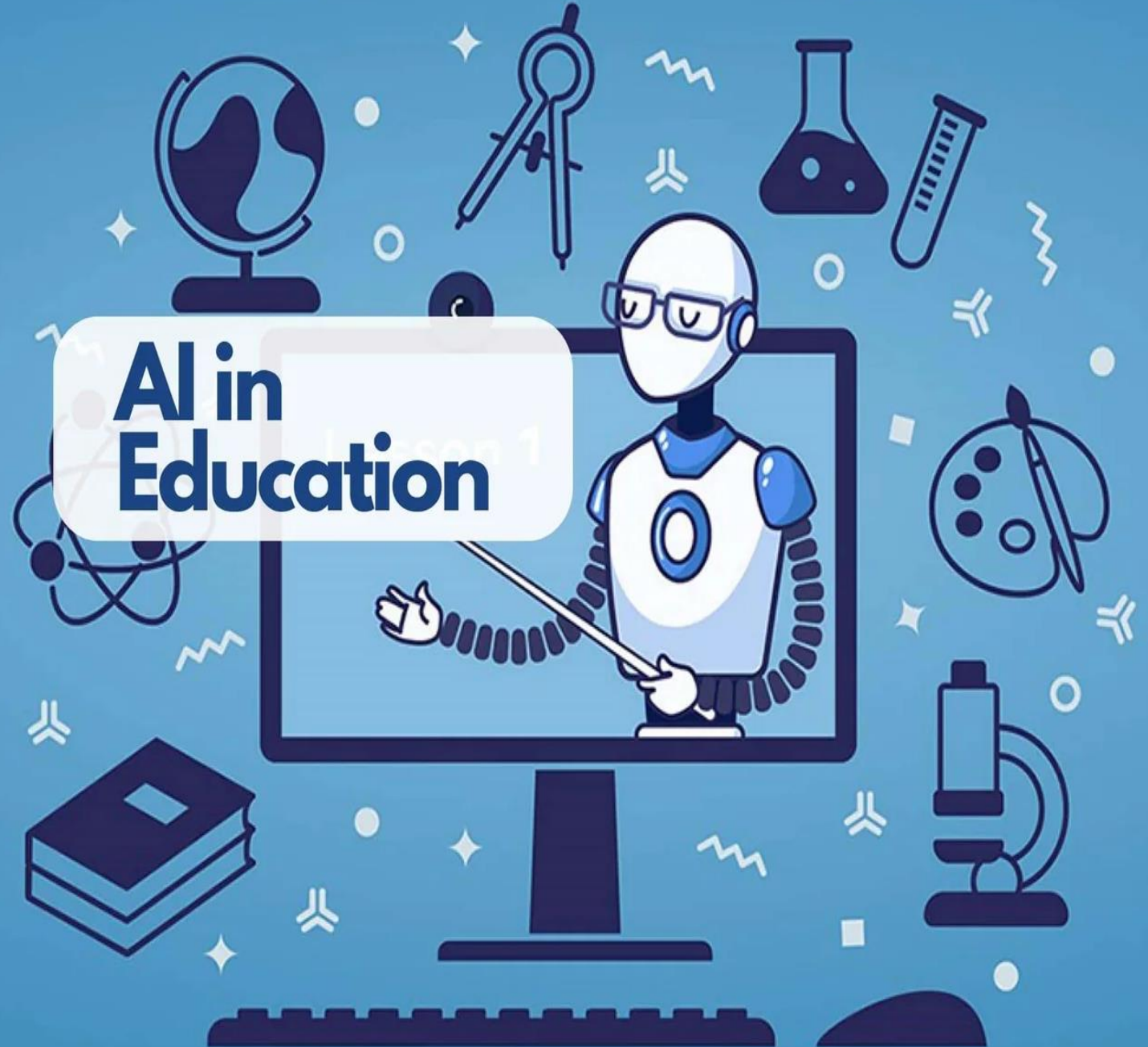


Διδασκαλία και μάθηση στην εποχή του AI (Artificial Intelligence)

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ΣΕΙΡΑ ΣΕΜΙΝΑΡΙΩΝ «ΟΙ ΕΚΠΑΙΔΕΥΤΙΚΟΙ
ΜΙΛΟΥΝ ΓΙΑ ΤΟ ΕΡΓΟ ΤΟΥΣ»



Ποιο μοντέλο ακολουθεί η εκπαίδευση σήμερα;

Table 1.1: Transmission Model Versus Thinking Model

Transmission Model	Thinking Model
<ul style="list-style-type: none">• Teacher-centered classrooms• One right way to answer a problem• Focus on grades• Testing culture• Students not allowed to talk• Speedy answers encouraged	<ul style="list-style-type: none">• Learning-centered classrooms• Divergent ways to solve a problem• Focus on the learning process• Learning culture• Student discussions of diverse ideas and solutions• Authentic, intellectually demanding work

Source: Adapted from Ritchhart, 2015.

Τορ 10 δεξιότητες που αναζητούν οι εργοδότες



Table I.1: Top-Ten Skills for Employment

In 2015	In 2020
1. Complex problem solving	1. Complex problem solving
2. Coordinating with others	2. Critical thinking
3. People management	3. Creativity
4. Critical thinking	4. People management
5. Negotiation	5. Coordinating with others
6. Quality control	6. Emotional intelligence
7. Service orientation	7. Judgment and decision making
8. Judgment and decision making	8. Service orientation
9. Active listening	9. Negotiation
10. Creativity	10. Cognitive flexibility

Source: World Economic Forum, 2016.

Ποιο από τα δύο μοντέλα θα μας βοηθήσει να καλλιεργήσουμε αυτές τις δεξιότητες;

Table 1.1: Transmission Model Versus Thinking Model

Transmission Model	Thinking Model
<ul style="list-style-type: none">• Teacher-centered classrooms• One right way to answer a problem• Focus on grades• Testing culture• Students not allowed to talk• Speedy answers encouraged	<ul style="list-style-type: none">• Learning-centered classrooms• Divergent ways to solve a problem• Focus on the learning process• Learning culture• Student discussions of diverse ideas and solutions• Authentic, intellectually demanding work

Source: Adapted from Ritchhart, 2015.

Μοντέλο σκέψης και γνωστική δέσμευση (Cognitive Engagement)

- Η γνωστική δέσμευση (cognitive engagement) αφορά την ικανότητα ενός ατόμου να δεσμεύεται και να επενδύει πνευματική ενέργεια σε μια συγκεκριμένη δραστηριότητα, έργο, στόχο ή σκέψη. Αυτή η έννοια μπορεί να περιλαμβάνει στοιχεία όπως η προσοχή, η επιμονή, ο αναστοχασμός και η αφοσίωση σε μια εργασία ή ιδέα.
- Η γνωστική δέσμευση συχνά σχετίζεται με την εκπαίδευση και τη μάθηση, καθώς οι μαθητές που δείχνουν υψηλότερα επίπεδα γνωστικής δέσμευσης τείνουν να έχουν καλύτερες επιδόσεις. Επίσης, είναι σημαντική στην ψυχολογία της εργασίας, καθώς οι εργαζόμενοι με υψηλή γνωστική δέσμευση συχνά είναι πιο αποδοτικοί και έχουν καλύτερη εργασιακή συμπεριφορά.

