

E-Learning and Remote Technical Assistance (RTA): the experience of CIHEAM-Bari



E-learning and Remote Technical Assistance (RTA) are **Distance Learning (DL)** expressions, which are complementary and synergistic with traditional face-to-face learning and technical assistance activities

- **The E-learning activity** involves the online delivery of structured courses (usually in asynchronous mode) implemented on a specially designed platform.
- **The RTA** consists in targeted interventions (usually short) that try to respond to “on demand” specific problems. These are info-training sessions delivered from a web-meeting platform (on-air) and then implemented on the e-learning platform (on-line).

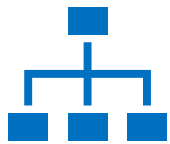




CIHEAM
BARI

E-learning / RTA

The areas involved include:



The management unit, which deals with organisational and relational aspects;

The training-project and tutoring group, which is tasked with elaborating technical and support contents;



The information technology section that provides all technological, multimedia, information and “help desk” components.



CIHEAM
BARI

E-learning / RTA

Main features:



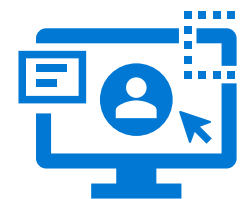
Methodology

Approach



Tutoring

Technology



Methodology

The learning methodology applied by CIHEAM Bari in E-learning has always taken into account the type of **interaction** among different actors of the learning process, thereby favouring a “**collaborative-constructivist**” approach. This approach, mostly applied to **adults**, has often allowed the development of “**peer learning**” contexts for “responsible” learning, as is the case in the “**Communities of practice**” (CoP).

“Peer learning” is an innovative approach where there is not a teacher top expert of the topic of study/interest but each member of the group exchange information with others at the same level.

Community of practice (CoP) as a place of Adult Peer Learning

The CoP is a group of people who learn and interact together, build relations resulting in a sense of fellowship and mutual commitment... as "groups of people sharing a concern, problems, passion for a subject, an interest to explore”.

Approach

The approach adopted by Ciham Bari is oriented towards the creation of an “Inclusive Learning Environment (ILE) and allowing a favorable “cognitive ergonomy” by promoting a set of **planned actions** that, although fulfilling the key role of learning, pay particular attention to the individual needs, as well as the cultural and language levels of beneficiaries.

Planned Actions:

Multilingual courses
Technical Tutoring
Timing (time zone)
Technology commensurate with context

Favourable “cognitive ergonomy”

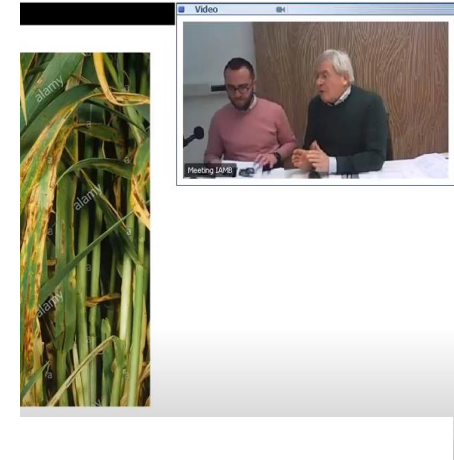


TUTORING

Tutoring is particularly important and strategic for the learning model applied by CIHEAM Bari. The tutor plays a crucial role in mediating/promoting communication and supporting the whole training process. The CIHEAM Bari provides specific training courses for “institutional tutors”.

Cognitive & Metacognitive support

The tutor helps the students to look for the necessary resources for the study activities and facilitates the exchange of ideas, rouses curiosity for innovation and enrichment.



Socio-Affective & relational support

The tutor should encourage relationships and support the student emotionally. As moderator he/ she promotes cooperation and collaboration among the learners, with some forms of mediation when it is necessary.

