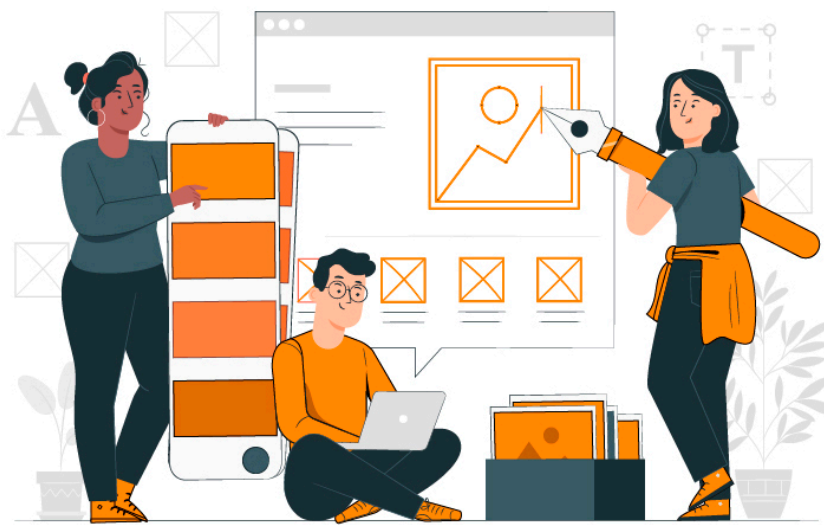


CYPRUS INTERACTION LAB

Annual Newsletter - 2021



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CONNECT

Telephone: +357 2500 2276
info@cyprusinteractionlab.com

LOCATION

Potamites Building, 1st Floor
8 Kitiou Kyprianou Street, 3036

The Cyprus Interaction Lab (CIL) of the Department of Multimedia and Graphic Arts of the Cyprus University of Technology is an interdisciplinary research lab which specialises in Educational Technology and Human Computer Interaction. The lab was co-founded in 2011 by Panayiotis Zaphiris and Andri Ioannou and is the first of its kind in Cyprus, standing out for its high-quality research and facilities.

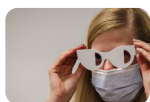
We design with people and the community in mind, aiming to produce research with real-world impact. We seek to understand the significant supportive and mediating role of technology in promoting learning, communication and collaboration, social change and inclusion in varied circumstances and contexts.

Research at CIL aims towards theoretical and practical frameworks on three pillars:

○ Embodied and
Gameful Learning

○ UX,LX Design &
Spaces

○ Design for
Social Change



Welcome Note



Lab Director
ANDRI IOANNOU

Another challenging year (2020-2021) has just been completed. Despite the worldwide pandemic, our productivity and growth at the Cyprus Interaction Lab have not been affected. We are grateful to put together this newsletter once again.

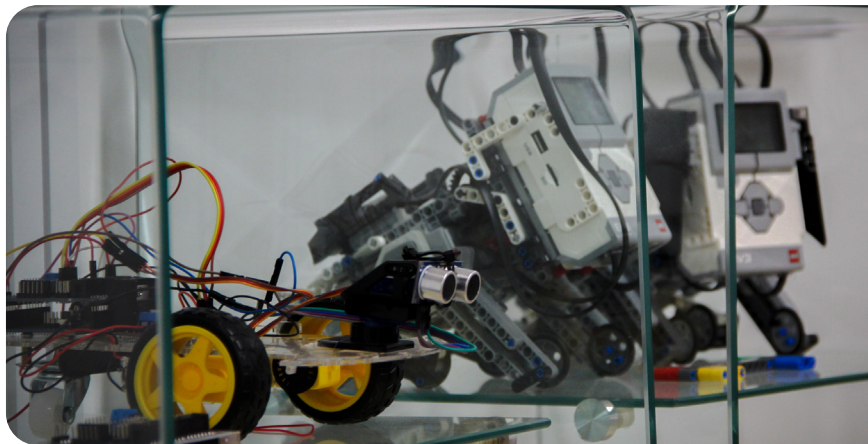
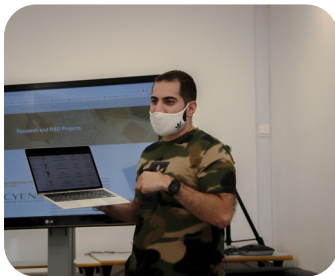
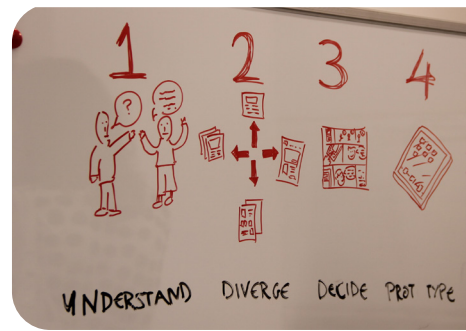
We have well settled at our new home --Kitiou Kyprianou 8, Limassol 3036-- closer to our Department (Department of Multimedia and Graphic Arts).

