CULPEER digital

Cultural Peer-Learning goes Online - Digital Learning in Global Adult and Youth Education by Art and Creativity

Erasmus+ KA220-ADU

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Guidelines for integration and application of the CULPEER digital concepts

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Contents

1. Introduction to the project and its guidelines

These guidelines shall introduce you to the CULPEER digital concept and prepare you for the e-learning course and the implementation of the CULPEER digital approach.

The project CULPEER digital focuses on Cultural Peer learning approaches as digital pedagogical methods: joint virtual exchange activities with cultural groups from the Global South for Global Education. With the project we wish to address the following three target groups:

The first target group are teachers, trainers, social workers and staff, part of educational institutions, who work in adult and youth education, especially those working with less privileged learners. The second target group consists of persons working in press and both mainstream and social media, who may promote the CULPEER digital approach and its digital tools. And finally, the third target group are the adult and youth learners, who will be indirectly reached via the trained teachers, trainers and staff of educational institutions, as well as via social media and the persons working in the sphere. While the presented guidelines might be of interest to anyone, it should be stated that they are mainly directed at our first target group

CULPEER is the abbreviation of **CUL**tural **PEER**-learning. Peer learning is a process, in which any type of learners within a group of peers, learn with and from each other. This approach can be perfectly applied to all age groups and transferred to a wide range of diverse educational situations.

The cultural peer-learning approach (CPLA) combines Cultural Learning with the peer-learning approach and has its origin in the KinderKulturKarawane (Children's Culture Caravan) from Hamburg, Germany. For more than 20 years, the concept of cultural exchange between peers from the Global North and the Global South has successfully been implemented in multiple European partner countries. Due to the Corona Pandemic, first ideas of transferring these methods to digital formats have been developed. CULPEER digital presents a diverse range of newly created digital tools to implement the CPLA to adult and youth education.

The project takes into account the need for alternative sources and methods for learning, as well as the issue of sustainability. Cultural exchange in a globalised world may seem easy, however the impact on the planet in term of travels is not to be undermined. Furthermore, with this project and the developed resources, methods and platform, the partnership aims at providing an opportunity for the above without the need to travel, bearing in mind that many do not have the ability or the finance to do so.

Within these Guidelines, you will be introduced to the didactical concept of peer-learning, the history behind CPLA, digitalisation of the method and the new role of the teacher/trainer. Furthermore, this document provides an overview of peer-learning activities and projects in the partner countries, that show the benefits of the approach. The Guidelines will also show you how to use both the online platform and the e-learning course, both developed as part of the project.

2. Didactic concept and background

Peer Learning occurs when "*trainees learn from and with each other in both formal and informal ways*". The emphasis is on the learning process, including the emotional support that learners offer each other, as much as the learning tasks themselves. In peer teaching, the roles of trainer and learner are fixed,

whereas in peer learning they are either undefined or may shift during the learning experience. Staff may be actively involved as group facilitators or they may simply initiate student-directed activities such as workshops or learning partnerships.

Gaining knowledge via peer learning is implemented through promotion of collaboration and teamwork, since it is the learners who are supposed to answer a certain problem without the intervention of a teacher or a trainer. Certainly, if a trainer is available, he/she can follow the process and assist learners on the go, if the latter so need. In this process, each learner plays both the role of a recipient as well as that of a provider of knowledge. All learners work together for the purpose of finding a solution to a given problem or achieving a certain result. This requires that skills that individual group members have acquired before or during the teamwork must be shared amongst all teammates in order to achieve the set goals, hence it is also referred to as "horizontal" learning.

In fact, peer learning originates from Harvard University. It was put forward by physicist and professor Eric Mazur. He witnessed that his students were able to successfully solve a problem, but were unable to understanding a concept. Prof. Mazur started to develop the idea in 1991 and initially used the approach only to explain rather short concepts. Peer learning gradually evolved and is now one of the most efficient learning methods used in both formal and non-formal education.

One of the key points of peer learning is its ability to create effective conceptual questions that provide perfect orientation for the learner. According to Prof. Mazur, to achieve this, questions should be organized around one concept at a time.

To further deepen the understanding of this method, several different aspects need to be taken into consideration.

