



TRIPLE FIRST AID Di2LEARN TOOL KIT

MODULE ...:



Di2Learn:

DISTANCE-DIGITAL TEACHING AND LEARNING IN THE POST-COVID-19 ERA

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PROJECT INFORMATION

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1. Syllabus

Number and name of the module: Module 3—Empowering students during distance learning	
A module description	Through this module, teachers will upgrade their knowledge and understanding of the virtual world and its meaning on an educational context by learning diverse methodologies and systems in how to empower students during distance learning. Based on an initiative of the Vanderbilt University on <i>Contemplative Pedagogy</i> and the findings of John Spencer, a former educator and best-selling author on the themes of student and teacher empowerment on digital environments, learners and educators will receive an overview about the main areas that need to be considered in a distance learning based communication. Moreover, the most effective approaches to guarantee the engagement of students will be examined and exposed by means of practical exercises or activities to conduct during an online lesson.
Intended learning outcomes	On completion of this module the teacher should be able to: <ul style="list-style-type: none"> • Determine the faults on conducting an online lesson based on their experience in a face-to-face environment and implement new strategies to confront online reality • Understand and identify the main factors that vary in distance learning and the knowledge acquisition of a new pedagogical approach based on more dynamic procedures to impact the level of engagement on distance learning • Recognize the importance of transversal skills in the digital world by applying strategies and activities that empower such areas of education • Legitimize a collaborative environment and mentality to challenge the acceptance of students of distance learning
Main content	This module will contain knowledge and details about the following topics: <ul style="list-style-type: none"> • The variances between a physical and digital class environment and its consequences on student engagement based on the findings of two professors from the University of West Florida

	<ul style="list-style-type: none"> • The definition and implementation of a Contemplative Pedagogy Framework on distance learning according to the Vanderbilt University • The transversal factors to consider in distance learning for the correct guidance of the students according to the former teacher and best-seller author, John Spencer • The implementation of dynamic activities or approaches and teaching strategies to increase student engagement and empowerment
<p>Learning activities</p>	<p>Tools supporting and improving the process of acquiring knowledge and skills for teachers</p> <ul style="list-style-type: none"> • 3 activities (multiple choice, completing image and matching sentences) • Optional additional resources on Contemplative Pedagogy (readings, videos, forums...) • 3 compulsory readings
<p>Estimated duration</p>	<p>Total workload is 45 minutes:</p> <ul style="list-style-type: none"> • 25 minutes for reading • 10 minutes for watching videos (from Optional resources) • 10 minutes for exploring compulsory reading material • 3-5 minutes for each exercises (approximately)



Knowledge, skills and competences the teacher is expected to acquire:	
Knowledge	<ul style="list-style-type: none"> • The teacher will acquire new strategies to use in distance learning for motivating students in their learning process. • Understand the learning environment that surrounds students. • Get to know which are the transversal factors endangering the engagement and empowerment of students. • Transform students from engaged to empowered. • Learn new ideas that worked in the face-to-face environment but that can also work in the online teaching. • Use of Contemplative Pedagogy for benefiting both students and teachers in distance learning.
Skills	<ul style="list-style-type: none"> • Improve online teaching alternatives. • Learn meditation activities for improving concentration.
Competences	<ul style="list-style-type: none"> • Create dynamic online lessons. • Acquire new techniques that can work in the online process. • Improve student's engagement and therefore their academic outcomes.





2. Introduction

Distance learning has traditionally been a way of studying for plenty of students that enrolled in online lessons instead of face-to-face ones. However, what previously was an alternative for both students and teachers, after the pandemic it became the only go-to method for education. Thus, distance learning has become one of the go-to methods in a new world where on-site lessons may not be always possible to take.

On this sense, the idea of empowering learners is of great interest for teachers that usually struggle when trying to engage with students through telematics means. These students may be undergoing different situations that don't allow them to engage with the online class as they would do it on a face-to-face basis. Therefore, teachers must be aware on the fact that some students may be unmotivated, are not able to concentrate during online lessons or have personal issues from where they connect, among others.

This **module** will help teachers to upgrade their knowledge and understanding of the virtual world and its meaning on an educational context by learning diverse methodologies and systems in how to empower students during distance learning.

