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

Presenter:
Natalia Marakhovska,
Mariupol State University
(Ukraine)
Research Aim
developing students’ cognitive skills and promoting psychological well-being through sleep and meditation content
Research Participants

- History and Archeology majors (8)
- Journalism majors (9)
- Greek Philology and Translation majors (9)
- Cultural Studies Majors (7)
- Political Science Majors (10)
**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

**Sensorimotor** – presenting the information by introducing the new learning material (Sleep Stories); acquiring knowledge in a relaxed state by constructing mental images

**Symbolic** – 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

**Linguistic** – accommodation of information, creative use of mental images in communication practice
# Using the Model in Distance Learning

<table>
<thead>
<tr>
<th>Components of the learning process</th>
<th>Sensorimotor Phase</th>
<th>Symbolic Phase</th>
<th>Logical Phase</th>
<th>Linguistic Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>presentation of information</td>
<td>perception of information</td>
<td>information processing</td>
<td>accommodation of information</td>
</tr>
<tr>
<td><strong>Learning techniques</strong></td>
<td>listening and visualisation</td>
<td>mental image drawing and discussion</td>
<td>focused listening</td>
<td>doing vocabulary analysis, singling out thematic word groups, noting down unfamiliar words, using vocabulary in various language and communication activities</td>
</tr>
<tr>
<td><strong>Type of distance learning</strong></td>
<td>asynchronous</td>
<td>synchronous</td>
<td>asynchronous</td>
<td>synchronous and asynchronous</td>
</tr>
<tr>
<td><strong>Students’ actions</strong></td>
<td>listening to a sleep story through individual constructing of mental images related to the text vocabulary</td>
<td>sharing their impressions via online communication</td>
<td>listening to the sleep story for the second time, identifying key points and ideas</td>
<td>completing oral and written tasks</td>
</tr>
<tr>
<td><strong>Teacher’s actions</strong></td>
<td>giving recommendations to students how to achieve psycho-physical balance, listen to a particular sleep story and create mental images</td>
<td>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?</td>
<td>setting focus points for listening</td>
<td>setting post-listening tasks, engaging students into language and communication practice</td>
</tr>
</tbody>
</table>
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

Relationship with others: awareness of connectedness, being respected and loved

Purpose in life: possession of goals and sense of direction

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

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td>• stimulation of students’ thinking by involving all channels of information perception</td>
<td>• relatively small number of participants</td>
</tr>
</tbody>
</table>