Μειωμένη Γνωστική Δέσμευση

- Σχολικές μελέτες αναφέρονται στην μειωμένη δέσμευση των μαθητών, την ανάγκη για ουσιαστική μάθηση και ενισχυμένη γνωστική δέσμευση.
- Οι εισηγήσεις : να γίνεται η μάθηση πιο ευχάριστη, κοινωνικά σχετική και πιο μαθητοκεντρική (Reschly et al. 2020; Mehta και Fine 2019; Stobaugh 2019).

Προκαταρκτική Έρευνα που οδήγησε στη χρήση AI στην τάξη

- Χρησιμοποιώντας την κλίμακα Utrecht Work Engagement Scale που επανασχεδιάστηκε με συγκεκριμένες ερωτήσεις οι οποίες σχετίζονται με την εκπαίδευση και τους 3 τύπους δέσμευσης (συμπεριφορική, συναισθηματική και γνωστική) σε κλίμακα Likert 5 σημείων.
- Ακολούθησαν 8 ανοιχτές ερωτήσεις, ειδικά σχεδιασμένες για να εξετάσουν **τη χρήση δεξιοτήτων σκέψης υψηλότερης τάξης** από τους μαθητές που αφορούσαν θέματα μάθησης σχετικά με την ανάλυση, την αξιολόγηση, τη δημιουργία, την εφαρμογή, τη σύνθεση, την απόλαυση (enjoyment) και την δέσμευση τους (στοιχεία ανώτερης τάξης σκέψεων).

Δέσμευση στο μάθημα των Αγγλικών

- Η προκαταρτική έρευνα εξέτασε τη **συμπεριφορική, συναισθηματική** και **γνωστική** δέσμευση 26 μαθητών από 3 διαφορετικές τάξεις (ηλικίας 15-17 ετών) από μια τεχνική σχολή στη Λευκωσία.
- Τα αποτελέσματα έδειξαν ότι οι μαθητές/τριες αξιολόγησαν πιο χαμηλά το στοιχείο της γνωστικής δέσμευσης σε σύγκριση με τα άλλα 2 στοιχεία.

Αποτελέσματα προκαταρκτικής έρευνας με τις 3 παραμέτρους δέσμευσης

QUESTIONNAIRE FOR THE ENGLISH CLASS

Please consider the material we cover during our English lessons as you respond to the following statements. Indicate your level of agreement using the scale provided, where 5 means 'Strongly Agree' and 1 means 'Strongly Disagree'. Your honest opinions are valuable.

5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

Behavioral Engagement Related to English Class Material	5	4	3	2	1
I regularly complete assignments that involve the material we cover in English class lessons.		✓			
During English class, I actively engage with the lesson material through participation in activities and discussions.		✓			
I use the English class material provided to prepare for class and improve my understanding.			✓		
I follow along with the English class material during lessons and avoid distractions.			✓		
I practice English skills outside of class using the lesson material or activities introduced in class.				✓	

Emotional Engagement Related to English Class Material	5	4	3	2	1
I find the material we cover in our English class lessons interesting and enjoyable.					✓
The English class material makes me feel more confident in my ability to learn and use English.				✓	
I feel motivated by the material we use in English class to participate and learn more.					✓
The stories, texts, or activities we do in English class are relevant and meaningful to me.				✓	
I appreciate the variety and creativity of the material we use in English class.			✓		

Cognitive Engagement Related to English Class Material	5	4	3	2	1
The material covered in English class challenges me to think critically and improve my language skills.				✓	
I often find myself thinking about the English class material outside of class and how it applies to real life.					✓
I set personal learning goals based on the material we cover in English class.					✓
I seek additional information or resources beyond our class material to deepen my understanding of the English language.	✓				
When I encounter difficult concepts in our English class material, I actively look for strategies or resources to help me understand.			✓		

Please answer the following questions

Can you describe a piece of material from our English class that made you think differently about a topic or concept? How did it change your perspective?

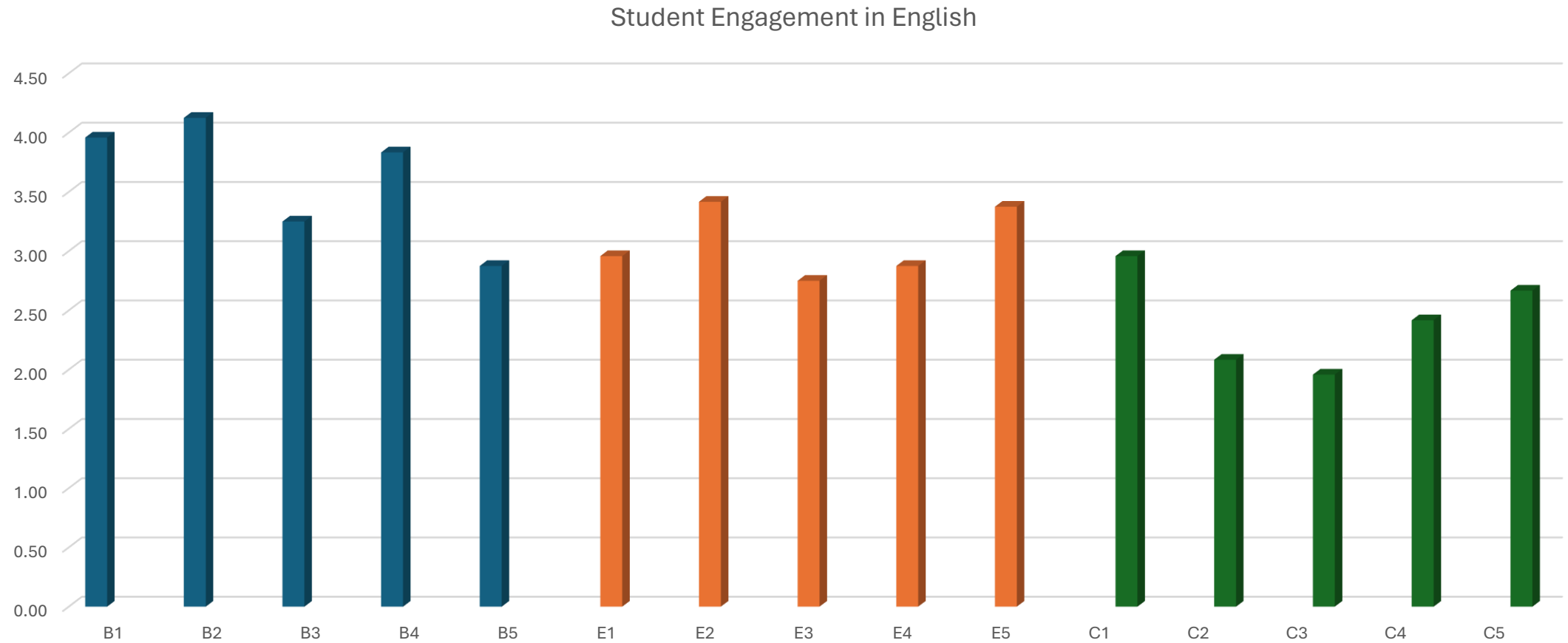
None of the topics ^{made me} changed my perspective.

What has been the most challenging material or activity in our English class for you so far, and why? How did you approach overcoming this challenge?

None of the topics were difficult. I think the material that I've seen taught was really easy and not challenging at all.

If you could design an English class activity or project based on our recent materials, what would it look like? Describe the goal of your activity and how it would help you and your classmates learn.