Some of the **learning outcomes** are:

- Determine the faults on conducting an online lesson based on their experience in a face-to-face environment and implement new strategies to confront online reality
- Understand and identify the main factors that vary in distance learning and the knowledge acquisition of a new pedagogical approach based on more dynamic procedures to impact the level of engagement on distance learning
- Recognize the importance of transversal skills in the digital world by applying strategies and activities that empower such areas of education
- Legitimize a collaborative environment and mentality to challenge the acceptance of students of distance learning

Additionally, some of the **benefits** from improving the engagement of students during online lessons are:

- ✓ Providing teachers with the necessary tools for achieving dynamic lessons in which students will take part more actively as well as pay attention throughout the lesson.
- ✓ Teachers will feel that their main mission of teaching is done well regardless of being a non-face-to-face lesson.
- ✓ Both academic and physiological success for both teachers and students: more engagement and participation leads to more learning and therefore, student's results will be noticeably positive.

3. Empowering students during distance learning

Introduction

Distance learning has become a key tool due to the pandemic of Covid-19. What before used to be a tool only used by some people that couldn't attend physical classes due distance or time limitations, has nowadays become the go-to method in an era in which different lockdowns requires the use of the online system for teaching. Therefore, this module seeks to identify the main challenges for engaging students online, as well as solutions to counter them and empower students through diverse methodologies

3.1. From a physical to a digital class environment



Several teachers are adapting to the online teaching method, one of which, is starting to be more offered by diverse institutions such as universities. Because of this switch from on-site teaching towards an online teaching environment, getting to know which aspects have to be adapted to this format are essential for properly engaging with students (Gray et al., 2016).

3.1.1. Course structure and organization

The study and research carried by Gray et al. (2016) showcased the relevance of having good quality online classes. For that, the course has to include a number of well-defined objectives, a clearly **organized content**, and a number of activities for interpersonal interaction and the use of effective technology. By doing so, students have clear picture about the way the course is structured and they understand the content that they are going to see, helping them to engage and feel motivated.

3.1.2. Communication and interaction

One of the most important aspects for engaging with students is the interaction done between the teacher and the student. In the study carried by the University of West Florida, student's engagement and satisfaction was quite interconnected with the clarity on the design of the course as well as the use of interactive methods for achieving so (Gray et al., 2016).

Such **interactive methods** involve offering current topics that are attractive or of interest for students, so that they can connect with them and actively take part. This way, they become more invested in the course's debates as well as in their assignments or

working with their colleagues (Gray et al., 2016). Henceforth, involving students by boosting their interest with topics that may be attractive for them or finding things that may cause some kind of interest due to their personal backgrounds (such as age for instance) can lead to more engagement in the lesson (Spencer, 2020). Therefore, their engagement will enable achieving a greater degree of communication and interaction between students and teachers regardless of having a screen in between.

3.2. Contemplative Pedagogy Framework

An innovative way for achieving a greater degree of engagement from students in online classes is by giving them certain techniques that help them concentrate better during lessons. The fact that many of them are in their own rooms or houses, with different elements around them that may distract them, can become an issue when taking online lessons.

3.2.1. What is Contemplative Pedagogy?

Contemplative Pedagogy is an approach to teaching and learning that can also be interpreted as **mindfulness** that aims to achieve a meaningful and lasting connection from students towards their learning. Nonetheless, this is not only directed towards students since teachers can benefit from implementing this. They can **overcome challenges** present in online teaching such as student distraction, superficial learning, rigid thinking or inability to see how the course materials may be related to students' interests (Columbia CTL, 2022).

Because of it, implementing the use of contemplative pedagogy in the online environment can give the same positive results as when used in on-site lessons. This, method of contemplation has been implemented in higher education institutions where the research has proved to be a good way for achieving beneficial outcomes for students such as an improved cognitive and academic performance (Mcdaniel, 2010). In other words, employing this approach that involves a **holistic (mind, body and spirit) teaching practice** that sustains both teacher's and student's **wellbeing** (Dreese, 2021).

3.2.2. Examples of Contemplative Pedagogy practices

This approach on mindfulness adapted to the learning environment involves a number of practices that can be done inside and outside the classroom (Columbia CTL, 2022). Such practices are well defined on a recurrent picture that shows the variety of contemplative practices that can be implemented (CMind, 2021).

