Positive Learning Scenario Template

A visual framework for analysing and managing technostress to create positive digital learning scenarios

A. LEARNING SCENARIO IDENTITY

Title

Creator

Main Idea / Description

Target Group
- Who is this scenario for? (students' age, learning level)
- What are the learners' needs and interests? (background, disabilities etc.)

Curriculum & Learning Subjects

Domain or discipline

Learning Objectives
- What will the learners learn from this scenario?
- What do the learners need to accomplish at the end of the program?
- What are the desired learning outcomes in terms of knowledge, skills, attitudes, behaviour etc.?

Teachers' Wellness Competences

Competences teachers need for technostress mitigation:
- Knowledge of technostress risks and mitigation strategies.
- Ability to identify technostress risks in distance learning scenarios.
- Ability to design distance learning scenarios that mitigate technostress risks.
- Ability to support learners who are experiencing technostress.
- Ability to protect themselves from experiencing technostress.

Select from list of Teacher socioemotional e-competencies (TABLE 1)

B. LEARNING SCENARIO FRAMEWORK

Pedagogical Method
- What positive learning strategies are incorporated into the scenario to prevent or mitigate technostress?
- What is the focus of these positive learning strategies?
  - Foster collaboration and support (Teacher-student and peer relationships)
  - Promotion of Individual emotional well-being
  - Selection of suitable teaching methods for student-centred learning (effectiveness of learning)

Select from list of positive pedagogical interventions (TABLE 2)

Software & Materials

(Distance) Learning Context:
- How will the scenario be delivered to learners? What platform will the scenario be delivered on?
- What tools and resources will be needed?
- How will learners interact with the scenario?
- In which space will learning take place on the learner's side?
- Who are the actors involved? (facilitators)
- How will technostress mitigation be addressed in this distance learning setting? (technology configuration, technology use and network connections)

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B. LEARNING SCENARIO FRAMEWORK

Evaluation Tools

Assessment:
- How will you assess learners' learning?
- How will you provide feedback to learners on their performance?
- How will you assess the effectiveness of technostress mitigation?

Debriefing:
- How will you help learners reflect on their learning?
- What questions will you ask them to think about?
- How will technostress mitigation be discussed in the debriefing?

C. LEARNING SCENARIO IMPLEMENTATION

Learning Activities

Scenario Events:
- What are the key events that happen in the scenario?
- How will learners interact with the content and activities?

(Description, duration, worksheets etc.)

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TABLE 1: Teacher socioemotional e-competencies

TC1	Emotional e-awareness
TC2	E-self-management
TC3	Emotional e-independence
TC4	Social e-competency
TC5	Emotional leadership/ e-mediacy

TABLE 2: Positive pedagogy interventions

Positive pedagogy interventions	General	Technology-based
PI1. Emphasising strengths (Lean on your strengths and have a positive mindset)	G1. Strengths (Lean on your strengths and have a positive mindset) G2. Positivity (Lean on your strengths and have a positive mindset)	T1. Lean on your strengths and have a positive mindset. Strengths Assessment Apps Positive content platforms Digital Well-Being-Tools
PI2. Emotional Management (Learn to understand your emotions)	G3. Emotional Management (Learn to understand your emotions)	T2. Learn to understand your emotions. Relaxation and meditation VR applications (Users can experience relaxation and meditation) Gamification for stress management Chatbots for emotional support
PI3. Enforcing attention and Awareness (Be attentive and aware)	G4. Attention and Awareness (Be attentive and aware)	T3. Be attentive and aware. Digital Mindfulness Training Attention Management Workshops Mindful Tech Use Policies
PI4. Relationships support (Support and work well with others)	G5. Relationships (Support and work well with others)	T4. Support and work well with others. Knowledge management and documentation platforms Communication platforms and chat applications
PI5. Learning resilience (Learn to cope and become resilient)	G6. Coping (Learn to cope and become resilient) G7. Resilience (Learn to cope and become resilient)	T5. Learn to cope and become resilient. Online MinMapping Tools (MindManger Software)
PI6. Encouraging engagement (Engage students in self-directed and dedicated learning)	G8. Engagement (Engage in self-directed and dedicated learning)	T6. Engage in self-directed and dedicated learning. Gamified Collaborative Discussion Environment on Moodle LMS Adaptive Learning Technologies T8. Have a voice and be active. Using technology to support student engagement
PI7. Goal oriented learning (Be persistent and work towards your goals)	G9. Habits and Goals (Be persistent and work towards your goals) G10. Facilitating Outcomes (Be persistent and work towards your goals)	T7. Be persistent and work towards your goals. Using online environments to promote programs and content that are relevant for the students
PI8. Focusing on Sense of purpose (Have a voice and be active)	G11. Sense of purpose (Have a voice and be active)	