DIGITAL DIDACTICS

Introduction

This section of my portfolio explores my practice in **Digital Didactics** through the lens of the **SAFE–SOURCE–SOUNDS Framework**, integrating digital environments with mindful, reflective, and coaching-informed pedagogies. My teaching practice in the MCMS programme and the RUN-EU Short Advanced Programme (SAP) offers a rich landscape for demonstrating this Learning Outcome, particularly because two weeks of the SAP are conducted entirely online. This context enables a robust examination of how digital spaces can support awareness-based learning, collaboration, and self-regulated professional growth.

The guiding Learning Outcome is:

You have mastered digital didactics at a basic, advanced, or expert level and can demonstrate this using authentic e-didactic materials in a manner congruent with the required skill. You make a well-founded connection between the use of digital resources and the learning purpose.

Digital didactics, as conceptualised by Herrington and Oliver (2000), extends far beyond the selection of tools. It concerns the crafting of *authentic digital learning environments* in which learners can explore, construct, and reflect. Through this lens, digital technologies become pedagogical partners—not merely functional tools—supporting self-regulated learning, collaboration, creativity, and wellbeing.

The section is structured through **SAFE–SOURCE–SOUNDS**:

- **SAFE** — establishing psychological and cognitive safety in digital environments
- **SOURCE** — fostering reflective awareness, insight, and meaning-making
- **SOUNDS** — guiding behavioural application, performance, and professional growth

This allows digital didactics to be evaluated not only as technical practice, but as a holistic learning architecture grounded in mindfulness, coaching, and design-based education principles.

Criteria to Demonstrate Learning Outcome

Professional Engagement

- Uses digital technologies for communication, collaboration, and professional development.

Digital Learning Materials

- Selects, creates, modifies, manages, protects, and shares digital learning materials.

Learning and Teaching

- Manages and directs digital technologies for instruction, guidance, collaboration, and self-regulated learning.

Assessment

- Uses digital technologies to enhance assessment, analyse student behaviour and performance, and provide feedback.

Learning Empowerment

- Applies digital technologies for accessibility, differentiation, personalisation, and active learning.

Digital Literacy of Learners

- Enables learners to use digital technologies responsibly and creatively.

PERSONAL LEARNING QUESTIONS: SAFE–SOURCE–SOUNDS

SAFE — How do I establish psychological and pedagogical safety in digital environments?

This includes:

- How do I design online spaces where students feel seen, supported, and engaged?
- How do digital tools help me create structure, clarity, and a sense of belonging?

SOURCE — How can digital tools deepen reflection, awareness, and meaning-making?

This includes:

- How can digital environments support contemplative and coaching-informed learning?
- How do students use digital platforms to explore emotions, thinking patterns, and self-regulation?

SOUNDS — How do digital technologies enable behavioural application, collaboration, and professional performance?

This includes:

- How do digital tools help students translate insight into action?
- How do I evaluate student learning through digital assessment and feedback systems?

SAFE — Establishing Digital Psychological Safety

Digital environments can either fragment attention or cultivate attunement, depending on how they are designed. In this phase, I explored how digital technologies can create clarity, accessibility, and relational safety for learners—an essential precondition for meaningful online engagement.

I began by examining how platforms within my teaching practice—**Microsoft 365, Teams, Miro, Mural, Canva, Blackboard, and FeedbackFruits**—support safety through:

- **Predictability** (clear agendas, transparent expectations)
- **Belonging** (interactive check-ins, camera-optional meetings)
- **Cognitive safety** (structured learning materials, accessible templates)
- **Emotional safety** (non-judgemental spaces for reflection)

Digital psychological safety aligns with:

- Neff's (2003) concept of *self-compassion*
- Palmer's (1998) *inner landscape of teaching*
- Goleman & Davidson's (2017) work on mindful presence
- Co-Active "designed alliance"
- The Inner Game's (Gallwey, 1974) reduction of self-interference

In SAP's fully online weeks, I intentionally used:

Microsoft Teams

- To set clear communication channels
- To host opening circles that mirror mindful check-ins
- To provide structured yet flexible spaces for questions

Blackboard Ultra

- To centralise resources and reduce cognitive load

- To frame assignments with transparent criteria
- To support predictable learning pathways

These actions helped students feel held by a clear container—an essential component of safe digital pedagogy.

SOURCE — Deepening Awareness, Reflection, and Cognitive–Emotional Insight

In this phase, I examined how digital platforms support **reflective, embodied, and metacognitive learning**, allowing students to access their inner sources of meaning.

Digital reflection aligns with:

- MBCT reflective cycles (Segal et al., 2013)
- Damasio's (1999) body-emotion-thought integration
- Barrett's (2017) constructed emotion theory
- Gendlin's (1982) somatic focusing
- Contemplative pedagogy (Barbezat & Bush, 2014; Zajonc, 2013)

Miro & Mural became central tools for SOURCE-based learning because they support:

- Visual mapping of emotions, thoughts, and insights
- Real-time collaborative reflection
- Somatic tracking through "body maps"
- Meaning-making through visual metaphors
- Documenting coaching-style inquiry

For example, in SAP, I facilitated:

Digital Self-Discovery Maps

A Miro template guiding students to explore:

- Stress triggers
- Emotional patterns
- Body sensations
- Cognitive interpretations
- Values and intentions

Students frequently reported that visualising their internal processes helped them connect theory (e.g., stress physiology, resilience science) with lived experience—an essential step from *knowledge* to *understanding*.

Canva also enabled reflective practice:

- Students created personal resilience infographics
- They articulated belief systems, strengths, and goals
- Visual storytelling encouraged deeper authenticity

Digital didactics thus became a contemplative space in which learners could inquire within.

SOUNDS — Behavioural Application, Collaboration, and Professional Action

In SOUNDS, I examined how digital tools facilitate behavioural demonstration, professional communication, and self-regulated learning—aligning insight with action.

This phase integrates:

- GROW's "Will" (Whitmore, 2002)
- Inner Game performance cycles
- Self-Determination Theory (Ryan & Deci, 2000)
- DBE's iterative learning processes
- Authentic assessment (Biggs & Tang, 2011)

Blackboard & FeedbackFruits

I used these tools to:

- Deliver formative and summative assessments
- Provide targeted, timely feedback
- Analyse student performance patterns
- Encourage peer-to-peer review

FeedbackFruits particularly supports:

- Dialogue-based assessment
- Metacognitive feedback loops

- Self-regulated learning strategies

Miro & Mural for Prototyping and Collaborative Action

Students used these platforms to:

- Prototype communication strategies
- Co-create project deliverables
- Iterate based on feedback from peers and stakeholders

Canva for Professional Output

Students used Canva to produce:

- Stakeholder presentations
- Campaign materials
- Personal leadership profiles

These tools fostered behavioural competence, resilience, and professional readiness.

Conclusion

Through the SAFE–SOURCE–SOUNDS framework, my digital didactics practice evolved from a tool-oriented approach into a **whole-person digital pedagogy**. Digital technologies were no longer peripheral supports but **core learning architectures** enabling:

- Psychological safety
- Reflective awareness
- Behavioural demonstration
- Collaboration
- Professional development

This integrated approach supports DBE principles, mindfulness-based teaching, and coaching-informed pedagogy—aligning digital environments with the holistic growth of learners.

DIGITAL DIDACTICS

SAFE–SOURCE–SOUNDS MODEL

- Psychological Safety
- Clarity & Accessibility
- Relational Trust

- Awareness & Insight
- Embodied Learning
- Meaning-Making

- Action & Performance
- Collaboration
- Professional Growth

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