Erasmus+
Enriching lives, opening minds.

Co-funded by the European Union

POSITIVE LEARN

R5. Distance Learning Positification Roadmapping

Editor: Dimitra Dimitrakopoulou (EA)

Date: 2025

Distance learning positification: technostress relief and wellbeing (POSITIVE LEARN),
Grant Agreement Number: 2021-1-EL01-KA220-SCH-000027978

Contributors

	Name	Organisation
	Dimitra Pappa Spyros Perros George Gavrilis Zisimos Aggelis	NCSR
	Jan Pawlowski Seyma Kocak	HRW
	Kati Clements Saana Mentala	JYU

Amendment History

Version	Date	Author	Description/Comments

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The development of a comprehensive roadmap in collaboration with experts in the field, outlining key activities to ensure the long-term sustainability of the project, is the final outcome of this project. This roadmap will include strategies to broaden our approach from the participating countries to Europe and beyond. It will also outline how to modify and improve curricula and policy recommendations.

The present report presents the final outcomes of the POSITIVE LEARN project, offering a detailed roadmap for scaling and sustaining positive distance learning practices across Europe and beyond. Developed in close collaboration with experts, this roadmap outlines essential activities, strategies, and recommendations that ensure the long-term impact of the project's results.

1. INTRODUCTION

The last deliverable of this project aims to establish a sustainable framework for the project's future impact. This roadmap is developed in collaboration with field experts to guide the adaptation and expansion of project outcomes beyond the participating countries, ensuring broader European and international applicability. It includes strategies for curriculum enhancement, policy recommendations, and potential modifications to improve digital learning experiences. The methodology involves stakeholder engagement and iterative development to create a comprehensive action plan that supports the long-term integration of the project's Competency Framework and Open Learning Scenarios. We aim to deliver a clear vision and concrete actions for future initiatives, ensuring that the principles of transformative distance learning are preserved, enhanced, and scaled effectively.

1.1 Key results overview

The graphical illustration below outlines five key results of the project, each contributing to the enhancement and transformation of distance learning through "positification." These results represent a progressive framework designed to analyze, develop, and implement positive strategies for distance learning across Europe.

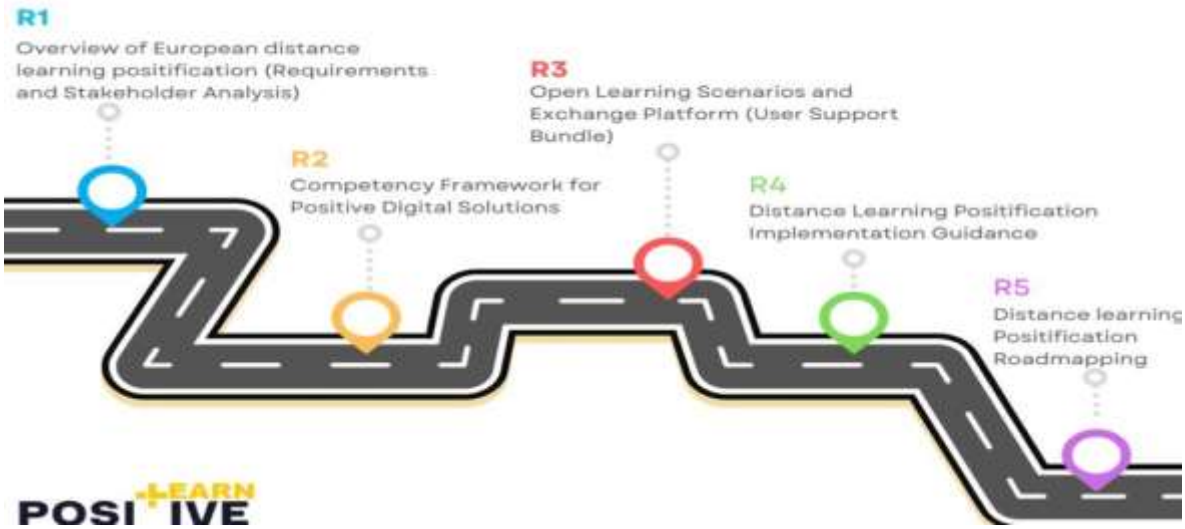

Figure 1: The planned results of the POSITIVE LEARN project

The first result of the project focuses on providing an Overview of European Distance Learning Posification. This phase involves gathering requirements and conducting a detailed

stakeholder analysis to understand the current state of distance learning in Europe. By identifying challenges, needs, and opportunities, this stage establishes a solid foundation for the subsequent phases.

At the next step of the project we created the Competency Framework for Positive Digital Solutions, which serves as a guide for identifying the essential skills and competencies required to effectively leverage digital tools in distance learning. This framework emphasizes fostering positive and impactful use of digital solutions to enhance learning experiences and outcomes. The key findings and advancements in the conceptual mapping of teachers' digital competencies concerning socioemotional competence are presented in the figure below. Specifically, the framework highlights five core dimensions: Emotional e-awareness, which involves recognizing one's emotions in online settings; E-self-management, referring to the ability to regulate responses and exercise self-control in digital interactions; Emotional e-independence, which enables individuals to maintain emotional stability in virtual environments without relying on external validation; Social e-competency, which focuses on fostering positive relationships, prosocial behavior, and emotional acknowledgment in digital spaces; and Emotional leadership/e-mediacy, emphasizing empathy and supportive engagement in digital learning environments.