Engagement means



Ερωτήσεις που σχετίζονται με γνωστική μάθηση

1. Το υλικό στο μάθημα των αγγλικών με κάνει να κάνω κριτική σκέψη και να βελτιώσω τις γλωσσικές μου δεξιότητες (2.95).
2. Συχνά σκέφτομαι το υλικό που καλύπτουμε εκτός τάξης και πώς αυτό σχετίζεται με τον κόσμο έξω από το σχολείο (2.08).
3. Θέτω προσωπικούς στόχους μάθησης με βάση το υλικό που καλύπτουμε στην τάξη των αγγλικών (1.95).
4. Αναζητώ πρόσθετες πληροφορίες πέρα από το υλικό της τάξης μας για να εμβαθύνω την κατανόησή μου στα αγγλικά (2.41).
5. Όταν συναντώ δύσκολες έννοιες στο υλικό των αγγλικών, αναζητώ στρατηγικές που θα με βοηθήσουν να το κατανοήσω καλύτερα (2.66).

Δείγματα απαντήσεων ερωτηματολογίου

Cognitive Engagement Related to English Class Material	5	4	3	2	1
The material covered in English class challenges me to think critically and improve my language skills.				X	
I often find myself thinking about the English class material outside of class and how it applies to real life.				X	
I set personal learning goals based on the material we cover in English class.				X	
I seek additional information or resources beyond our class material to deepen my understanding of the English language.			X		
When I encounter difficult concepts in our English class material, I actively look for strategies or resources to help me understand.				X	

Please answer the following questions

Can you describe a piece of material from our English class that made you think differently about a topic or concept? How did it change your perspective?

Personally I found most if not all of the topics and concepts to be bland and meaningless

What has been the most challenging material or activity in our English class for you so far, and why? How did you approach overcoming this challenge?

The most challenging part is having to put up with books and lessons with a difficulty equal to that of an elementary school

If you could design an English class activity or project based on our recent materials, what would it look like? Describe the goal of your activity and how it would help you and your classmates learn.

I would have chosen to completely remove most topics with more relevant topics to gain the attention

2

Cognitive Engagement Related to English Class Material	5	4	3	2	1
The material covered in English class challenges me to think critically and improve my language skills.					✓
I often find myself thinking about the English class material outside of class and how it applies to real life.					✓
I set personal learning goals based on the material we cover in English class.					✓
I seek additional information or resources beyond our class material to deepen my understanding of the English language.					✓
When I encounter difficult concepts in our English class material, I actively look for strategies or resources to help me understand.					✓

Please answer the following questions

Can you describe a piece of material from our English class that made you think differently about a topic or concept? How did it change your perspective?

Nothing made me think differently. I have a stable opinion about all the topics that ~~was~~ was covered.

What has been the most challenging material or activity in our English class for you so far, and why? How did you approach overcoming this challenge?

I don't remember having trouble at any point.

If you could design an English class activity or project based on our recent materials, what would it look like? Describe the goal of your activity and how it would help you and your classmates learn.

I would make a class activity/project about sports and I would give

2

Cognitive Engagement Related to English Class Material	5	4	3	2	1
The material covered in English class challenges me to think critically and improve my language skills.		✓			
I often find myself thinking about the English class material outside of class and how it applies to real life.				✓	
I set personal learning goals based on the material we cover in English class.					✓
I seek additional information or resources beyond our class material to deepen my understanding of the English language.					✓
When I encounter difficult concepts in our English class material, I actively look for strategies or resources to help me understand.				✓	

Please answer the following questions

Can you describe a piece of material from our English class that made you think differently about a topic or concept? How did it change your perspective?

The dream job topic ~~was~~ change my perspective. Telling me about some jobs that I didn't know

What has been the most challenging material or activity in our English class for you so far, and why? How did you approach overcoming this challenge?

The essay but it wasn't that challenging

If you could design an English class activity or project based on our recent materials, what would it look like? Describe the goal of your activity and how it would help you and your classmates learn.

Something about ~~the~~ babies ~~or~~ ^{there} or about something that can teach us how to make money

Σκοπός της έρευνας: ενθάρρυνση της γνωστικής δέσμευσης στην τάξη με τη χρήση εργαλείων τεχνητής νοημοσύνης

Η ανατροφοδότηση από τους μαθητές χρησιμοποιήθηκε για τη βελτίωση του προϋπάρχοντος διδακτικού υλικού με μια παρέμβαση **6 εβδομάδων**, όπου χρησιμοποιήθηκαν εκπαιδευτικά εργαλεία AI σε μια προσπάθεια να κάνουν τη μάθηση πιο ευχάριστη, να αυξήσουν το ενδιαφέρον (emotional engagement), και την γνωστική τους δέσμευση (cognitive engagement).

Το ΑΙ είναι παντού!



Τεχνητή Νοημοσύνη

- Όταν σκεφτόμαστε την τεχνητή νοημοσύνη, μπορεί να τη σχετίζουμε με την επιστημονική φαντασία και λαμπερά ρομπότ.
- Στην πραγματικότητα, η επιστήμη της τεχνητής νοημοσύνης υπάρχει εδώ και δεκαετίες.
- Ο όρος τεχνητή νοημοσύνη (AI), αναφέρεται σε ένα τεχνητό σύστημα αλγορίθμων και προγραμμάτων που μπορούν να εκτελέσουν διαδικασίες που συνήθως απαιτούν ανθρώπινη νοημοσύνη.
- Μπορούμε να βρούμε το AI σε προγράμματα λογισμικού που χρησιμοποιούμε στην καθημερινή μας ζωή, σε πλατφόρμες όπως το YouTube, Amazon, Meta (Facebook), Google Translate, Google Maps, και στο Microsoft Bing.
- Αυτές οι «ευφυΐες» είναι ενσωματωμένες σε συστήματα τα οποία έχουν την δυνατότητα να επεξεργαστούν εικόνες, να αναγνωρίσουν ομιλία, να πάρουν αποφάσεις, να κάνουν μεταφράσεις, και ακόμη και δημιουργήσουν κάτι καινούγιο (Chan 2024; Niemi et al. 2023, Chiu 2023).

AI-generated images were created in the style of Timothy Easton (a famous UK artist). The Prompt was created with Powerflow, a Midjourney art-styles library site, and a specialised Midjourney prompt generator



Η Τεχνητή Νοημοσύνη στην Εκπαίδευση

- Η τεχνητή νοημοσύνη έχει πρόσφατα σχεδιάσει μια πολύ υποσχόμενη αρένα για την προσφορά διαφόρων πλεονεκτημάτων στην εκπαίδευση, συμπεριλαμβανομένης και της εκμάθησης ξένων γλωσσών.
- Επί του παρόντος, υπάρχουν πολλά εκπαιδευτικά εργαλεία που οι εκπαιδευτικοί μπορούν τώρα να χρησιμοποιήσουν για να εμπλουτίσουν το διδακτικό τους υλικό, να φέρουν την ξένη κουλτούρα (target language) πιο κοντά στους μαθητές και να ενισχύσουν τη συμμετοχή και την γνωστική δέσμευση των μαθητών στην δεύτερη/ξένη γλώσσα.

