



**Partnering Outside the  
Box**

**Digital and Artificial  
Intelligence Integrated Tools to  
Support Higher Education  
Students with Dyslexia**

# ToT: Training of Trainers

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Co-funded by the  
Erasmus+ Programme  
of the European Union

*This project has been funded with support of the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



# Outline

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- Positive emotions
- Character Education
- Positive Purpose
- Positive Coping
- Positive Connections



# Module I: Positive Emotions

# *Why are Emotions Important in Learning and Teaching?*

The promotion of emotional skills is highly beneficial to individuals' global adjustment, development and well-being.

Socio-Emotional Learning (SEL) programs show that this kind of programs are associated to better academic performance and learning.

## **Why Emotions in Learning and Teaching?**

Individuals with high emotional competence effectively manage their feelings, handle stress, confront failure with optimism and persist in the face of difficulty.

Emotions are present in our daily lives as well as in educational context and for this reason **emotional competence plays an important role in well-being and in learning and teaching.**



# How to promote Positive Emotions in the Classroom?



- **Safe learning environments** where students' basic psychological needs are satisfied and feel free to express their feelings.
- **Providing situations** for students to **express** and **understand** their emotions.
- Use of **active learning methodologies**, from which is aimed to promote the knowledge acquisition in an integrated way, as well as the development of attitudes and competencies in students.
- Learning environments which support the construction of **autonomy** and the **development** of **feelings** of competence and engagement by students.

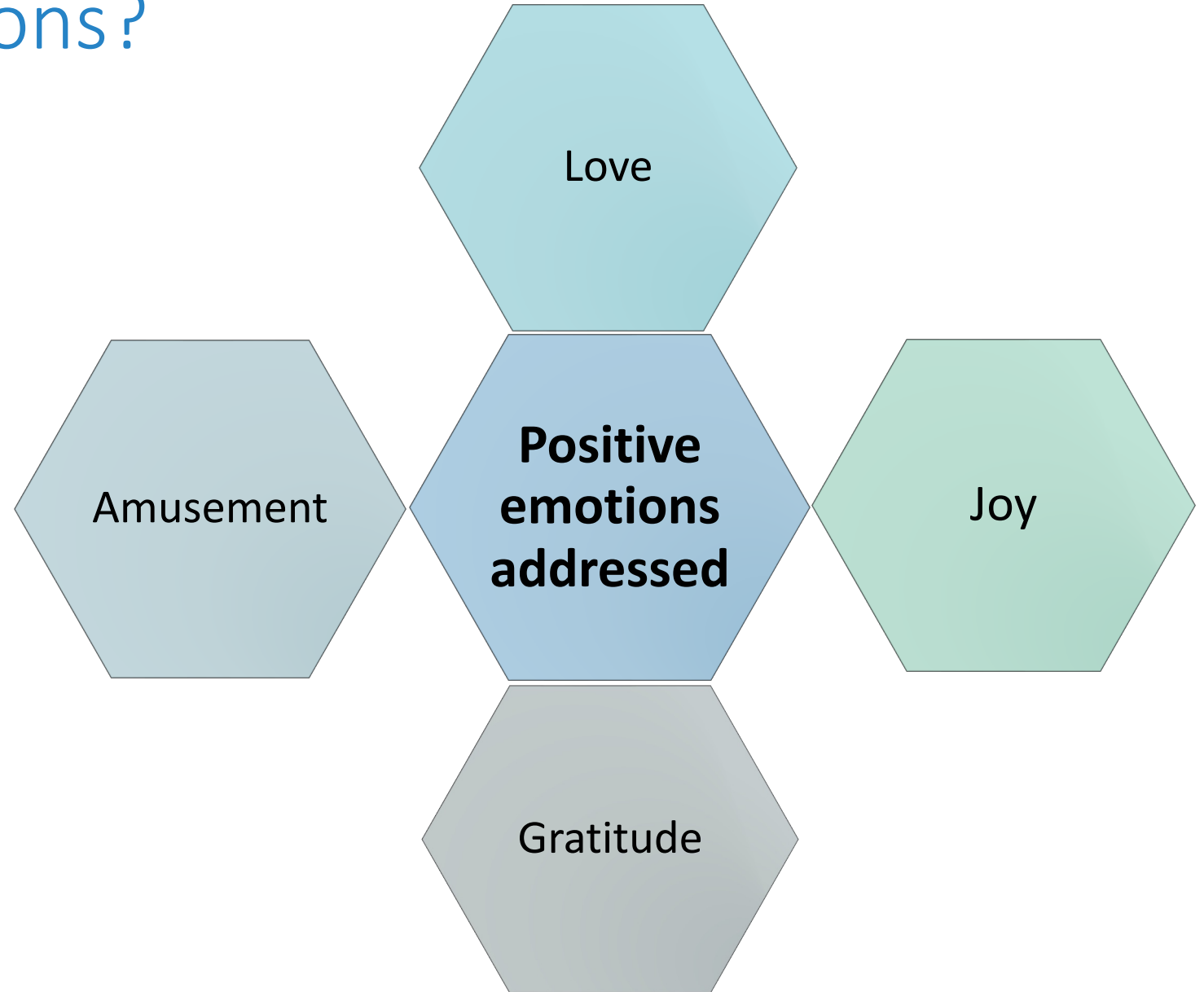
# Which Positive Emotions?