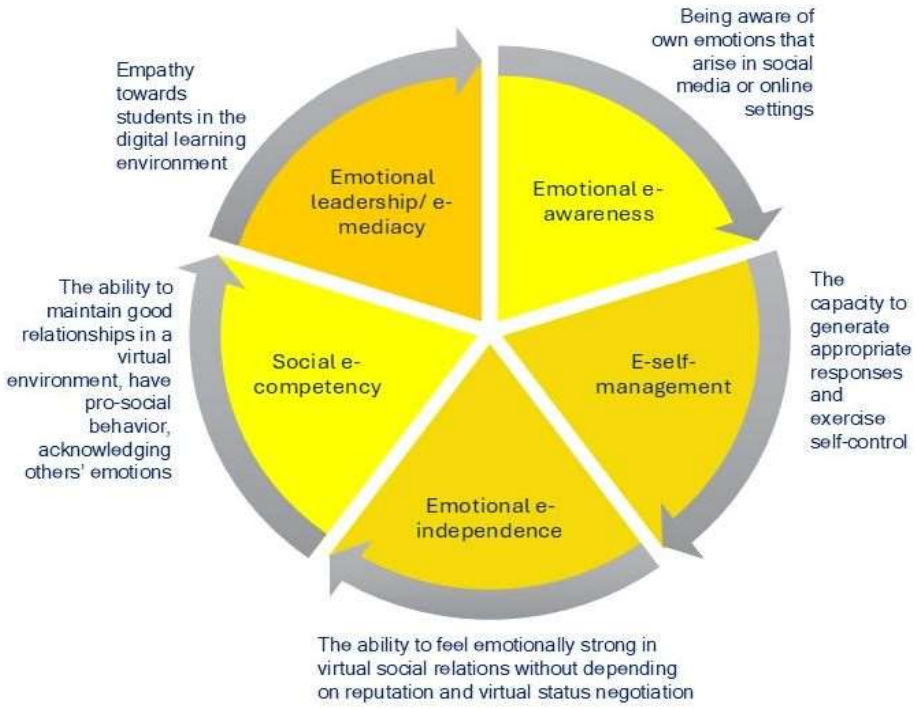

Figure 2: The POSITIVE LEARN Competency Framework

This Competency Framework closely aligns with the Positive Pedagogy Framework, which outlines key interventions for fostering a supportive and engaging digital learning environment. The Positive Pedagogy Framework categorizes interventions into general and technology-based approaches, focusing on aspects such as emphasizing strengths, emotional management, enforcing attention and awareness, relationship support, learning resilience, encouraging engagement, goal-oriented learning, and fostering a sense of purpose. These pedagogical strategies complement the socioemotional competencies defined in the Competency Framework for Positive Digital Solutions.

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)	

Figure 3: The POSITIVE LEARN Pedagogical Framework

Moving forward, R3 delivers Open Learning Scenarios, an Exchange Platform for collaboration around positive education, and support materials for educators. On the project's website and Exchange platform, educators can access Open Learning Scenarios for positive education in English, Greek, German, and Finnish. The developed learning scenarios integrate positive

education across various subjects and interdisciplinary teaching, as opposed to current methods that typically focus on well-being in physical education. We also propose positive learning scenarios for the STEAM subjects. The learning scenarios are enhanced by Open Educational Resources for educators to use in their classes.

