Transcript for FLO Friday: Digital Well-Being PERMA 2.0 and More (March 3, 2023)
BCcampus event hosted March 1, 2023
Host: Helena Prins
Facilitator: Gwen Nguyen

HELENA PRINS:
Good morning, everyone and welcome. My name is Helena Prins and I'm an advisor here on the learning and teaching team at BCcampus. And today I'm joined by Dr. Gwen Nguyen. She's also an advisor here at BCcampus. She's on my team, I'm very privileged to work with her every day and she will be your facilitator today exploring the topic of digital well-being. We also have Kelsey Kilby with us on the support team behind the scenes. And we're just so thankful for the support of this session. A few housekeeping items like the session is being recorded. So if you would prefer not to be on the recording, just turn off your video for now and change your display name because the recording will be shared publicly on our website afterwards. And live captioning has been enabled. At the end of the hour, we will also share a link in the chat as we will do right now of a short survey, asking for your anonymous feedback and I can't emphasize enough how important these surveys are to us. We really value your feedback. We are, I'm very interested usually in thinking how can we improve. We always share with the facilitators too, but also we want to know what are the topics that you want to hear more about. And there's an option for you to give those suggestions in the survey and it should take you no more than three minutes. Next slide.

I would like to start today in a good way. And Gwen and I are both located in the beautiful Victoria on Vancouver Island. I am speaking to you from my home office here in the beautiful unceded territories of the Lekwungen speaking people, which includes the Songhees and Esquimalt nations. Their hospitality makes it possible for me to call this beautiful place my home. When we talk about digital well-being today, I can't help but think of the impact of the digital divide in our Indigenous communities. Despite the federal government's promise to make sure that 98% of the country has access to high-speed Internet in five years, a 2020 report from RBC reported that more than three-quarters of households in First Nations communities still don't have that. The Indigenous youth population in Canada is growing at a fast pace, faster than the rest of the country's youth. And Indigenous people also create new businesses, nine times more than the Canadian average. So while Indigenous entrepreneurs are a vast and growing cohort, a big reason that they remain a largely untapped resource is the digital divide. So as we'll hear today from Gwen there are so many benefits to digital technologies for our well-being. And let us keep our First Nation peers in mind when we move forward. I would now like to hand the session over to Gwen. And I wish all of you a wonderful hour with us.

GWEN NGUYEN:
Thank you very much for a very lovely introduction. My name is Gwen, as Helena shared, we are the same team and I'm also teaching and learning advisor at BCcampus. So I'm joining you today from my home office in Gordon Head on the traditional territory of the Lekwungen speaking people, including the Songhees nation, Esquimalt, and W̱SÁNEĆ people. So it's Friday,

and I was thinking about this topic, digital well-being. So it's probably like the very last thing I would like to join on a Friday before, before my lunchtime and to be in a Zoom meeting to follow the topic about well-being on this one. But anyway, I will try to make sure that we have one hour of learning together and make the best out of it. So yesterday, when I... Yesterday, when I took a short walk during my lunchtime and I was thinking of how to start this topic today. As everyone else, digital technologies have become a big part in my work in teaching and learning. And all learning technologies, as well as my daily digital devices, have both positive and negative impacts on our well-being. So there are days that I actually feel great when I can fully unblock myself out of teams, do some yoga, stretches between the meetings, or take a short walk during my lunch break. But there are days that I actually feel tired, grumpy when I cannot set some healthy boundaries with the digital devices. So yeah, I'm no expert in this view at all, but I'm learning to be more digitally healthy. I think that is actually a journey. It is something that we can learn together. And the fact that you all come here together today to explore this topic with me is a really good start for this journey. And can I have the next slide, please?

I would like to introduce the outline of our topic today. We're going to start with the big idea. What does it mean by digital well-being? And what it actually means by becoming more digital aware and from digital aware towards digital healthy. So what are some digital tools that can promote well-being? And what is the PERMA framework? How can this framework be used in remote teaching? How can we integrate some digital wellness into our teaching and learning? Thank you very much for your introductions and territorial acknowledgment in the chat. We really appreciate that. And I hope that when we go through some activities today, we can achieve those things. Can I have the next slide, please?

The first thing is we can develop our understanding of digital well-being. And the second thing is we explore and reflect on how the PERMA model, which is from the positive psychology by Dr. Seligman in promoting well-being in teaching and learning. And number three is we can identify some strategies, some techniques, or maybe some activities that we can apply in our teaching and learning discussions. Thank you. Next slide, please.

