

Learners in the digital context

Topics

- *Empowering Learners*
- *The role of the mindset*
- *Challenges in the digital context*
- *Self-directed learning*
- *Attention in the digital context*

Unit 1

Empowering Learners

Activities

- ◆ Videos: How to empower learners
- ◆ 4 myths about empowered learners
- ◆ PPT on empowerment
- ◆ Self-reflection test
- ◆ Scientific studies on the benefits on empowerment
- ◆ Podcast on empowering learners
- ◆ Digital tools
- ◆ 'How to' guides
- ◆ Good practice examples



Unit 1

Empowering Learners

Outcomes

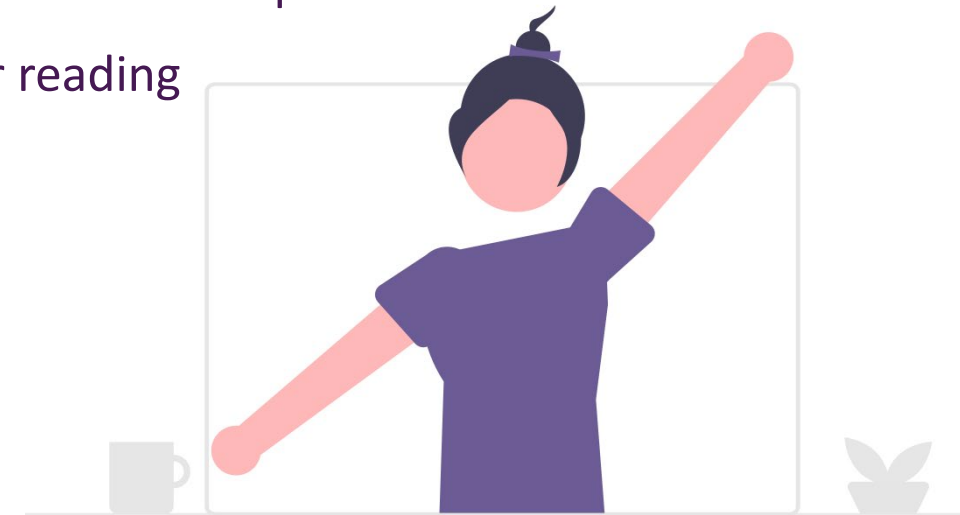
- ◆ understand and implement the main competences of psychological empowerment
- ◆ understand the importance of this psychological construct and the role of subjective perception
- ◆ test the level of psychological empowerment
- ◆ understand the link between empowering learners and to the concept of the learners' self-leadership

Unit 2

Growth Mindset

Activities

- ◆ Developing a growth mindset
- ◆ Activity: matching statements
- ◆ Growth mindset quiz
- ◆ Where am I - checklist
- ◆ Digital tools
- ◆ 'How to' guides
- ◆ Good practice examples
- ◆ Further reading
- ◆ Videos



Unit 2

Growth Mindset

Outcomes

- ◆ know the foundations of fixed and growth mindsets
- ◆ understand and value the benefits of growth mindset
- ◆ recognise the behavioural implications of adopting a fixed or growth mindset
- ◆ able to implement a self-awareness test for themselves and their learners
- ◆ able to develop/encourage growth mindset in their learners

Unit 3

Challenges in the digital context

Activities

- ◆ Video: Why e-learning is killing education
- ◆ Workshop: the challenges in digital education
- ◆ Workshop: dealing with the challenges
- ◆ Case study
- ◆ Additional reading



Unit 3

Challenges in the digital context

Outcomes

- ◆ understand the implications of this more individual form of learning
- ◆ analyse the notion of “presence” and interaction
- ◆ get a broader perspective of the topic of interpersonal relationships in digital context

Unit 4

Self-directed learning

Activities

- ◆ Good practice example
- ◆ Activity: setting goals
- ◆ Activity: reframing goals to wishes
- ◆ Moving motivators
- ◆ Motivational podcasts
- ◆ Study on the role of the self
- ◆ Ideas
- ◆ Digital tools
- ◆ Additional reading



Unit 4

Self-directed learning

Outcomes

- ◆ know how to foster self-motivation
- ◆ able to help learners set learning goals
- ◆ understand why goal setting matters
- ◆ know how to set goals effectively
- ◆ use tools to encourage self-motivation