On the picture, the roots symbolize the two main intentions behind contemplative practices: cultivating awareness and developing a stronger connection to inner wisdom. Then, the branches involve the different types of practices that can be used for contemplation and that may vary from quiet and focusing activities such as meditation, to

creative practices that involve music, improvisation or journaling (CMind, 2021). Plenty of practices are described on the tree, but each teacher may use the ones that finds that will be more effective and practical for implementing in their online lessons.

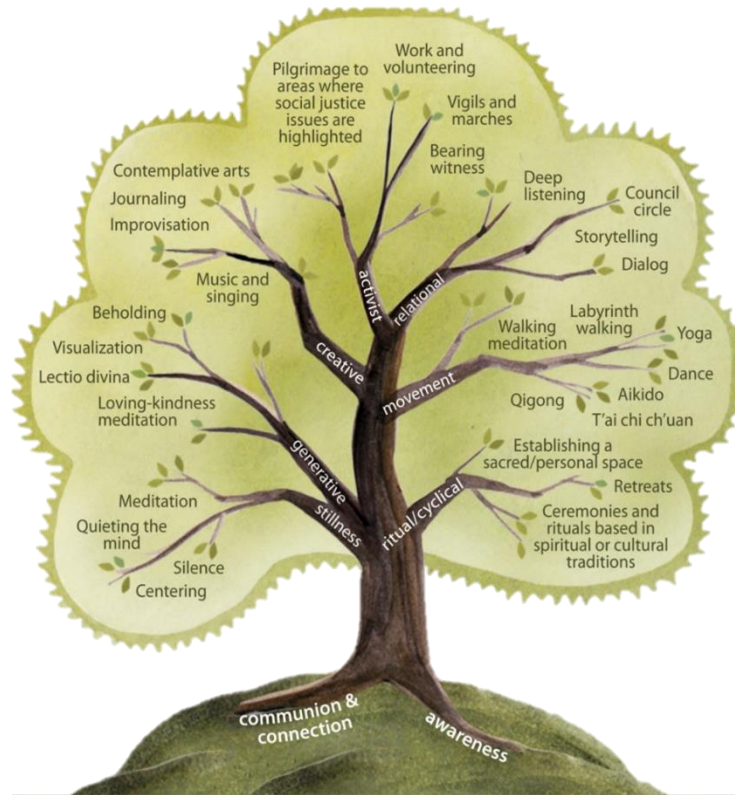


Figure 1: The Tree of Contemplative Practices

Furthermore, when students use meditation techniques at least for a minimum of five minutes, can help them to concentrate better during lessons as well as it contributes to different aspects such as critical reasoning or connect their head, hear, mind and body into their educational process. Nonetheless, students are not the only one benefiting from the contemplative method by having more attention and accessing self-knowledge. Teachers also perceive positive aspects from meditation since it helps them to connect better with students and improve their engagement techniques when teaching (Mcdaniel, 2010).

One example of a place that has implemented this practices is the Montclair State University (2022) by creating interactive workshops where this idea on contemplative pedagogy is presented and comes into practice. For such, they offer different activities such as presentations and exercises on meditation for putting into practice the benefits

from contemplative pedagogy. Together with this, they also offer a number of resources such as readings, videos or organization that address the topic of contemplative pedagogy that will be used further on for the development of this module.

3.3. Transversal factors in distance learning

When having remote learning it is key understanding that is completely different thing from having face-to-face classes. Moreover, it should be taken into account the fact that there are different **factors** that can may be involved in the **learning environment** surrounding the student and in consequence, affect their attention or concentration during online lessons.

3.3.1. Access to remote learning and equity

For some teachers, may feel very frustrating when students turn in assignments with delay or even log in late to online sessions. For this reason, educators may have the feeling that students are taking an apathetic and withdrawn attitude towards the classes.



Nevertheless, the truth is that not every student has the same access to an internet connection or the latest technology when attending distance learning. Additionally, each student may undergo **different situations** at their homes such as having to take care of their relatives or do not have a quiet place from where they can concentrate. Furtherly, some of them may suffer familiar problems at home, do not understand how to properly use technological devices or apps, or they may require an individualized educational support (Spencer, 2020).

Because of these diverse learning environments from which students connect, teachers should have patience and adopt **different approaches** for helping students as according to Spencer (2020) such as:

- Providing access to technology for those who have accessibility issues.
- Provide tutorials on technology or specific apps used during the lessons (e.g. Google Classroom).
- Keep contact with families for making distance learning effective.
- Have flexibility with deadliness or missed works.
- Take into consideration power dynamics even in the digital space, not only consider as something present in face-to-face lessons.