Αλλάζοντας την Σκηνή με AI

1. Προσομοίωση συνομιλιών (simulated interaction)
2. Συζητήσεις (debates)
3. Προτροπές γραπτού λόγου (writing prompts)
4. Γλωσσικά παιχνίδια
5. Μεικτή μάθηση (εργαλεία τεχνητής νοημοσύνης + παραδοσιακές μέθοδοι διδασκαλίας)
6. Αξιολόγηση γραπτού λόγου από ChatGPT-4o

Επίσης : δημιουργία κείμενου για περίληψη, διαγωνίσματα, σχέδια μαθήματος, rubrics για αξιολόγηση

1. Προσομοίωση συνομιλιών

- Προγραμματίζοντας ένα ταξίδι
- Επίσκεψη στο γιατρό (role play)
- Ενοικίαση σπιτιού
- Συζήτηση για σύγχρονα θέματα
- Συνέντευξη για δουλειά
- Καταγγελία κλοπής
- Αγορά προϊόντος

Προσομοίωση συνομιλιών: Αγορά λαχανικών από τον μανάβη

SC1

Can we start a simulated conversation at a supermarket? You will act as as the shop owner and I (the student) will be the customer. Note that this conversation should be appropriate for B1 level students of English as a second language.

ChatGPT

Absolutely! Let's start our simulated conversation at a supermarket. I'll be the shop owner and you'll be the customer. Here we go:

Shop Owner: Good morning! Welcome to FreshMart. How can I help you today?

User

Hello. I would like to buy your freshest vegetables. What do you have today?

Shop Owner: Hello! Today, we have some really fresh carrots, tomatoes, and spinach. They all arrived this morning. Would you like to take a look at them?

User

Yes please

Προσομοίωση συνομιλιών: Αγορά λαχανικών από τον μανάβη

User

When did these arrive? They look a bit withered

Shop Owner: I apologize if they don't look their best. The spinach arrived early this morning, but the carrots and tomatoes were stocked yesterday. If you're looking for something really fresh, I'd recommend the spinach. Alternatively, we also have some fresh cucumbers that arrived with the spinach. Would you like to see them?

User

yes please where are they?

Shop Owner: Right over here. Follow me, please. Here are the cucumbers, right next to the lettuce. They're very crisp and fresh. Would you like to try one, or perhaps pick some for your basket?

User

yes they do look crisp and fresh! Can I have a kilo of the cucumbers and two batches of spinach please? Batches, did I say it correct?

Shop Owner: Yes, you said it correctly! "Batches" works just fine, or you can also say "bunches" of spinach. I'll get a kilo of cucumbers and two bunches of spinach for you. Anything else you would like to add?

Προσομοίωση συνομιλιών: Αγορά λαχανικών από τον μανάβη

User

That's all. How much all together?

Shop Owner: Let's see here. The cucumbers are \$2 per kilo, the spinach is \$1.50 per bunch, the tomatoes are \$0.30 each, and the dozen eggs are \$3.50. That comes to a total of \$10.40. Will that be cash or card today?

User

I have euro please

Shop Owner: No problem at all. We do accept euros. With the current exchange rate, your total in euros would be approximately €9.60. You can proceed to the checkout over there, and they will handle the payment for you. Is there anything else I can assist you with today?

2. Συζητήσεις συγχρόνων θεμάτων

DEBATING NATURAL SOURCES OF ENERGY

Let us debate now about the environment, you I (the student) will debate about renewable sources of energy that are more environmentally friendly

ChatGPT

Great! I'll take the position of arguing for traditional energy sources like coal and oil, and you can argue for renewable sources like solar and wind energy. I'll start the debate, and then you can respond with your points in favor of renewables.

2. Συζητήσεις συγχρόνων θεμάτων

Considering these points, how do you think Cyprus could further encourage the adoption of solar energy among its residents and businesses?

User

Perhaps the government can give more funds to encourage people to produce their own energy.
Universities can offer more positions to students to encourage them to study Renewable energies.
More jobs created to produce wind energy from wind turbines

ChatGPT

Those are excellent suggestions! Providing government incentives like subsidies or tax breaks for individuals and businesses that install solar panels could significantly boost the adoption of solar energy in Cyprus. These financial incentives make the initial investment more manageable and appealing.

Εργασία: Ενίσχυση λεξιλογίου

Renewable Energy: Energy from a source that is not depleted when used, such as wind or solar power.

Solar Power: Energy from the sun that is converted into thermal or electrical energy.

Wind Energy: The power obtained by harnessing the wind with windmills or wind turbines.

Hydropower: Electricity generated from the energy of moving water.

Biomass: Organic material that comes from plants and animals, and it is a renewable source of energy when used as fuel.

Geothermal Energy: Heat energy generated and stored in the Earth.

Photovoltaic (PV) Cells: Devices that convert light into electricity using the photovoltaic effect, typically used in solar panels.

Turbine: A machine for producing continuous power in which a wheel or rotor, typically fitted with vanes, is made to revolve by a fast-moving flow of water, steam, gas, air, or other fluid.

Carbon Footprint: The total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions.

Sustainability: The ability to be maintained at a certain rate or level; avoiding the depletion of natural resources to maintain ecological balance.

Emissions: The act of producing something (especially gas or radiation) that is sent out into the air.

Energy Efficiency: The goal to reduce the amount of energy required to provide products and services.

Grid: A network of power lines and associated equipment used to transmit electricity from suppliers to consumers.

Fossil Fuels: Natural fuels such as coal, gas, and oil formed in the geological past from the remains of living organisms.

3. Προτροπή γραπτού λόγου (writing prompts) Ενίσχυση λεξιλογίου στην γραφή παραγράφου

Our planet is dying and we need to ~~use~~ renewable energy sources to pollute the environment less. Some of the renewable resources are the following: solar power, wind energy, hydropower, geothermal energy - heat energy generated and stored in the Earth. ~~Heat energy generated and stored in the~~ Photovoltaic (PV) cells are when devices convert light into electricity using the photovoltaic effect, used in solar panels.

Δημιουργία ιστορίας με προτροπή (prompt)

TASK: A famous painting goes missing from the local museum, and there are no witnesses. Write a detective story where clues about the theft are discovered gradually. The narrative should unfold through statements and discoveries made in the passive voice (e.g., "The painting was taken from the museum on the 4th of April").

In your narrative use the **following 20 words/phrases** and solve the mystery of Vermeer's stolen Girl with a Pearl Earring painting:

Examples of words given by ChatGPT-4o:

was/were discovered, was/were stolen, was/were found, is/are believed, was/were seen, was/were taken, is/are known, mysterious figure, shadowy corners, clues scattered, surveillance cameras