2.1. Aspects of peer learning

Peers and the similarity principle

Again, the basic principle of peer learning is that knowledge is transmitted between "peers", i.e. between people who are similar in age, status and problems: this makes them, in the eyes of the learner, credible and reliable interlocutors, worthy of respect. The first step in a peer learning project is therefore precisely to identify these peers, i.e. these peers who do not have the role of teachers vis-à-vis their peers, but of tutors, people with whom to engage in an active exchange of ideas and experiences.

The working group

The strength of the peer educators is that they use peer communication, i.e. the same language as the recipients, which can be perfectly understood and accepted. Within the group, the peers are agents of change and, although they are the protagonists in the action of transmitting knowledge, they do not establish a hierarchical relationship with the other students, they do not judge, they do not lecture: they remain on the same level.

Learning by doing

Another characteristic of peer learning is that of learning by doing: various scientific studies have demonstrated that the best technique for gaining a thorough understanding of complex themes and

concepts is precisely that of "doing", through operating and actions. Peers are therefore called upon to help and support peers during workshops or group activities organised by educators as facilitators. This system of knowledge transfer has several advantages for the peers. It improves the peers' self-esteem, challenges them, and improves their interpersonal and communication skills. The peers learn concepts more easily, in a working environment in which they feel comfortable, without grades or judgements, and also develop skills and resources. Peer education, moreover, precisely because it fosters mutual respect, trust and cooperation between peers, is also to be considered a system of prevention against negative phenomena, such as bullying.

Assessment

What is important, when it comes to the assessment of the Peer learning process is the action of addressing important educational outcomes. It consists in a process for aiding students in achieving particular learning outcomes which might be pursued in other ways, but it can be used to address course goals not readily developed otherwise. These include both course-specific goals, such as those related to a professional teamwork, as well as broader goals for lifelong learning. If these outcomes are important, assessment should reflect this.

Moreover, it is fundamental to value Peer Learning. The presence of formal assessment is often regarded as an indicator of importance. If something is not assessed it can be seen by students and by staff to be of lesser importance than those aspects of a course which are assessed. Trainees' attention is therefore focused on those course goals which appear to be assessed over others which are not. As peer learning has not previously been highly valued in formal courses, assessment can be a way of indicating the shift of importance.

Finally, every commitment has to be recognised. Assessment can act as a form of academic currency providing compensation for the extra effort which might be involved in undertaking peer learning. Peer learning is often introduced into courses to encourage the pursuit of a wider range of learning outcomes than occurs otherwise, such as those discussed above. If trainees are expected to put more effort into a course through their engagement in peer learning activities, then it may be necessary to have this effort recognised through a commensurate shift in assessment focus.

Some of the benefits of peer learning, when compared to traditional learning with a trainer/teacher are:
- it is more interactive which supports the process of retaining information.
- It promotes innovation and creativity as the process is not strict and is rather flexible
- Multiple points of view are shared, discussed and taken into consideration
- The fact that the learner wants to assist the peer group and help for the achievement of the common project/task, would guarantee a deep and careful thought on his/her part so that the feedback that they provide is as elaborate as possible.
- Feedback from the rest of the peers is one of the biggest benefits of the method, as this feedback is quite personalized, less intimidating and at the same time tailored to the group's work environment.

2.2. References

Boracci, C. (2017), „Peer learning or peer education: what it is and how it works", Lifegate, available at: https://www.lifegate.it/peer-learning

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## 3. Overview on digital concept & online formats for CPLC

3.1. Digital Peer-Learning

The ubiquity of information technology has impacted almost all aspects of our lives: the way we work, live, entertain ourselves, interact with others, process, analyze, and share information. E-evolution or e-revolution has witnessed e-mails, e-work (telecommuting), e-commerce, e-government, and now e-education. E-education, or online education, is changing the way we approach teaching and learning. Changes in education delivery models have been profound and have generated huge interest among researchers, educators, administrators, policymakers, publishers, and businesses.

The health crisis changed education dramatically and required faculty and students to abruptly transition to online learning. Before the pandemic, there were only a few universities that fully embraced and strategically used online education.

