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POSITIVE LEARN

R2.3 Competence Scheme and Guideline

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EXECUTIVE SUMMARY

The present report introduces the R2.3 Competence Scheme and Guideline, which has been developed to provide a standardized framework for describing the competencies of educators involved in the project.

The guideline is designed to support teachers' training towards seeking positive solutions and incorporating well-being into various subjects and curricula.

Teacher trainers should design professional learning experiences for teachers that focus on three interdependent dimensions: knowledge, skills, and attitudes. This approach should be applied to each socioemotional competency, ensuring a holistic pathway from awareness to action. For instance, to effectively implement the Emotional e-Awareness competency in training programs, it is essential to structure the training to build educators' knowledge, skills, and attitudes that foster emotionally intelligent teaching within digital environments. By addressing all three dimensions—knowledge, skills, and attitudes—educators can establish a solid foundation in emotional e-awareness. This approach will lead to healthier teaching practices and better support for students in digital learning contexts..

1. INTRODUCTION

The R2.3 report (Competence Scheme and Guideline) documents the competency description scheme used within the POSITIVE LEARN project. The effective integration of digital technologies and innovative teaching methods in education requires reevaluating the digital competencies expected from educators. This includes:

- The ability to adapt to digital learning environments seamlessly.
- Skills to address psychological effects such as technostress, depression, and isolation.

Positive psychology and positive computing are emerging as essential skills for addressing these psychological and emotional aspects. While basic technology skills for educators, such as those outlined in the DigiComp for Educators framework, are adequately covered, positive interventions and emotional considerations are often overlooked.

POSITIVE LEARN has concluded that teachers need a blend of technical, pedagogical, and social-emotional competencies to effectively utilize educational technologies' advantages and address the associated challenges (R2.1 Competency Framework, Figure 1). Addressing the well-being of both teachers and students in digital education necessitates a revision of educators' competencies by integrating digital skills with emotional e-competencies, incorporating positive pedagogical strategies into digital education, and implementing technostress-aware lesson planning.



Figure 1. Teachers' socioemotional e-competencies framework

This report outlines the key socio-emotional e-competencies that teachers need to possess. The R2.3 Competence Scheme defines key competencies essential for educators in fostering emotional well-being and positive digital learning experiences (Table 1). These competencies are designed to enhance teachers' emotional intelligence and support their ability to manage online learning environments effectively. Key competencies include **Emotional e-awareness (TC1)**, which encourages self-awareness of emotions in virtual contexts, and **E-self-management (TC2)**, focusing on self-control and appropriate responses. **Emotional e-independence (TC3)** emphasizes emotional resilience in online interactions, while **Social e-competency (TC4)** supports maintaining positive relationships and pro-social behaviors in digital spaces. Finally, **Emotional leadership/e-mediacy (TC5)** fosters empathy towards students, ensuring teachers can lead with emotional sensitivity in virtual settings. These competencies are crucial for training educators to create emotionally supportive, engaging, and resilient online learning environments.

Table 1: Teachers' socioemotional e-competencies

Competency		Description
TC1	Emotional e-awareness	Being aware of own emotions that arise in social media or online settings
TC2	E-self-management	The capacity to generate appropriate responses and exercise self-control
TC3	Emotional e-independence	The ability to feel emotionally strong in virtual social relations without depending on reputation and virtual status negotiation
TC4	Social e-competency	The ability to maintain good relationships in a virtual environment, have pro-social behavior, acknowledging others' emotions
TC5	Emotional leadership/ e-mediacy	Empathy towards students in the digital learning environment

Source: Report R2.1 (Competence Framework)

To define each competency, we combined the proposed definitions from the literature review. We developed examples of the knowledge, skills, and attitudes that each competence encompasses, as detailed in Table 2.

Table 2. Socioemotional e-competencies examples

Emotional e-awareness	
<i>Knowledge</i>	<p>Aware of digital addiction symptoms</p> <p>Aware of how digital technologies affect own emotions</p> <p>Knowing how to recognize embedded user experience techniques designed to manipulate and/or to weaken one's ability to be in control of decisions</p>
<i>Skills</i>	<p>Able to differentiate between emotional states</p> <p>Can identify own emotions in social networks/ digital environments</p>
<i>Attitudes</i>	<p>Being attentive on own emotions</p> <p>A tendency to be introspective</p>
E-self-management	
<i>Knowledge</i>	<p>Aware of the online disinhibition effect</p> <p>Aware of the online possibilities to strengthen self-control</p> <p>Aware that search engines, social media and content platforms often use AI algorithms to generate responses that are adapted to the individual user</p>
<i>Skills</i>	<p>Understand which strategies are most efficient for emotional regulation</p> <p>Having self-control</p> <p>Able to use digital tools mindfully</p>