Several new publications, new projects, and consultancies demonstrate the hard work and the many achievements of the group. Since 2017, the Cyprus Interaction Lab cooperates closely with the Interactive Media, Education and Edutainment (EdMedia; <http://edmedia.cyens.org.cy/>) Research Group of the CYENS Centre of Excellence (<https://www.cyens.org.cy/>) via which some of these projects and consultancies are implemented. We have just welcomed a new Research Associate and Postdoctoral Researcher, Dr. Ourania Miliou, to work across research projects and initiatives.

The group instigates interdisciplinary work and promotes collaboration between industry, academia, and research organizations in research areas of global importance. We are proud to engage in research that helps unpack the potential of emerging technologies to positively influence our society. We keep our positive energy and welcome 2022, looking forward to new opportunities and achievements!

Enjoy reading about some of our work!

The director, Assistant Prof. Andri Ioannou



Meet the lab

Management



Andri Ioannou



Panayiotis Zaphiris



Antigoni Parmaxi



Andreas Papallas



Aekaterini Mavri

Phd Students



**Chrysanthos
Socratous**



**George
Pallaris**



**Leantros
Kyriakoulis**



**Theodora
Konstantinou**



**Marianna
Ioannou**



**Stella
Timotheou**

Meet the lab

Staff & Researchers



**Leda
Solomonidou**



**Stephanie
Papalla**



**Eirini
Christou**



**Hadjicostis
Panagiotis**



**Salomi
Papadima**



**Ourania
Miliou**



**Maria
Adamou**



**Antreas
Kitsis**



**Alexandros
Delobel**



**Konstantinos
Charilaou**



**Sotiria
Vorka**



**Andreas
Stroumpoulis**



**Emily
Kouzaridi**



**Kostantinos
Karseras**

DR FLEMP

Digital Reality in Foreign Language Education for Medical Professionals

DR FLEMP is a brand new project of the lab. The project kicked off in January 2022.

The aim of the DR FLEMP project is to support digital transformation in foreign language education (FLE) in the EU, whilst focusing on filling the existing gaps and raising the efficacy of foreign language education by nursing and caretaking students, as well as already qualified professionals, through Immersive learning environments that can address the challenges of digitization in educational systems.



ENTER EdTech:
Where start-ups meet
with educational
technology

ENTER EdTech

The ENTER_EdTech project is at the forefront of this challenge where start-ups meet with the educational technology by improving the quality of entrepreneurship education in HE around EdTech by bringing together academic and industrial partners with entrepreneurial experience and expertise in educational technologies and learning pedagogies to empower undergraduate & postgraduate students, faculty members, researchers, staff and educators as well as university alumni to become EdTech entrepreneurs. The project goals are:

1. To improve the quality of entrepreneurship education around EdTech, by bring together academic and industrial partners with entrepreneurial experience and with expertise in ed tech and learning pedagogies
2. To empower undergraduate & postgraduate students, faculty members, researchers, educators as well as university alumni to become EdTech entrepreneurs
3. To upgrade the quality of innovative & impactful EdTech products and the number of EdTech start-ups in Europe that can grow exponentially

Stay tuned @<https://www.facebook.com/ENTEREdTech>

Website: <https://www.enteredtech.eu/>

ASSESS



21

ASSESSMAKE21

As the maker movement is increasingly adopted into K-12 schools and nonformal makerspaces, students have more opportunities to generate unique, personalized projects and artifacts, such as computer programs, robots, DIY electronics, and develop new competencies and skills necessary in the workplace of the 21st century. However, assessment of these skills is not easy, particularly within these open-ended environments where students create unique solution paths to problems, interact with peers, and act in both the physical and digital worlds.