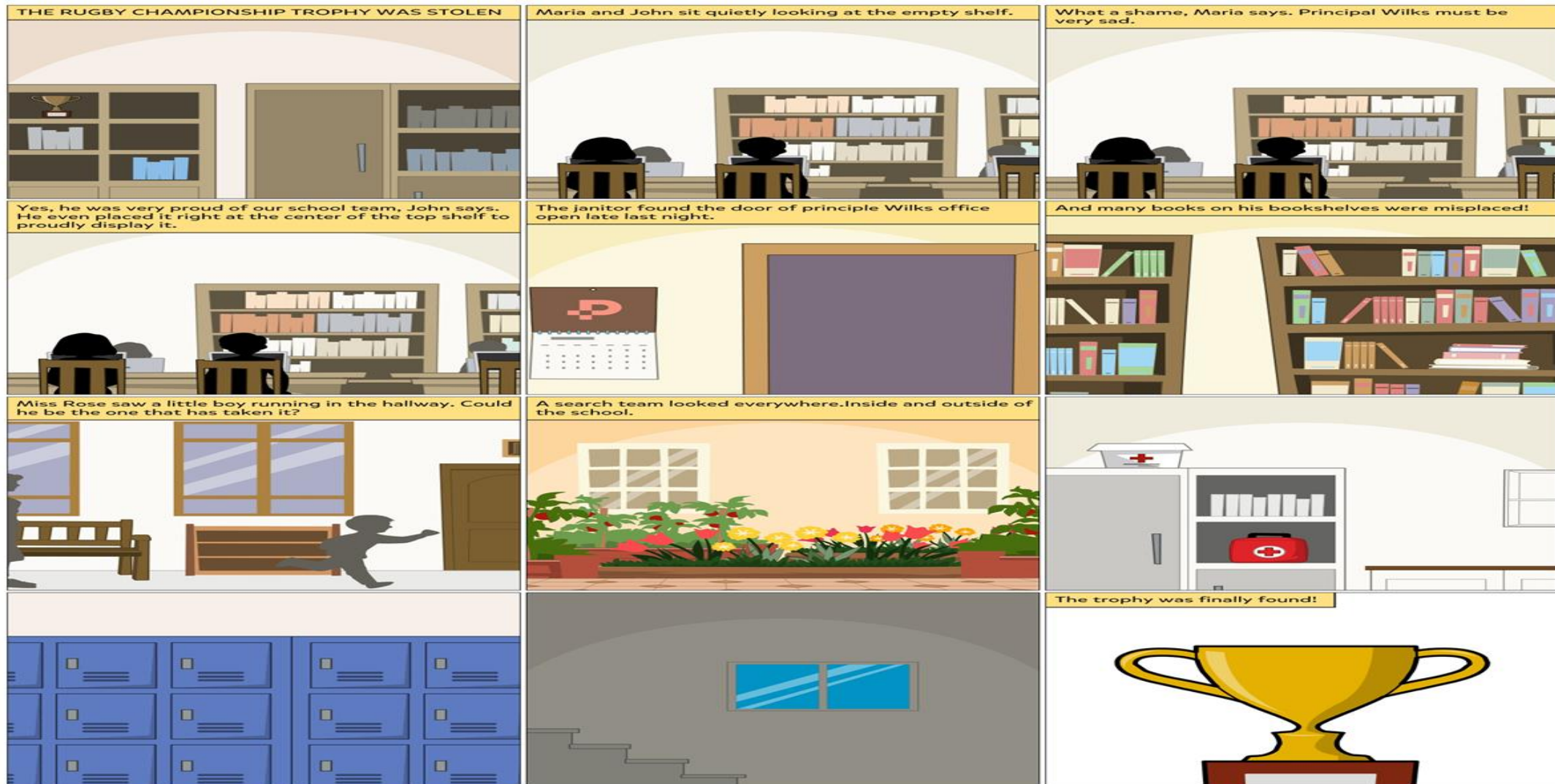
Παράδειγμα γραπτού λόγου με τις λέξεις κλειδιά

T2

The painting was taken from the museum on the 4th of April. The priceless masterpiece was stolen and fingerprints were found around the secret passageway that leads to the back door. The surveillance cameras were hidden very well all over the place even in the shadowy corners. The security footage were stolen, but the backup footage was being checked and a mysterious figure was seen and is believed ^{to be} that it was a woman that stole the painting. The clues that were scattered were discovered by the search team that was sent to look for clues. It is known that that specific painting is worth a lot of money. A lot of unnoticed details were left undiscovered. Stricter measures were taken in the dimly lit gallery after the painting was stolen. More high tech surveillance cameras were installed to detect even the smallest movements.

In the gallery. Unfortunately the painting was never found, and the police is still looking for it.

4. Γλωσσικά παιχνίδια: Χρήση γραμματικής σε comic strips – Pixton App



Παραδείγματα γραπτού λόγου (simple past)

The search team **looked** for evidence and **followed** the footsteps of muddy shoes. **Looks** like the little boy **was** ~~here~~ **hurt** and **wanted** some aid. **Later** the little boy **wanted** to put it in the locker but he **was** **scared** that might find it so he **continue** playing with the trophy in the ~~basement~~ **basement**, but **little** **did** he **know** that he **made** a muddy mess and then ^{they} **we** **followed** ~~them~~. ~~we~~ ~~see~~ ~~for~~ ^{footsteps} **the** **little** **searched** the room and **found** it in a dark spot. And **shouted**...

Παραδείγματα γραπτού λόγου (simple past, past perfect)

pic.8

~~Before~~

had

The search team ~~decided~~ ^{they} ~~to~~ ^{ed} search in the school nurses room before ~~checking~~ ^{ed} the lockers in the halls. In the nurses room they found a lot of ~~supplies~~ ^{used} and ~~scattered~~ on the counters and also on the floor, they also ~~found~~ ^{the} cupboard ~~open~~ ^{saw} open.

pic.9

They ~~Finished~~ ^{had} finished searching for the trophy in the lockers before they ~~went~~ down to the basement ~~before~~ ^{schools} where the gym equipment is kept. Once they ~~got~~ to the bottom of the staircase they ~~heard~~ a strange noise so they ~~went~~ to ~~check~~ check and they found a student ~~feeding~~ a rat.

The search team ~~was~~ really ~~confused~~ finding the student feeding the rat, but they ~~were~~ still on the mission to finding the trophy. After a lot of ~~searching~~ ^{searching} in the basement they finally ~~looked~~ in the corner far down in the basement where all the footballs ~~were~~ piled up, after taking away some footballs of the pile they ~~found~~ the trophy on the floor under a football. The trophy ~~was~~ finally ~~found~~. *The ~~person~~ who ~~took~~ the trophy ~~was~~ never found and the questions of the students and the teachers ~~were~~ never ~~answered~~.

* after they ~~had~~ found the trophy, they ~~took~~ it back to principal Wilks, who ~~placed~~ it back on the book shelf

Γλωσσικά παιχνίδια : FluentU App

MY CONTENT



Sort by: Most Recent ▾



8


Ready for Review


8 words • 0 captions


Check your inbox for the message we just sent to verify your email address. [Send it again](#)

 **FluentU** 

 Search for words/phrases or content 



 **andrysophocl...** >

 600 points



Daily Goal [Edit](#)


Mon Tue Wed Thu Fri Sat Sun

0

Days Streak

BROWSE

 School for Tired Teens - BBC News Clip

Advanced 1 • 38 words

★★★★★ 6

30

Already Known

30 words

BROWSE ALL VIDEOS 3175

Sort by: Recommended ▾

DIFFICULTY

Beginner 1 (312)
Beginner 2 (370)
Intermediate 1 (867)
Intermediate 2 (826)
Advanced 1 (598)
Advanced 2 (202)

TOPICS

Everyday Life (1806)
Health & Lifestyle (320)
Business (359)
Science & Technology (480)
Arts & Entertainment (355)
Humor (197)
History & Culture (256)
Politics & Society (168)
Kids (128)
Food & Cuisine (113)
Travels (94)
Fashion & Style (40)

FORMATS

Animation (346)
Commercials (68)



▶ Queuing for Days

Advanced 1 • 30 words
★★★★★ 3



▶ Travel Chaos in Europe: What's Going On?

