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Co-design for a Competency Self-assessment Chatbot and Survey in Science Education

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Abstract

This paper describes a co-design process for a formative assessment tool in the area of core competencies such as creativity, communication, collaboration, and critical thinking. This process has been carried out in the context of non-formal science education institutions in 19 countries in Europe and

the Middle East. The results of the co-design have been influential in the design of a formative assessment chatbot and survey that supports learner competency and self-regulation. We also discuss some preliminary results from the use of the tool and introduce additional considerations with regard to inclusion, technical aspects, and ethics, towards a set of best practices in this area.

Keywords

Co-design Chatbots Competencies

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Notes

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2. <http://newmediaresearch.educ.monash.edu.au/Inm/meet-ash-the-monash-chatbot-a-youth-wellbeing-companion/>.
3. <https://snatchbot.me/education>.
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8. <https://childrensdesignguide.org/>.
9. Working definition adopted from:
<https://idrc.ocadu.ca/resources/idrc-online/49-articles-and-papers/443-whatisinclusivedesign>.
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