Assessmake21 is already on the piloting phase. Teachers and educators together with the young makers, are using Assessmake21, in formal and non-formal makerspace contexts. An educational journey towards self-assessment and self-reflection upon 21st century skills has begun. The project aims to deliver a digital solution to assess 21st century skills for teachers and students and related Open Educational Resources (OERs). Teacher training activities, multiplier events and several dissemination activities are targeting the school community.

Stay tuned @ <https://www.facebook.com/assessmake21>

Website: <https://www.assessmake21.eu>



EDUBOTS

Best practice of **chatbots**
in **higher education**

EDUBOTS

On a high-level, EDUBOTS has the goal of improving educational attainment in European higher education. We do that by exploring best practice use of chatbots, and by creating a learning community of Educators in Europe. The EDUBOTS consortium of partners (#differ. chat, #University of Leeds #Faculty of Organization and Informatics #CYENS Centre of Excellence #Hubert.ai #Universidad de Granada) just completed the closing event of the project on Tuesday, Jan 18th, entitled "Best practices of chatbots in higher education: Findings and insights from 2 years of applied research".

1. We focus on engagement between students and educators facilitated by chatbots.
2. We focus on increasing the frequency and accuracy of feedback between educators and students.
3. Project pilots are designed with the overall goal of decreasing dropout rates by using chatbots.
4. We form a learning community of educators to participate in the project activities and make use of the research, free learning resources, and free tools.

Stay tuned @ <https://www.facebook.com/edubots.eu>

Website: <https://www.edubots.eu/>



Qualitative Study of SELFIE Impact (QUASI)

Our team is ready to start planning the second phase of the Quasi Project - a project about qualitative analysis of #SELFIE_EU impact, with DBR-based interventions in ES (@GSIC/EMIC Research Group), CY (EdMedia @Centre of Excellence and Cyprus Interaction Lab), and NL (@Utwente Enschede).

The general objectives of the project are as follows:

1. Understand the digital readiness of 15 schools in three different countries in Europe (Spain, Netherlands, and Cyprus).
2. Explore how SELFIE is used and perceived by its users in 15 different schools.
3. Identify and describe the impact SELFIE is having in 15 different schools in Europe.
4. Situate the impact of SELFIE in the more complex nexus of interrelated concepts like: digital readiness of schools, school management models, the changing landscape of technologies, theory of change in organizations, integration of innovation in education as well as the datafication of schools.
5. Provide a set of recommendations including at least aspects like the following: the improvement of the tool; support material; school actions (i.e., what the school needs to do) and best practices; stakeholder actions; social innovation actions (e.g., creation of networks, synergies etc.).



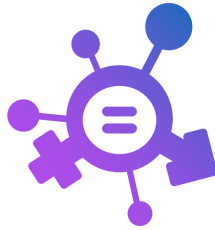
ERUM

In the past year, we were able to make substantial progress within our project. Not only have we managed to successfully implement several events online, but we have also finalised one of the big milestones of our project, which are the guidelines for evidence-based communication that we published last spring. In summer, we published our 2nd Newsletter which could be found [here](#). In the meantime the “Learning material for Higher Education Students” are being developed and will be available in the next months.

One of the project’s milestones, the 2nd Intensive Study Programme was successfully implemented online. The aim was to help participants gain a better understanding of current scientific debates that attract large amounts of dis/misinformation and to train transversal skills relevant to tackle the spread of dis/misinformation within their field. The programme offered free lectures, group work, hands-on activities and plenty of occasions for networking.

Stay tuned @ <https://www.facebook.com/ERUMproject>

Website: <https://projects.uni-foundation.eu/erum/>



FeSTEM

Female Empowerment in Science, Technology, Engineering and Mathematics in Higher Education

FESTEM

Female Empowerment in Science, Technology, Engineering and Mathematics in Higher Education (FeSTEM) aims to promote an innovative method and pedagogy that will allow HE students to use traditional and computationally-rich media to create meaningful, shareable exhibits that will act as mentoring models for encouraging girls and women to remain active in STEM.

The FeSTEM community platform is now live!

The FeSTEM community platform aims to link HE students in STEM with experienced mentors in the field. More specifically, this platform will aim at helping HE students to receive support and advice in terms of their professional development in STEM.

Register to the FeSTEM Community Platform [here](#).