At the Micro level, there are four factors interact with each other:
- Technology
- Students
- Courses
- Professors/teachers/educators
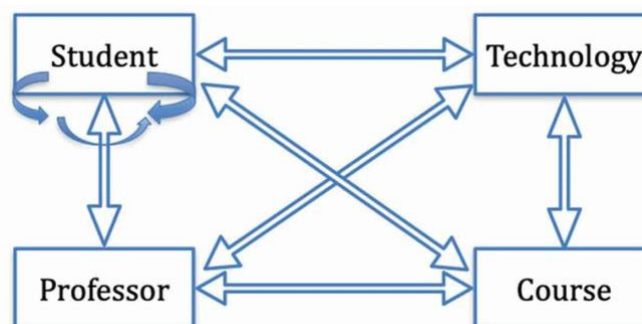
As shown in the image above, these four factors work toward achieving desired learning outcomes. For students, the sub-factors include motivation, culture, learning style, and IT skill level. For professors, the component factors include, but are not limited to, role or teaching mode (cognitive, affective, managerial) and IT skill level. Course factors typically include discipline, vocational versus liberal arts, physical science versus social science; and learning outcomes using perhaps Bloom's well-known taxonomy. Technology characteristics that can be considered are platform used and perceived usefulness, as well as perceived ease of use.

In online education, trainee-to-trainee interaction is generally facilitated with an Asynchronous Discussion Board which is under the supervision of the educator. It is referred to this as Peer-to-Peer (P2P) Learning which was previously discussed at length. In physical space, students would gather together and work on a project or task in the same place through discussions and joint efforts.

Web Technology is now an important driver toward innovation in peer-to-peer learning. Through Web technology, it is highly improbable, if not impossible, for a teacher to interact individually with a large number of students. When tried, it becomes hopelessly time-consuming compared to such individual interaction in face-to-face teaching. Educators have office hours as part of face-to-face teaching and that can also keep them hopelessly busy. However, trainees prefer to interact through the web.

The first question to be asked when it comes to digital Peer-Learning is how can Cooperative Learning activities benefit from the use of technology?

A first step can be to replace paper-based writing and drawing with digital media. The device can be the Lim, tablets in pupils' hands, or shared PCs; although the organisation of work is different in the three cases, the common denominator is to obtain a digital product.

Typically, the group or pair concludes a Cooperative Learning activity by producing a cognitive product that is shared with the class; thus, the fact of having saved the final product in digital form allows it to be used more effectively, durably, modularly (thus it can be put together in a multidisciplinary manner) and shared at a distance (if the work needs to be resumed at home or at a different time).

Virtual classrooms such as Google Classroom or Edmodo, or repositories such as Google Drive or special sections of the electronic register offer suitable spaces for hosting group production and teacher supervision. The Google Apps service is particularly suitable for the 'multi-handed' composition of documents, spreadsheets, and slides; GSuite, as it is now called, was the first online communication environment that effectively penetrated schools and oriented toward the collaborative production of digital products. The file on which the group operates is unique for the whole group, is shared, hosts the contributions of each pupil and lends itself to real-time peer review.

In general, interactivity is a critical component that both digital technologies and teaching practices pursue. The popularity of synchronous video conferencing is partly based on its high interactivity among participants. The development of the breaking out-rooms function enables instructors to organize group activities during video conferencing readily, but instructors are recommended to mobilize the structured guideline for promoting achievement.

3.1.1 Examples of Digital Peer Learning

One at home and three on the road
The structure of Kagan's *'One at home and three on the road*' is a common example: the teacher, in anticipation of a class assignment, proposes a review, assigning each group an exercise; the group carries it out together, then, in the second phase, the groups are deconstructed and recomposed so that each pupil is with new group mates. Each pupil, having previously acquired a good degree of autonomy in carrying out and explaining the exercise in his or her group, will now be able to share his or her knowledge with his or her peers. If the exercise has been carried out in a digital exercise book, a copy is shared "on the fly" with each of the new classmates; in avoiding the passivity of recopying the passages, each pupil is, in this way, stimulated to underline, highlight, insert a comment, note down questions and doubts. At the end of the hour, the exercises, notes and comments can be uploaded into a shared environment for re-use at home even by an absent classmate.