Unit 5

Attention in the digital context

Activities

- ◆ Your Brain Online – Overstimulation & Attention
- ◆ Focus in the Digital Context and Dealing with Distractions
- ◆ Task: working under distractions
- ◆ Task: memorisation techniques
- ◆ Tips and tricks
- ◆ Stimulating the online learning environment
- ◆ Aptitude test
- ◆ Digital tools



Unit 5

Attention in the digital context

Outcomes

- ◆ gain deeper, science-based knowledge on the effect of the digital environment over the brain and its attention capacity (overstimulation of the brain/ neuroscience)
- ◆ learn tips and tricks on how to improve the focus in the digital context
- ◆ test new tools for improving attention in the digital context - e.g. focus mode apps
- ◆ able to set up a stimulating learning environment
- ◆ know how to deal with distractors

Empowering learners

Empowerment

- ◆ What does it mean to empower someone?
- ◆ What does it feel like to be empowered?



Psychological Empowerment

◆ MEANING:

is seen as the “engine of empowerment” and is linked to the feeling of personal importance.

◆ COMPETENCE:

relates to the confidence in one’s abilities and skills.

◆ SELF-DETERMINATION:

refers to the degree to which one feels freedom in choosing how to initiate and complete a certain task. A level of autonomy and a feeling of independence.

◆ IMPACT:

concerns the belief in one’s ability to influence the work outcomes. The perception of control over what happens in the department.

SPREITZER, 1995

Self-reflection time

Empowered people are empowering.

Take your time and reflect on your own personal perception of empowerment:

- The work I do is very important to me (meaning).
- My job activities are personally meaningful to me (meaning).
- I am confident about my ability to do my job (confidence).
- I have mastered the skills necessary for my job (confidence).
- I have significant autonomy in determining how I perform my job (self-determination).
- My impact over what happens in my department/team/workplace is large (impact).
- I have a great deal of control over what happens in my department (impact).

SPREITZER, 1995



*"Passion for learning
rather than
a hunger for approval."*

Carol Dweck

Growth mindset

Growth mindset

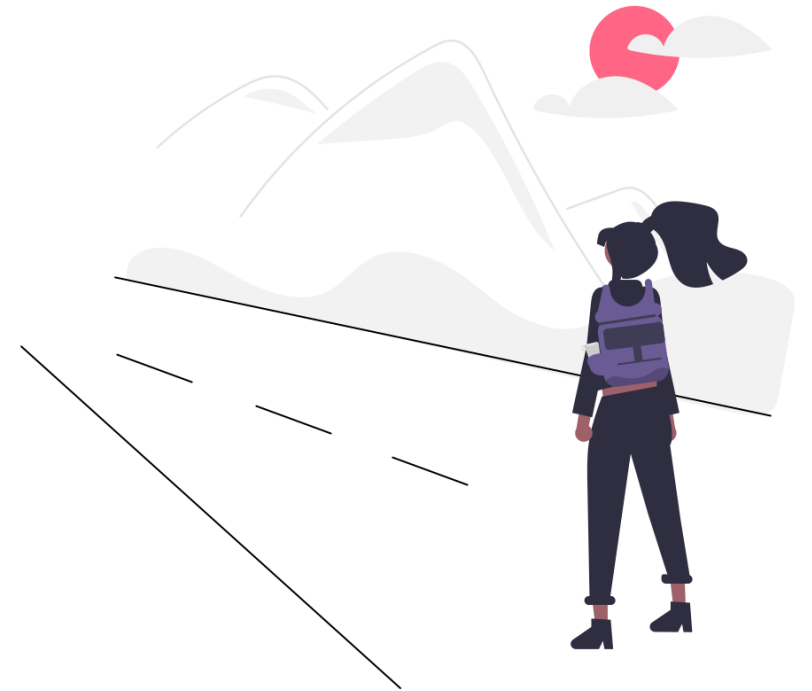
[TEDx Talks: The Power of belief - mindset and success | Eduardo Briceno |](#)



Challenges in the digital context

Challenges in the digital context

[TEDx Talks: Why e-learning is killing education | Aaron Barth |](#)



“The reason we don’t do this in eLearning is because it’s three time more difficult and takes four times as long to do. I totally agree with what this man is saying, and it is definitely a better way of teaching as well as being more interactive and engaging, but the sad reality is that most organisations don’t have the time or money to put into developing eLearning like this. I have been an eLearning developer for the last 8 years and the reality is that most organisations don’t do this because it’s cost heavy, time heavy, and doesn’t necessarily bring any more results. Building a really good, emotionally engaging story takes as much skill as making a movie because that’s kind of what you’re doing. It’s far easier and quicker to just cut and paste content, because that’s how the boss who is paying for it has learned at school - so that’s what they are comfortable with and that’s what they think everyone else will be comfortable with. I totally agree that good stories are much, much better at teaching people (although bad or boring stories can be much worse), but it all boils down to money and time. It’s just the world that we live in.”