So before we go into any activities, I would like to have a quick look at how we can participate in Zoom activity. There is the chat feature that you can use. Besides that, if you want to show some reactions, then at the bottom, you can click reactions. And those are the things when you raise hands to have a question or you know, like show some of your reaction towards any ideas through the presentation. And there's going to be one activity that I encourage you to use the annotate tool, which is at the top of your screen. And when you click view options, and you'll see the annotate. And in the annotate options, then you can put text or you can actually use draw or stamp, or any other features to engage in this presentation with me. Thank you.

So the very first thing that I would like us to do is, some of you might have already, already known about the waterfall chat activity. But in one or two minutes, can you please go back. So in one or two minutes, could you please share with me what comes to your mind when you

hear the word "digital well-being"? And you can put the text in the chat but not enter yet. When I say "Enter" after 1 minute, then please hit enter. Then we will see how our waterfall of ideas about digital well-being. Okay, so one minute start now. Okay. 3, 2, 1. Thank you so much. Yeah. Thank you so much. So I hear about privacy, safety, balance, a healthy relationship with technology, taking breaks and time for conscious breathing, turning camera off, instruct your way. Yeah. So there's a lot of ideas coming out here. We say digital well-being happens when one knows how to set healthy boundaries around the time and technology uses. And also when you feel digitally competent to use technology in a way that promotes the good life, balance in control, choice, flexibility, the boundaries that you put into place. So your life is not consumed by internet devices and apps. Yeah. So thanks very much for a wonderful waterfall. Could I have the next slide? So digital well-being is actually one of the key competencies in the provincial Digital Literacy Framework. And in that framework, I called out one phrase from the top of the digital well-being is. "A digitally literate person will use technology to support their well-being and have strategies for managing technology if it negatively impacts their physical, mental, or emotional health. And a digitally literate person will have healthy boundaries with digital technologies, use them intentionally and will not use digital technologies in ways that harms others." How can we actually unstructure those? Very often when we think about the well-being, we think about something personal and something is not academic, but actually well-being is inextricably connected to teaching and learning in some ways. And in one of the articles, I remember the authors said that it should be, must become a foundation of the purpose of higher education. Because it supports learning and supports the students to live meaningfully in the world. So in a way that digital well-being can be defined as the capacity to look after the personal, mental, social, emotional health, safety, and relationships, and work-life patterns. And it's not only about the physical things. So back to my presentation. So can I have the next slide, please?

I would like us before moving on to involve in a quick poll questions. And you can see the poll question in the slides as well. But at the same time, please help me with some of your answers to this poll. Yes. So the question, the first question is: Can you create and manage online identity effectively? As you, I saw in the chat. As I saw in the chat, some of your digital well-being talks are related to identity, related to the safety. So the first question is here, and thank you very much for the answers. The second question is: Are you aware of search engines, websites, platforms that can track your online activity and create your digital footprint? Thank you very much for your response. So here we have 100%. It's so nice that you know, like most of us are aware of those digital footprints in this space. So question number three is: Are you aware that digital platforms contain spaces that exhibit, you know, like toxicity, racism, sexism, violence? There is a lot of hate speech in social media almost every day, for example. Yeah, thanks very much for the answers that most of us, actually all of us, are aware of those things on digital platforms. And question number four is: Are you aware of digital burn out? Every day we hear from our coworkers about back-to-back meetings. We hear about the Zoom fatigue. We hear about, you know, like we don't have time actually to work out. And yes, like all of us are aware of this digital burnout. And the last question that I would like to hear from you is: Do you take breaks from social media? I'm learning to. Well. Yeah. So as I said, I'm also learning to

take breaks, you know, like from the digital devices. Thank you very much for participating in all those questions. Can I have the next slide, please?

You might wonder why I have this picture here. This picture features driving on the road. And I think this is a really good example of what it means by being healthy on the road, being a good driver. And Helena might be laughing at me right now because as I am not a good driver. It took me five times to actually pass the road test here in B.C. But on the road, very often we think this is a very personal activity, just me and my car. And however, this is actually very social by nature activity because when we think about being healthy and being good on the road, it means that we are aware of other factors around us, we are aware of other conditions around us. We're aware of other drivers that share the same road with us. So when we are aware that this is a social by nature activity, we have a saying that we need to learn how to drive in the way that we follow the rules so that we consider all the drivers, we consider all the bikers, for example, and we learn not to drive when we have a few drinks because it's actually, it might create... it might harm other people. So back to our topic about digital well-being. When I mean, does it mean like healthy drivers should be the one who just I'm not driving anymore, then I'm totally healthy. No. Like being healthy on digital spaces. It doesn't mean that I turn off my screen totally and then I'm healthy. But it means more than that in a way that I would like us to navigate through the digital spaces in a way that from digitally aware towards digitally healthy. Can I please have the next slides?