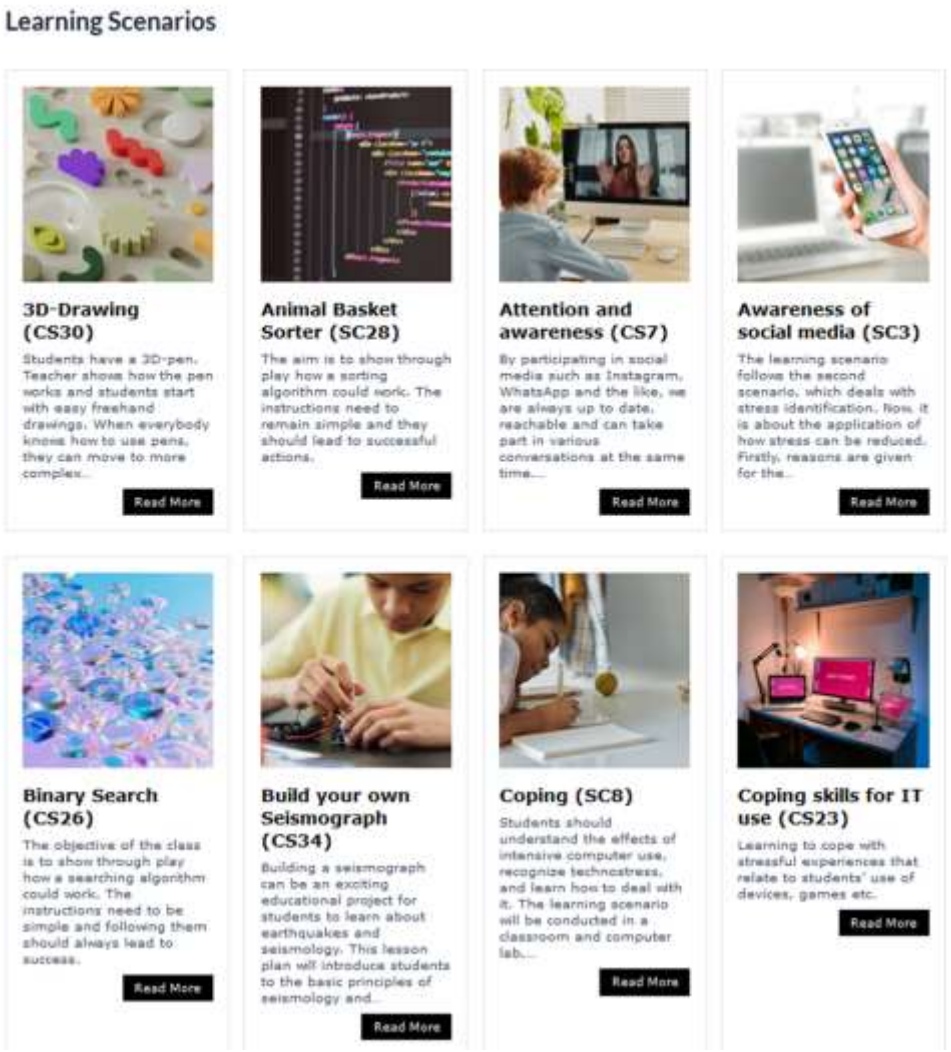

Figure 4: the POSITIVE LEARN Open Learning Scenarios for Positive Education

We also developed guidelines for designing effective positive learning scenarios (R3.1.1). The guideline proposes an adaptation of the ADDIE instructional design model for mitigating technostress and ensuring a positive learning experience (Fig.5).

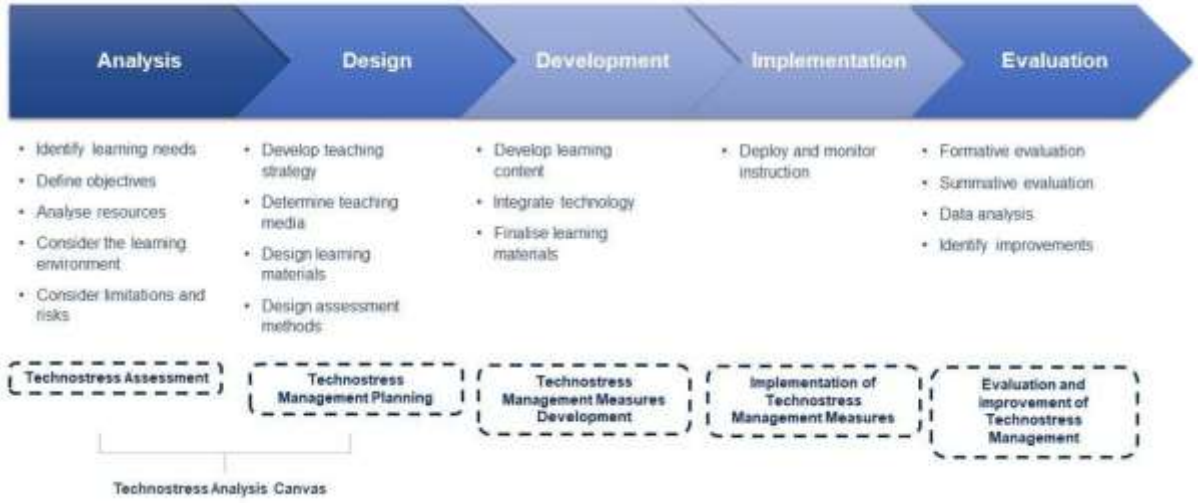

Figure 5: The adapted ADDIE instructional design process for positive learning experiences

At this stage, we developed a visual framework as a guide for creating learning scenarios. The Technostress Analysis Canvas (Fig.6) is a practical tool to help educators assess and address technostress factors in distance learning scenarios. It serves as a structured approach to understand, analyse, and address technostress systematically, making it a valuable tool for instructional designers looking to create healthier and more productive digital learning environments.