Why are the learners struggling with digital education?

Technology

Learning content

Self-management

Social interaction

Feedback

Technology

- Learners do not always have access to all the necessary equipment
- Learners often lack the digital skills necessary
- Websites and LMS are often not adapted to the requirements of learners with special needs, such as dyslexia, visual impairments etc.
- Because of the plethora of tools and platforms used and their often-changing appearance, it is often difficult to stay updated with all the functionalities.

Content

- Not all learning materials are adapted to an online content
- Learners need to make use of different, sometimes unusual learning materials
- In some cases, sensitive information cannot be shared because of security and/or copyright implications
- Practical, hands-on sessions do not lend themselves well to an adaptation to an online format, and must await an opportunity for a face-to-face delivery.

Self-management

- Learners are sometimes overloaded with learning activities.
- Because of the need to adapt to a new learning environment, learners often need additional time for the same tasks.
- Many learners suffer from decreased motivation – without a trainer or a class present, they quickly lose focus.
- Many learners try to multitask – write while listening, etc, or fall prey to different distractors like social media.
- Because of the many distractions, online sessions lead to a shorter attention span and require more frequent breaks to be effective.

Social interaction

- In an online environment every participant feels alone, not a part of the group – affecting motivation and the willingness to interact.
- the non-verbal communication is practically missing – and its importance for the act of communication is undeniable, resulting in poorer understanding of the content;
- the small talk natural to any classroom loses its value, decreasing the commitment of learners to the group process;
- very few participants use their cameras, and this is almost universally accepted – the trainer has little control over the behaviour of the learners;
- as a result of the abovementioned factors, learners adopt a more passive role – in particular, fewer questions are asked;

Feedback

- during the classes, learner feedback is often lacking;
- there is an insufficient or lacking quality control over the work of the learners;
- as a result, learning outcomes cannot always be established with certainty.

Challenges - solutions?

Lacking equipment Lacking skills Learners with special needs
Staying updated Materials not adapted
Unfamilliar materials Copyright No hands-on sessions
Overload More time needed More breaks needed
Decreased motivation Multitasking
Feeling alone Missing non-verbal communication
Missing small talk Cameras not used Passive learners
Missing feedback Lacking quality control Uncertain outcomes

Empowering Leadership

Empowered people are empowering.

BASED ON AMUNDSEN & MARTINSEN, 2014

- Delegating:
 - 1. My leader conveys that I shall take responsibility
 - 2. My leader gives me power
 - 3. My leader gives me authority over issues within my group
- Initiative
 - 4. My leader encourages me to start tasks on my own initiative
 - 5. My leader expresses positive attitudes related to me starting with my own defined tasks
 - 6. My leader encourages me to take initiative
- Goal focus
 - 7. My leader is concerned that I reach my goals
 - 8. My leader makes me work towards goal attainment
 - 9. My leader is concerned that I work in a goal-directed manner
- Efficacy support
 - 10. My leader listens to me
 - 11. My leader recognizes my strong and weak sides
 - 12. My leader invites me to use my strong sides when needed

Empowering Leadership

Empowered people are empowering.

BASED ON AMUNDSEN & MARTINSEN, 2014

- Inspiring
- 13. My leader is enthusiastic about what we can achieve
- 14. My leader conveys a bright view of the future
- 15. My leader shows that he/she is optimistic about the future
- Coordinating
- 16. My leader coordinates his/her goals with my goals
- 17. My leader talks with me about his/her own and my goals
- 18. My leader discusses shared affairs with me
- Modeling
- 19. My leader lets me see how he/she organizes his/her work
- 20. My leader's planning of his/her work is visible to me
- 21. I gain insights into how my leader arranges his/her days
- Guidance:
- 22. My leader shows me how I can improve my way of working/learning
- 23. My leader guides me in how I can do my work in the best way
- 24. My leader tells me about his/her own way of organizing his/her work

MOVING MOTIVATORS

The Moving Motivators exercise is based on the ten intrinsic desires which Jurgen derived from the works of Daniel Pink, Steven Reiss, and Edward Deci.



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