Technological support

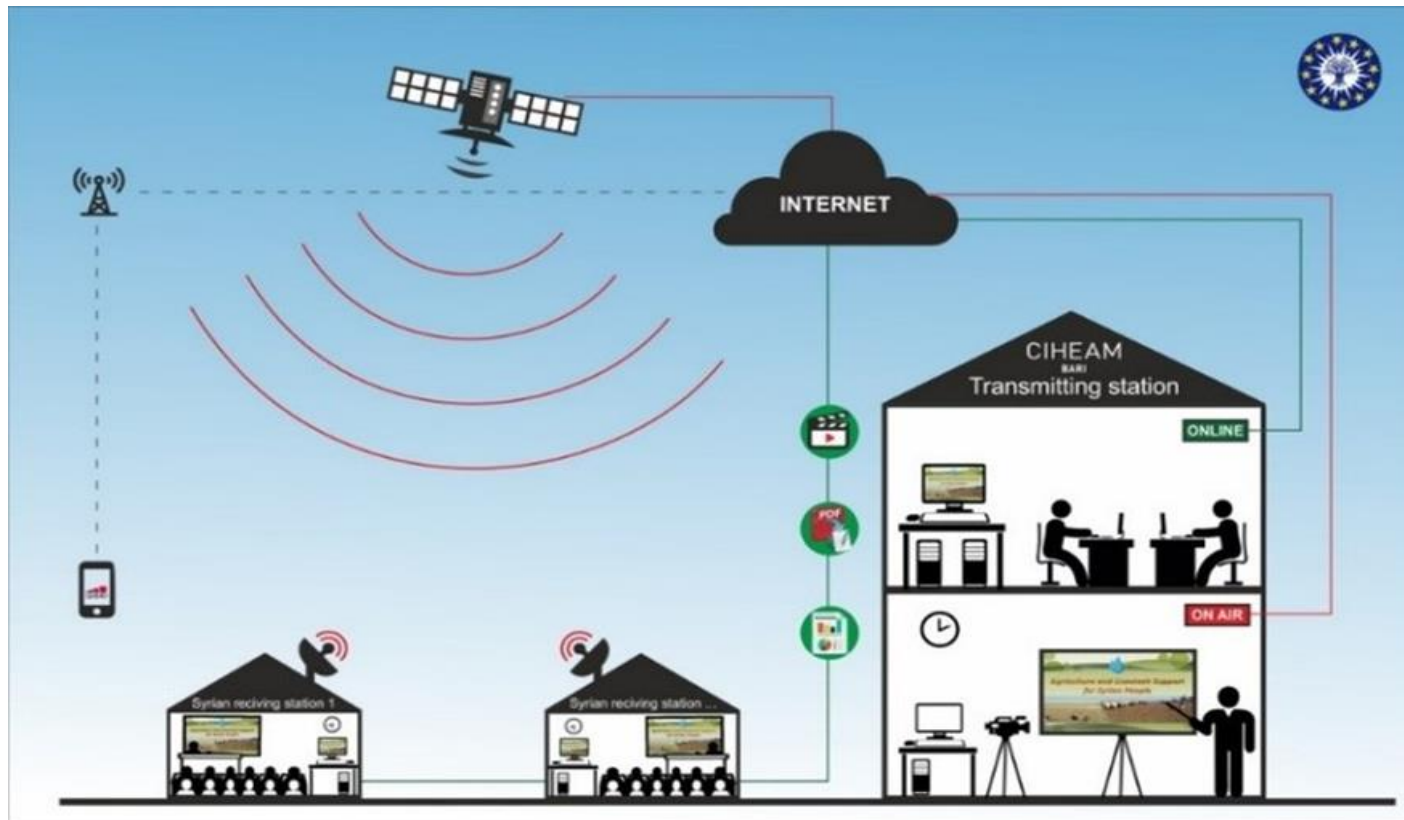
The tutor must make the students feel comfortable and proficient with the technology applied helping them with problem solving actions.

Technology

The technology applied to E-learning and RTA is composed by a set of systems and applications specifically designed for that use. For ex. Learning Management Systems (Moodle, Docebo, Claroline,etc.) or Web Meeting Apps (Skype, Zoom, WebEx,etc.)

The technological solutions adopted by CIHEAM BARI are appropriately selected based on the delivery method and the technological level of target countries. They are always satisfactory for user-friendliness and cost-effectiveness (DIGITAL DIVIDE).

CIHEAM Bari Technology

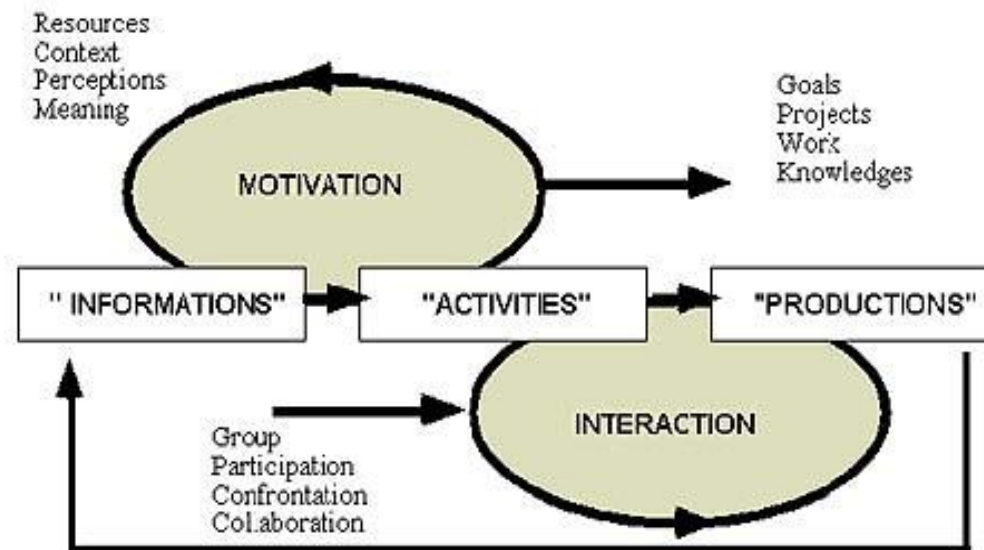


The CIHEAM Bari has Learning Management System and Web Meetings technologies that enable both **“on-air”** and **“on-line”** options.



