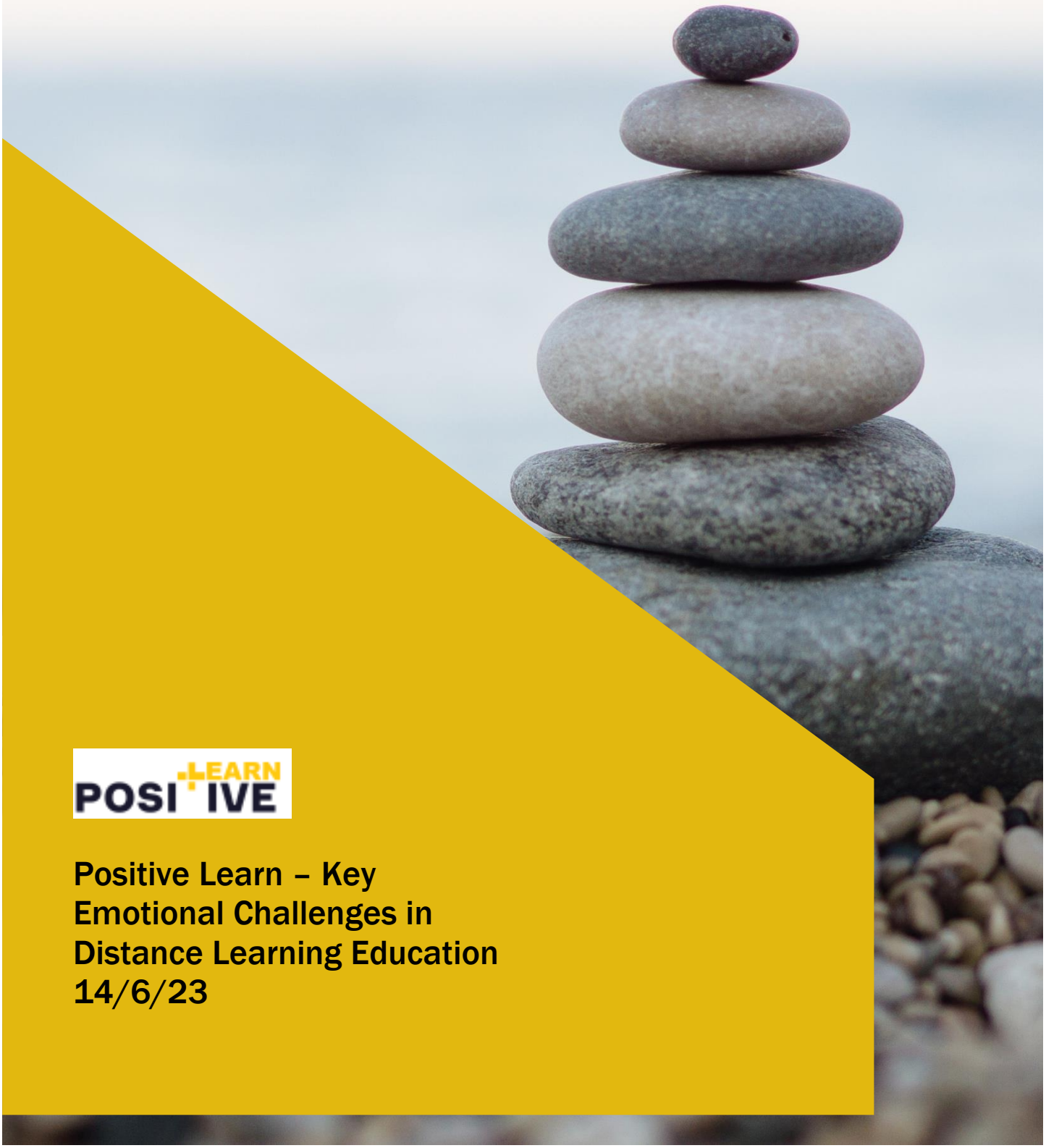
LFE WEBINAR



POSITIVE LEARN

Positive Learn – Key Emotional Challenges in Distance Learning Education
14/6/23

A short mindfulness activity

Step out of your "auto-pilot" and bring awareness to what you are doing, thinking, and sensing at this moment. Feel free to close your eyes if you wish.

- Try to pause and take a comfortable but dignified posture. Notice the thoughts that come up and acknowledge your feelings but let them pass. Attune yourself to who you are and your current state.

Bring awareness to your breathing for six breaths or a minute.

- The goal is to focus attention on one thing: your breath. Be aware of the movement of your body with each breath, of how your chest rises and falls, how your belly pushes in and out, and how your lungs expand and contract. Find the pattern of your breath and anchor yourself to the present with this awareness.

Expand this awareness outwards, first to your body then to the environment.

- Allow the awareness to expand out to your body. Notice the sensations you are experiencing, like tightness, aches, or perhaps a lightness in your face or shoulders. Keep in mind your body as a whole, as a complete vessel for your inner self.
- If you wish, you can open your eyes and expand your awareness even further to the environment around you. Bring your attention to what is in front of you. Notice the colors, shapes, patterns, and textures of the objects you can see. Be present at this moment, in your awareness of your surroundings.

When you are ready to finish this exercise, open your eyes slowly if you haven't done so yet and try to carry that mindfulness with you as you go about your day.

Digital Dilemma Scenario

Peter is a teacher at a small school in the mountains. His students have never been in a museum before, and he decided to plan a virtual visit for his class. He was very excited to have this virtual visit but when he started the lesson, the website was not working.

- What actions could Peter take?
- How is Peter feeling now?
- What alternatives can he find to continue this lesson?
- Have you experienced a similar situation?

Your answers:

Peter can: phone call the museum or check other website, prepare screenshots or an offline version for the activity, have a presentation of the museum ready, use another learning scenario/theme for this lesson and shift the museum visit for another time, use smartphone applications instead, propose to students an interactive activity (ex. searching for information for the museum from the web), ask students to propose an alternative solution.

Peter is feeling stressed, frustrated, helpless and disappointed for the students.

Digital Dilemma Scenario

Mark is a schoolteacher on a small island. The weather did not allow him to travel to school for a couple of days. He decided to have online classes during those days. Mark and his students have done online classes before, and they did not face any technical difficulties this time. However, the students after the second day started feeling tired and disengaged.

- What are the possible reasons for students' disengagement?
- What actions can Mark take to gain the students attention and focus?
- What emotions is probably Mark experiencing?
- Have you experienced a similar situation?

Your answers:

The students might be disengaged because: they are not used to the long online lessons, they prefer to stay at home and not have class, they are able to hide behind a non-working camera, the lesson is monotonous, they miss physical interaction, they experience zoom fatigue.

Mark can: create games to increase participation, try some new didactical forms (ex. gaming), find motivational tricks, have shorter learning scenarios, propose a variety of activities, enrich his teaching with multimedia, ask the students to be more proactive.

Mark is feeling disappointed, anxiety, burnout, not being in control of the situation, helpless (as there is no direct contact / interaction), unable to reverse the situation.

General Feedback

What kind of skills were necessary for the teachers in the scenarios?

- Resilience
- Resourcefulness
- Digital literacy
- Ability to learn quick.
- Improvisation
- Getting information about new technologies from reliable sources
- Class management
- Creativity
- Stress management
- Self-confidence (to handle unexpected situations)
- Adapting to new circumstances
- Open mindset
- Good communication/ relationship with the students

Did you identify some good practices that you could use in your own classrooms?

- That there is no fixed solution to the problem, but measures that can alleviate its effects.
- Use of technology
- Classroom community building
- Continuous professional development