Advanced 1 • 24 words
★★★★★ 1



▶ How Veganism Could Help Climate Change

Advanced 1 • 29 words
★★★★★ 6



▶ Free Education in Germany for Foreigners

Advanced 1 • 50 words
★★★★★ 4



▶ Inside Amazon's One-Day Shipping

Advanced 1 • 30 words
★★★★★ 4



▶ How Chairs Are Killing You

Advanced 1 • 36 words



Area Housing Village

Advanced 1 • 29 words
★★★★★ 2



▶ Five Things to Do Before You Retire

Advanced 1 • 34 words
★★★★★ 1



▶ Recycling Disposable Masks - BBC News Clip

Advanced 1 • 35 words
★★★★★ 2



▶ Why Americans Don't Eat Enough Vegetables

Advanced 1 • 37 words
★★★★★ 4



▶ Football Tricks You Won't See on the Pitch

Advanced 1 • 39 words



News

Advanced 1 • 27 words
★★★★★ 2



▶ Millions Hit the Road for 4th of July Weekend

Advanced 1 • 36 words

Search for words/phrases or content

GO



BROWSE ALL VIDEOS 442

Sort by: Recommended ▾

DIFFICULTY

- Beginner 1 (150)
- Beginner 2 (141)
- Intermediate 1 (122)
- Intermediate 2 (21)
- Advanced 1 (6)
- Advanced 2 (2)

TOPICS

- Everyday Life (421)
- Health & Lifestyle (4)
- Business (12)
- Science & Technology (0)
- Arts & Entertainment (2)
- Humor (0)
- History & Culture (9)
- Politics & Society (1)
- Kids (6)
- Food & Cuisine (7)
- Travels (5)
- Fashion & Style (0)

FORMATS

- Animation (346)
- Commercials (68)
- How-to (115)
- Interviews (89)
- Language Lessons (442)

🔍 Search for words/phrases or content

GO



- Other (1319)
- TV/Movie Clips (180)
- TV/Movie Trailers (130)
- Talks / Speeches (130)



▶ Ending a Sentence with a Preposition

Advanced 1 • 31 words
★★★★★ 2



▶ Useful Expressions for Business Emails

Advanced 1 • 28 words
★★★★★ 1



▶ English Mispronunciations That May Be Fine

Advanced 2 • 43 words
★★★★★ 2



▶ Forming the Third Conditional



▶ Binomial Expressions in English

Intermediate 2 • 26 words



▶ "Hot" English Expressions

Intermediate 2 • 20 words



▶ What Is Verbal Irony? - Christopher Warner

Advanced 1 • 37 words
★★★★★ 5



▶ Is It "i.e." or "e.g."?

Advanced 1 • 20 words
★★★★★ 2



▶ How Many Verb Tenses Does English Have?

Advanced 2 • 32 words
★★★★★ 5



▶ Conversation: Asking Open-Ended Questions



▶ I vs. Me

Intermediate 2 • 28 words



▶ What Are Phrasal Verbs?

Intermediate 2 • 26 words
★★★★★ 2



▶ English Idioms Explained!

Advanced 1 • 20 words
★★★★★ 4



▶ Can You Qigong?

Advanced 1 • 13 words



▶ Jennifer Aniston Talks About Beauty

Intermediate 2 • 25 words
★★★★★ 4



▶ Use Commas for Clarity



▶ 5 Ways to Talk About the Future

Intermediate 2 • 27 words
★★★★★ 3



▶ Boost Your Confidence When Learning a Language

Intermediate 2 • 27 words
★★★★★ 2

5. Μεικτή μάθηση (εργαλεία τεχνητής νοημοσύνης + παραδοσιακές μέθοδοι διδασκαλίας): Λύνοντας προβλήματα

TASK: You and your friends want to go away for the weekend but have a limited budget. Plan your trip, including transportation, accommodation, and activities, without exceeding the budget. Your budget is 600 euros with roundtrip flights from Cyprus to Barcelona, Spain.

Choose from the options below and prepare your itinerary:

FLIGHTS OPTIONS

- Budget Airline: 100-150 euros (e.g., Ryanair, EasyJet)
- Standard Airline: 150-250 euros (more flexibility and possibly direct flights)

ACCOMMODATION OPTIONS (2 Nights)

- Hostel: Shared dorm room - 25-40 euros per night
- Budget Hotel: Double room - 60-100 euros per night
- Airbnb Apartment: 80-120 euros per night

ACTIVITY OPTIONS

- Free Activities: Beach, city walks, visiting markets.

Παραδείγματα ομαδικής εργασίας

€600 each person

- Flights \Rightarrow 100-150
- Airbnb \Rightarrow apartment 80 euro each person
- activity option
- Free activities \Rightarrow all, picasso museum, trip to montserrat
- Meals \Rightarrow 60-120 euro
- public transport 10 euro day

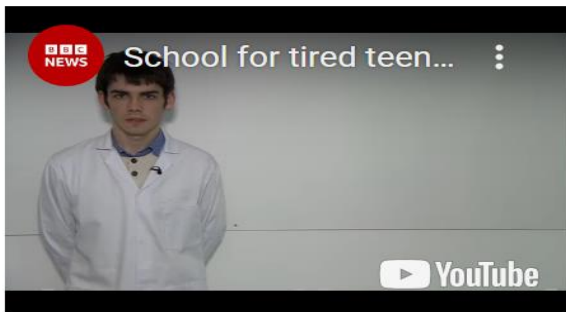
We decided to go to a trip in Barcelona with a limited budget for a fun get away with our friends with 600 euros, ^{per person} no cost should be wasted or more. Firstly, we chose to take the cheapest flights to Barcelona for a money saving method. Secondly we will be sharing a cost on an Airbnb apartment, ~~apparently~~ apparently we should get spent as much as we can outside of our apartment. For meals they should approximately ~~be~~ be around 120 euros. Activities should be educational and fun we chose to ~~go~~ go to the picasso museum and a trip to montserrat, we would do all the free activities. I believe we would have an excellent experience ~~in~~ in our trip.

↓
We decided to go to a trip in Barcelona with a limited budget for a fun get away with our friends with 600 euros each. Firstly, we chose to take the more economic flight to Barcelona, with the worth of 100-150 euros, so we can save money. Secondly, we will be in an Airbnb apartment since we are four people. For activities, we decided to do all the free activities, as a money saving method, and from the paid activities we are going to go to the picasso museum and we are going to visit the ~~Montserrat~~ Montserrat for the meals we ~~will~~ will be spending about 45 euros each for each day.



We are going for a weekend to Barcelona and we have a €600 budget. We are going to fly with €100 flight option with Ryanair. We are going to stay to an Airbnb apartment for €80 each. We are going to visit a museum for €10 each. We also went to eat meat at a restaurant for €20 each. We also bought bus tickets so we can travel around for €20 each. ~~We~~ We have €350 left so we can organize another trip.

5. Μεικτή μάθηση

Fill in the blank



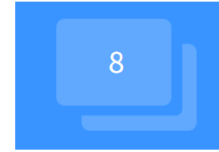
School for Tired Teens - BBC News Clip

 A 7 o'clock start time for a teenager is  to a 4:30 wake-up time for an adult .



Hint: (adjective) equal in value, amount, meaning, importance

Type answer



 Ready for Review (8 items)

8 words

Quiz

VOCAB

CAPTIONS

Add to







WORD

DEFINITION

Check your inbox for the message we just sent to verify your email address. [Send it again](#)

Search for words/phrases or content

GO

<input type="checkbox"/>	 employed	employed or employed by something advanced
<input type="checkbox"/>	 sixth formers	(in the UK) students who are enrolled in Sixth Form, years 12 and 13 in the standard education system
<input type="checkbox"/>	 hypothalamus	the part of the brain that regulates bodily temperature, certain metabolic processes, and other autonomic activities
<input type="checkbox"/>	 adolescence	a period of transition from youth to maturity
<input type="checkbox"/>	 chronically	always; constantly; in a habitual way or over time
<input type="checkbox"/>	 deprived	lacking something, especially something necessary to live

Θυμόμαστε και γράφουμε λέξεις κλειδιά στον πίνακα

Equivalent

Adolescence

Wear out

Day-to-day

Range

Argue

Chronically

Deprived

Dramatic

Annoyed

Sixth formers

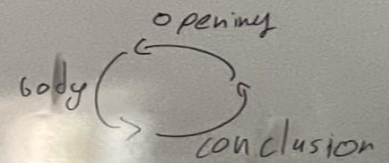
Based on

Paragraph

1) Topic Sentence → opening

2) Supporting Sentences → body

3) Concluding Sentence → conclusion



Subordinating Conjunctions (Before, Although, since...)

ex.: I like eating out, even though I only eat healthy food,

IND

DEP

Body clock

Responsible for

Τι είπαν οι μαθητές για το FluentU?

