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

FIRE ISLAND NIGHTS & Guided Sleep Meditation



Research Participants



Research Methodology

<u>Modelling</u> 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

<u>Creative writing</u> (describing a real and fictional place) to measure flexibility of students' working memory <u>The Ryff Scales of</u> <u>Psychological Well-Being</u> to determine students' optimal psychological functioning

Learning model based on guided meditation

<u>Sensorimotor</u> – presenting the information by introducing the new learning material (Sleep Stories); acquiring knowledge in a relaxed state by constructing mental images
<u>Symbolic</u> – perception of information through the transition from the mental images to their verbal description and graphic visualisation
Logical – information processing and developing awareness through comprehension and creation of logical connections between the acquired information and individual images
<u>Linguistic</u> – accommodation of information, creative use of mental images in communication practice

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)

Self-acceptance: degree of positive attitudes towards oneself, past behaviours and choices that have been made

Purpose in life: possession of goals and sense of direction Relationship with others: awareness of connectedness, being respected and loved

Personal growth: maximising inner potential, openness to new experiences Autonomy: independence, self-reliance, ability to resist social pressures

Environmental mastery: ability to find resources and capacities to cope with problems and adapt to them

SWOT Analysis to Evaluate Effectiveness of the Learning Model

Internal Fac	ctors	External Factors		
Strengths	Weaknesses	Opportunities	Threats	
 stimulation of students' thinking by involving all channels of information perception 	 relatively small number of participants 	 additional learning resources; safe classroom environment 	 poor affordability and low access 	