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# UCC

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Coláiste na hOllscoile Corcaigh

| Issue                                                                               | Specific issue                                                                                  | Illustrative quote from the participant                                                                                                                                                                                                                                                                   | Potential technology-based solution                                                                                                                          |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adapting the MBSR programme Subtheme: Responding to difficulties with home practice | Participants have questions about how to engage with their practices (Am I doing it correctly?) | T2: 'If people report back for instance, "oh it doesn't work for me because my mind is wandering all the time," that is not an obstacle'                                                                                                                                                                  | An FAQs section, answering common participant questions or concerns                                                                                          |
| Adapting the MBSR programme Subtheme: Responding to difficulties with home practice | Continuing practice after the end of the 8-week course is challenging                           | T3: 'I also see the possibility of having this access after the course: they can go through the programme again 1 or a year later, so they still have the possibility to go through the pdf files, the teachings'                                                                                         | Continued access to course materials, introduction of new 'advanced' post-course meditation guides                                                           |
| Adapting the MBSR programme                                                         | Participants undertake some forms of practice more than others                                  | T2: 'So did you do your home practice today?' 'Oh, what prevented you from doing your home practice?'                                                                                                                                                                                                     | Provide feedback on the number of each type of practice participants complete to increase awareness of obstacles                                             |
| Adapting the MBSR programme                                                         | Some participants struggle to complete practice as assigned                                     | T2: 'If people are very uncomfortable sitting still, you can do the practice walking. Or if you have chronic pain, you can do the practice lying down with your feet up. So do some positions that changes can be helpful to be in the uncomfortable feeling ... so I think we can set it up in that way' | Provide teachers with the possibility of giving shorter practice assignments or other adjustments                                                            |
| Adapting the MBSR programme                                                         | Teachers do not always know who is struggling                                                   | T2: 'We don't really know how they are doing. Because it is a lot of people in our classes, 30 people sometimes'                                                                                                                                                                                          | Integrate participants' midway evaluations into an app                                                                                                       |
| Reflecting, but not evaluating                                                      | Promoting participants' reflections on their learning                                           | T2: 'People actually learn about mindfulness and about their lives basically, not just from experience, but from reflecting upon experience'                                                                                                                                                              | Diary function, to record experiences for future review                                                                                                      |
| Reflecting, but not evaluating                                                      | Participants do not currently record home practice in a structured fashion                      | T2: 'I think it would be a great idea for them actually, to record today I practised for thirty minutes, just so that they get a sense of how much or how little they practice. I think that would be helpful feedback'                                                                                   | Automated recording of number of minutes of practices, time of day                                                                                           |
| Reflecting, but not evaluating                                                      | Ensure participants are not evaluating the practice experience                                  | T1: 'It is good to know that they do practice. And not to measure every second minute whether it is working'                                                                                                                                                                                              | Design should not promote an evaluation of practice (i.e., a star for practices complete), but should promote non-judgemental awareness of practice patterns |
| Supporting communication and understanding between teachers and students            | Teachers use diverse methods to communicate with students outside of class time                 | T3: 'But we say that we are available [by] phone call or something ... sending an email, set up a phone call after'                                                                                                                                                                                       | Provide a convenient means for participants to communicate with the teacher from within an app, e.g. through email or a messaging feature                    |
| Supporting communication and understanding between teachers and students            | Teachers use diverse methods to provide audio guides                                            | T3: 'I have a thing to add: also my soundtrack is on a place called SoundCloud'                                                                                                                                                                                                                           | Provide a consistent, convenient means for participants to access practice guides                                                                            |
| Supporting communication and understanding between teachers and students            | Students missed the group setting after the end of the course                                   | S4: 'I miss the group now, I miss a group'<br>S4: 'You could say, "Saturday morning I am doing meditation does anyone want to join?" I think that is nice'                                                                                                                                                | Provide a means to keep in touch with other participants from the class after the course has ended                                                           |
| Augmenting the programme with mobile technology                                     | Reminders to practice                                                                           | S1: 'Could it be individual? Maybe I would like to have it after 3 days? Maybe she would like to have after a week? Maybe you could decide yourself?'                                                                                                                                                     | Allow participants to personalise their own reminder settings                                                                                                |
| Augmenting the programme with mobile technology                                     | Supporting participants' motivation to practice                                                 | T4: 'If people could choose if they wanted to put in ... sort of a saying for themselves or reminders that comes up "Hey, you want to do this because? Do you remember?"'                                                                                                                                 | Include space for participants to note quotes, images, poetry to inspire practices                                                                           |
| Augmenting the programme with mobile technology                                     | Supporting discussions with participants who are struggling with practice                       | T1: 'I think it could be useful, but as a student and as a teacher because then you can talk about it ... if you don't know that someone is not practising, then you can't talk about it'                                                                                                                 | If teachers can view participants' practice time, they will be able to discuss issues with participants that may otherwise not come to light about it        |
| Augmenting the programme with mobile technology                                     | Personalisation is important to participants                                                    | T3: 'That is usually what we also do in the programme itself ... like the teacher. Your teacher who is guiding you through the files'                                                                                                                                                                     | Delivering a teacher's own meditation guides in an app                                                                                                       |
| Augmenting the programme with mobile technology                                     | Personalisation (choices about accessing students' data) is important to teachers               | T2: 'It would require more work and things to think about'                                                                                                                                                                                                                                                | Teachers may not be able to take on additional work such as renewing participants' practice time. This should be optional                                    |
| Augmenting the programme with mobile technology                                     | A key component of the course, the midway evaluation is time-consuming                          | T2: 'But that Midway assessment, I am just thinking that could be part of that application because that is actually talk quite time-consuming, it is taking away the time to interact with people, and in a way a bit disturbing'                                                                         | The midway evaluation could be included in the app, so that participants could complete it outside of class time                                             |

MBSR: mindfulness-based stress reduction

Table 1. Suggestions for design of technology to support mindfulness course participants. Suggestions are derived from (a) discussions with students and teachers about design of a mobile tools and (b) more general discussions around home practices in mindfulness-based stress reduction. We include quotes from students and teachers to illustrate each issue.