Chatbot technologies for digital entrepreneurship and
education and adult learners

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 definition

A **"good practice"** can be defined as follows:

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in a broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it

Good practice criteria

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

- **Effective and successful:**

  A "good practice" has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has a positive impact on individuals and/or communities

- **Technically feasible:**

  Technical feasibility is the basis of a "good practice". It is easy to learn and to implement

- **Replicable and adaptable:**

  A "good practice" should have the potential for replication and should therefore be adaptable to similar objectives in varying situations

- **Environmentally, economically and socially sustainable:**

  A "good practice" meets current needs without compromising the environment and/or the social cohesion of the territories

Mr Winston: chatbot tuteur pour enseigner l'anglais	
(What is the name that best describes the good practice?)	
2018-2020 *(When was the good practice documented/published/carried out?)*	**Erasmus Consortium** *(Who – person/organization – wrote/carried out the good practice?)*
ASSET *(who collected the practice)*	

Element	Guiding question
Type of practice	*Erasmus Plus Project*
Publisher (optional)	*website: http://mrwinstonchatbot.eu/fr/about/about-fr/*
Target audience	*The project is generally aimed at those who want to learn/improve their knowledge of English (students, workers, other people) and to teachers who wish to use digital tools to facilitate the learning of their students.* *2 reasons led the partnership to focus on teaching English to VET learners:* *1. to reach a large variety of learners (from initial to continuous VET, all types of population and all age ranges are present);* *2. learners in need of support such as those with Specific Learning Disorders (dyslexia for instance) and/or a socially disadvantaged background are tendentially more present in VET than in school education.*
Objective/Aim	*The project aims to develop a chatbot and supporting materials for trainers to be used in the VET sector in order to provide an innovative tool to support the learning process of the students in the English language (Levels A2 and B1 CEFRL), whether in an individual setting or in accompanied learning.*
Location/Geographical coverage	*Countries of the consortium (Italy, France, Belgium, Finland, Slovenia)*
Description	*The need for training from many European learners has allowed the development, in the last years, of a large number of mobile learning apps and programs, some of them meeting quite a big success such as Duolingo or Babbel.*

	Their success is not surprising considering that learning a language is indeed adapted to mobile learning as it uses frequent and small lesson, allowing the learner to integrate a new vocabulary at a good pace but those commercial apps are somehow "elitists". First, most of them rely on monthly payment or subscription, but even when they do not, the elitism problem with such program is that they leave the learner alone to face difficulties: they do not provide explanation and only a scares support. Therefore the students that are gifted or know where to find such support can do well using such tools but for the vast percentage of others (most of the regular learners, learners with learning disorders, socially disadvantaged learners) the tool is ineffective and results in them giving up and in discouragement on their capacity to learn a foreign language.
	The tool is nonetheless useful is used within a frame where students receive the proper support, even more if that system can guarantee the certification of the learning process.
Methodological approach	*The chatbot and the support material were developed starting from a needs analysis addressed to English language teachers in the VET sector. The desk analysis work was supplemented by several interviews with teachers and pedagogical experts to understand, first of all, the learning levels objectively and realistically achievable with a chatbot tutor and then to select the teaching contents and support materials.*
	The chatbot was developed using Facebook Messenger and not by creating an app: anyone who wants to use Mr Winston (or Ms Winston for level B1) can do it very easily by entering the Facebook page of the project.
Finance	*Erasmus Plus Program*
Constraints (optional)	*No constraints reported in testing (personally tested)*
Outcomes	*Project Intellectual Outputs:* *Booklet on chatbots in education* *Dynamic teaching content* *Chatbot tutor for English language*

	Support lessons *Pedagogical guide* *Chatbot design guide*
Replicability and/or up-scaling	*4* *The best practice (not protected by patents) is easily replicable in other geographical and social contexts.*
Conclusion (optional)	
Opinion (optional)	*Express your opinion on a scale from 1 (=min) to 5 (=max) about:* ● *Usability: 5* ● *Relevance (the degree to which the problem addressed by the good practise is experienced as significant) : 3 (from the personal test, it seems that the grammar or vocabulary exercises are always the same)* ● *Granularity (the degree to which the good practice is detailed): 3* ● *Integration (the degree to which the good practice can be integrated into the Chat2learn project) : 4*
Further considerations	