We would really appreciate your feedback based on your experience with the platform.

You can give us your feedback [here](#).

Website: <https://festemproject.eu>



EDUBOTS

June of 2021

On June 23-25, the EDUBOTS Consortium hosted an Online Hackathon in collaboration with EDDI. This was the 3rd edition after two exciting events in New York (2019) and Vienna (2018) and was a joined effort of EDDI, the European Open Source Chatbot Framework optimized for use in Education and EDUBOTS, the Erasmus+ Knowledge Alliance Project, which is keen on exploring "Best Practices of Pedagogical Chatbots in Higher Education".

This year's topic: "Create chatbots that make student life easier."



ERUM

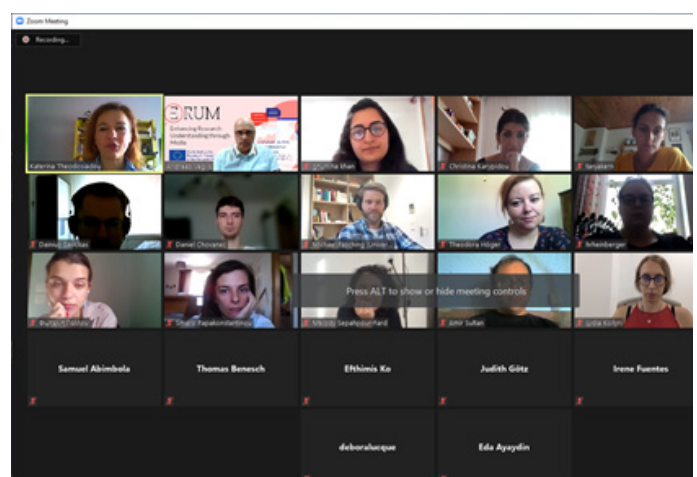
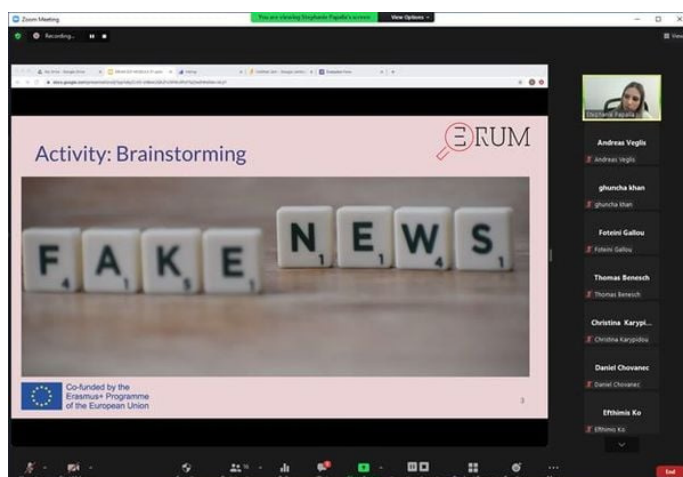
July of 2021

The second edition of the Intensive Study Programme organized by the Aristotle University of Thessaloniki took place online in two parts between 19th - 21st of July and 13th - 14th of September. The five-day summer school titled "From Post-Truth to Pseudoscience: Understanding the Impact of Disinformation on our Societies" engaged around 20 participants, most notably Master's students, PhD candidates and journalists coming from different parts of the world. The attendees had the chance to listen to lectures all the while actively participating in open discussions as well as hands-on activities.

Representatives from some of ERUM's partner Universities as well as professional journalists held sessions and workshops on topics ranging from conspiracy myths and investigative journalism to science communication, taking into account and testing the material for higher education that is currently being developed within the project. Each session provided space for reflection on the:

Pivotal questions of this edition's ISP:

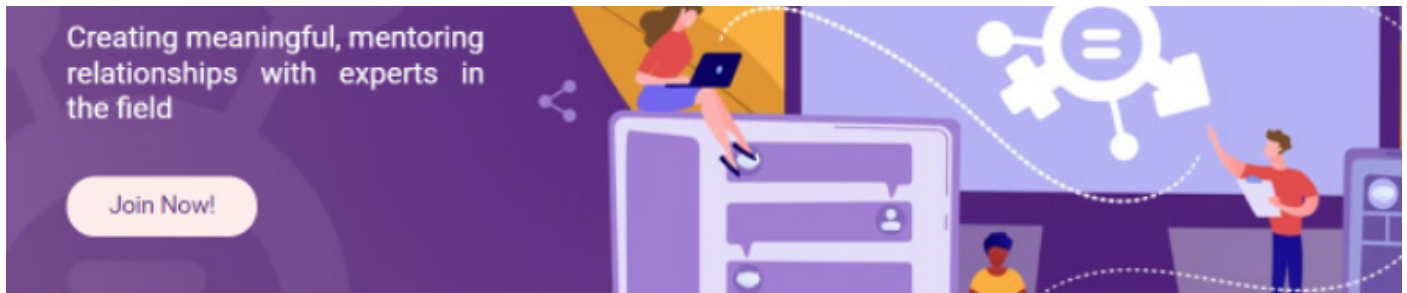
- How can we debunk pseudoscience and fake news?
- How are media stakeholders addressing the problem of mis- and disinformation in their everyday work and which challenges are they facing?
- How are controversial issues reported on and which impact does this have on our societies?



FESTEM

August of 2021

On the 26th of August 2021, an online workshop took place online with the STEM Maker Team of Cyprus of the FeSTEM project. The workshop included activities aiming to identify the best possible tools and materials to be included in the gender-sensitive toolkit developed as part of the FeSTEM project.

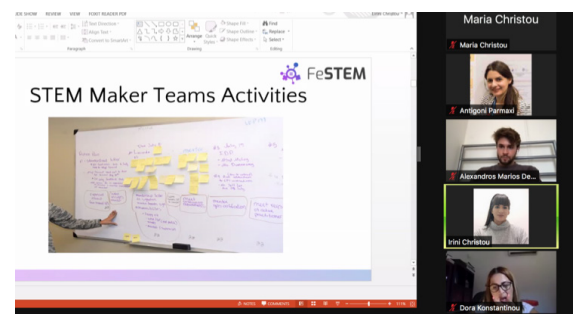


FeSTEM Circles



Summary of the activities:

- The participants were given statistics related to women in STEM fields
- The participants were given a scenario of what they would do if they were the CEO of a company and they had to make a decision regarding a specific STEM related challenge
- The participants were asked to visit a padlet and explore the gender-sensitive material and tools and their categories. Then;
- They were given a form to evaluate the material based on specific criteria.
- And finally they were asked to do a card-sorting activity in order to classify the material under the three major steps of the toolbox.



Some slogans were extracted by the participants of the workshop:

"We treat you equally"

"Maternity is not a career-end decision... there are solutions"

"Cultivate equality... maternity is upgrading our employee's role"

ASSESSMAKE 21

September of 2021

On 28-30 September 2021, Edumotiva- European Lab for Educational Technology organised the 3-days virtual training with the participation of all partners (Learnovate, Cyprus Interaction Lab, Karlstaad University and Dublin City University) and an amazing group of teachers, educators and makerspace facilitators from Ireland, Greece, Sweden and Cyprus.

The workshop targeted teachers and educators engaged with makerspaces, in formal and non-formal contexts. The aim of the training was to familiarize them with the ASSESSMAKE21 tool and help them build confidence in using it in their makerspace settings.

FINAL ITERATION

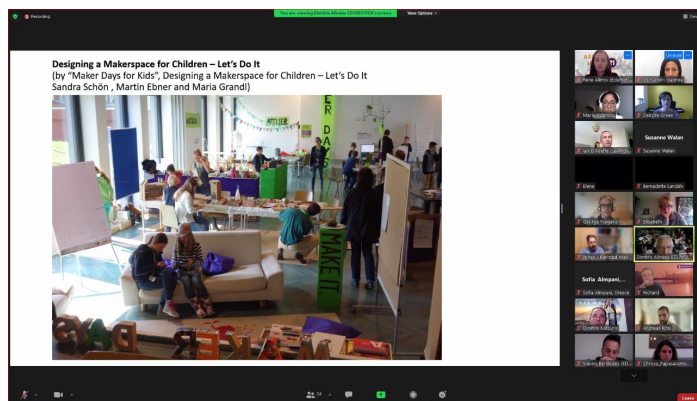


ASSESSMAKE21 ERASMUS+ KAZ 2020-1-IE01-KA201-065769

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The training activity offered participants an opportunity to reflect upon makerspaces and the development of 21st century skills. Through the activity the need for tools to assess 21st century skills in makerspace contexts was highlighted and the ASSESSMAKE21 tool was presented as a response to this need.