**Love** is identified as the most frequently felt positive emotion. It is usually felt in safe interpersonal relationships.

**Joy** arises when unexpected good situation/event occurs.

**Gratitude** emerges when a good result/occurrence is attributed to another person. People can feel

**Amusement** when some 'non-serious social incongruity' occurs.



# Experiential Exercises I: Positive Emotions

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## FACE TO FACE

**Flow time exercise:** Imaginary exposure & diary keeping.

Duration: 30 minutes

*No specific material needed*

**Activities that make me happy:** Identification of everyday habits or other activities that promote positive emotions.

Duration: 30 minutes

*Material needed: Colored pens and papers*

## ON – LINE

**Three Good Things:** Diary keeping. Self reflection

**Personal Moto:** Give yourself a positive name. Self reflection

**Three Actions of Kindness:** Planning actions & diary keeping. Self reflection



# Module II

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## Values & Character Strengths



# Character strengths...

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- are positive & stable personality traits that become apparent in our **thoughts** (cognition), **feelings** (affect), **willing** (conation or volition) and **action** (behaviour).
- can change over time, due to important life events or as a result of interventions or conscious lifestyle changes.
- have a moral value and benefit oneself and others.
- are seen as the basic building blocks of human goodness
- are different from a talent as the former is valued for moral and intrinsic reasons whereas the latter is valued for its tangible outcomes (Peterson & Seligman, 2004).

“The long-term process of helping young people develop good character, i. e. knowing, caring about, and acting on core ethical values such as fairness, honesty, compassion, responsibility, and respect for self and others”(Character Education Partnership)

## CE and development acts as foundation for personal growth

It is the bedrock for lifelong learning

Helps in self-sustainability

CE acts as a good basis for which stable and lasting relationships are built on.



CE provides the rationale, language and tools to students to develop.



This intellectual process is beneficial as it promotes reflection, autonomy and learning to choose alternative behaviours in challenging situations.



Critical thinking is a dynamic aspect of a balanced character, and the progression is empowering and liberating.



CE can shape good citizens.

# Character Strengths & Virtues classification

					
<b>Wisdom</b>	<b>Courage</b>	<b>Humanity</b>	<b>Justice</b>	<b>Transcendence</b>	<b>Temperance</b>
Creativity Curiosity Judgement Love of Learning Perspective	Bravery Perseverance Honesty Zest	Love Kindness Social Intelligence	Teamwork Fairness Leadership	Appreciation of beauty Gratitude Hope Humour Spirituality	Forgiveness Humility Prudence Self-Regulation

# Strategies To Promote Positive Character in the Classroom

1. Teachers as models, mentors
2. An ethical learning community
3. Character-based discipline
4. A democratic classroom environment
5. Teaching character through curriculum
6. Cooperative learning
7. Conscience of craft
8. Ethical reflection
9. Teaching conflict resolution
10. Creating a culture of excellence & ethics
11. Caring beyond the classroom



# Experiential Exercises II: Character Strengths

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## FACE TO FACE

**The tree of my professional life:** Aims to connect people with their character strengths and values and to make them realize how they have used them in their professional trip.

Duration: 90 – 120 minutes

*Material needed: A3 and A4 sheets of paper, folders, colored pencils.*

## ON – LINE

**Identification of Character Strengths and Virtues:** Participants complete a battery of questionnaires and then receives feedback on their positive profile.