Simultaneous Table-Turn

A structure such as the '*Simultaneous Table-Turn*' involves writing individual answers to the teacher's stimuli on a sheet of paper, which only later is viewed by all members to negotiate a correct, shared group response. If individual responses are written on a file, it is not possible to 'obscure' them as can easily be done by folding a sheet of paper. But if the answers are entrusted to an online forum, one can activate what in the Moodle platform is called a "question and answer forum", which stipulates that only after the answer is completed are all the answers of fellow students made visible. Thus, only after answering, can each person see all the contributions of the others and thus can compare his or her point of view with that of his or her companions to continue the negotiation activity. The agreed response can, in the end, be entered as a group summary in the same forum; thus, instead of an oral product, it will remain digital documentation that can be taken back.

Group Investigation

Sharan & Sharan's *'Group Investigation'* model lends itself very well to being integrated with Information Literacy skills. The research and post-research phases in Group Investigation, if carried out with the help of the web, develop the skills that Information Literacy considers fundamental to be able to face the challenge of Internet research, information selection, reading and reducing data, evaluating sources, updating and authorising sites. An excellent proposal on the part of the teacher to lead the class to the development of a critical attitude towards Internet content can be to show through examples how the Internet, concerning certain issues, offers proof of everything and the opposite of everything. It is now natural to consider that the step is short toward an even more stimulating activity that refers to Johnson & Johnson's 'Controversy' model, in which the relevance and scientific backing of the information become decisive for the defence of the thesis and antithesis.

3.2. Culpeer Digital Methods

The Culpeer Digital Project has identified ten digital methods as practical examples of activities to be carried out online. These activities have been identified according to a specific goal of the project, namely to develop and transfer online formats and digital concepts for cultural peer-learning approaches in Global Education and Intercultural Learning for awareness-raising on global issues, social integration and cultural participation. The development and implementation of digital cultural online activities and methods are focusing on alternative concepts for using art and creative tools in Global Education.

The digital methods are presented according to a common template to help end-users to best understand how they work and how they should be implemented. Each digital method has a specific section in the project portal, as part of MODULE six, where all the information about it can be easily found: https://culpeer-digital.eu/digital-methods.php

3.3. References

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4. Partner countries overview

This section provides a brief overview of the CULPEER DIGITAL projects in the partner countries. It showcases examples, relevant at the time of the collection by partners and represent a non-exhaustive list of cultural peer-to-peer exchanges.

Although the pandemic of Covid-19 was and still is a motivating factor for adaptation of various live or in-person activities to the changing circumstances and adding virtual dimension to these exchanges, events and activities, our desk research shows there is still a lack of cultural peer-to-peer exchanges for adults in the digital world. There are some examples of digital peer-to-peer learning platforms that are focused on cultural exchanges, where adults can learn about different cultures and customs through direct interaction with native speakers and locals, although majority of them focus predominantly on connections between language learners.

Additionally, research has found, for instance, that the importance of social media, YouTube and other platforms, is increasing also in the context of "classical" cultural peer-to-peer learning. Especially through YouTube, a wide variety of skills, including cultural topics such as music, dance, history, cooking, language, etc., can be learned, at least to some degree. The teachers here can be young or old and, depending on the topic, also reach learners of all ages. Moreover, this exchange takes place internationally and involves participants with different social backgrounds. However, the content is not sufficiently regulated and cannot be entirely compared to learning in official educational institutions.

In the narrower scope of cultural peer-learning (as taken from the definition of the CPLC concept of the partnership), common findings across all partner countries show there are not a lot of similar CPLC projects for adults in the digital sphere. Furthermore, we have found no such projects or initiatives aimed particularly at the adult educators, which further highlights the importance of projects like CulpeerDigital as well as their innovation in the field of adult education.

Below, we are giving a short overview of some of the more innovative examples of digital cultural peer-to-peer learning initiatives, activities or projects, which we have found in partner countries and are including adults too:

- **Playback theatre**: one of the few Bulgarian Playback Theatre companies – "Here and now" – created a form of blended online-offline Playback performance, which had a serious technological support in its background. The performance was shared via zoom – a link was sent out to all interested audience members. These audience members joined the performance from their homes, having an image of the stage and the actors, shifting at points to the rest of the physically present audience. The zoom audience could watch the performance and at the same time signal with a raised hand when they wanted to share a story or simply to comment. Several performances of this type were implemented during the winter of 2020/2021, bringing this very peculiar type of psychodrama theatre closer to online and offline audiences in a blend of physical and digital cultural methods.