Learning Management Systems why Claroline?

Claroline platform has been developed following **teachers' experiences** and is very much appreciated for its considerable **capacity to monitor** all different activities. Claroline is a collaborative E-Learning platform released under open source license and is largely used at international level because it is available in over 35 languages.



Learning Management System "CLAROLINE"

The screenshot displays the CLAROLINE LMS interface. At the top, a navigation bar includes the user's name 'Onofrio Lorusso' and links for 'My desktop', 'My course list', 'My User Account', 'My messages', 'Platform administration', and 'Logout'. The course title is 'Raqqa 2' for 'SY_2019_R_II - Ziad Al Chami'. A sidebar on the left lists various course elements: Course description, Agenda, Learning Path, Announcement, Document, Exercises, Assignments, Forums, Groups, Users, Chat, Edit Tool list, Course settings, and Statistics. A 'New items (other date)' section is also visible.

The central diagram illustrates the learning process. It features two main ovals: 'MOTIVATION' at the top and 'INTERACTION' at the bottom. A horizontal flow of three boxes is shown: '"INFORMATIONS"' on the left, '"ACTIVITIES"' in the middle, and '"PRODUCTIONS"' on the right. Arrows indicate the flow from 'INFORMATIONS' to 'ACTIVITIES' and from 'ACTIVITIES' to 'PRODUCTIONS'. The 'MOTIVATION' oval has an arrow pointing to the 'ACTIVITIES' box. The 'INTERACTION' oval has an arrow pointing to the 'PRODUCTIONS' box. A feedback loop arrow goes from 'PRODUCTIONS' back to 'INFORMATIONS'. Surrounding the diagram are various LMS features: 'Agenda', 'Course description', 'Assignments', 'Exercises', 'Announcements', 'Documents and Links', 'Learning Path', 'Groups', 'Chat', and 'Forums'. A 'Wiki' icon is also present.

Discussion Fora to encourage the “interaction”

► Forums

Search

Main

Forum

welcome forum

Tutoring course

English course

Associations

Women associations - English course

Beekeeping

Dairy Production

Test results

Yellow rust

Ceremony of certificates delivery

Correct use of Plant Protection Products

Livestock Basic Interventions

Correct use of Machineries

Basic Considerations for Olive Processing

Phytosanitary_Control_in_Olive_growing

Sales Techniques and Development of Agro-Food Chains - Paolo Fiume

Yellow Rust in Cereal Cultivation - Antonio Guario

Sales & Marketing Fundamentals_Andrea Montanari

Project Cycle Management_Daniela Guida

Manager(s) for SY_2017 : Onofrio Lorusso

► Forums

Forum Index > Yellow Rust in Cereal Cultivation - Antonio Guario > صدأ القمح

Reply | Search | Last message

صدأ القمح

Philippe Debs
March 19, 2018 at 02:19 PM

Alisa Khalid
March 28, 2018 at 05:46 PM

Ahmed Zenklo
March 28, 2018 at 05:50 PM

Ahmed Zenklo
March 28, 2018 at 06:05 PM

Sofian Haji Daroish
March 28, 2018 at 06:09 PM

Ahmed Zenklo
March 28, 2018 at 07:11 PM

هل يصيب الصدا الاصفر الشجر بنفس شدة الإصابة للقمح-1
هل مفهوم الهروب من الإصابة بالتبكير بالزراعة يخفف من شدة الإصابة على نبات القمح -2

بما أن فطريات الصدا إجبارية المفضل هل تعيش الأوباء البورية هرات طويلة ويعود الإصابة للموسم التالي وهل يؤثر الصقيع على الأوباء البورية في حل الشئيه على الأوباء البورية -1

