


Teacher’s name: Mrs Maria karyotaki Country: Greece	
EU challenge: Social Equity, Lifelong Learning, Active Citizenship, Preservation of Cultural Heritage, Social Inclusion.	
Issues addressed: enhancing European Identity & Prosperity through teaching strategies centered on the 21st Century Skills/Competences , such as empathy, sympathy, humanity, compassion, ICT skills, communication skills, mathematical skills, problem solving, creative/critical skills, intrapersonal skills (motivation, metacognition) as well as interpersonal skills (teamwork, leadership).	
Themes addressed: Media Literacy , Democratic Values, EU Citizenship building, combating discrimination & stereotypes , eTwinning: a powerful intercultural tool , Inclusive Education , Migrant Education .	
Target group: Students 14-18 years old	No of participants: 25
Duration: almost 3 school years (February 2020- June 2022). Subjects: Economics, Civil Education, ICTs.	

Project title:	<p>Education is the most powerful weapon which you can use to change the world” Nelson Mandela.</p>  <p>“Constructing a digital tool (Chatbot) based on European Union Pillars to upskill and reskill Youth.”</p>
Key words (max 5):	European Citizenship Formation, Self-leadership.
Aims:	The current project aims at providing young people the opportunity to develop their knowledge as well as their personal and social skills, addressing the challenge to be active citizens both of their country and of the European Union. The chatbot is an innovative way to teach and learn in a constructive and intriguing way.

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Learning outcomes:	<p>Students are expected to:</p> <ul style="list-style-type: none"> ● build on their knowledge about the European Union Pillars through embracing 21st Century skills/competences. More specifically, students shall create open-source, learning material in the form of a digital tool (chatbot) at the disposal of any student or teacher. As a result, they shall implement the following cognitive skills: creative & critical thinking, problem solving and cooperation. ● Get acquainted with the use of Artificial Intelligence (chatbot), which is Europe’s digital future. ● Get familiar with media literacy and constructive learning through the use of social media. ● Promote self-teaching and peer-to-peer teaching techniques, thus they will be introduced to lifelong learning skills. ● Be entrepreneurs in the field of cross-curricular activities as they will have to construct new knowledge from various scientific fields. ● Pass their knowledge and acquired skills to their fellow students as well as to the entire society as a token of active citizenship. ● Set an example of innovation in the benefit of educational reforms in Greece and Europe in general. ● Stimulate their interest in learning, discover their strengths and set new goals.
Components of competences developed:	<p>Students shall develop their strengths and skills in the following ways: They will have a critical view of the European Union’s Pillar: inclusive and secure societies. Such societies should prioritize teaching youth the significance of democracy, cultural heritage & cybersecurity. Moreover, the key competences developed by the students comprise of:</p> <ul style="list-style-type: none"> ● Democratic values literacy (Social Justice, Equity, Respect). ● Active citizenship (civil rights, human rights, personal rights, volunteerism, media literacy). ● Leadership skills (personal development). ● Social skills (communication/cooperation). ● Lifelong learning skills. ● Critical/creative thinking. ● Adaptability/cognitive flexibility. ● Empathy/Sympathy.
Materials:	<p>Students will be asked to perform in-depth research on the aforementioned competences in order to be able to produce questions and answers as though they were teachers themselves.</p> <p>In addition, students will have to propose innovative learning material embedded in the chatbot, available to anyone interested. Students can use the following educational references:</p> <ul style="list-style-type: none"> ● https://www.latimes.com/california/story/2019-12-10/adulthood-is-hard-uc-berkeley-has-a-class-for-that ● https://www.youngcitizens.org/Blogs/blog ● https://www.teachingcitizenship.org.uk/about-citizenship ● https://hi.org/en/inclusive-education