Mary: It is like Duolingo!

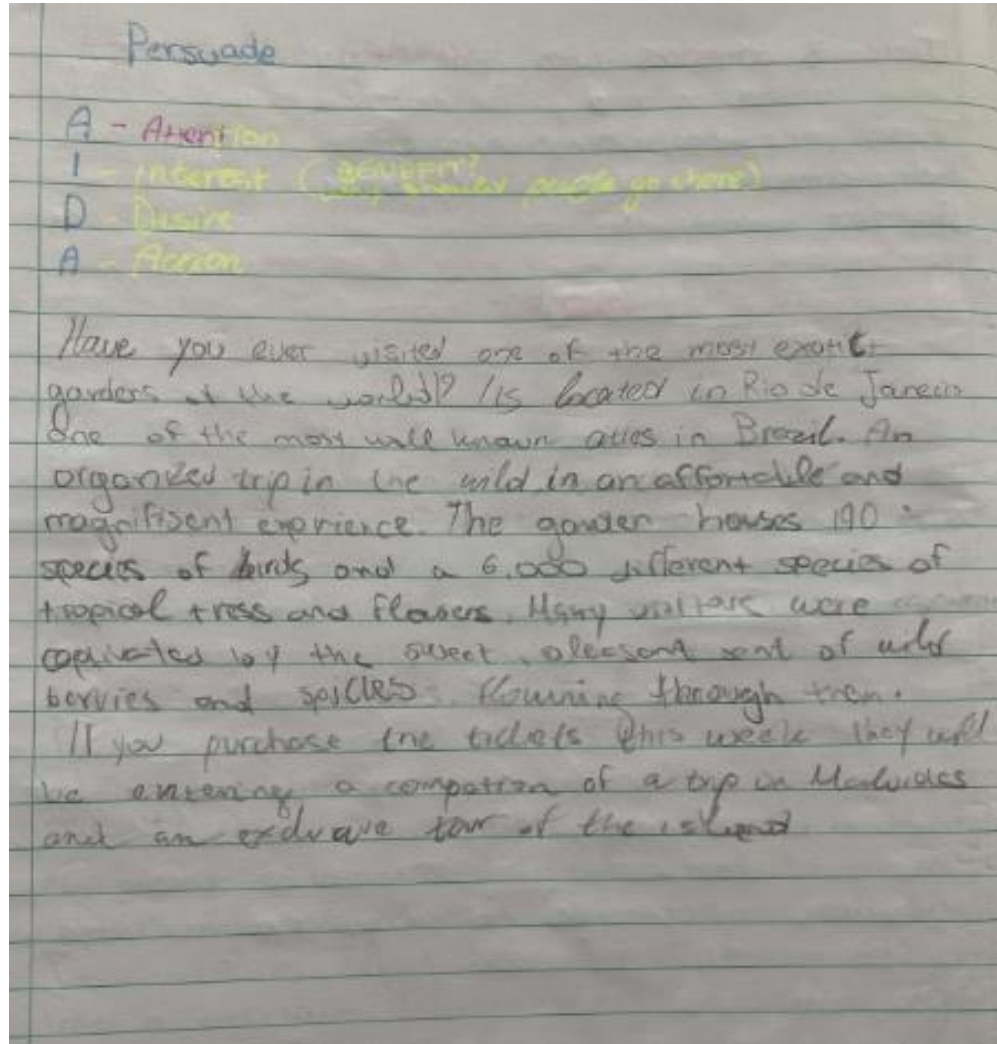
Andriani: A lot better than just working from the book which I find very boring!

Vasia: we get to learn so much more about things that interest us.

Michalis: I found it interesting because it explains in different contexts how to use certain words and the repetition helps us to remember how to use them.'

Marinos: quite easy but certain words like hypothalamus we did not know how to use them.

6. Αξιολόγηση πειστικού κειμένου από το ChatGPT-4o



PERSUASIVE WRITING AGAINST SCHOOL UNIFORMS

Dear Principal Smith,

break -
ATTENTION - I hope this letter finds you well. I am writing to express my strong opposition to the proposed mandatory school uniform policy at our school. After careful consideration, I believe that enforcing a uniform policy would not be in the best interests of our student body for several reasons.

Interest:
facts,
info,
studies - Firstly, school uniforms can be a significant financial burden on families. Not all families have the means to purchase specific clothing that may only be worn at school. While uniforms are often touted as a way to equalize students and reduce economic visible differences, they can paradoxically add financial stress at home. This could be especially challenging for families with multiple school-aged children.

Secondly, requiring uniforms suppresses individuality and self-expression among students. During adolescence, personal identity is crucial, and the way we dress is a big part of that. By mandating uniforms, the school would limit students' ability to express themselves through their clothing choices. This could impact student morale and dampen the vibrant, diverse culture that our school is known for.

Furthermore, the supposed benefits of uniforms, such as improved discipline and reduced peer pressure, are not conclusively supported by research. In fact, some studies suggest that uniforms do not significantly impact student behavior or academic achievement. For example, a study conducted by the University of Nevada found no strong evidence that school uniforms improve academic performance or attendance rates. Therefore, the argument that uniforms contribute to better discipline and academic outcomes might be overstated.

Desire:
Action - In conclusion, while I understand the intentions behind the proposed uniform policy, the negative implications such as financial burden, suppression of individuality, and the unclear benefits regarding discipline and academic success lead me to strongly oppose it. I respectfully urge you to consider these points and the spirit of our school community in your decision-making process.

Thank you for considering my perspective on this important issue. I am looking forward to your thoughtful decision.

Best regards
Andry

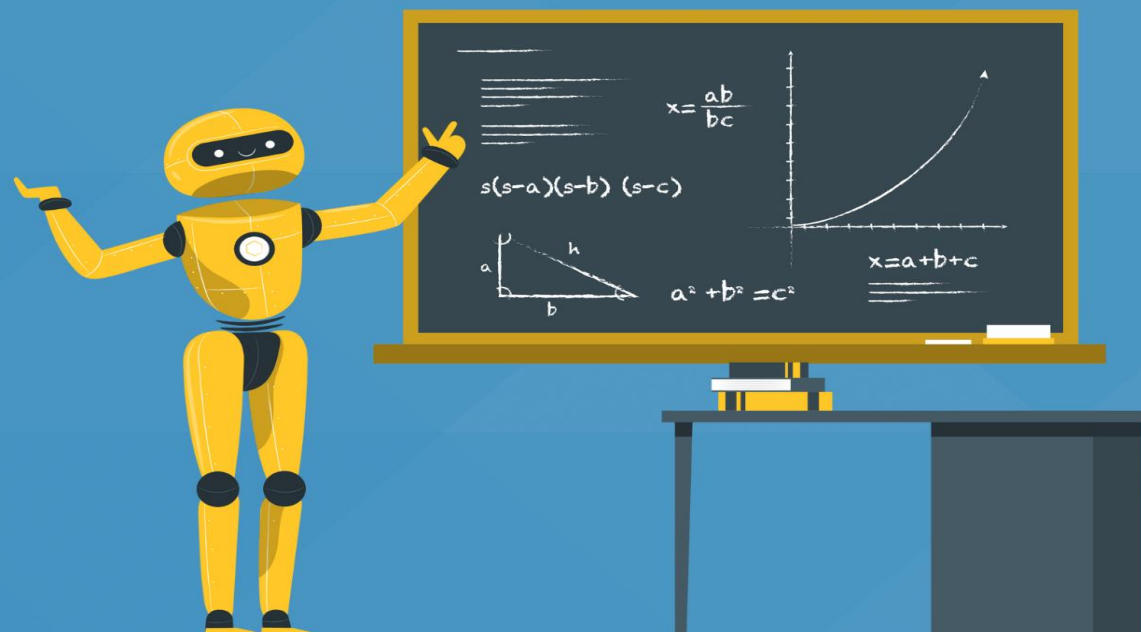
Make the principal see things from students' perspective