**Strengths and Values in Action:** Based on the previous exercise, participants receive detailed feedback on how to reschedule their days and pay more attention in their positive aspects.



# Module III

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## Positive Purpose

# Positive Purpose

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“An individual’s long-term and overarching goal or mission to which they are highly committed and actively engaged”

(Shin & Steger, 2014)


Understanding, believing in, and serving something greater than the self and deliberately engaging in activities for the benefit of others

Using our signature strengths to contribute to the welfare of others and our communities


# Why is purpose important in teaching and learning?

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Learning is closely connected with the overarching aims that we have in our life and consequently with purpose in life.



When students have a purpose in their life and can see how learning in class can help them achieve this purpose, they are more motivated to learn (Damon, 2009).



Meaning and purpose help students build a healthy sense of self-worth and fulfillment (Norrish, 2015).



Having a meaningful purpose in life can help young people resist tempting images of success built on materialistic and superficial pursuits and develop strong personal foundations.

# How to promote purpose in the classroom

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Designing learning experiences within real-world

Allowing students to explore their own curiosities

Offering choices on how to display content mastery

Involving students in service-learning or place-based lessons

Students selecting projects and activities that create a sense of meaning and purpose

Using student's strengths in order to pursue goals that have impact on others beyond themselves

Structured activities that help students make sense of their identity, the world around them and their place in this world

Initiatives including student participation in peer support programs and in classroom activities that foster leadership and decision-making



# Experiential Exercises III: Positive Purpose

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## FACE TO FACE

**The tribute:** Aims to help people realize and connect with their character strengths and values under the light of their mortality.

Duration: About 1 hour

*Materials needed: Pen and paper*

## ON-LINE

**Letter from my Future Self:** Aims to help people realize their character strengths and values by projecting themselves in future.

# Module IV

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## Coping Positively





# What is Coping Positively?

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Coping positively in difficult life situations requires one to develop the qualities of resilience.

**Resilience** is the capacity to bounce back from adversity and adapt positively in the face of trauma, hardship, or significant sources of stress in one's everyday life.

**Academic Efficacy:** Students' academic achievements should be magnified through the creation of a curriculum which is challenging and consciously supportive and provides reinforcement & timely instructional support.

**Behavioural Self-Control:** Self-control can be improved by focusing upon routines that increase prediction, providing immediate feedback to increase active learning, & connecting behaviours to learning stresses & adopting a positive approach to evaluating behaviours.

**Academic Self-Determination:** Autonomy is key to resilience. Autonomy can be fostered through students setting their own learning goals, identifying the best ways to achieve said goals & minimizing levels of inter-student comparison.

**Effective Peer Relationships:** The likelihood of students developing positive peer relationships & friendships is increased when teamwork is encouraged, & student understanding of problem solving & conflict resolution increased.

# Experiential Exercises IV: Coping Positively

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## FACE TO FACE

**Find the Silver Lining** : Aims to help people look at the bright side even during a hardship.

Duration: About 30 minutes

*No specific material is needed*

## ON-LINE

**A warm blanket:** We all have some hard days, prepare for them in advance. List what you would need as a “warm blanket” to support you through such a day. Consider who you would need by your side, what activities would entertain you and/ or how you will need to talk to yourself during a hard day.





# Module V: Positive Relationships

# What are Positive Relationships?

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Positive connections are experienced when individuals feel loved, supported and satisfied with their relationships with others (Butler & Kern, 2016).

They make an individual feel socially integrated and cared for by others (Kern, Waters, Adler & White, 2015).