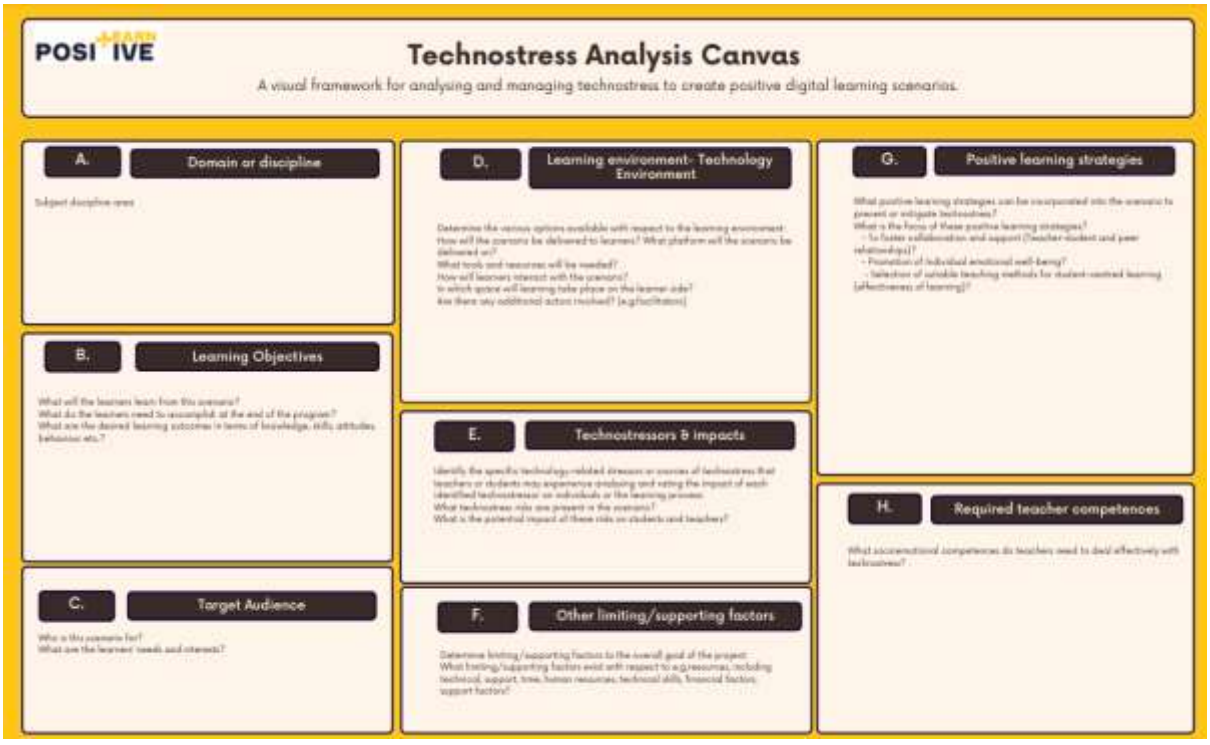

Figure 6: The Technostress Analysis Canvas

In addition, POSITIVE LEARN proposes a learning scenario template specific to positive education: the POSITIVE LEARN learning scenario template (Fig. 7)

