CSV LAZIO – Massimiliano Trulli

[Presentation available here](#)

Acque Correnti (translation: "currents of water") is responsible for training "civil service" volunteers (aged between 18 and 28), around 1,500 people a year. The Italian government lays down strict rules for the training of civic services, in 3 parts:

- x General training
- x Specific training (eg : language classes for a person in a situation of migration)
- x Training on the job market (understanding trends and issues)

During the Covid period: we had to rethink the model and therefore consider online training. Acque Correnti therefore used the Zoom tool, which enabled them to run small groups using the tool, with adjoining rooms...

Following on from the COVID period, the training format has changed. Today, volunteer training is organized in a mixed format: distance learning and face-to-face content. Training begins with face-to-face sessions, to bring the group together and facilitate exchanges between people. This is followed by remote training sessions.

Problems encountered with distance learning content: access to unsuitable equipment, technical difficulties, difficulties without non-verbal language, poor understanding of the needs of young people at a distance. Consider training trainers who offer online training content.

2. Movimento di Cooperazione Educativa – Donatella Merlo

[Presentation available here](#)

Movimento di cooperazione Educativo (MCE), founded in 1951 by educators and teachers, promotes active teaching methods. The MCE is part of FIMEM, an international organization founded in the 50s around the Freinet pedagogy.

Made up of regional groups, the MCE organizes training activities every year.

The trainers also run a research group at national level, on the disciplines they cover.

For children, this ranges from kindergarten to secondary school.

Most training is provided by distance learning, which was already the case before the COVID period. Nevertheless, COVID has brought many changes to the training field.

Difficulties encountered with online training: lack of peer-to-peer interaction, active acquisition process prevented (e.g. young children).

Website of resources for distance learning, created during the Covid period:

<https://senzascuola.wordpress.com/> (Translations of this resource site could be considered).

Teaching methods cited: collective writing, working with images, etc.

We need to adapt technologies to our training and teaching methods, not the other way around.

Example of the use of Moodle by the organization. The group of trainees has to create a synthesis. The platform enables synchronous and asynchronous working, and the co-construction of documentation.

Trainers questioning the ability to LEARN through online tools, and not just TEACH through online tools:

- how can we encourage dialogue, experimentation and exploration?
- how to use technology to build learning relationships and interaction?

Recomandations : Conducting face-to-face group sessions prior to e-learning courses works better and creates a more cohesive group; adapting technologies to our learning/teaching methods (socio-constructive pedagogy).

3. CEMEA VENETO – Luciano Franscesci

[Presentation available here](#)

Difficulties encountered after the COVID period: some people wanted to take distance learning courses, while others refused to do so. Trainers had to adapt to the advantages and limitations of the online format.

Limits to the use of online tools and the possibilities for introducing pedagogical concepts that we implement in our face-to-face training courses:

- 1. Time:** be on time, frame and clarify the structure of online meeting time
- 2. Welcome and care of participants :** ensure that participants get to know each other, support them in digital activities, leave no one behind, listen to their needs and make sure everyone participates
- 3. Rules of participation:** set collective rules and take other people into consideration
- 4. Utilisation of software:** Introducing new software can create difficulties, so it can be useful to use non-numerical and creative methods, no more than 2 or 3 programs, so that everyone feels at ease when using them.
- 5. Big groups and small groups :** Small-group discussion is essential to keep everyone active, while large-group reflection provides a collective moment and connects with the small groups. Small groups can be self-moderating
- 6.Change of temporality :** it's common for discussions, presentations and small-group activities to get longer. Non-verbal possibilities for setting the pace are lacking online. It may be a good idea to create a flexible schedule with activities that can be skipped if necessary.
- 7. Silence :** face-to-face silence is accepted, but online it becomes "terrifying", since we lack non-verbal perception, which makes silence heavy.
- 8. Informal moments** the absence of these online moments does not facilitate group dynamics.
- 9. Activities :** to avoid just talking online, find other formats, individual activities are possible (by rehumanizing the space: suggest that each participant goes outside and takes a photo to share with the group).

10. Non-verbal communication and body communication : the body also exists online, but online perception is really reduced

11. Spaces : Objects around us can be arranged to attract and not repel, and the trainer doesn't control other people's spaces (unlike in the real world). Space on the screen is not the same for everyone

These presentations provided an opportunity for large-group discussion, with questions raised about :

- the relationship with digital technology
- the ability to write and learn to write with a pen today/ the educational process
- institutional regulations concerning the use of digital technology in education
- the current lack of experience with online training
- the danger of dehumanization through technology
- the abandonment of e-learning to the private sector market...

Posters had been put up during the lunch break, allowing participants to record thoughts and key words they wished to share following the morning's discussions.

