

## Experience Report

### KA210-VET - Small-scale partnerships in vocational education and training Edu2Help

#### A3 Learning Experience

##### A3.1 Peer Learning

###### Peer Learning in October 2025, Cyprus

In October 2025, an intensive Peer Learning activity took place in Cyprus within the framework of the Erasmus+ project **Edu2Help**. The focus of this learning exchange was the development and practical testing of **multilingual digital training formats** for resilience educators, with a particular emphasis on **AI-supported translation and interpretation tools** in online learning environments.

The Peer Learning brought together partners and trainers from different European countries and language backgrounds. This diversity made the setting itself a living laboratory for multilingual education and digital inclusion.

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### 1. Objectives and Context

The core objective of the Peer Learning was to explore how **AI-based tools** can support multilingual webinars in education, counselling, and psychosocial contexts—especially when working with vulnerable groups and adult learners with varying levels of digital confidence.

Rather than focusing on technological innovation alone, the Peer Learning aimed to answer a broader pedagogical question:

**How can digital and AI-supported tools be integrated in a way that strengthens understanding, participation, and resilience—without increasing cognitive overload?**

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### 2. Practical Experiments and Tools

During the Peer Learning, several tools and configurations were tested in real training situations, including:

- Microsoft Teams (live captions, transcription, PowerPoint Live)
- Microsoft Translator (speech-to-speech interpretation)
- ChatGPT as a backchannel support for written translation and clarification
- AI-based video tools (e.g. avatar-based video creation) as didactic experiments

These tools were not treated as isolated technologies, but as **elements of a communication design** that needed to work together in a coherent learning environment.

A key insight was that not all technically possible combinations are pedagogically meaningful. In practice, parallel use of multiple translation channels often led to fragmented attention and increased cognitive load.

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### 3. Key Challenges Observed

Several recurring challenges became visible during the Peer Learning:

- Inconsistent quality of live translation and subtitles
- Delays, frozen captions, or mixed languages
- Difficulty for participants to navigate multiple tools simultaneously
- Increased cognitive strain due to parallel audio, text, and visual inputs

These challenges showed clearly that **multilingual digital learning is not only a technical issue, but a cognitive and relational one.**

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### 4. Didactic Conclusions: Less Tools, More Structure

One of the most important outcomes of the Peer Learning was the realization that **didactic clarity and system integration** are more important than tool diversity.

As a consequence, the team deliberately moved towards:

- fewer tools,
- clearly defined roles for each tool,
- and an integrated platform approach wherever possible.

This decision was not driven by technical limitations, but by **didactic responsibility**: protecting attention, reducing overload, and maintaining learning relationships.

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## 5. All-Media Didactic Design

Based on the Peer Learning experience, the concept of **All-Media Didactic Design** was further refined. The approach emphasizes:

- step-by-step instruction,
- immediate guided practice,
- peer support,
- error tolerance,
- and reflective consolidation.

Typical learning sequences followed a clear structure:

1. Short introduction (Why this tool?)
2. Live demonstration in small steps
3. Immediate guided repetition
4. Small independent task
5. Reflection and feedback
6. Supporting materials (cheat sheets, recordings, short videos)

This design proved particularly effective for adult learners and participants with limited digital experience.

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## 6. Resilience-Pedagogical Perspective

From a resilience-pedagogical point of view, technical difficulties were re-framed as **learning opportunities**.

Many participants needed several guided attempts before successfully completing a digital task. This process fostered:

- persistence,
- self-efficacy,
- mutual support,

- and a positive error culture.

Digital hurdles became **resilience exercises**, embedded in a supportive peer-learning environment.

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## 7. Conclusion and Outlook

The Peer Learning in Cyprus provided a realistic and valuable insight into the current state of multilingual digital education with AI tools.

Key learnings include:

- Multilinguality requires structure, not simultaneity.
- AI can support inclusion, but cannot replace pedagogical design.
- Fewer tools and clearer workflows reduce cognitive overload.
- Peer Learning is essential for building confidence and resilience.
- Digital inclusion is a relational process, not an automatic technical outcome.

The experience confirmed that **resonant digital learning**—learning that remains human, relational, and reflective despite technical imperfections—is both possible and necessary for future Erasmus+ projects.