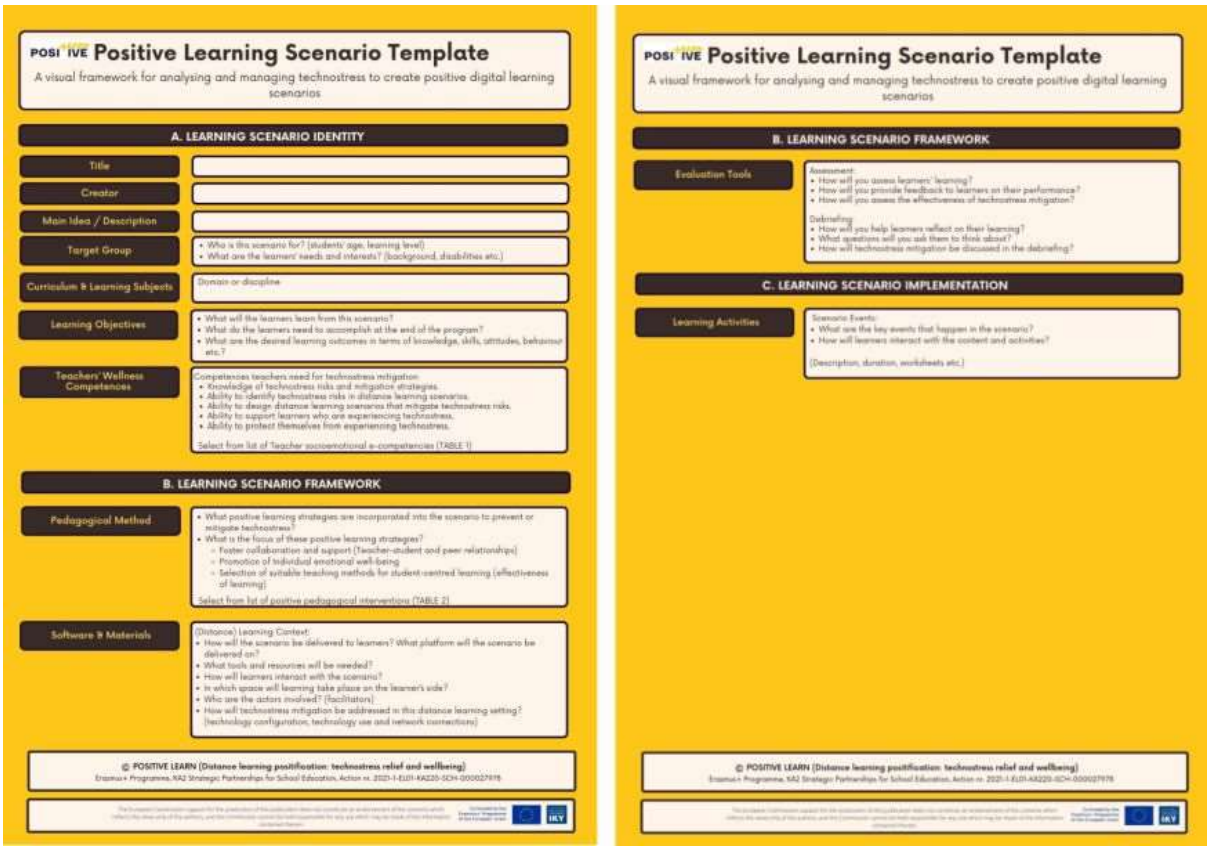

Figure 7: The POSITIVE LEARN learning scenario template

The R3 result also focuses on creating an interactive platform to facilitate positive resource sharing, and the exchange of best practices. The IDEA Space platform (idea-space.eu), which is widely used for collaboration in open education, has been adapted for the purposes of the POSITIVE LEARN project to allow for the co-creation, sharing, and/or customisation of positive learning scenarios within the educator community. The resulting Co-create Lessons platform (https://co-create-lessons.eu/) (Fig.8, Fig.9) will serve as a dynamic hub where teachers can share, and refine their educational experiences beyond the project duration.

Figure 8: The Co-create Lessons platform

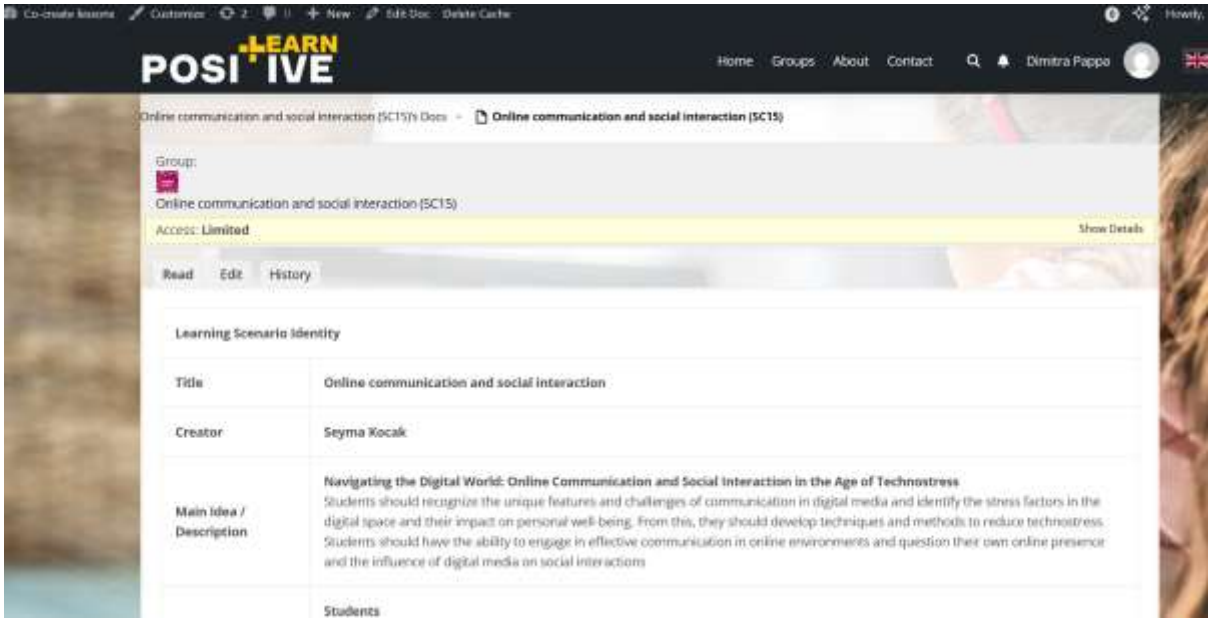

Figure 9: The Co-create Lessons platform: co-creation of learning scenario

The fourth result, R4, provides Distance Learning Positification Implementation Guidance. This phase translates the insights and frameworks developed in earlier stages into practical, actionable guidance for implementing the concept of positification in distance learning environments. It likely includes tools, strategies, and methods for educational institutions to adopt.

Finally, the lessons learned from the pilots and the large-scale trials contributed to the creation of this roadmap for schools and policy makers. All the above results of the Positive Learn project

support innovation, resilience and change, to help education systems schools cope with digital transformation.

1.2 Addressing Technostress in Education: Enablers and Barriers

Technostress in education is a growing concern that requires targeted strategies to mitigate its effects. Several enablers can support schools and educators in addressing this challenge. Providing teacher training and support is a critical first step. Professional development programs, mental health resources, and resilience training equip educators with the tools to manage stress and foster well-being. When teachers and school administrators are supported, they can better guide students and integrate well-being strategies into daily routines.Another significant enabler is curriculum integration. By embedding mindfulness practices, growth mindset principles, and emotional regulation strategies into the curriculum alongside digital literacy, schools can promote emotional resilience among students and staff. This effort requires close collaboration between curriculum developers and teachers to ensure practical and effective implementation. Complementing these efforts, fostering a supportive school culture is essential. Schools that encourage openness about technostress and prioritize well-being create an environment where teachers, students, and leadership can collectively address stressors and support each other. Technological tools also play a key role in alleviating technostress. User-friendly tools incorporating positive psychology features, such as mindfulness or relaxation apps, can empower users to balance their interactions with technology. Partnerships between tech developers and school IT teams can ensure these tools meet the unique needs of educational environments. Parental involvement further amplifies the impact of these strategies. Workshops for parents can help align well-being practices at home with those taught in schools, building a holistic approach to reducing stress. Finally, supportive policies and funding are critical enablers. Governments and policymakers must invest in training, tools, and infrastructure while introducing policies encouraging balanced screen time and well-being initiatives.