<i>Attitudes</i>	Empathetic towards self
	Inclined to focus on positive impact and avoiding the negative impact of digital media
	Intentionally avoiding distractions
	Aiming to avoid information overload

Emotional e-independence

<i>Knowledge</i>	Aware of the online-offline self-distinction
<i>Skills</i>	Able to preserve the online-offline self-distinction
	Able to maintain self-esteem, self-worth
<i>Attitudes</i>	Having strong self-esteem
	Inherent independent self-worth

Social e-competency

<i>Knowledge</i>	Aware of the netiquette for online collaboration
	Knowing how to adopt communication practices to maintain a positive online identity
	Knowing how to apply the netiquette in digital interactions
<i>Skills</i>	Able to identify other's emotions in social networks
	Able to co-regulate emotions with others in digital settings
<i>Attitudes</i>	Positive attitude, trusting, empathetic
	Willing to help others/students to improve their digital competence
	Having a respectful stance towards others

Emotional leadership/ e-mediacy

Knowledge Empathetic towards students

Skills Ability to support student empowerment online
Ability to promote student's e-awareness and e-self management
Ability to emotionally comfort and support students confronted with stress

Attitudes Positive reinforcement
Positive handling of problematic situations in the digital classrooms

Table 3 illustrates the direct connection between the socio-emotional e-competencies and the practical implementation of positive solutions in digital education. For example, the **Emotional e-awareness** competency (TC1) supports teachers in recognizing the emotional impact of digital technologies and developing strategies to respond constructively. At the knowledge level, it involves identifying signs of digital addiction, understanding emotional responses triggered by digital tools, and detecting manipulative digital design patterns—each addressed through interventions like digital wellness programs and training on hidden UX tactics. Skill development focuses on emotional recognition in both self and students, supported through practical workshops and self-awareness training. At the attitudinal level, fostering introspection and emotional attentiveness is encouraged through peer discussions and self-reflection exercises. Together, these targeted applications translate emotional awareness into actionable, wellbeing-oriented practices within the school environment.

Table 3. Socioemotional e-competencies examples

Emotional e-awareness		Positive solution
<i>Knowledge</i>	Recognizing symptoms of digital addiction	Integrating awareness and digital breaks into everyday school life
	Recognizing how digital technologies influence one's emotions	Health days and wellbeing programs
		Training on dark patterns in UX design and how to recognize hidden manipulations
	Recognizing embedded techniques that aim to	

<i>Skills</i>	manipulate the user and/or weaken their ability to make decisions	
	Ability to differentiate between emotional states	Workshop on recognizing and understanding emotional states as expressed by students' facial expressions, body language, voice and behavior
<i>Attitudes</i>	Ability to recognize own emotions in social networks/digital environments	Training for emotional self-awareness in the digital world: tools and strategies for teachers
	Being attentive on own emotions	Group discussions with co-workers to talk about and reflect on their own feelings
	A tendency to be introspective	Workshops for self-reflection to get to know yourself better and how to self-reflect in order to consciously shape decisions and behavior patterns.
E-self-management		Positive solution
<i>Knowledge</i>	Recognizing the online disinhibition effect	Workshops on digital communication and ethics to raise awareness of changing behaviors online and develop appropriate communication strategies.
	Recognizing the online opportunities for empowerment	Introduction to apps and tools that promote conscious media consumption, such as time management or focus apps (e.g., Forest, StayFocusd).
	Recognizing that search engines, social media and content platforms often use AI algorithms to generate responses that are customized to the individual user	Training on algorithmic transparency, explaining how AI-based platforms work to encourage critical thinking when using them.
<i>Skills</i>	Ability to understand and apply which emotion regulation strategies are most effective.	Practice-oriented exercises on mindfulness and emotional self-regulation, such as breathing techniques or keeping a reflective journal.

Attitudes	Ability to demonstrate self-control in different digital and analog contexts.	Developing daily digital routines that include conscious breaks and “digital detox” times.
	Ability to use digital tools consciously and mindfully.	Training on effective ways to use digital tools, e.g., by focusing on productive applications and sustainable digital habits.
	Empathetic towards self	Encouraging self-compassion through methods such as positive affirmations or journaling to strengthen one's resilience.
	Inclined to focus on positive impact and avoiding the negative impact of digital media	Create a list of positive and negative digital influences and reflect on how to intentionally promote positive content in the classroom.
	Intentionally avoiding distractions	Introducing “Pomodoro” techniques or focus modes that support the intentional use of work time and breaks.
	Aiming to avoid information overload	Workshop for implementing strategies to filter information, such as prioritizing or using curated information sources.
Emotional e-independence		Positive solution
Knowledge	Recognizing online-offline self-discrimination	Reflection through identity work exercises in which teachers compare and analyze their online and offline personalities.
Skills	Ability to maintain online-offline self-awareness	Introducing clear digital boundaries, e.g., through separate professional and personal profiles or controlled online time.
	Ability to develop self-esteem and self-worth	Promoting a positive self-image through a feedback culture that emphasizes and reinforces individual strengths.
Attitudes	Having strong self-esteem	Building resilience through a sense of achievement in class or peer support groups.
	Inherent independent self-worth	Promoting inner self-acceptance through mindfulness training and gratitude journaling exercises.
Social e-competency		Positive solution