- Provide linguistic support when the student does not properly speak the main language.

3.3.3. Levels of engagement



Another concern that teachers may have with their students when giving online lessons is the fact that some of them are not able to truly engage with the classes or are not completing the assignments (Spencer, 2020). Other signs that can be perceived related to the levels of engagement are a significant decrease on participation rates and more students that do not speak and struggle to get involved in the lesson (Zhao, 2022).

Moreover, according to Dixson (2015), for understanding what exactly is engagement, it must be taken into account that involves different affective and behavioral components, such as:

- **Skills engagement:** keep up with assignments such as readings or activities.
- **Emotional engagement:** having a course or a lesson that is interesting for students and can apply or connect it with their own lives.
- **Participation / interaction engagement:** enjoying lessons, taking part actively or having discussions in small groups.

- **Performance engagement:** academic grades from tests and marks.

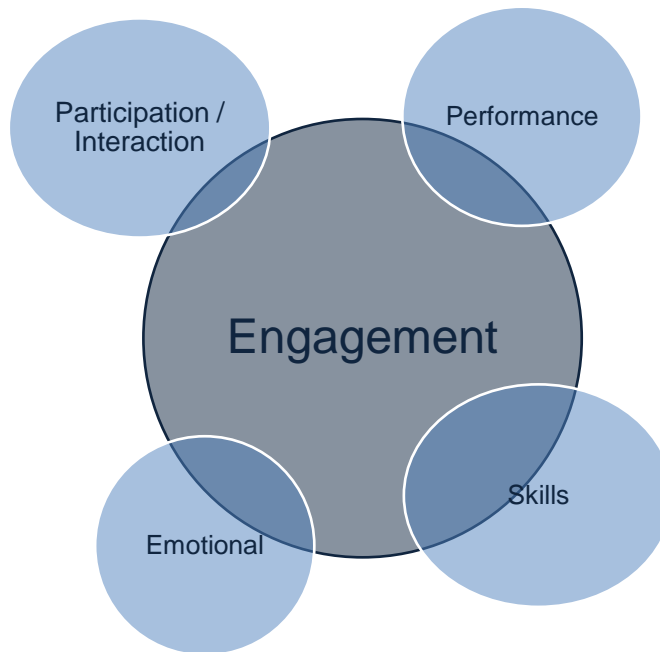


Figure 2: Affective and behavioral components of engagement.

The levels of engagement during online lessons may vary from one student to another one, however in the long run the main issue is the fact that some teachers are experiencing a noticeably relevant decrease on engagement compared to traditional in-class lessons. Because of this, teachers must take into account the fact when students engage more is because they are highly committed and focused on the learning, whereas those that do not engage that much, may feel unmotivated and withdrawn (Spencer, 2020). Moreover, this idea can be interpreted in the following way:

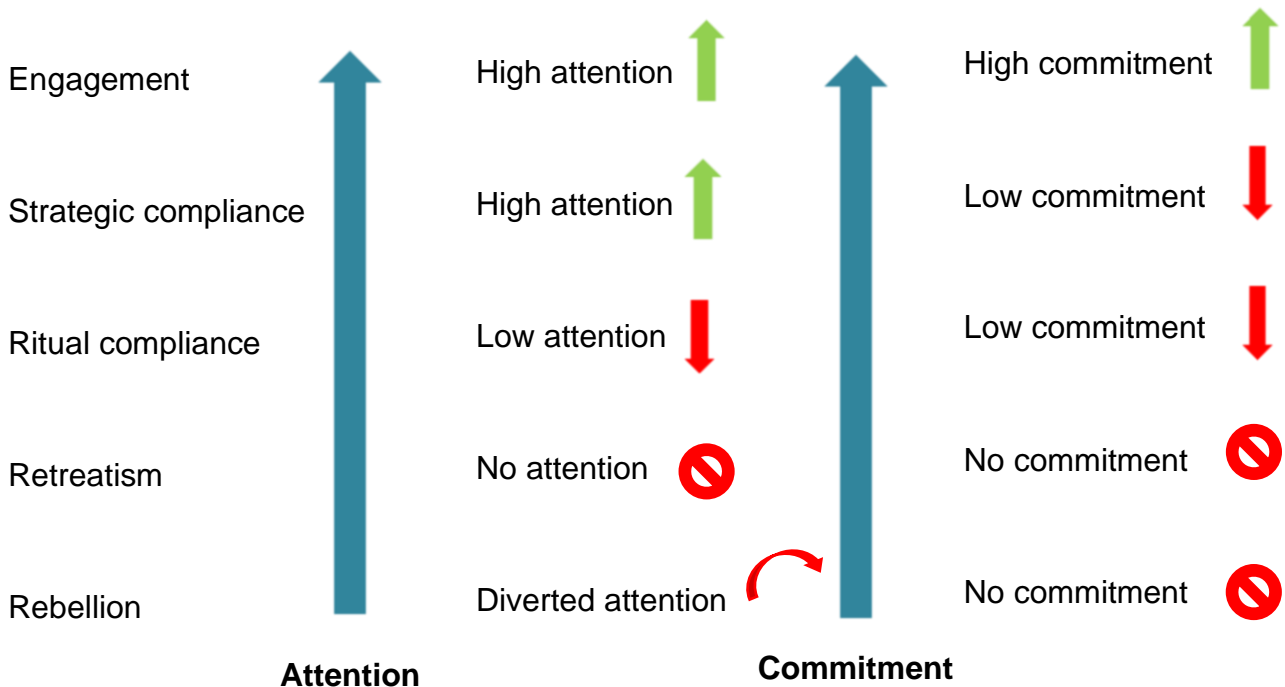


Figure 3: Levels of engagement.

In an online class environment, factors such as low attention or commitment are a real challenge for teachers due to the inexistence of a physical space, making it more difficult to engage as a class community. Moreover, considering the fact that in distance learning each student counts with a different environment, diverse elements such as noises may affect the attention in consequence, affects also commitment from students (Spencer, 2020).

3.4. Strategies for increasing student's engagement and empowerment

As previously mentioned, during distance learning teachers may struggle to help students to connect with the class. Because of it, teachers should count with a number of methods that help them to motivate and empower students even if it is done through the screen.

3.4.1. How to motivate students

Although motivation and empowering may seem as two similar concepts, reality is that the latter cannot work without the former. Henceforth, finding diverse ways to motivate students in the online environment can lead to help them to engage more in the learning process and eventually, they will end up being empowered.

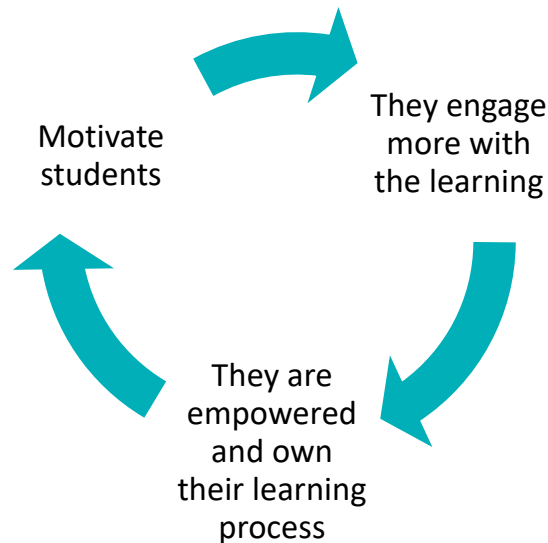


Figure 4: Cycle about student's engagement in online classes

Because of the lack the “in-person connection” that is part of the traditional, in virtual lessons it may be more difficult to use the motivators that tend to work in the traditional in-class teaching method. In other words, it is difficult to motivate students when it is harder to create deep or meaningful connections from one screen to another (Adelsberger, 2020).

Henceforth, it can be of great use that teachers can count with certain tools so that students can be motivated, regardless of having the lesson through the online via as according to Siewert (2021):

Reward system

Depending on the age of the students, teachers with the help of parents in some cases, can also be involved by creating a reward box with different things that students can choose for completing an assignment or objective. Moreover, in the case of older students, that they can themselves create a box with rewards that they will able to take once they successfully complete a task, objective or assignment.



Moreover, teachers can use online tools such as Class Dojo, a platform in which it is shown which students are receiving points as a form of rewarding them for their good behavior, participation and work.