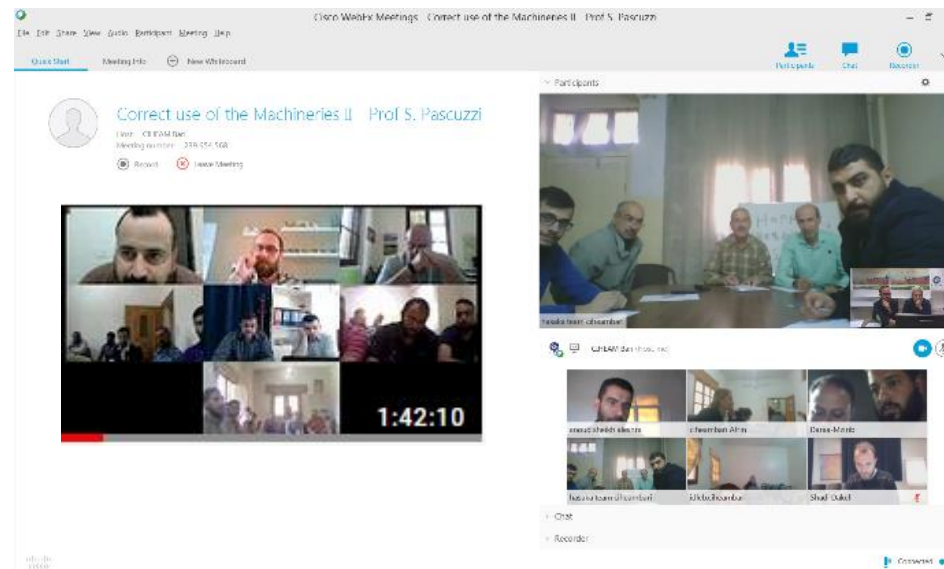
بما أن فطريات الصدا إجبارية المفضل هل تعيش الأوباء البورية هرات طويلة ويعود الإصابة للموسم التالي وهل يؤثر الصقيع على الأوباء البورية في حل الشئيه على الأوباء البورية -1
هل المبيدات المتخصصة للقضاء على الأصداء تظني على كافة السلالات لأنواع الصدا الثلاثة على القمح أم أنها متخصصة بالسلالات المدروسة فقط -2
هل يوجد أصناف من القمح مقاومة للصدأ الأصفر 100% -3
هل نسبة الإصابة بالأصداء هي نفسها شدة الإصابة -4

هل يصيب صدا الساق الأصفر البكتايات القوية بنفس شدة الإصابة التي يصيبها على النباتات الضعيفة لنفس الصنف من اصناف القمح

أسعد الله أوقاتكم وعذرا على كثرة الأسئلة والشكر الجزيل لكم من الفريق التقني في مكتب الأتارب ...لكم منا كل المحبة والتقدير
عند ظهور الإصابة يكون العلاج باستخدام مبيدات فطرية متخصصة جهازية التأثير هل نستخدم نفس المبيدات في الرش الوقائي -1
من المعلوم أن الطور البوريدي يكرر نفسه كما ذكرتم فهل يتكرر الطور التبليطي في ظروف ملائمة ولو مرة واحدة -2
هل يصيب الصدا الأصفر نبات القمحيلم أو مايسمى التريتكالي -3

Web meetings systems Webex or Zoom

WebEx, (© Cisco) and Zoom (©zoom communication) , are a web-meeting platforms allowing the recording of video lectures delivered on a real-time basis from the transmitting station (CIHEAM Bari) to one or more receiving stations (e.g. offices, consortia, workers' associations). The platform allows for the active participation via the teacher/learner interaction during the live session (on-air activity). If missing these lectures at the set time, it is possible to get the recorded broadcast (on line activity) from the E-learning platform.





التبّقع الشبكي؟؟؟

Pyrenophora



1

From "Web Meeting" in real time (lesson on-air)

recording



LMS

Integration on learning path materials (from "on air" to "online material")

2

Onofrio Lorusso : My desktop | My course list | My User Account

► Raqqa 2
SY_2019_R_II - Ziad Al Chami
> SY_2019_R_II > Learning Path List > Learning Path

► Learning Path

Mod 2 Sales & Marketing - A. Montanari

Module
TU 1 Sales & Marketing - A. Montanari.htm
Sales & Marketing fundamentals -AR.pdf
TU 2 Sales & Marketing - A. Montanari.htm
homeworks_1_AR.pdf
TU 3 Sales & Marketing - A. Montanari.htm
Sales & Marketing fundamentals_2_AR-.pdf

التبّقع الشبكي؟؟؟

Pyrenophora

3

To Platform (LMS) streaming (lesson on-line)

- توصيل الطلبات للمزارع بواسطة دراجات هوائية متخصصة
- الأطفال (زيارات تربية مع المدارس)
- تنظيم مناسبات لتتوزع المنتجات

Made by Andrea Montanari

E-Learning and Remote Technical Assistance (RTA): the experience of CIHEAM-Bari



During seventeen years of E-learning and RTA activities a total number of 32 courses have been organized and delivered: 22 in English, 7 in Arabic, 2 in French and 1 in Italian, both blended and online that constitute the current “background”.

A particular interesting experience was the RTA activities carried out in “Agriculture and Livestock support for Syrian people” programme/project. This one was recognized as one of the best cooperation project of year 2017 by OCDE for its resilience capacity building impact.