However, several barriers can hinder these efforts. Limited resources, including insufficient funding and outdated infrastructure, remain a significant challenge for many schools, particularly in underserved areas. Without adequate investment, schools may struggle to implement effective solutions. Resistance to change is another obstacle, as some educators and administrators may hesitate to prioritize well-being initiatives or adopt new programs. Shifting mindsets and fostering acceptance are essential to overcoming this reluctance.

Moreover, an over-reliance on technology can inadvertently contribute to technostress, as excessive use of digital tools increases stress among both students and staff. Encouraging balanced and mindful technology use is crucial to address this issue. Inconsistent implementation across regions and schools further complicates efforts, as varying levels of commitment can undermine the overall effectiveness of well-being programs. Clear policies and oversight are needed to ensure uniform application. Additionally, cultural factors such as stigma around mental health and the relentless pressure to meet academic benchmarks can prevent open discussions about stress and well-being. Addressing these deep-seated issues requires a cultural shift that reduces stigma and promotes a healthier balance between academic achievement and mental health.By leveraging enablers such as training, curriculum integration, supportive cultures, and tools, while proactively addressing barriers like resource limitations, resistance, and cultural stigma, stakeholders in education can create a more balanced, resilient, and healthy learning environment for all.

In addition, schools must consider several critical aspects to effectively address technostress in education. Customization of strategies is vital, requiring tailored interventions for specific age groups, learning styles, and school environments, with input from curriculum developers and teachers. Measuring impact through regular assessments helps evaluate program effectiveness in reducing stress and improving well-being, led by researchers and school leadership. A strong leadership role is essential, with principals and school leaders modeling positive behavior and supporting staff. Additionally, fostering digital literacy by teaching responsible technology use, online safety, and screen time balance is a shared responsibility among teachers, students, and parents. These considerations collectively contribute to creating a healthier and more supportive educational environment.

Furthermore, emerging risks in education related to technostress include various challenges that require attention from different stakeholders. AI and automation bring both opportunities and concerns, necessitating training for teachers on AI tools while addressing fears of job displacement, with collaboration between teachers and tech developers. Cybersecurity threats, including privacy violations and cyberbullying, can be mitigated through clear policies and involvement from IT teams, parents, and policymakers. Social isolation is another pressing issue, as the overuse of technology reduces face-to-face interaction, impacting teachers, students, and parents. Over-surveillance, driven by monitoring technologies, creates stress from micromanagement, which affects both school administrators and students. Finally, digital fatigue from prolonged screen exposure causes physical and mental exhaustion, particularly

among teachers and students. Addressing these risks is crucial for fostering a healthier digital learning environment.

To conclude, addressing technostress in education is a challenge that requires the collaboration of educators, administrators, policymakers, parents, and tech developers. By leveraging enablers such as training, curriculum integration, and supportive school cultures while tackling barriers like limited resources, resistance to change, and cultural stigma, schools can foster an environment that prioritizes well-being alongside academic achievement. Tailored strategies, responsible technology use, and proactive approaches to emerging risks like over-reliance on technology and cybersecurity challenges are essential to building resilience. Ultimately, addressing technostress is not just about mitigating its effects but about creating a sustainable educational framework where both teachers and students thrive in an increasingly digital world.

2. POSITIVE EDUCATION FRAMEWORK FOR SCHOOLS

The POSITIVE LEARN project has resulted in the creation of a strategic Distance Learning Positification Roadmap. This roadmap to Positive Education in schools is designed to guide the sustainable integration of positive education principles into digital learning environments across Europe and beyond. It builds on a thorough analysis of current challenges, particularly technostress, and utilizes innovative frameworks and tools to outline a structured and actionable path forward.

The Roadmap synthesizes key project outcomes, including the Competency Framework for Positive Digital Solutions, the Positive Pedagogy Framework, and various Open Learning Scenarios, all supported by a collaborative platform for educators. Together, these resources equip educational stakeholders with concrete methodologies to embed emotional resilience, digital well-being, and positive engagement into distance learning practices.

The chart below represents a structured approach to implementing a positive education framework in schools, progressing through five key steps that engage both schools and policymakers. This framework outlines a step-by-step process for integrating positive education strategies into schools, emphasizing collaboration between educators, infrastructure providers, and policymakers. The goal is to foster a supportive environment that enhances both student and teacher well-being while addressing the broader educational ecosystem.

The journey begins at the school level, where leadership teams define and adopt a comprehensive strategy for embedding positive education principles. This step involves assessing the school's needs, setting well-being goals, and building a foundation for systemic change.

To enable effective implementation, schools must have access to the necessary technological infrastructure and IT support. This step ensures that digital tools and platforms align with positive psychology principles, facilitating a seamless integration into daily school operations.