- A former – **"Brave Kids" project** in Poland, currently called "Lelenfant", which is based on peer-to-peer cultural education, sustained and developed their offline practices and connections into a digital form. For fostering a sense of community and sharing knowledge and skills among groups they previously cooperated with, they organized former participants' online meetings, discussions, and some artistic activities, such as creating a video and singing a song together.

- Another Polish example is the **"Peer-to-Peer University"** developed by the Polish Social Innovation Foundation, which offers online courses and workshops that are led by peers and focus on practical skills and knowledge. The courses are designed to be interactive and collaborative, allowing participants to learn from each other and share their own experiences.

- **Through the refugee's eyes** in Slovenia, a digital zoom performance was organized during the pandemic with several actors, each in their own home, replaying the original Through the refugee's eyes play by Humanitas. The audience, also from the comforts of their own homes, have been invited to participate in an interactive form. People with refugee experiences joined the performance, also sharing their views and reading some messages in their own mother tongues, adding to the intercultural dimension of this digital theatre exchange.

- **Club of global education teachers' online meetings** in Slovenia: during the pandemic several online meetings of the Club were organized by Humanitas where traditional methods of global education were adapted for the virtual setting, including intercultural exchanges with pedagogues from South Africa and Bolivia, sharing their interactive peer-to-peer training with Slovenian teachers online.

Overall, the pandemic has highlighted the **potential and importance of cultural peer-to-peer learning in a digital form**. These initiatives provided valuable support for remote learning and professional development in cultural peer-to-peer education. Additionally, the ability to adapt to a digital format has allowed these initiatives to reach a wider audience and expand their impact. By utilizing online platforms, they were able to connect with people who may not have been able to participate in their activities before, due to geographical or logistical limitations.

Furthermore, the use of digital tools has allowed for greater flexibility in the way that these initiatives are conducted. They were able to create and share resources, collaborate on projects, and engage in interactive discussions in a way that would not have been possible in a traditional in-person setting.

5. New roles of the teachers

In an online setting, the trainer/educator has several roles which are not necessarily distinct and tend to overlap. Many studies in the field aim at categorizing the multiple roles that the trainer/educator is challenged to undertake. Alvarez et al. (2009) brings forward 5 roles: the designer/planning role, social role, cognitive role, technological domain and managerial domain. This list is further enriched by Badia, Garcia & Meneses (2017) who additionally focus on assessment procedures as well as scaffolding the learning practice. Based on them, the online teacher should undertake the role of managing social interaction, organizing the educational content, and taking care of the pedagogical design, guiding the use of technology, activating learning assessment and/or debriefing mechanisms as well as supporting the whole learning process.

5.1. How can the social interaction be boosted in an online environment?

Unlike a face-to-face classroom where social interaction is engineered to occur, in an online context peer-to-peer social interactions often rely on the educator's skills to set up a supporting environment. The trainer/educator should carefully plan in advance how the online interaction will happen and how this is going to be supported. [See Module 2-Chapter 1]

"The activity was interesting. But things became more meaningful to me when I was invited to join a group discussion. I felt that I was not alone and that the other participants were eager to listen my experiences". (Young trainee, BEREADY online webinars)

"I would like to avoid having passive listeners. To me it was important to activate mechanisms for social interaction. Thereby, I invited the participants to take an online walkthrough in a virtual gallery. Then I invited them in an online room to discuss their experience. Many interesting remarks were brought up and it was interesting to see how each participant reflected upon the experience based on their cultural background". (Trainer, BEREADY online webinar)

5.2. Cultural differences

Cultural differences should also be considered in an online environment as learners that come from diverse backgrounds and cultures may become invaluable mediators of knowledge for their peers. Educators and facilitators should be proactive when assigning group projects and activities to enable close peer-to-peer interaction and opportunities for building personal relationships (Sadykova, 2014). In cultural peer-to-peer learning the goal is to develop strong relationships through the sharing of ideas and values and showing mutual respect and understanding. Therefore, an intercultural approach should be adopted especially in an online mode to motivate learners. To support diversity and authenticity, learners should be able to be inspired by the differences they have with their peers and, raise curiosity and enable them to seek further information about their peers. In an online environment it might be more difficult for learners to express their feelings and emotions and engage in mutual learning. Thus, the educators can be a big support in these spheres by facilitating group and individual evaluation.

