The «psychological cost» of adaptation teachers to the digital environment (part 1)



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About project in Russian https://rscf.ru/project/24-28-20414/

About project in English https://rscf.ru/en/project/24-28-20414/

NOTE:

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Example: Augmented Human Intellect" (*Engelbart*)



DIGITALIZATION TRENDS:

1. Introduction of computer-mediated communication into the activities of socionomic professions.
2. With an increase in communication capabilities, the potential for successful vocational activity increases due to the efficiency, algorithmicity of information transmission (*Senokosova*; *Graham et al.*; *Digital Economy Report ...*). At the same time , the risks of burnout are increasing (*Vodopyanova et al.*).
3. In psychology, the problem of the formation of an "expanded personality" (*Semenov*) and similar concepts is discussed:

   "Augmented Human Intellect" (*Engelbart*),

   "Extended self" (*Belk*),

   "Extended mind" (*MacFarquhar*),

   "Completed Person" (*Feigenberg*),

   "Expanded psyche" (*Falikman*),

   "A person expanded by digital means" (*Arkhangelsky et al.*).

But what is the "psychological cost" of "expanded personality"?

RELEVANCE

The growth of informatization society leads to the transformation

of vocational activity (*Vodopyanova et al.; Zankovsky et al.; Karpov; Lepsky; Miklyaeva et al.; Oboznov et al; Panov; Sergeev*).

The dynamic and rapidly evolving modern world is ushering in new conditions for the functioning of individuals and diverse communities.
This transformation is largely driven by the interference* of pre-digital and digital environments.

We have different research results on the vocational success of teachers in the digital environment. **This study continues this trend.**

* Patrakov E.V., Panov V.I. The possibility for applying the concept of “interference” to describe the area where the digital and pre-digital environment merge // Vestnik of Kostroma State University. Series: Pedagogy. Psychology. Sociokinetics, 2020, vol. 26, № 3, pp. 5-14 (In English). DOI https://doi.org/10.34216/2073-1426-2020-26-3-5-14

PURPOSE

To identify factors of successful adaptation to vocational activity in the digital environment (among the teachers).

RESEARCH METHODS

- Standardized questionnaire "loss and acquisition of resources" for specialists in socionomic professions (Vodopyanova et al.);
- Questionnaire "Transformation labor behavior of teachers in digital environment" (Patrakov)
- "Scale of burnout for socionomic specialties" (Vodopyanova et al.)

SAMPLE

School teachers who use digital technologies for at least 30% of their working

time (n=167, all respondents are women 21 to 69 years old):

- similar content of vocational activity in digital environments,

- the integral level of burnout is low or very low (by the "Scale of burnout for socionomic specialties".

Regression analysis. The dependent variable is **vocational successfulness/failure in the digital environment**

Successfulness
R=0,837, R^2=0,701

Indicators	β	S	t	p
The opportunity to be creative at work (increase)	,236	,081	2,919	,004
Relationships with colleagues (improvement)	-,295	,099	-2,981	,003
Mutual understanding with colleagues (increase)	-,248	,093	-2,652	,009
Proud of yourself (increase)	,592	,058	10,249	,000
The direction of professional development (satisfaction)	,193	,059	3,247	,001
Change in productivity of work (increase)	,117	,070	1,669	,097

Failure
R=0,832, R^2=0,692

Indicators	β	S	t	p
Proud of yourself (decrease)	,429	,074	5,774	,000
Recognition of vocational achievements (decrease)	,170	,073	2,333	,021
The direction of professional development (dissatisfaction)	,277	,067	4,132	,000
Time cost change (decrease)	-,429	,145	-2,956	,004
Recognition of vocational achievements (decrease)	,154	,086	1,797	,074
The ability to quickly transfer information to colleagues (decrease)	,291	,148	1,970	,051

THE MAIN RESULT

Vocational success in the digital environment are only partially the "reverse side" of vocational failure. There are have different and general indicators.

Vocational successfulness	Vocational failure
Proud of yourself (increase VS decrease)	
The direction of professional development (satisfaction VS dissatisfaction)	
The opportunity to be creative at work (increase)	-----
Relationships with colleagues (improvement)	-----
Mutual understanding with colleagues (increase)	-----
The direction of professional development (satisfaction VS dissatisfaction)	-----
Change in productivity of work (increase VS decrease)	-----
-----	Recognition of vocational achievements (decrease)
-----	Time cost change (decrease)
-----	Recognition of vocational achievements (decrease)
-----	The ability to quickly transfer information to colleagues (decrease)

CONCLUSION

1. This research is part of a larger project in the field of adaptation to professional activity in the digital environment. Thus, the results are intermediate in nature. For example, with an increase in burnout, the structure of the "success-failure" continuum changes significantly. But these results will be presented most detailed next stage.
2. In a number of our previous studies (for example: Panov, Patrakov) on success and adaptation in the digital environment, factor experience in digital environment to have significance. But we see that the time factor is not statistically significant right now.
3. The integral characteristic of the investigated "psychological cost" is not stable and balanced. This is a dynamic characteristic reflecting the interaction of subjects in the digital environment and with the digital environment in the «teacher-schoolers-digital environment».
4. For providing psychological support for the digitalization of professional activities, it is necessary to take into account such a non-linearity and the continuum "success-failure".