Checking understanding

For students to be motivated they have to also be in fact, paying **attention** and **understanding** what they are learning. If they are distracted, they will not understand most of the things. For such, teachers can pay attention to body language, whether the student is looking at the camera, is properly sitting on the chair or nods when the teacher asks something.



Moreover, for making sure that students correctly understand, the teacher should try to ask them to repeat what it has been said or use pictures or activities that help them to assimilate the content seen during the lesson.

Time-blocking

Teachers should encourage students to create a **list of tasks** together with the hour in which they have to complete them so that they can organize themselves during the day. This way, students get to define which hours are assigned for learning, which for resting and which for completing the activities.

For doing so, students can use several online apps or platforms that helps them to be organized, such as Google Keep, Google Tasks, Microsoft To Do, ToDoist or Notion. On these apps, they introduce the tasks that they have to do during the day or week, and cross them out once that these are completed or finished (Brown, 2022).

Enjoyable activities

Teachers should also use **dynamic activities** that help students to feel relief from the pressure of school subjects and tasks by preparing diverse activities such as interactive videos, movies that they can watch by their own, or online competitions or quizzes to motivate them to take part actively.

Avoid exhaustion



Lastly, something that teachers should **avoid** is making **students** feel **stressed** or **tired** during distance learning. For such, teachers should refrain from overloading students with tasks or assignments. Thus, for achieving a good motivated environment where students do not feel tired and unmotivated, teachers can employ dynamic activities for transitioning from one subject to other such as videos or games.

Moreover, in cases where students may seem exhausted, different techniques of breathing or meditation. Such techniques shall involve that students find a comfortable space for laying down and combine breathing at the same time that they listen questions done by teachers for them to reflect on matters such as thinking how their day went or what they wish for their life. These kind of activities, can help them to disconnect for reconnecting again as previously mentioned in the section on Contemplative Pedagogy Framework.

3.4.2. Strategies for empowering students

In relation with the empowerment of students, John Spencer, a former-teacher and best-seller author, bases his experience as a teacher for providing different strategies for empowering students thorough their learning process in online lessons. According to him, students that adapt better to distance-learning are those that are self-directed because they adopt a forward-looking attitude as well as they have a problem-solving mind (Spencer, 2020).

In other words, students that are self-directed have a sense that they own their learning process implying that they adequately adapt to studying in a distance learning environment. Due to this, the author considers that teachers should focus furtherly by taking into account empowerment as something beyond engagement so that students adopt a self-directed behaviour (Spencer, 2020).



Figure 4: Continuum on student empowerment

For achieving student empowerment, teachers can adopt diverse strategies that can work in the digital learning process.

- **Allow students to self-select scaffolds.** This implies that students are self-directed and know where to find things, having a record of all the resources they count with when they need some help.
- **Provide choice and flexibility in online assignments.** Create choice menus so that students can have a voice when it concerns to choose the

topic or deadline of an assignment, providing them with a certain degree of flexibility.

- **Empower students to own the creative process.** Create activities that are done off-camera for students to let their creativity flow. This may involve dynamics such as design print or divergent thinking.
- **Empower students with collaborative learning.** Encourage students to use synchronous and asynchronous tools so that they can collaborate among them. This means creating distance tasks that students can structure and work among them using collaborative platforms such as Google Docs or Google Drive.
- **Encourage students to own their assessment process.** Students need a meaning of the feedback given about their assignments. Because of this, giving them the change to assess their own work can help them to identify where they are and what they are going to do next.
- **Connect with student interests.** If a student owns its learning, it will get the opportunity to pursue their own interests and passions. Therefore, they will be willing to share with the rest things related to the learning that they have seen such as videos, news, podcasts, blogs or similar resources.
- **Allow students to seek their curiosity.** Students can own a moment in which they ask plenty of questions that they have to answer by themselves in the form of projects and with the information they find using different resources.



Consequently, by employing these diverse strategies, students will go through a process in which they transform from engaged students towards empowered students that are capable of managing their own learning process. This way, both students and teachers will benefit from a favourable online learning environment.

On a final note, it is important to remember to encourage students to debate or discuss matters or problems based on events of life. This will not only attract their attention, but it give way to connect with the class and to be a reliable person or model in their lives.

4. Learning activities

In the following part of the module, some activities will be presented for solidifying the content explained during this module.