A : Attention
I : Interest
D : Desire
A : Action

① Adopting a Pet
② Importance of Hydration
③ Reducing Screen Time
④ Practicing Mindfulness and Meditation

Δημιουργία εκπαιδευτικού υλικού με AI

Artificial Intelligence in Education



Δημιουργία εκπαιδευτικού υλικού: coordination, subordination, appositives with specific words

Οδηγία:

please write two examples of paragraphs for B1 level students of English. The one should be a good paragraph and the other one should be a bad paragraph. The sentences should indicate examples of subordination, coordination and use of appositives. Please use the following words in your paragraphs: **crawling, rangers, recover, stunned, passersby, abandoned, struck, drowned, spotted.**

Good Paragraph

Last summer, while hiking in the national park, I spotted a small, abandoned puppy crawling near the riverbank. The poor animal, clearly weak and frightened, was about to be drowned by the rising waters. Fortunately, two park rangers, who were patrolling the area, noticed the situation. They quickly recovered the puppy, which seemed stunned but alive. The rangers, experienced in handling wildlife emergencies, also instructed the passersby, who had gathered around in concern, on how to avoid disturbing recently rescued animals. This incident struck me deeply, reminding me of the importance of being vigilant and ready to help those in need.

Bad Paragraph

I was in a park and I seen a puppy abandoned it was crawling. It was near water and almost drowned because water was high. Rangers come and they recover the puppy, it was stunned. They said to people there not to touch animals they rescue. I was struck how it happened and people watched.

Εξήγηση

- Good Paragraph: This paragraph effectively uses subordination ("while hiking," "who were patrolling"), coordination ("noticed the situation and quickly recovered"), and appositives ("two park rangers, experienced in handling wildlife emergencies") to create a clear, descriptive, and well-structured narrative. It includes all the specified words in a manner that enhances the content and flow of the story.
- Bad Paragraph: This example fails to construct clear and grammatically correct sentences, misuses verb tenses, and lacks coherence in the narrative. It does not effectively incorporate the principles of good paragraph writing, such as proper use of subordination, coordination, or appositives, resulting in a confusing and poorly constructed paragraph.

Σχέδια Μαθήματος



Objective: By the end of this 35-minute lesson, students will be able to identify and understand **appositives in English sentences**.

Materials:

- Whiteboard and markers
- Handouts with example sentences
- Projector or whiteboard for multimedia resources (optional)

Duration: 35 minutes

Introduction (5 minutes):

1. Begin by asking students if they've heard of appositives and if they can provide any examples. Write down their responses on the board.
2. Explain that an appositive is a noun or noun phrase that provides additional information about another noun in a sentence.

Guided Practice (10 minutes):

1. Provide examples on the board:
 - My friend, **Sarah**, is coming over.
 - The book, **a mystery novel**, is on the shelf.
2. Discuss the examples as a class and ask students to identify the appositives and the nouns they rename.

Group Activity (5 minutes):

1. Divide the class into pairs or small groups and provide each group with a handout containing sentences with appositives.
2. In their groups, students should underline the appositives and identify the nouns they refer to.
3. Have one or two groups share their findings with the class.

Interactive Exercise (5 minutes):

1. Display sentences on the board or use multimedia resources for an interactive exercise where students need to choose the correct appositive for a given noun.
2. Review the answers as a class.

Διαγώνισμα: Appositives

****Part 1: Fill in the Blanks****

1. The famous actor, _____, is known for his incredible talent.
2. My best friend, _____, will be joining us for dinner tonight.
3. The book, _____, was written by a Nobel laureate.
4. The city of Paris, _____, is famous for its iconic landmarks.
5. Sarah, _____, is a skilled painter, will be showcasing her artwork at the gallery.

****Part 2: Multiple Choice****

6. _____, the quarterback, led the team to victory in the final minutes of the game.

a) John, my brother
b) James, the neighbor
c) Tom, the firefighter
d) Michael, the dentist
7. The movie, _____, won several awards at the film festival.

a) Titanic, the romantic drama
b) The Matrix, science fiction

Βαθμολόγηση εκθέσεων (δώστε παραμέτρους)

****B2 Writing Assessment Rubric****

Content (25 points):

- 5 points: The writing effectively addresses the topic with rich, relevant details and examples.
- 4 points: The writing addresses the topic with sufficient details and examples.
- 3 points: The writing partially addresses the topic but lacks depth or relevant details.
- 2 points: The writing has limited relevance to the topic and lacks supporting details.
- 1 point: The writing is off-topic or lacks any substantial content.

Organization (20 points):

- 5 points: The writing is well-structured with a clear introduction, body, and conclusion.
- 4 points: The writing is mostly well-organized but may lack a clear introduction or conclusion.
- 3 points: The writing is somewhat organized, with some inconsistencies in structure.
- 2 points: The writing is disorganized and lacks a coherent structure.
- 1 point: The writing lacks any noticeable organization.

Language Use (30 points):

- 5 points: The writing demonstrates a wide range of vocabulary and complex grammatical structures.
- 4 points: The writing uses a variety of vocabulary and shows control of grammar with minor errors.
- 3 points: The writing relies on basic vocabulary and may have noticeable grammatical errors.
- 2 points: The writing uses limited vocabulary and has frequent grammatical errors.
- 1 point: The writing uses very basic vocabulary and is riddled with significant grammatical errors.

Mechanics (25 points):

- 5 points: The writing is virtually free of spelling, punctuation, and capitalization errors.
- 4 points: The writing has a few minor spelling, punctuation, or capitalization errors.

Συμπεράσματα

‘One small input for AI, one giant outcome for humanity’ (Cecilia Chang).

- Αξιοποιώντας την τεχνητή νοημοσύνη, οι εκπαιδευτικοί μπορούν να ενισχύσουν τις μεθοδολογίες διδασκαλίας τους και να παρέχουν πιο εξατομικευμένη διδασκαλία στους μαθητές.
- Μπορούν να εμπλουτίσουν το υλικό τους με επιπρόσθετο υλικό που θα συμπληρώσει το υπάρχων υλικό και να ενισχύσει τη συμμετοχή των μαθητών στο μάθημα, στην προσπάθειά τους να ενθαρρύνουν την κριτική σκέψη, δημιουργία, ανάλυση, αξιολόγηση και σύνθεση, δεξιότητες ανωτέρας τάξης σκέψεων (higher order thinking skills).

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