Knowledge	Recognizing netiquette for online collaboration	Attend training or workshops on digital communication standards and best practices for respectful behavior in online teams.
	Recognize how to apply communication practices to maintain a positive online identity	Develop a teacher guide that includes examples of effective and positive online communication.
	Recognizing how to apply netiquette in digital interactions	Practical exercises in simulated online environments to practice respectful interactions and the application of netiquette.
Skills	Ability to recognize the emotions of others in social networks	Training in digital empathy, such as analyzing comments or posts on social media to recognize emotional undertones.
	Ability to co-organize emotions with others in digital environments	Introduction to methods of de-escalating communication to respond appropriately in digital conflicts or stressful situations.
Attitudes	Positive attitude, trusting, empathetic	Promoting a positive attitude through reflection sessions where successes and positive online experiences are shared.
	Willing to help others/students to improve their digital competence	Develop a mentoring program where teachers share their digital skills with colleagues or students.
	Having a respectful stance towards others	Introduce regular feedback sessions that encourage respect and appreciation in communication.
Emotional leadership/ e-mediacy		Positive solution
Knowledge	<i>Recognizing, understanding and responding empathetically to students' emotional needs, perspectives, and challenges</i>	Emotional intelligence training to better understand students and respond empathically to their needs.

Skills	<i>Ability to support students' independence online</i>	Introduce project work that allows students to show their strengths in online environments and take responsibility for their digital activities.
	<i>Ability to promote students' e-awareness and e-self-management</i>	Utilize workshops or lessons on topics such as digital mindfulness and time management to give students the tools to take responsibility for their own actions.
	<i>Ability to emotionally comfort and support students facing stress</i>	Training in active listening techniques and stress management to provide emotional support to students in stressful digital situations.
Attitudes	<i>Positive reinforcement</i>	Establishing a reward system for constructive behavior in digital spaces, e.g., through praise and recognition for respectful communication.
	<i>Positive handling of problematic situations in the digital classrooms</i>	Developing clear rules of conduct and conflict resolution strategies for digital classrooms that focus on respectful communication and problem-solving.

To effectively train educators using the R2.3 Competence Scheme, these competencies can be integrated into professional development programs and teacher training initiatives to enhance emotional awareness and well-being in virtual learning environments. The following Table outlines the application of each competency:

Table 4. Examples of Training Teachers for Socioemotional E-Competencies

Competency	Scope of training
Emotional e-awareness (TC1)	Train educators to recognize and reflect on their emotional responses when interacting with students online (e.g. through journaling or mindfulness exercises to identify emotional triggers)

Competency	Scope of training
e-Self-management (TC2)	Develop techniques for maintaining composure and self-regulation in online settings, including stress management, conflict resolution, and emotional regulation strategies.
Emotional e-independence (TC3)	Foster confidence and resilience in virtual spaces without relying on digital reputation, through training focused on self-empowerment and emotional autonomy.
Social e-competency (TC4)	Equip educators with strategies to promote positive, pro-social behavior and empathy in digital interactions, supporting relationships with students and colleagues.
Emotional leadership / e-mediacy (TC5)	Cultivate emotional leadership skills, particularly empathy, empathetic communication, and active listening, to create supportive and engaging virtual learning experiences.

Teacher trainers should design professional learning experiences for teachers that focus on three interdependent dimensions: knowledge, skills, and attitudes. This approach should be applied to each socioemotional competency, ensuring a holistic pathway from awareness to action. For example, emotional e-awareness can be integrated into educator training by emphasizing the development of knowledge, skills, and attitudes related to emotional experiences in digital environments. Training should equip educators with an understanding of how digital tools and platforms affect emotions, help them recognize signs of digital addiction or manipulation, and increase their awareness of their own emotional responses online. Skill development should focus on identifying emotional cues in students and practicing self-regulation in virtual settings. Additionally, fostering an attitudinal focus encourages self-reflection and openness, which contributes to a supportive, emotionally aware teaching culture. By incorporating these elements into teacher training, we promote well-being, enhance digital competence, and prepare educators to effectively support students in online learning.