UPDATE ON ECHO PROJECT

Participants were first given individual time, and asked to complete the 3 sentences below (on post-it notes) and add them to the corresponding poster. When all participants had put down their ideas, they were divided into three groups, and asked to summarize the elements mentioned on each poster (by the participants themselves). These three summaries were presented to the large group. The project coordinator took the opportunity to give a progress report, enabling all participants to share the same information about the project.

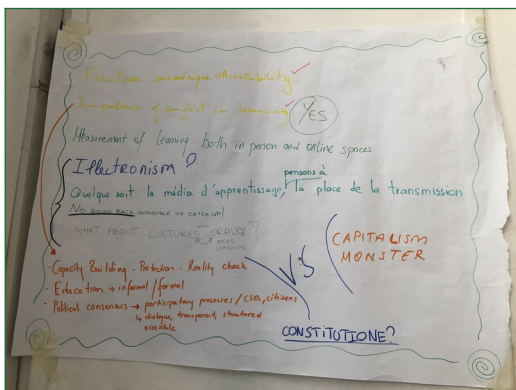
«ECHO project for me is... »	« ECHO project for my organisation is.. »	« ECHO project in the future is... »
<p>1. LEARNING new things, by meeting people from different professional backgrounds, on the subject covered by the project. By representing different European countries. A space for training.</p> <p>2. CURIOSITY Building new pedagogies around digital, socialization, novelties and discoveries in terms of social relations and knowledge.</p> <p>3. EMPOWERMENT An alternative vision of the digital world, being able to control one's</p>	<p>1. IMPORTANT AND INTERESTING Take part in new discussions, with new approaches and reflections. Crossing perspectives on a European scale.</p> <p>2. EVOLUTION OF METHODS Reflections on digital pedagogy Our work with young people. Bringing about change in our local organizations and partners. New teaching resources...</p> <p>3. NETWORKING Discover new organizations in Europe, build partnerships. An opportunity to go beyond the</p>	<p>1. HOPE by the positive aspect of what we share and work on together.</p> <p>2. A BEGINING Building continuity around the project</p> <p>3. ADVOCACY For more democracy around the digital transition</p> <p>4. SHARING WITH OTHER PROJECTS by the project's partner associations.</p>

<p>use of it and one's relationship with it, and defending the idea of active education around these issues. New perspectives.</p> <p>4. SHARING Opportunities to share ideas, discovering new places in Europe allows us to go further in our thinking and open up to new ideas. Understand different cultures in relation to issues and the theory of the commons.</p>	<p>national dimension.</p> <p>4. AN INVESTMENT in time: writing, sharing practices, feedback. And a monetary investment to make the best possible contribution.</p>	
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Time for discussion and reflection on idea posters

Participants were able to add ideas and reflections on 3 different posters during informal time. Participants were divided into three groups, with one poster per group. The instructions were to use the elements that appeared on each poster as a basis for discussion. The aim of this time was not to produce a specific resource, but rather to enable participants to exchange ideas.

Topics covered : public-private partnership in digital tools/online training, controlling the tools we use as educators (the importance of free software), digital divide, illiteracy, importance of conflict in learning, political consensus, oral and verbal culture in learning, video games as a pedagogical tool....



VISIT OF SPIN TIME LABS

x SPIN TIME LABS

Building occupied by
activities: accommo
socio-cultural activ
independent media

Site discovery and c

SCOMODO

GAME - BODY AND PRESENTATION

INTERVENTION OF MARIKA MASCITTI

POSITIONING DIAGRAM

L'APP

Du

14

I'm comfortable with...

I'm not confident in....

I'm confident in....

I'm not comfortable with...

How

How to

Pal

20104

Game « If you were... »

WORKSHOPS



X Smartphones

→ First part of the workshop: understanding how video and microphone permissions work on smartphones.

Each participant can go to their phone's settings and see for which application the camera and microphone authorizations have been activated.

→ Part two: alternatives for use without harvesting commercial data, using free software:

- x Aurora
- x Antenna Pod (for podcasts)
- x Newpippe (for video playing)
- x Open Street Maps/ Organic Maps (GPS and plans)
- x Transport R (public transport networks)
- x Keepass DX (to save passwords)
- x Fennec (browser)

VISIT OF ZAZIE NEL METRO



Discovery of the place « [Zazie nel metro](#) » a bar/restaurant founded by a collective of people seeking to earn a living while continuing their militant activities. The collective's bookshop is located right next door to the bar Zazie nel metro (in reference to Raymond Queneau's book), featuring committed works by left-wing and anarchist movements.

In this bookshop, book discovery sessions are offered, and experiments in citizen participation are proposed in the neighborhood.

The bookshop and café/restaurant host a variety of artistic and civic events. There is also a solidarity grocery store.