Developing curricula that integrate positive education concepts, such as mindfulness, emotional regulation, and a growth mindset, is a critical step. Curriculum designers work with educators to embed these elements into existing subject areas, creating a cohesive approach to well-being.

Teachers play a central role in fostering a positive school culture. This step focuses on providing professional development programs, resilience training, and mental health resources to equip teachers with the skills and tools they need to support students effectively.

The final step ensures ongoing support as schools implement positive education strategies. This includes continuous feedback loops, monitoring progress, and addressing challenges in real time. Policymakers play a pivotal role in sustaining these efforts by enacting supportive policies and allocating resources.

The road mapping activity aims to ensure the project's outputs are effectively implemented and sustained. By addressing enablers, barriers, and emerging risks, we aim to foster a positive educational environment that supports the well-being of all stakeholders involved in distance learning.

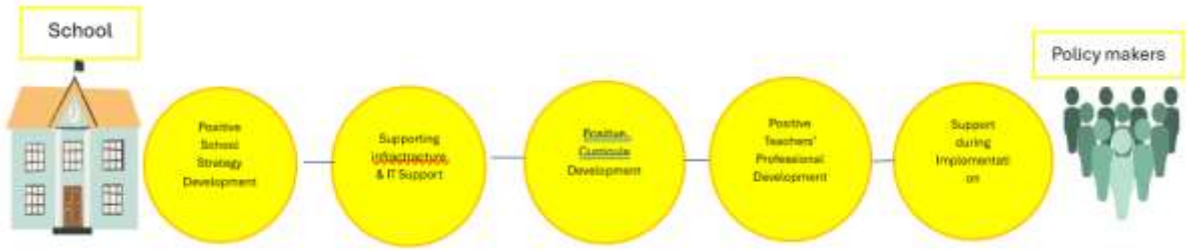

Figure 10: Mapping the road to Positive Education in schools

Key aspects of the Distance Learning Positification Roadmap (Figure 11) include:

- **Teacher Competency Development**:
  Establish a Competency Framework for Positive Digital Education, focusing on emotional e-awareness, e-self-management, social e-competency, and emotional leadership in digital learning environments.
- **Positive Pedagogical Strategies**:
  Integrate the Positive Pedagogy Framework to promote emotional regulation, resilience, engagement, and goal-oriented learning in distance education.
- **Curriculum Enhancement**:
  Adapt and embed positive education concepts, such as mindfulness and emotional regulation, across all subject areas, not limited to traditional well-being courses.
- **Technostress Management Tools**:
  Deploy practical tools like the Technostress Analysis Canvas and the adapted ADDIE instructional model to assess and mitigate technostress systematically.

- **Open Learning Scenario Development**:
  Create, share, and customize Open Positive Learning Scenarios that are interdisciplinary and adaptable across different cultural and educational contexts.
- **Stakeholder Engagement**:
  To support systemic change, foster continuous collaboration among teachers, researchers, school leaders, tech developers, policymakers, and parents.
- **Technology and Infrastructure Readiness**:
  Ensure user-friendly, well-being-supportive digital tools and IT infrastructure are available to support positive digital learning practices.
- **Addressing Emerging challenges**:
  Proactively address new challenges like AI-related anxieties, cybersecurity threats, social isolation, over-surveillance, and digital fatigue.
- **Monitoring and Impact Assessment**:
  Implement regular evaluation and feedback mechanisms to measure the effectiveness of positification strategies and adapt them as needed.
- **Policy Alignment and Advocacy**:
  Promote policies that encourage balanced technology use, well-being initiatives, digital literacy, and mental health support in education.

Figure 11: Key aspects of the Distance Learning Positification Roadmap

Figure 12 provides a detailed overview of the key outputs produced by the POSITIVE LEARN project, highlighting how these outputs align with the essential steps taken to integrate positive education into school environments. This illustration captures the multifaceted approach of the project, showcasing how it can effectively support educators and students in fostering a nurturing and positive learning environment.

