



CHAT2LEARN

Chatbot technologies for digital entrepreneurship education and adult learners

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





Good practices template

Good practice criteria

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

Title <i>Differ</i>	
Date/Period	Authors <i>Lars Willner, Kristian Collin Berge, Anina Hanekom, Gregor Jarisch</i>
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Element	Guiding question
Type of practice	<i>Enhance educational practices</i>
Publisher (optional)	https://www.differ.chat/
Target audience	<ul style="list-style-type: none"> ● University Students ● Educators ● Student mentors ● Teaching assistants
Objective/Aim	<i>Improve your students' wellbeing and success. The purpose of Differ is to help new students develop friendship and a sense of belonging in transition to university with the aims of increasing both engagement and retention.</i>
Location/Geographical coverage	<i>Europe</i>
Description	<i>The system is created to provide immediate answers to students' questions, which, as a rule, are repeated every semester. From the information provided on the company's website, it is known that the questions vary from general to more particular questions about the syllabi and the</i>



	<p>expectations of the course. Moreover, except answering questions, chatbot sometimes offers academic articles and reading to students who are relevant to their coursework. Chatbot also offers clear ways that a student can contribute to the class, for example, posting on forums. To function, the chatbot uses special algorithms and must accumulate and work on questions and student-teacher interaction all the time to improve its ability to give proper answers recommendations. The company reports that the results of its trial program showed five times higher participation of students in the messages sent by the bot, compared to the teacher-human. In the modern world, many people can already experience these opportunities on their own and evaluate the advantages and disadvantages of AI.</p>
Methodological approach	-
Finance	Erasmus+ Knowledge Alliance
Constraints (optional)	Such was not shared
Outcomes	<p>Help students connect and chat with peers. This can help them build friendship and a sense of belonging, which will improve social integration in the transition to university.</p> <ul style="list-style-type: none"> ● Facilitate informal 1-1 peer conversations ● Facilitate informal peer group conversations. ● Help students find like-minded people in open community topics around hobbies/interests etc. ● Empower students to make their voice heard. Anonymous continuous feedback to Student Reps or Educator, provided by Hubert.AI <p>In addition to informal student communities, educators can use the Differ solution for academic purposes in course communities:</p> <ul style="list-style-type: none"> ● Give students a personal welcome and open a line of communication. ● Empower the Student Voice to get continuous feedback from your students. ● Help students form study groups with peers in your class.



	<ul style="list-style-type: none"> ● Create conversations around Frequently Asked Questions. ● Connect and break the ice between students and student mentors/teaching assistants/student representatives or teaching staff.
Replicability and/or up-scaling	<i>Possibilities for up-scaling and integrating chatbots in educational practices were assessed at a level of 3/according to the scale from 1 (= min) to 5 (= max)</i>
Conclusion (optional)	<i>Such was not shared</i>
Opinion (optional)	<ul style="list-style-type: none"> ● <i>3/according to the scale from 1 (= min) to 5 (= max), as the practice is relevant to education and is related to learning.</i>
Further considerations	-