5.3. Intercultural competences

Cultural diversity brings a depth of opportunities and richness to the educational experience. Nevertheless, educators need to invest in their intercultural competences development and have an overview in cultural digital context and possibilities. Intercultural competence is the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural

contexts (Bennett, 2004, p.149). UNESCO (2013, p.6) states: "Intercultural competences aim at freeing people from their own logic and cultural idioms in order to engage with others and listen to their ideas, which may involve belonging to one or more cultural systems".

An intercultural approach recognises that diversity is part of our everyday educational reality and is a core approach to peer-to-peer learning as well. It emphasises the aspects of the personal interacting with difference and 'newness', in order to develop an open attitude to inquiry and learning. For the educator the first step to develop intercultural awareness is to consider one's own sense of culture. For instance, what experiences of education make up your own expectations of education and training? You might reflect on certain teaching approaches used, expectations of yourself as a learner, assessment practices experienced, the value of education to your family and culture etc. You might also reflect on your interactions with peers, both locally and overseas, in terms of expectations and experiences of teaching and learning. In short, self-reflection is instrumental in gaining the distance required to understand how our 'culture' shapes our view of education as a practice, the values we place on education and how we approach education as a learner – and as educators (see link below - Considerations).

5.4. Summary

Intercultural peer-to-peer learning involves interaction among learners combined with social or cultural communication, enabled by accessibility and communication of an online network that creates learning communities. In this way, educator's role is to foster a space for peers to identify, articulate and share their perspectives, experiences and challenges. It will assist and help them gain the insights required to create an interculturally inclusive learning and teaching culture. In addition, multicultural peer learning groups have the opportunity to explore, develop, and discover cultures that they were otherwise not exposed to through traditional study practices. Consequently, it is essential to improve educators in collaborative teamwork as they will serve as role models for students. While there is no single way to teach educators how to implement collaborative learning, there is a consensus that it must be part of any teacher-education project (Shonfeld and Gibson 2019).

5.5. References

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Badia, A., Garcia, C. & Meneses, J. (2017). Approaches to teaching online: Exploring factors influencing teachers in a fully online university. *British Journal of Educational Technology,* 48(6), 1193-1207.

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Shonfeld, M., & Gibson, D. (Eds.). (2019). Collaborative learning in a global world (pp. 59–111). Charlotte, NC: Information Age Publishing.

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6. Instructions on how to use the online platform and the e-learning course

6.1. Description of the Culpeer Digital Project Portal

The Culpeer Digital Portal is the main tool through which the 8 partners present the main results developed to end-users and target groups.

The Portal is directly accessible from the following link: https://culpeer-digital.eu/index.php.

The platform will provide all currently available tools and the use of interactive elements and instruments. With these features the project online portal and its functionalities will be a tool for communication with the stakeholders and beneficiaries.

The platform and its functionalities will be a tool for communication with the stakeholders and beneficiaries. It will be used for uploading project results, materials, reports, databases. It will be used for promotion and dissemination of project results and information.
By accessing the Portal, users enter the Home of the website.

From the Information and Contacts menu, the user can access several informative sections on the Culpeer Digital Project:

- **Project Description** (https://culpeer-digital.eu/project-description.php)

    A section accessible to everyone describing the main aims and objectives of the Culpeer Digital project.
- **Contacts** (https://culpeer-digital.eu/contact.php)

    A section with all the contacts of each national partner.
- **Contractual Partner** (https://culpeer-digital.eu/contractual-partners.php)

    A section with a description of each of the 7 contractual partners of the Culpeer Digital project.
- **Brochure** (https://culpeer-digital.eu/brochure.php)

    A section with a brochure in English offering the main information of the project
- **Events** (https://culpeer-digital.eu/conference.php)

    A section presenting all the events, such as meetings and conferences, that took place during the project timeline.