# Why are Positive Relationships important in learning and teaching?

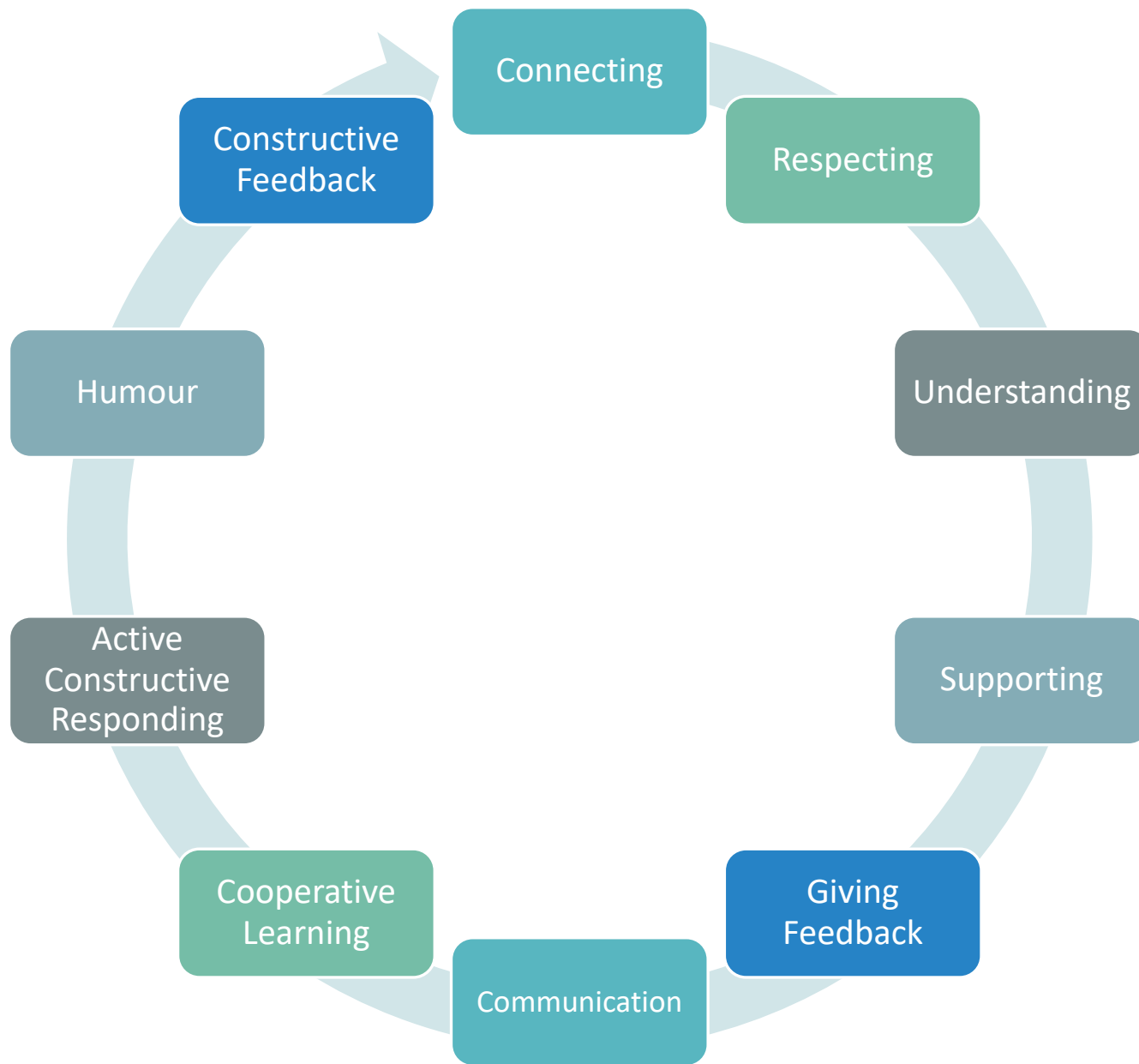
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High-quality relationships are important for young people to function effectively. This includes the relationships experienced in a classroom.

Positive relationships with significant figures, such as tutors, positively affects a person's social, affective and academic life.

Supportive relationships increase motivation, engagement and achievements.

(Martin & Dowson, 2009; Martin & Wentzel, 1998)



How can  
Positive  
Relationships  
be promoted in  
the classroom?

# Experiential Exercises V: Positive Relationships

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## FACE TO FACE

**Active constructive listening:** Aims to improve communication skills. The exercise will teach participants the step of more effective communication through active and constructive listening.

Duration: About 1 hour

*No specific material is needed*

## ON-LINE

**Friendship's recipe:** To identify the ingredients of a good friendship.

**Magic Five Hours:** If in a relationship, to allocate five hours a week during which you will engage with your partner in activities that foster your emotional bond.

If not in a relationship, identify a significant person in your life and allocate these hours to strengthen your relationship in activities you will both enjoy.



# ToT structure

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## DAY 1 – 3 HOURS

- ❖ Positive Emotions
- ❖ Coping positively
- ❖ Positive relationships

## DAY 2 – 3 HOURS

- ❖ Character Strengths
- ❖ Positive Purpose



Thank you for  
your attention.  
Any questions?