

# DICAP Meeting in Estonia – Consolidated Group Outputs

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This document presents a consolidated overview of the outcomes from the group sessions held during the DICAP meeting in Estonia. The DICAP project, which stands for Digital Capacity Building in the post COVID-19 era, focuses on the theme of Social Inclusion. Various teams, comprised of participants from Denmark, Spain, Italy, Estonia, and Norway, collaborated to explore challenges and best practices for distance learning and social inclusion in the educational domain.

## Group 1

Members: Adrian, Andrea, Carlos, Morten, Neeme, Risto.

Key Points:

- Emphasized the need for self-control, technical knowledge, teamwork, and independent learning for students.
- Identified that motivation, IT knowledge, preparation, and patience are crucial for teachers.
- Suggested behavioral recommendations such as maintaining good conduct during lessons, avoiding distractions, and using cameras when prompted.

## Group 2

Members: Kustav, Theis, Davide, Keio, Sergio.

Key Points:

- Discussed the necessity of self-discipline and highlighted the limitations of e-learning, such as waking up challenges and economic constraints.
- Provided a list of 'Do's and Don'ts' to enhance focus and participation in online lessons.

## Group 3

Members: Mikkel Troels Kongsted, Lluna Sanchis Bernabeu, Nikolai Bakka Bjerke, Marco Gaudi, Timo Tamsalu, Johanna Lepasaar.

Key Points:

- Shared experiences with learning systems and the challenge of maintaining attention during lessons.
- Recommended creating a learning routine, eliminating distractions, and seeking help when necessary.

#### **Group 4**

Members: Kustav, Theis, Davide, Keio, Sergio.

Key Points:

- Highlighted the importance of self-discipline and identified limitations of e-learning such as economic background and hardware constraints.

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#### **Group 5**

Members: Ole, Nikolaj, Davide, Lauri, Dario, Lia, Ida.

Key Points:

- Noted the flexibility and benefits of distance learning, such as no commuting and a more relaxed environment.

- Challenges included procrastination, waking up, and focusing on the lesson.

#### **General Feedback and Next Steps**

Overall, the groups favored increased engagement from both teachers and students, such as asking questions, involving students, and keeping cameras on. A systematic approach to addressing challenges identified by the groups will be integrated into future distance learning plans and social inclusion strategies.