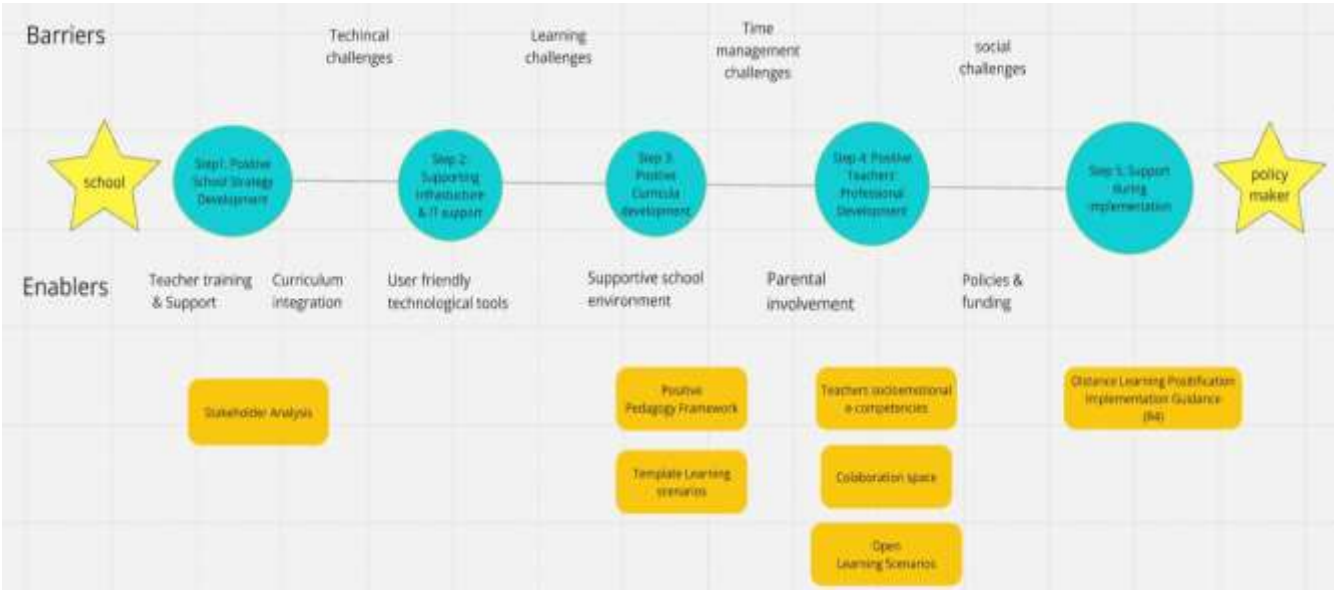

Figure 12: Mapping the road to Positive Education in schools: contribution of POSITIVE LEARN results.

3. EXPLOITATION STRATEGIES

In this section, each partner outlines their organization's tailored exploitation strategy, considering its sector, established practices, core strengths, and professional networks. By leveraging these unique attributes, each organization contributes to maximizing the impact and sustainability of the project's outcomes.

Ellinogermaniki Agogi (EA) is an educational organization of private law, officially recognized by the state. In Greece, the project is continuing its efforts to disseminate the messages and results of Positive Learn widely in the world of school education as EA is an institutional member of EDEN (European Distance Education Network), of STEDE (Science Teacher Education Development in Europe) and of ECSITE (European Network of Science Centres and Museums) network, as well as a partner school of the German Schools-Excellence Network.

In addition, at the level of policy making, through EA's established collaboration with the Institute of Educational Policy of the Greek Ministry of Education will be promoted as an approach for the positification in Greek schools and beyond. Finally, at the level of every-day education practice, making use of EA's very strong networking with schools and teachers in the context of several projects, the outreach efforts of Positive Learn will continue addressing large numbers of education practitioners and school communities.

At JYU, the Innovative Learning Environments (ILE) research group continues to work on projects centering around the topic of well-being promotion in educational ICT use. Through established, functional practices and structures that support project-based working, the group aims for achieving greater societal impact and the continuity of work in relation to topical research themes that have practical implications to the field of education.

At Hochschule Ruhr West, the Glolink team is dedicated to the development and implementation of projects aimed at promoting AI competencies in educational institutions. The research group seeks to achieve a significant long-term social impact by implementing established operational practices and structures that enable project-based work. At the same time, it seeks to ensure its work's continuity and further development in the context of current research priorities that have a high practical relevance for the education sector.

NCSR "Demokritos" stands as a prominent public Research Centre in Greece, dedicated to the creation, dissemination, and application of cutting-edge knowledge and specialized services. With a strong commitment to advancing scientific research, NCSR/IIT is particularly focused on fully leveraging the results and insights obtained from its research projects. This involves actively channeling these scientific outcomes into various innovative research activities,

thereby fostering further exploration and application. One of the key objectives for NCSR “Demokritos” is to expand the use and impact of the solutions developed throughout project initiatives. NCSR recognizes the potential for customization and adaptation of these solutions to specifically address unique challenges and requirements in different contexts.

Moreover, the sustainability and continuity of the Co-creation platform (R3) beyond the initial funding phase represent a crucial success factor for the project. NCSR is committed to ensuring that the platform and its associated services will continue to operate effectively even after the project concludes, providing ongoing support and functionality to future users.

4. CONCLUSION

The POSITIVE LEARN roadmap reflects the project's strategic vision for positifying distance learning. Through targeted actions and sustained collaboration, the Distance Learning Positification Roadmap ensures that future digital education initiatives will prioritize well-being, foster socioemotional competencies, and support the holistic development of all learners.

The project results emphasize a comprehensive approach to analyzing, designing, and implementing effective and positive strategies for distance learning, ensuring its growth and adaptability in an evolving educational landscape.

The future of positive education lies in a holistic and strategic approach. First, it is essential to integrate well-being across education by embedding emotional skills, resilience, and positivity into curricula, teaching practices, and overall school culture. This foundational shift ensures that well-being becomes a natural part of every learning experience. Second, we must empower and connect stakeholders by providing continuous training for teachers, actively engaging families, and building strong networks that support the development of positive learning environments. Collaboration across all levels will be critical to sustaining momentum. Finally, to achieve lasting impact, we must sustain, scale, and innovate by monitoring progress, influencing education policies, and expanding positive education models both locally and globally. This way, positive education can thrive, adapting to diverse contexts and future challenges.