

Meditation Practices via Mobile Applications to Enhance Students' Cognitive Skills and Psychological Well-Being



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Research Aim

developing students' cognitive skills and promoting psychological well-being through sleep and meditation content



Research Participants

8

- History and Archeology majors

9

- Journalism majors

9

- Greek Philology and Translation majors

7

- Cultural Studies Majors

10

- Political Science Majors

Research Methodology

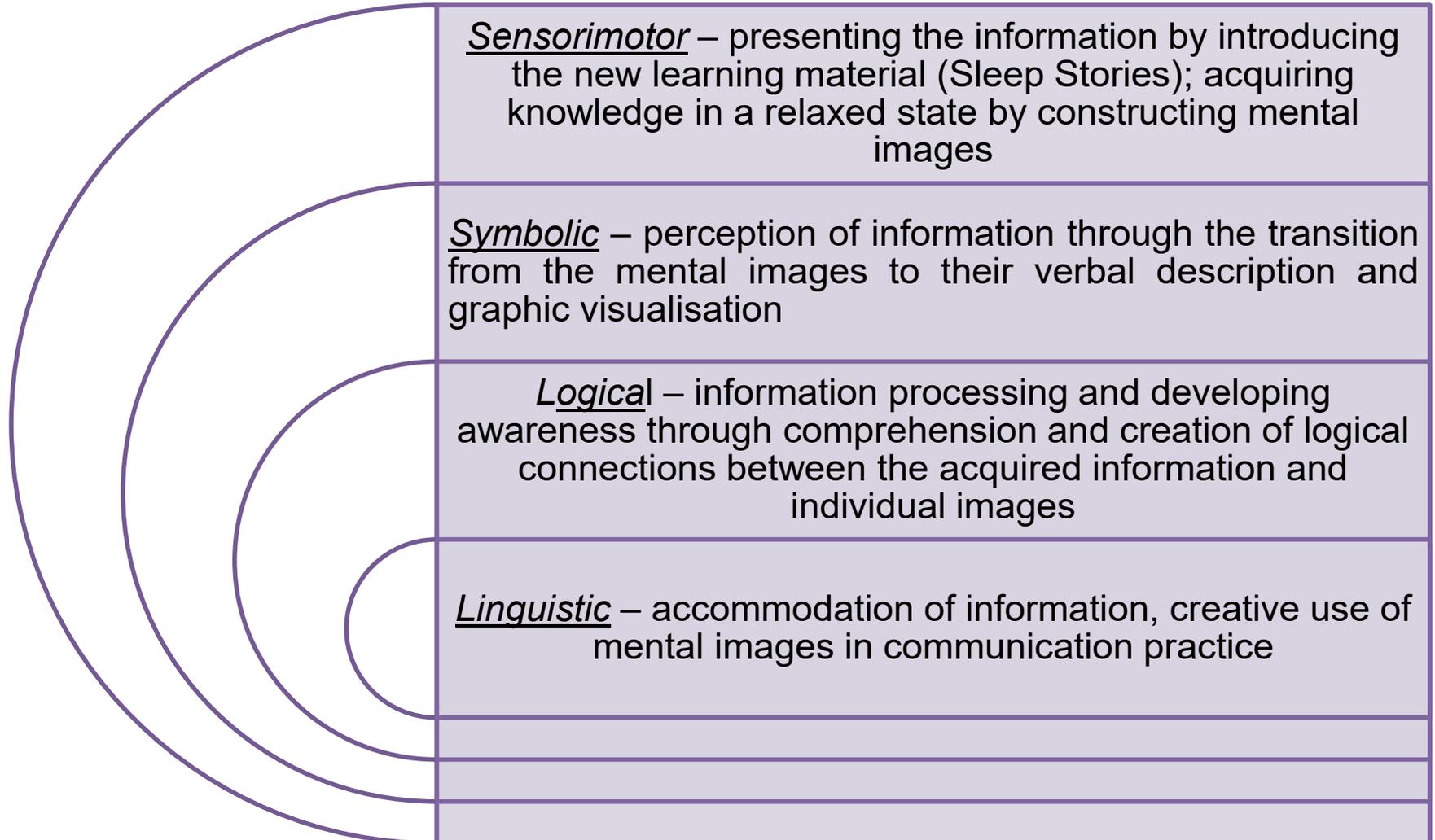
Modelling to design a learning model based on guided mediation to develop students' cognitive skills and promote psychological well-being

Assessment testing to measure students' working memory capacity

Creative writing (describing a real and fictional place) to measure flexibility of students' working memory

The Ryff Scales of Psychological Well-Being to determine students' optimal psychological functioning

