



VICTORIA UNIVERSITY
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The impact of mindfulness interventions in higher education to enhance engagement

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2Table 1. Interaction between elements of Critical Realism, Mindfulness and Self-Regulation.

Table 1 <i>Interaction between Elements of Critical Realism, Mindfulness and Self-Regulation</i>		
Critical Realism	Mindfulness Strategies	Self-Regulation
Input	<ul style="list-style-type: none"> • Goal setting/ Outcome expectation: Students discuss their final grade goal. • Students identify strategies for regulating their technology during the course. 	Forethought Phase <ul style="list-style-type: none"> • Self-motivation beliefs <ul style="list-style-type: none"> ○ Outcome expectations • Task analysis <ul style="list-style-type: none"> ○ Goal setting ○ Planning
Mechanism	<ul style="list-style-type: none"> • Mindfulness/ self-regulation video • Mindfulness/ self-regulation discussions • Student self-perceptions 	Performance Phase <ul style="list-style-type: none"> • Self-control <ul style="list-style-type: none"> ○ Attention focusing ○ Task strategies • Self-observation <ul style="list-style-type: none"> ○ Self-recording
Output	<ul style="list-style-type: none"> • Enhanced engagement • Increased focus 	Self-Reflective Phase <ul style="list-style-type: none"> • Self-judgement <ul style="list-style-type: none"> ○ Self-evaluation