So I'm calling us towards a journey from the digital aware, aware of our privacy and security, aware of our safety, identity, and other health-related issues. And then we learn to maintain a healthy balance between online and offline activities. And when we learn to be healthy. When we learn to be more aware of those, when we learn to be more initially healthy, then we can incorporate those things into our teaching and learning and to expand the understanding of our learners and help them to become a better driver in this, better drivers in these digital spaces. In a way, when I talk about privacy and security, I don't mean in this session, we will learn about the principles of privacy and security because I think that most of us are aware of those things. Most of us know that we learn to be more cautious when we meet other people. We learn to be more ethical when we want to share information online. We learn to protect our information as well as we learn how to react when we hear the hate speech, for example, and I think those things should be like, should be some things that we cultivate in our community and especially with our learners. So from such awareness, we learn to maintain the healthy balance between online and offline activities. I suggest that we look into this issue and how to raise awareness amongst students when using technology for their daily tasks. Actually, there are a lot of open education resources related to privacy, safety, identity, and health-related issues. But there are not actually a lot of resources related to how to maintain the healthy balance between online and offline activities. And I don't have the ideal answers actually, but I did a bit of research for this topic. So can I have the next slide, please?

So in this, I'd like to focus on two things. Are there any digital tools out there to promote well-being that you are aware of? And you would like to recommend some of us and share some

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after this too. But if you can, can you please click View Options and then you can click Annotate. And you can annotate on this slide. And our support team will help with a screenshot of our ideas to share with all participants later. But you can also put your answers in the chat too if you have some things to share. Some students might know some of those more than us. I know that I noticed the other day when Susie, my daughter, came back from school and she said, Mama, do you know that actually we can use Google and it can also track your steps of the day. It can also track actually, if you are creating online or not, yeah, those kinds of things. So I'm starting to see set timer to limit activities. We can see some online meditation, yoga. Yeah. I actually follow some online yoga practices as well. I tried to take some yoga stretches between my meetings. I couldn't say that I do it every day, but I tried to. If you have difficulties with using the annotate tools, maybe you're not, you can put your ideas in the chat too. But I welcome some ideas in the next one minute. And then I will share some of the apps that I know. And you can also share that with the students. It's probably not, you know, like no tool is the magic, the magic law for everybody. But watch a video about take break from texts and reading. Yeah, there are some folks that have built-in apps. I know about digital well-being. Oh, I haven't heard about that. Pomofocus.io I haven't heard about that. Forest App. Yeah. I heard about Forest App. Yeah. Facilitated breath exercises before taking a break. Well, thank you very much for those ideas. Kelsey, could you please screenshot this? Oh, it's a simple timer, Sue. Thank you. Thank you for sharing. So some of the apps that I have known that are very common, you know, like among the students' communities, for example, like My Possible Self: is a mental health app that helps you to, those actually have some links. And you can also check it later and share with the students to navigate through the digital spaces and check about the mental health activities. The next thing, please?

There's one thing that I just learned a few days ago about Streaks is actually an app that helps us with some to-do lists and to form some good habits in our work. And it's a free app for iOS. The next one is Digital Wellbeing through technology, Google. We can use it to track the time that we spend on social media, the time that we spend to create something, the times that we spend to search for something. Oh, good to know. Yeah. Thank you. Sue, for sharing. The head of diversity. Does your university have a license for that? Yes. I totally can. Heide. Yeah. I can add the links to the chat right now. And the other apps... Oh, oh, it disappear in here. The other app is Simple Habit. That is one of the good meditation app for busy people. And there's also an app called Calm that is free for school. And Digital-Wellbeing.eu is actually not an app, it's actually a website that contains some digital well-being resources that we can use in our classroom. And it's a really good one because it contains several modules showing us how to teach privacy, to teach how to stay safe and identity, or even some health-related issues. And it's open education related to digital well-being. I don't know why I copied the link in here is actually I will try again,

HELENA:
Gwen don't worry. I'm just starting to put the links in the chat.

GWEN:

Thanks very much for your help. Yeah. So again, those niches through tools such as some suggested that are open out there that we can actually introduce to our students. You can try ourselves if we have some time and see how it works. And perhaps encourage the students to use... Smiling Mind. Yeah, I know that. Thanks for sharing the link in the chat. Yes. So can I have the next slide, please?