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	<ul style="list-style-type: none"> • https://www.lgfl.net/Inclusion/ • http://www.youthforhumanrights.gr/voices-for-human-rights.html • http://www.greek-language.gr/greekLang/ancient_greek/tools/corpora/anthology/content.html?m=1&t=182 • http://www.greek-language.gr/greekLang/ancient_greek/tools/corpora/anthology/content.html?m=1&t=524 • http://senja.gr/blog.html?catid=1266 • http://www.living-democracy.gr/textbooks/
Preparation:	<p>The knowledge and skills acquired during this project will be structured on the following steps:</p> <ul style="list-style-type: none"> • Activity Set 1: what is knowledge and how can I get it? What is a skill/a competence and how can I build it? • Activity Set 2: Which skills/competences are called 21st Century skills/competences? • Activity Set 3: Is there a connection between 21st Century Skills and the European Union’s Pillar: “inclusive and secure societies”? Which of the 21st Century Skills are vital to “inclusive and secure societies”? • Activity Set 4: How would you teach the aforementioned skills? Design educational material following the dialectical way of Socrates (ask & answer questions) in order to teach other students about these skills. • Activity Set 5: Embed the educational material as a separate script in your chatbot. • Activity Set 6: Test and evaluate your work. • Activity Set 7: Circulate your knowledge and skills.
Resources:	<ul style="list-style-type: none"> • Drigas, A. and Karyotaki, M: "A Layered-Model of Human Consciousness", iJES, vol. 7, n. 3, (2019). • Drigas, A. and Karyotaki, M: “Attention and its Role: Theories and Models”, iJET, vol. 14, n. 12, (2019). • Drigas, A. Karyotaki, M. and Skianis Ch.: “Mindfulness Training, Assessment and Intelligence", iJES, vol. 6, n. 3, (2018). • Drigas, A. Karyotaki, M. and Skianis Ch.: “An Integrated Approach to Neuro-development Neuroplasticity and Cognitive improvement”, iJES, vol. 6, n. 3, (2018). • Drigas, A. Skianis Ch. and Karyotaki, M.: “Success: A 9 Layered-based Model of Giftedness", iJES, vol. 5, n. 4, (2017). • Drigas, A. and Karyotaki, M.: “Attentional control & other executive functions”, iJET, vol. 12, number 3, (2017). • Drigas, A. and Karyotaki, M.: "Latest trends in Problem Solving Assessment", iJES, vol. 4, number 2, (2016). • Drigas, A. and Karyotaki, M.: “Online and other ICT Applications for Cognitive Training and Assessment”, iJOE, vol. 11, number 2, (2015). • Drigas, A. and Karyotaki, M.: “Learning tools and applications for cognitive improvement”, iJEP, vol. 4, number 3, (2014). • RESIST_Toolkit

