

# **POSITIVE LEARN**

#### DISTANCE LEARNING POSITIFICATION: TECHNOSTRESS RELIEF AND WELLBEING GRANT AGREEMENT NUMBER: 2021-1-EL01-KA220-SCH-000027978

#### POSITIVE OPEN LEARNING **SCENARIOS**

The first set of Positive Open Learning Scenarios, developed as part of the Positive Learn project, has been released. These scenarios are specifically designed to tackle the increasing challenge of technostress in education. They offer innovative strategies to help both learners and educators manage the psychological pressures associated with technology use. What's included?

These open scenarios provide:

- Strategies for identifying and reducing technostress in digital learning environments
- Practical frameworks for emotional regulation and digital literacy
- Approaches that encourage healthy, balanced technology use
- Integration of positive education principles to promote well-being and resilience
- Scenarios that encourage engagement, collaboration, and learner-centered experiences

Grounded in research and designed for realworld application, these scenarios reframe technology from a source of stress into a tool for personal growth and meaningful learning. Explore how positive learning design can transform digital education into a space where well-being and achievement go hand in hand. For more information and to access the scenarios, visit the POSITIVE LEARN website.



3D-Drawing (CS30)



(CS26)

Build your own ograph

Animal Basket

Sorter (SC28)

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The aim is to she



Read More

Attention and

By participating in media such as In:

awareness (CS7)



Awareness of

The learni

social media (SC3)

Coping skills for IT use (CS23)

### PILOTING ACTIVITIES

Project piloting activities are ongoing in the three partner countries: Greece, Germany and Finland.



In Greece, six teachers and nearly 100 students, aged 11-12 years old, tested a learning scenario about seismology in the classroom

he material of the project reflects only the author's views. The European Commission's support for the production o this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission or the Hellenic National Agency cannot be held responsible for any use which may be made of the information contained therein.







(CS34)

Coping (SC8) should nd the effe indersta

#### NEW PUBLICATIONS HIGHLIGHT INNOVATIONS AND CHALLENGES IN POSITIVE DIGITAL LEARNING

Our research team has published three new articles, each providing valuable insights into the evolving landscape of digital education and enhancing the conversation about creating more effective and positive learning environments.

## Book Chapter: "Positive Digital Learning Challenges and Path Forward for Educators"

Pappa, D., Pawlowski, J., Clements, K. & Sotiriou, S. (2024). In Education Applications & Developments Book Vol. IX (pp. 207–222).

This chapter offers a comprehensive look at the challenges educators face in implementing positive digital learning approaches. It introduces strategies to support educator well-being, foster student engagement, and counter technostress in increasingly digital environments. The authors lay out a forward-looking roadmap for embedding positive education principles into future-ready teaching practices.

#### Journal Article: "Navigating the 'Grey Zone' – Teachers' Practices Around Students' Online Interactions"

Mehtälä, S., Salo, M., & Pirkkalainen, H. (2024). Educational Research.

This article explores the complex decisions teachers make when navigating students' online behavior. With growing digital interaction among learners, educators often operate in a "grey zone" where boundaries are unclear. The study highlights the need for clearer guidelines and professional development to support teachers in managing online dynamics ethically and effectively. "Positive computing comprises concepts, processes and systems which contribute towards the quality of life and well-being of users"

(Pawlowski et al, 2015)

#### Conference Paper: "Positive Digital Learning – Guideline for Developing Positive Distance Learning Scenarios"

Pappa, D., Pawlowski, J., Clements, K., Sotiriou, S., Mehtälä, S., & Kocak, S. (2024). In EDULEARN24 Proceedings (pp. 10180–10189).

Presented at the 16th International Conference on Education and New Learning Technologies (EDULEARN24), this paper introduces a practical guideline for designing positive distance learning experiences. It provides educators with structured methodologies, including using the ADDIE model and tools to mitigate technostress. This work is a cornerstone output of the POSITIVE LEARN project and is already being integrated into pilot programs.