At the top menu, as well as in the center of the "Home", the user can access the three main Outputs of the project:

GUIDELINES   E-LEARNING COURSE   DIGITAL CASE STUDIES   INFORMATION AND CONTACTS ▾

Culpeer Outputs

Guidelines and didactic concept

A set of guidelines with an overview of the digital concepts and online formats for cultural peer-learning activities.

E-Learning course on digital culture and peer learning approaches

An online course focusing on special issues of the cultural peer-learning approach

Best Practices

A database of best practices in each partner country.

Guidelines

The Guidelines gives an overview of the digital concepts and online formats for cultural peer-learning activities: https://culpeer-digital.eu/guidelines_didactic_concept.php

Online Course

The Online Course focusing on special issues of the cultural peer-learning approach: https://culpeer-digital.eu/e-learning_course.php

Best Practices

The database of digital case studies and videos for best practices in each partner country and video tutorials for pedagogues: https://culpeer-digital.eu/best-practices.php

Online Course

The main output of the Culpeer Digital project is the Online Course which will consists of 7 Modules each of them analyzing a specific topic related to Culpeer and digitalization. The aim of the Online Course is to transfer cultural peer-learning approaches to digital formats explaining to trainers and pedagogues hoe to become familiar with all these new aspects of online training.

As previously mentioned, the online course will deal with specific topics related to digital education and peer-learning, and in particular the course is structured as follows:

- Module 1 - Introduction into digital concepts and online approaches for cultural peer-learning activities
- Module 2 - Role of pedagogues
- Module 3 - Know-how on digital and creative methods of exchange and the importance of social media
- Module 4 - The importance of digital creative learning for a person with social barriers
- Module 5 - Gaining knowledge and understanding of Global Learning
- Module 6 - Transfer of knowledge into Creative Action - Examples of Exchange
- Module 7 - Online pedagogues training: How to train the audience

Each Module is structured according to a common format:
- Chapters
- Downloadable documents
- References

This structure allows the reader to easily go through important and specific notions to increase the concepts of digital peer-learning thus becoming an expert trainer able to use the knowledge acquired in daily activities and classes.

Downloadable documents and references will be used by the learners to deepen their concepts analyzed in each Module and related chapters.

Through the chapters of the online course, the learner will be always assisted by an interactive table of contents that will help him to keep track of the topics analyzed and jump through the other Modules thanks to direct links.

Finally, an important future of the online course is the development of an interactive glossary which helps the reader with the main terminology related to digital and Culpeer education.

The online course is a free-to-use tool accessible from the Culpeer Digital portal (https://culpeer-digital.eu/index.php) accessible by any kind of target group interested in getting new skills on digital Culpeer education.

7. Conclusion

The previous chapters have introduced you to the CULPEER digital approach and you are now perfectly prepared to start the e-learning course and eventually use and implement the digital methods.

The research has shown that peer learning is already used in various learning situations, but less so cultural peer learning, especially not in adult education. Since the CPLA has already achieved excellent results in children's and youth education, it is worthwhile to transfer this approach to adult education as well.

The positive aspects of CPLA are, as you now know, numerous. The methods enhance learners' interpersonal and intercultural skills, it helps break down stereotypical views, it fosters creative, artistic talents, and it improves language and communication skills. Participants gain recognition, build lasting and respectful relationships with their peers, and begin to see themselves as one with their peer group.

A sense of self-efficacy is fostered and learners realize that they can make a difference in the development of the world. They begin to see themselves as so-called change agents and reflect on their actions and opportunities for action, experience a shift in perspective. Furthermore, CPLA helps in transferring complex issues to a tangible, everyday level. And most importantly, it's fun and it motivates participants to want to learn more about and from each other.

With the innovative transformation of the CPLA into digital formats, CULPEER digital has created a new, inclusive and future-oriented platform. Beyond the positive aspects of the CPLA already mentioned, the skill of using digital tools is promoted here. Another important aspect is inclusivity. Disadvantaged people, who were previously prevented from traveling for various reasons, now have better chances to participate via the digital platform.

The important key to a sustainable world is to understand the situation of each other and together find solutions for a sustainable development taking into consideration and adapted to everyone's needs.