From those digital tools, I would like to introduce one of the framework that I heard about. It's really good to promote the well-being amongst students and teachers, actually, for all, is from Dr. Seligman in his work in 2012. And it's actually from Flourishing Positive Psychology Framework. It's not specifically for online teaching and learning. However, I find it really helpful in navigating through the spaces ourselves and to know more about how to stay positive and healthy. In this framework, there are five phases. The first one is positive emotion, and the second one is engagement. The next one is relationships. And number four is meaning, and the last one is accomplishment. When we look at the... Thank you. Thank you for sharing the links up those abs in the chat, Helena. But when we go through those factors or those elements in the framework, we will discuss more how those can be used in teaching and learning. Can I please have the next slide?

When we talk about Professor Seligman actually mentioned about the positive emotion in a way that we feeling joy, we feeling hot and the contentment or the question. The first question we think about is what makes us actually feel good? So thinking about our relationship with digital technologies, are they positive or negative? But it doesn't stop at the smiley face only for this factor. No, it's not a smiley face. It's about understanding those positive emotions in a way that if there are some negative ones, in what way can we reduce it? And if we are experiencing stress, are there any other ways to reduce those stresses? Are there any other ways to promote the positive coping and resilience? I would like to go a bit deeper in this element. I will leave the next element so that we can discuss more. But for example, to support myself in the well-being journey, I will try to schedule time to recharge. I would try to put the boundaries around my work. And I learned to implement some gratitude practices in my teaching. And that can be the icebreaker activity in my classroom. I can encourage my students to share some personal anecdotes, for example. I encourage the learning mindset. And in my design, I will think more about the low-stakes assignments instead of the high-stakes quizzes, because those actually increase the stress among the learners and myself in grading those as well. And talking more about the design aspects in our teaching and learning then we would think about in what way that we can incorporate the student voice and choice in teaching and learning. Because when we discuss openly with the students about the feedback, about the rubrics, about how to handle their workloads in online spaces, then that creates the safe and the stress-free environment for the students to learn in with those learning technologies. Can I have the next slide, please?

For the engagement factor. The engagement factor is talking about how we feel attached, how we invoked, and ability to concentrate on the activity. In other words, in other words, the question that we can ask is, when does the time really stop for us? When does the time really

stop for the students? So that there's the flow in those activities when our highest strengths actually matching with the highest challenges. So that this element actually called this is the learning space. The learning flows that the strengths, the student's strengths matches with the challenges. So the question that we have is, when using the technology, are we getting into flow? And our learning and teaching technologies give us the chance to collaborate with others to find some quality time to go with the flow or to live in the present moment. This engagement factor helps us to think about those ideas. The next one, please.

The next factor is about meaning. It's about relationships. I'm going too far. Relationships first Because we are human, actually, inherently social creatures. And so promoting the opportunities for collaboration, interaction within and amongst the teachers and the students is actually something that we should do when in online learning spaces. So the question that we can ask is, are we able to use the technologies to make new connections? Are we able to use the technology to strengthen the relationships that we have? Is it possible to avoid some negative relationships or interactions via those technologies? Good thing, even though it is social. We are social by nature creatures. But relationship is actually a skill that we can teach within ourselves and also within our group or our communities.

The next factor is meaning. Meaning is... So the question that you see on the slide is does your use of technologies help you to achieve greater meaning? But what does it mean by greater meaning? Greater meaning by Dr. Seligman, it means that we feel valued, we feel connected to something that is greater than the self. So because one of the intrinsic human qualities is the search for meaning and the need to have a sense of value or worth. So if we connect to the purpose or we promote reflection in our teaching and learning, that can be one of the activities to help the students in learning spaces. And the last feature is accomplishment. By accomplishment can also be understood as the achievement or the mastery or the competence. So the sense of accomplishment is the result of working towards their goals. By goals, I mean, have you heard of, how to set SMART goals? By SMART as meaning something very specific and something tangible, something doable. And this contributes to the well-being because individuals can look at their learning or their journey with a sense of the bright. So can we use technology that helps us to aim higher and, at the same time, that allow us time to celebrate those little things or the things that we think when we look at accomplishment features. Alright, so we are at 11:37, and I think that I have some preparations that notes for each of those features on how we promote well-being for ourselves as well as the student. But let me know if you have any specific questions related to those elements that you would like to know more. If not, then we can move into the next activity and we can discuss more about it later. If you have any questions, don't hesitate to... Yes, Rachel.