Learning model based on guided meditation

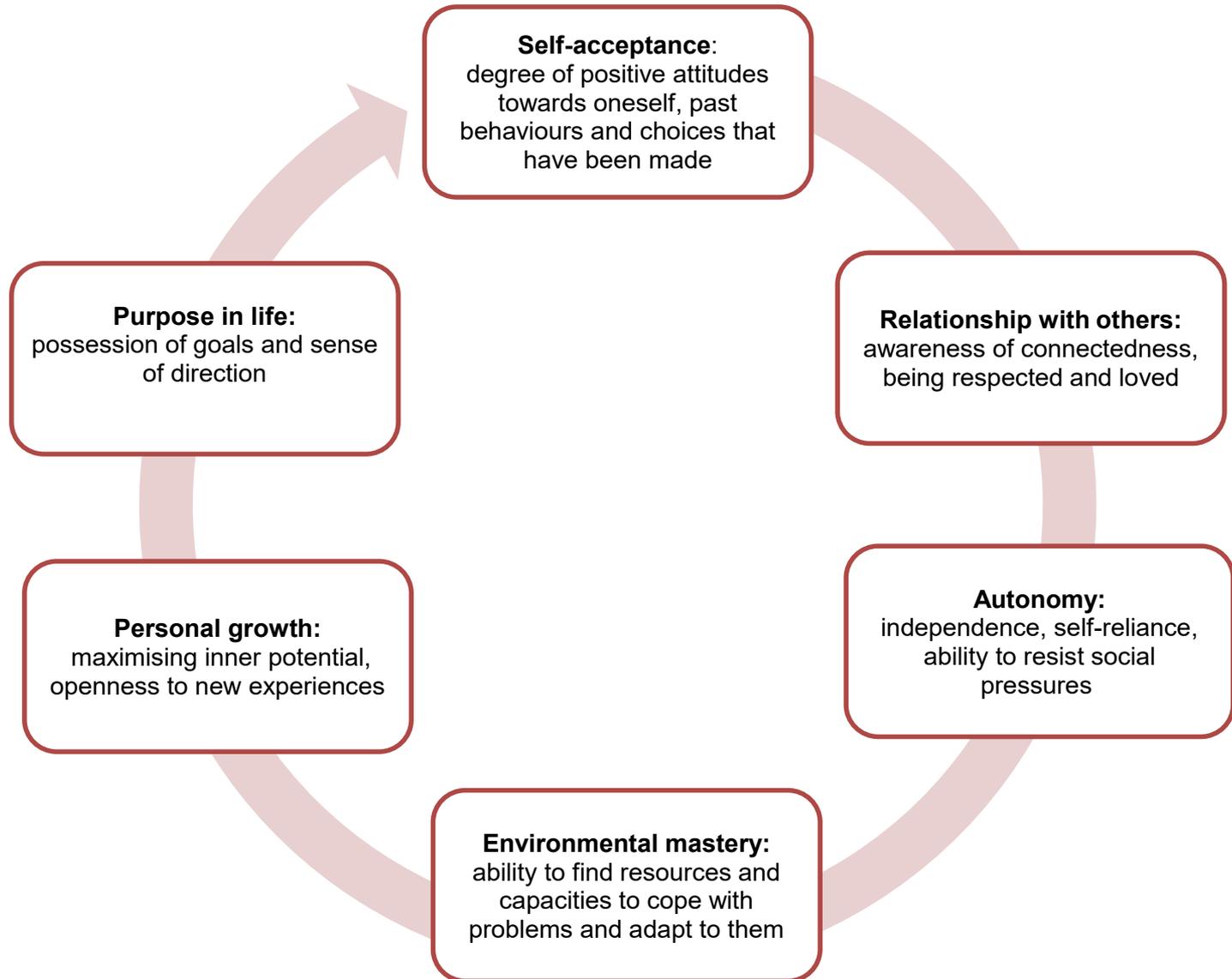


Using the Model in Distance Learning

Components of the learning process	<u>Sensorimotor Phase</u>	<u>Symbolic Phase</u>	<u>Logical Phase</u>	<u>Linguistic Phase</u>
Goal	presentation of information	perception of information	information processing	accommodation of information
Learning techniques	listening and visualisation	mental image drawing and discussion	focused listening	doing vocabulary analysis, singling out thematic word groups, noting down unfamiliar words, using vocabulary in various language and communication activities
Type of distance learning	asynchronous	synchronous	asynchronous	synchronous and asynchronous
Students' actions	listening to a sleep story through individual constructing of mental images related to the text vocabulary	sharing their impressions via online communication	listening to the sleep story for the second time, identifying key points and ideas	completing oral and written tasks
Teacher's actions	giving recommendations to students how to achieve psycho-physical balance, listen to a particular sleep story and create mental images	encouraging students to speak up and share their personal experiences: What picture did you see? Was that a real picture from your experience / fantasy world? Describe it. What colours were there? movements? smells? What did you like?	setting focus points for listening	setting post-listening tasks, engaging students into language and communication practice

Domains of Psychological Well-Being

(Ryff, 1989; Henriques, 2014)



SWOT Analysis to Evaluate Effectiveness of the Learning Model

Internal Factors		External Factors	
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none">• stimulation of students' thinking by involving all channels of information perception	<ul style="list-style-type: none">• relatively small number of participants	<ul style="list-style-type: none">• additional learning resources;• safe classroom environment	<ul style="list-style-type: none">• poor affordability and low access