The training involved presentations, reflective tasks in break out rooms, demonstrations, and experience sharing sessions.



YOUTH MAKERSPACE LARNACA

October of 2021

A series of innovative virtual projects for Larnaka region were presented on Thursday, October 21, 2021, at an event held by Larnaka Tourism Board (LTB) and the Youth Board of Cyprus (ONEK), with the support of Larnaka Municipality and the Cyprus Deputy Ministry of Tourism (DMT). The 'Virtual Larnaka' event took place at the premises of Youth Makerspace Larnaka under the auspices of the Deputy Minister of Tourism, Mr Savvas Perdios, in the presence of distinguished guests.

LTB and ONEK joined forces to implement a multifaceted project to promote their common innovation; specifically, four interconnected, complementing virtual experiences that offer both locals and visitors interactive technological applications to enjoy the region's attractions. The Cyprus Interaction Lab manages and provides academic and research direction and guidance to the Youth Makerspace Larnaka.



Combining modern technology with landmarks, historical and cultural attractions, Larnaka's tourist offering has been given a new dimension, with information given in a more engaging and immersive way.

Statues that speak; a 3D reconstruction of the Ancient Port of Kition; a virtual underwater navigation of Larnaka's seabed, and interactive tours of museums that present exhibits with additional, enriched information and media all come together to offer a complete virtual experience of the region.

Special thanks to Nicosia Municipality and Cyprus University of Technology for supporting this event.

Website: <https://makerspace.onek.org.cy/en/>



ENTER ED_TECH

October of 2021

On October 6th 2021, our partners CYENS Centre of Excellence and GrantXpert Consulting co-delivered the 1st ENTER EdTech info day.

The thematic area of the event was "The Future of Education" specifically exploring the opportunities and challenges offered in the EdTech industry for start-uppers and young entrepreneurs interested to invest in the Educational Technology business model.

A very interactive fireside chat kept the audience engaged throughout the discussion. A huge thanks goes out to our panelists who shared their knowledge.

EdTech can help you invest in a sustainable educational future.

We are creating the framework for EdTech to bloom.

Panelists



Dr. Olga Shvarova: Chief Innovation Officer at CYENS Centre of Excellence



Nikolas Kairinos: Founder and CEO, Soffos.ai Ed-tech Start Up Success story



Dr. Panos Siozos: Co-founder & CEO of Learnworlds Ed-tech Start Up Success story



Dr. Maria Solomou: Manager, PwC's Experience Center and Ed-tech specialist



Dr. Andri Ioannou: MRG Leader CYENS and Cyprus University of Technology, Ed-tech Research & Academic Specialist



Fireside Chat Facilitators



Dr. Natasa Christou, CYENS



Christina Achilleos, GrantXpert

Dr. Nikolas Mastroyiannopoulos, National Chief Scientist for Research & Innovation on his welcoming speech



Dr. Celia Hadjichristodoulou, GrantXpert Consulting, ENTER Ed_Tech Project Partner on her welcoming speech on the future of EdTech



Professor Symeon Retalis, ENTER Ed_Tech Project Coordinator on his introductory speech on the project mission

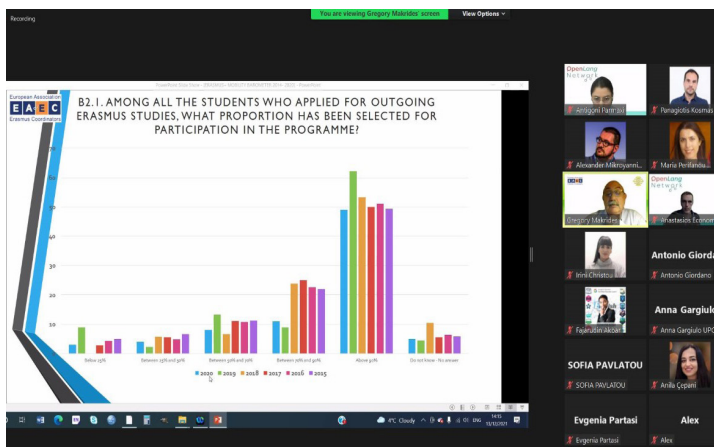


CYENS
CENTRE OF EXCELLENCE

OPENLANG

December of 2021

In December 13th, the OPENLang Network consortium organised their third Multiplier Event “Design, develop and use language materials: The example of language OERs”. The event was organised by the Cyprus University of Technology and the participants had the chance to learn more about the activities of the OPENLang Network project as well as to meet the inspirational keynote speakers who discussed on Language OER, Open Language Education, Erasmus+ and Tandem Language Learning.