1. Multiple choice quiz

Type of exercise	Multiple choice quiz
Instructions	Choose the correct answer from each question. Only one correct answer per question.

1. What element defines the good quality of the online classes according to Grey et al. (2016):

- a) App used for the course
- b) Teacher
- c) Organized content
- d) Shared materials and resources
- e) Duration

Correct answer:

1. What element defines the good quality of the online classes according to Grey et al. (2016):

c) Organized content

2. Which one is NOT an interactive method in distance learning:

- a) Current topics
- b) Debates
- c) Group activities
- d) Exams

Correct answer:

2. Which one is NOT an interactive method in distance learning:

d) Exams

3. Contemplative pedagogy involves:

- f) Meditation
- g) Relax techniques
- h) Breathing activities

Correct answer

3. Contemplative pedagogy involves:

a) Meditation

4. The minimum time for the meditation among students to be effective is:

- a) 2 minutes
- b) 10 minutes
- c) 5 minutes
- d) 1 hour

Correct answer:

4. The minimum time for the meditation among students to be effective is:

c) 5 minutes

5. All students have the same access to remote learning. This statement is:

- a) True
- b) False

Correct answer:

5. All students have the same access to remote learning. This statement is:

b) False

6. Which one is NOT a component involved in the engagement of students:

- a) Performance
- b) Management
- c) Emotional
- d) Skills

Correct answer:

6. Which one is NOT a component involved in the engagement of students:

b) Management



7. Some of the signs that show that students are not engaging are:

- a) Low participation
- b) No speaking during the whole lesson
- c) Uncompleted assignments
- d) All of the above

Correct answer:

6. Which one is NOT a component involved in the engagement of students:

- d) All of the above**

8. Which 2 things are necessary for improving levels of engagement?

- a) Rebellion and compliance
- b) Attention and compliance
- c) Engagement and commitment
- d) Attention and commitment

Correct answer:

8. Which 2 are necessary for improving levels of engagement?

- d) Attention and commitment**

9. Which practice is NOT mentioned by Stiewert for online learning?

- a) Time-blocking
- b) Meditation techniques
- c) Enjoyable activities
- d) Avoid exhaustion

Correct answer:

9. Which practice is NOT mentioned by Stiewert for online learning?

- b) Meditation techniques**

10. The former-teacher John Spencer considers that empowerment is achieved when:

- a) Students take part more actively
- b) Students seem happy when connecting online
- c) Students own their own learning process
- d) Students study more

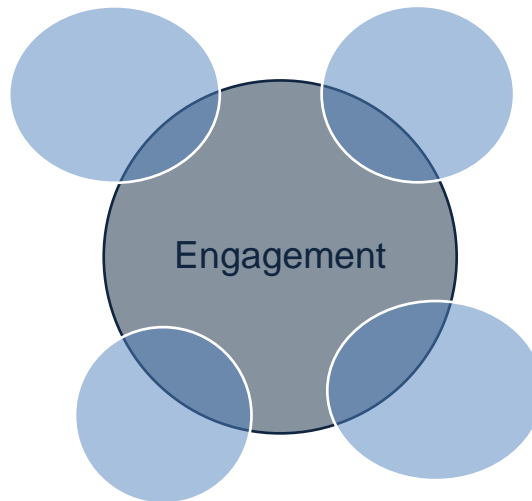
Correct answer:

10. The former-teacher John Spencer considers that empowerment is achieved when:

c) Students own their own learning process.

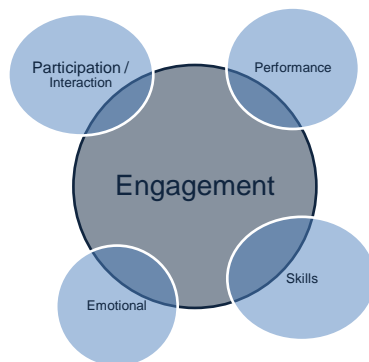
2. Complete the picture

Type of exercise	Complete the picture
Instructions	Complete the picture with the correct names of the affective and behavioral elements that are present in the engagement of students. There are 5 extra words that you do not need to put...



- | |
|---|
| <ul style="list-style-type: none"> • Skills • Organization • Attention • Motivation • Performance • Emotional • Participation / Interaction • Management • Empowerment |
|---|

Correct answer:



- Skills
- Organization
- Performance
- Attention
- Motivation
- Emotional
- Participation / Interaction
- Management
- Empowerment

3. Connecting sentences

Type of exercise (...)	Strategies for empowering students – Connection quiz
Instructions	Match the strategies for empowering students with their correct definition.