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	<p>M. Lambert, I. Hylander and J. Sandoval (Eds.), Consultee-Centered Consultation: Improving the Quality of Professional Services in Schools and Community Organizations (pp. 115-132).</p> <ul style="list-style-type: none"> • Hatzichristou, C., Lampropoulou, A., & Lykitsakou, K. (2006). Addressing cultural factors in development of system interventions. <i>Journal of Applied School Psychology</i>, 22(2), 103-126. • Haynes, N., M., & Comer, J., P. (1996). Integrating schools, families, and communities through successful school reform: The school development program. <i>School Psychology Review</i>, 25 (4), 501-506. • Henderson, N., & Milstein, M. (2008). Σχολεία που προάγουν την ψυχική ανθεκτικότητα: Πώς μπορεί να γίνει πραγματικότητα για τους μαθητές και τους εκπαιδευτικούς. Επιστημονική επιμέλεια ελληνικής έκδοσης: Χ. Χατζηχρήστου. Μετάφραση: Βασσαρά Βασιλική. Αθήνα: Τυπωθήτω. • Holtzman, W. (1992). <i>School of the future</i>. American Psychological Association and Hogg Foundation for Mental Health. University of Texas. Austin: Texas. • Konu, A., Lintonen, T., & Autio, V. (2002). Evaluation of well-being in schools-a multilevel analysis of general subjective well-being, <i>School Effectiveness and School Improvement</i>, 13 (2), 187-200. • Kress, J. S., & Elias, M. J. (2006). School based social and emotional learning programs. In K. A. Renninger & I. E. Sigel (Eds.), <i>Handbook of child psychology: Vol.4. Child psychology in practice - 6th edition</i> (pp. 592-618). Hoboken, NJ: John Wiley and Sons. • Marsh, H. W. (1988b). <i>Self Description Questionnaire: A theoretical and empirical basis for the measurement of multiple dimensions of preadolescent self-concept: A test manual and a research monograph</i>. San Antonio, TX: The Psychological Corporation. • Meyers, J. & Meyers, B. (2003). Bi-directional influences between positive psychology and primary prevention. <i>School Psychology Quarterly</i>, 18(2), pp. 222-229. • Osher, D., Dwyer, K., & Jackson, S. (2002). <i>Safe, supportive, and successful schools, step by step</i>. Rockville, MD: U. S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. • Rutter, M., & Maughan, B. (2002). School effectiveness findings, 1979-2002. <i>Journal of School Psychology</i>, 40, 451-475. • Snyder, S.R. & Lopez, S.J. (Eds) (2002). <i>Handbook of Positive Psychology</i>. US. Oxford University Press. • Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. <i>Journal of Quantitative Criminology</i>, 17, 247-272. • White, J.L. & Kratochwill, T.R. (2005). Practice Guidelines in school psychology: Issues and directions for evidence-based interventions in practice and training, <i>Journal of School Psychology</i>, 43(2), 99-115. • Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (Eds.). (2004). <i>Building academic success on social and emotional learning: What does the research say?</i> New York: Teachers College Press. • Χατζηχρήστου, Χ. (Επιμ.) (2004). <i>The Olympic Spirit through children's voice. Το Ολυμπιακό Πνεύμα μέσα από τη φωνή των παιδιών</i>. Αθήνα: Κέντρο Έρευνας και Εφαρμογών Σχολικής Ψυχολογίας, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών.
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	<ul style="list-style-type: none"> Εργαλείο Ψυχοκοινωνικής Προσαρμογής Παιδιών Προσχολικής και Σχολικής Ηλικίας ή Τεστ Ψυχοκοινωνικής Προσαρμογής. ΥΠΕΠΘ: ΕΠΕΑΕΚ. Χατζηχρήστου, Χ., Γιαβρίμης, Π., Δημητροπούλου, Π., Κωνσταντίνου, Ε., & Χατζηχρήστου, Χ., Δημητροπούλου, Π., Κατή, Α., Κωνσταντίνου, Ε., Λαμπροπούλου, Α., Λυκितσάκου, Κ., & Μπακοπούλου, Α. (2004α,β, 2008). Πρόγραμμα Προαγωγής της Ψυχικής Υγείας και της Μάθησης: Κοινωνική και Συναισθηματική Αγωγή στο Σχολείο. Εκπαιδευτικό Υλικό για Εκπαιδευτικούς και Μαθητές Πρωτοβάθμιας και Δευτεροβάθμιας εκπαίδευσης και Για Μαθητές Προσχολικής και Πρώτης Σχολικής Ηλικίας. Αθήνα: Κέντρο Έρευνας και Εφαρμογών Σχολικής Ψυχολογίας, Πανεπιστήμιο Αθηνών & Τυπωθήτω. Χατζηχρήστου, Χ., Δημητροπούλου, Π., Κατή, Α., Λυκितσάκου, Κ., Μπακοπούλου, Α. & Λαμπροπούλου, Α. (2008). Στήριξη των Παιδιών σε Καταστάσεις Κρίσεων. Αθήνα: Τυπωθήτω. Χατζηχρήστου, Χ., Καραδήμας, Ε., Γιαβρίμης, Π., Δημητροπούλου, Π., & Βαΐτση, Χατζηχρήστου, Χ., Λαμπροπούλου, Α. & Λυκितσάκου, Κ. (2004). Ένα διαφορετικό σχολείο: Το σχολείο ως κοινότητα που νοιάζεται και φροντίζει. Ψυχολογία 11(1), 1-19.
Tips for expected difficulties:	Students should have fluency in reading comprehension of the English Language. Also, students may face difficulty compiling “ask and answer” lessons, as they are not accustomed to creating questions. They only give answers. Moreover, questions should be coherent to the answers to achieve the maximum functionality of our digital tool. Teachers may have to assist students with tracking down certain resources via the internet.
Instructions (step by step):	<p>Step 1. Students are asked in the form of a brainstorming activity: “Which are the 21st Century skills/competences that support the European Union’s Pillar: “inclusive and secure societies”?”</p> <p>Step 2. Students are guided to mention skills and competences, such as:</p> <ul style="list-style-type: none"> • Sensing equality & behaving equal to another person. • Having respect & behaving with respect to another person. • Having self-respect. • Think critically. • Being able to control the influence originating from the media. • Having empathy towards other beings. • Knowing yourself better (goals, competences and skills). • Having self-control (brain training, healthy living) • Being sociable. • Have patience. • Being responsible. • Show interest in learning new things (be inquiring). <p>Step 3. In groups of three students make your own “ask and answer” lesson to your fellow students. You may use videos/photos or other media offered to you</p>

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	through your Google Suites Account or other software compatible with our chatbot platform: https://dialogflow.com/ .
Debriefing:	Other teachers and students will test the chatbot for its functionality and educational efficacy.
Evaluation:	Our students shall evaluate their educational experience and propose directions for further research and development. Students shall be tested on their acquired skills and competences according to the “9-layered based model of Giftedness”.
Dissemination results:	of We shall present the outcome of our project in dissemination events before the local society as well as other educational institutions.
Social media:	Our Project shall be accompanied by a Facebook account to support our Chatbot and communicate the results of our research widely.

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