The slide is titled "Addressing Erasmus mobility participants' linguistic skills & cultural awareness, and language teacher training needs through Curriculum Design Improvement". It features the OpenLang Network logo and the Cyprus University of Technology logo. The slide outlines the network's aim: "Address 1. needs for linguistic skills & Cultural awareness of Erasmus+ KA1 mobility participants 2. Training needs for OERs for language teachers." It also presents "Our Scenario" with a central "Erasmus+" logo and a collage of photos showing participants. A "Mobility backbone" section lists "Language & cultural awareness" and "How can we achieve this? With appropriate L2 Curriculum Development (SLCD) Design". A "Particular participants needs" section lists "Contextualised", "communicative", and "interactive situations mobility participants will find themselves in". The slide is attributed to "Dr Salomi Papadima-Sophocleous".

EDUBOTS

January of 2022

“Best practice of chatbots in higher education” - Findings and insights from 2 years of applied research.

Around 130 researchers, teachers, and students, interested to learn more about the latest research on chatbots in higher education, joined the EDUBOTS final conference, which took place on the 18th of January.

The conference offered the participants a “best of” overview of all insights the EDUBOTS consortium has gained from conducting two years of applied research that span across Europe. As part of the conference, the “Chatbots for Education - CMOOC 2.0” has been released.

Click [here](#) to join the CMOOC of the project.

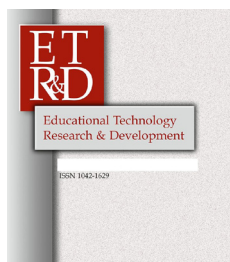
The first screenshot shows a presentation slide titled "Release of cMOOC 2.0: Best practice of Chatbots in Higher Education". It features the EDUBOTS logo and the name "Gregor Jarisch, EDUBOTS Project Manager, Differ.chat". The second screenshot shows a presentation slide titled "Best practices of pedagogical chatbots in higher education". It also features the EDUBOTS logo and a list of participants on the right, including Tom Moule, Džana Plank, and Viktor Novotny.



**OE Tsivitanidou,
Y Georgiou,
A Ioannou**

A Learning experience in inquiry-based physics with immersive virtual reality: Student perceptions and an interaction effect between conceptual gains and attitudinal profiles

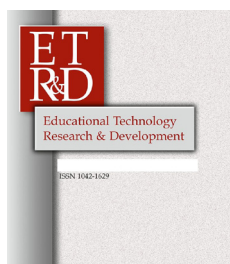
Journal of Science Education and Technology 30 (6), 841-861 3 2021



**S Timotheou,
A Ioannou**

Learning and innovation skills in making contexts: a comprehensive analytical framework and coding scheme

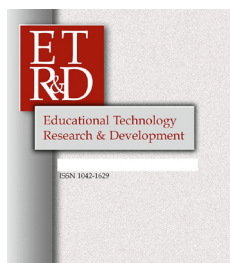
Educational Technology Research and Development, 1-29 2021



**C Socratous,
A Ioannou**

Structured or unstructured educational robotics curriculum? A study of debugging in block-based programming

Educational Technology Research and Development, 1-20 2021



**Y Georgiou,
O Tsivitanidou,
A Ioannou**

Learning experience design with immersive virtual reality in physics education

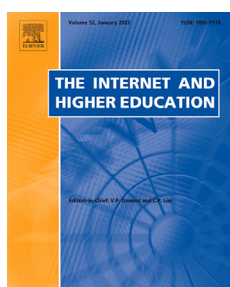
Educational Technology Research and Development, 1-30 2021



**D Konstantinou,
A Parmaxi,
P Zaphiris**

Mapping research directions on makerspaces in education

Educational Media International, 1-25 2021



**A Mavri,
A Ioannou,
F Loizides**

Value creation and identity in cross-organizational communities of practice: A learner's perspective

The Internet and Higher Education, 2021



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Youtube



Facebook



Website

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