Allow students to self-select scaffolds	Students own its learning process and wants to share materials with the class.
Provide choice and flexibility in online assignments	Students assess their own assignments and benefit from it.
Empower students to own their creative process	Students are self-directed and know which resources they can use.
Empower students with collaborative learning	Students ask questions that they have to answer through research.
Encourage students to own their assessment process	Creation of choice-menus,
Connect with students' interests	Use of synchronous and asynchronous tools.
Allow students to seek their curiosity	Students use divergent thinking.

Example how to do it correct:

1 Allow students to self-select scaffolds	Students own its learning process and wants to share materials with the class.	6
2 Provide choice and flexibility in online assignments	Students assess their own assignments and benefit from it.	5
3 Empower students to own their creative process	Students are self-directed and know which resources they can use.	1
4 Empower students with collaborative learning	Students ask questions that they have to answer through research.	7
5 Encourage students to own their assessment process	Creation of choice-menus, 2	
6 Connect with students interests	Use of synchronous and asynchronous tools.	4
7 Allow students to seek their curiosity	Students get to do off-camera design print or divergent thinking.	3

4. Additional Reading (compulsory)

Add here a list of additional reading material (e.g. articles and books) that can be uploaded to Moodle in pdf format or links to interesting resources. Make sure that additional reading is highly relevant to the subject matter.

Title	Availability
Examples of choice menus for using in online lessons.	https://www.cultofpedagogy.com/wp-content/uploads/2014/11/Choice-Menus.pdf
Spencer, John. (2020). 5 ways to boost attendance in virtual class meetings.	https://spencerauthor.com/virtual-meeting/
Disruptive teaching. (2020). 7 Easy Ways to Empower Students During E-Learning.	https://www.disruptive-teaching.com/blog/empoweringstudentsduringelearning

5. Additional resources about Contemplative Pedagogy (optional)

Here there are some links that can help teachers to implement or get to know more about the Contemplative Pedagogy Framework:

Title	Links
Hart, Tobin. "Opening the Contemplative Mind in the Classroom", Journal of Transformative Education, Vol. 2 No. 1, January 2004.	https://journals.sagepub.com/doi/abs/10.1177/1541344603259311
Hour-long video of a webinar introducing contemplative pedagogy	https://vimeo.com/5189791
Video about "Fostering attention"	https://www.youtube.com/watch?v=wqRGJhW5wZE
The Mindfulness in Education Network was created to facilitate communication among all educators, parents, students and any others interested in promoting contemplative practice in the educational environment,	http://www.mindfuled.org/
The Association for Contemplative Mind in Higher Education that offers webinars.	https://acmhe.org/
Activities for Contemplative Meditation	https://www.montclair.edu/faculty-advancement/current-development-programs/contemplative-pedagogy-program/contemplative-practice-examples/
Video about cultivation of attention and contemplative pedagogy	https://www.youtube.com/watch?v=AiHeQf7xEJU

5. Conclusion

To conclude, this module has aimed to find possible solutions for teachers that suffer lack of motivation, engagement and participation from their students when teaching through the online method. In order to have a clear picture of the things commented on the module, here there is a compilation of some of the most relevant ideas:

- Teachers can apply a new framework such as **Contemplative Pedagogy** for **improving** concentration among students and in consequence, their engagement with the learning process as well as their academic performance.
- **Transversal factors** in distance learning must be taken into account for understanding levels of engagement from students. **Not** all students enjoy a **perfect learning environment** from home, so teachers have to be patient and provide help in these situations.
- There are plenty of **activities** that can **boost students' motivation** during the lesson, some of which are similar to the ones used in the traditional face-to-face learning environment, as well as some others that may work better in the digital learning.
- The key to **empowering students** is through a process in which first they have a certain degree of motivation; then, they engage more in the activities done in class; lastly, students are empowered implying that they own their learning process.

To finish, it is worth mentioning the relevance of **empowering students** in distance learning as one of the most important aspects for the **success of online teaching**. The fact that this method implies zero on-site contact with students and everything is done by them alone from their house, being self-sufficient will be the only way for them to learn and achieve their academic goals.



6. References

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