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CHAT2 LEARN

Chatbot technologies for digital entrepreneurship and education and adult learners

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Project n. 2020-1-CY01-KA204-065974

IO1: Developing a chatbot learning environment in the field of digital entrepreneurship

1.1. Collecting best practices and tools on Technology Enhanced Learning and creation of a resource library on topic

PREPARED BY

ASSET BASILICATA

Good practices template

Good practice criteria

The following set of criteria will help us to understand whether a practice is a "good practice":

Title ***Chatbot - CEPEH***	
Date/Period *1/9/2019 - 31/8/2022*	**Authors** *The University of Nottingham in Nottingham, Aristotelio Pantepistimio Thessalonikis Karolinska Institutet CYENS CoE*
Partner ***SEIT Lab - University of Cyprus***	

Element	***Guiding question***
Type of practice	*Enhance personalised European Healthcare Curricula*
Publisher (optional)	*https://www.cyens.org.cy/en-gb/research/projects/chatbots-enhance-personalised-european-healthcare/*
Target audience	• *Students* • *Teaching staff*
Objective/Aim	*The chatbot can quiz existing knowledge, enable higher student and teaching staff engagement with a learning task or support higher-order cognitive activities and can solve the problem of individual student support and contribute to personalised learning.*
Location/Geographical coverage	*Mainly in Cyprus but could be replicated to other countries, if there are clients and interest*
Description	*Personalised Healthcare education is more than ever needed nowadays. There is growing evidence around chatbots, machine conversation systems, that these programs have the potential to change the way students learn and search for*

	information. Chatbots can quiz existing knowledge, enable higher student engagement with a learning task or support higher-order cognitive activities. In large-scale learning scenarios with more than 100 students per lecturer, chatbots can solve the problem of individual student support and contribute to personalised learning. However, limited examples of chatbots in European Healthcare Curricula have been utilised to combine both the continuum of cognitive processes with the idea that some repetitive tasks can be done with a chatbot to provide greater access or to scale faculty time. Thus, CEPEH, an ERASMUS+ strategic partnership will co-create open access chatbots utilising artificial intelligence promoting innovative practices in the digital era, by supporting current curricula and fostering open education. CEPEH consortium expects that students will adopt this new digital pedagogy and improve their skills and competencies through flexible personalised learning, while the teaching staff will enhance their e-learning tool co-creation competencies and make use of co-design best practices and recommendation for use. Thus, CEPEH in the long term expects to influence the development of medical and nursing curricula with this digital innovation, foster the quality of the future healthcare workforce and further improve the international competitiveness of the partners' healthcare curricula.
Methodological approach	*Such was not shared*
Finance	*ERASMUS+ KA2*
Constraints (optional)	*Such was not shared*
Outcomes	*Promotion of innovative practices in the digital era, by supporting current curricula and fostering open education*
Replicability and/or up-scaling	*Possibilities for up-scaling and integrating chatbots in healthcare education practices were assessed at a level of 4 /according to the scale from 1 (= min) to 5 (= max)*
Conclusion (optional)	*Such was not shared*
Opinion (optional)	• *4 /according to the scale from 1 (= min) to 5 (= max), as the practice is relevant to healthcare education and is related to training, learning and development.*

Further considerations	-