Chapter 2
Compassion and Technology-Based E-Learning

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ABSTRACT

E-learning is the learning process that continues with the help of technology. Learners and educators interact with online platforms or tools like video, audio, virtual or augmented reality, etc. The inclusion of e-learning has geared up during the COVID-19 pandemic. It also existed before where educators used to interact, discuss, teach, or guide the learners from different parts of world. Emotional intelligence is something which we can do, keeping the emotions aside and following the cognitive behaviour for a particular situation. Compassion is a feeling of being moved by someone's feelings and finding a way to help or motivate or support the individual. The sharing of the compassionate feelings becomes difficult in the case of e-learning. This chapter will provide a detailed understanding of the concept of compassion as provided by different authors and the method of practicing compassion for an improved and effective learning process. This chapter will also discuss the relationship of emotional wellbeing with compassionate behaviour.

INTRODUCTION

Compassion is the feeling of realising the other individual's suffering and having a selfless intention of relieving him or her from the same (Strauss et al., 2016). Compassion is seen as awareness of someone's suffering, being moved by it (emotionally and, according to some definitions, cognitively), and acting or feeling motivated to help.

Compassion is a fundamental tenet of Buddhist philosophy and the Dalai Lama (1995) defines compassion in comparable terms as: "An openness to the suffering of others with a commitment to relieve it". "However, within Buddhism, compassion is seen not only as an emotional response but also as a response founded on reason and wisdom which is embedded in an ethical framework concerned with the selfless intention of freeing others from suffering" (C. Strauss et al., 2016). Gilbert defines compassion as: "A deep awareness of the suffering of another coupled with the wish to relieve it" (Gilbert, 2009, p. 13) and, like Kanov et al. (2004), explained about the cognitive, affective and behavioural elements of compassion. He means, the individual aspects which are emphasized on the behavioural aspect, affective is related with the emotional aspect of that behaviour, but not to just emotional but also the problem-solving component of behaviour which actually becomes the base of the compassionate behaviour.

Gilbert (2010) also sees compassion beyond the Kanov's understanding of compassion by mentioning six different attributes named as: sensitivity (the condition/situation of being sensitive towards individual's suffering), sympathy (feeling of pity or sorrow for someone's sufferings), empathy (the ability or skills to understand the sufferings), motivation/caring (the inner feelings or emotions that exaggerate the intention of care and support), distress tolerance (the feeling of over and above the emotions which helps an individual think rationally during emotional turbulence or in other words, an emotionally strong feeling where an individual keeps his or her emotions aside and portraying a cognitive behaviour) and non-judgement (the feeling of being non-judgemental for the sufferings and its impact or the ways of manging the sufferings of other individual).

Both Gilbert (2005, 2010) and the Dalai Lama have also opined that compassionate feelings are not only felt for the known or the close ones (where love, affection and attachment has its own role to play), but also one may feel compassion for those whom one does not know at all.

The technology-based e-learning is nothing but learning with the help of technology. Technology was a part of learning process from decades and decades before, but the pace of its acceptance in the field of learning has increased many a fold after COVI'19 pandemic. The pandemic has given an opportunity to deepen the usage of technology to continue the learning process. The e-learning market size

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