RACHEL:
I decided that I was really interested in the relationship piece that you talked about. I don't know how much, how much time you have here, but I like this idea of teaching about relationships.

GWEN:

Thank you, Rachel. Yeah. Yeah, I can talk about it a bit more because maybe in my presentation, when I said that we are social, we are inherently social creatures. So those relationships are good things, can be taught among our students in a way to support ourselves, to see. Can we use learning technologies to strengthen our relationships? And can we use technology to actually create new connections? So for ourselves, we can use technology to connect with a community of practice. We can use technology to gather and to share feedback with other teaching peers. We can also write a letter to support the students. So the help technologies... We can connect real-world challenges too to support the students. We can also encourage them in peer learning, some discussion activities, and with online forum. We can strengthen these collaborative activities. We can also use technology to share, to promote some mini-conferences and to incorporate and provide support to the group work and to collaborate with the students in their group project. I saw your hand up.

PARTICIPANT:

Gwen, I'm really enjoying this presentation. Thank you so much for pulling this all together and it's really great. One of the things that we are recognizing, and I work at UNBC with the School of Nursing. One of the things that we're recognizing is students aren't necessarily in digital burnout, but they're in digital fatigue because of the way we've set our classes up. So they might have three classes on a Wednesday, and those three classes might be online. So then what happens is the instructors get really excited about the kinds of things that they can do online. All those kinds of things that you talked about with relationship and building in that kind of thing as well. Unfortunately, by the time the students come to the third class they're so fatigued with all the things that they've been doing in the collaboration, in the relationship, and building all those kinds of things that what happens is that they just don't have any more, anything, anymore gas to give, even, you know, that kind of thing as well. So we've been starting to ask people to kinda harmonized rather than balance. So know what your instructors are doing that day and then seeing if you can harmonize the activities and do that. I wonder, did you find anything in the studies that you're doing around digital fatigue versus the burnout?

GWEN:

Thanks very much for sharing that. Yeah, and totally I hear it. Even if you try to be more collaborative, even though we tried to join the group and to strengthen the relationships. I remember in one of the conferences that Helena joined that day, like in Toronto and when she shared back with the teams was, Oh, I feel so tired, you know, like all my social muscles were so tense. So the idea is that webinars around those is a really good idea. And I didn't specifically find any materials related to this. But thinking about this. When… because when we are mindful of those relationships and those kind of accomplishments or activities that we try to incorporate and have the students do to learn all of those. It's good in the way that we reach out to our peers, like to our communities. And I liked the idea is that you say harmonize, harmonize in a way that we can be with other folks, share what that day in a way that I can incorporate my activities that I cannot, that I do not tire out my students. That I do not... I do something that... I want to do something that they feel connected and cared about. So

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relationship here is, you know, I feel that that teaching... that we can dig deeper in the way that... in what way that we teach and we respond to each other and to the students as well. I don't know if I answered your question.

DEB:
No, you definitely did. And I think the word that what resonated with me is mindful and integration, right? So thinking of that example of your smile, your smile. You're just tired of smiling at people by the end of the day. That, that kind of thing, that example was really great as well, so you did a great job. Thank you so very much.

GWEN:
Thanks, Deb. Yeah. So can I move into the very last activity of today. So I called it. You will think it's so structured. Oh, there's breakout room activity. But yeah, please please don't freak out. The last 15 minutes, I would like us to do is… I could devote five minutes. It's not a lot, but I encourage all of us to turn our camera off and we do a little bit of movement. Or we can also do whatever we want. But we want to think about one thing that we did. One thing that we could do to promote the digital wellness in our teaching, or in our work. Yeah, 5 minutes. Start now.

Hi everyone. Welcome back. Thank you very much for taking your five minutes and doing this activity. Because we are at 11:50 and we have such a small group, so I would like to make it as the whole group sharing rather than we are in the small group. And so can you please share some of the ideas that you have? So you are encouraged to raise your hand and talk. Or you can also just unmute yourself and share your ideas. Yes. I saw some hands raising. Yes. Thank you.

PARTICIPANT:
Hi. How's everybody doing today? I hope everybody is well. My camera is over here. So one of the things that I think is really important to promote digital wellness, even personally or even with faculty or students or anything like that, is really just to give people the space and the freedom to do that. And really encourage people to say, you know, if you've got things and you need to have your camera off or, you know, you're just going to listen, you're not going to participate. Just allow people to have the freedom to do that because we never really know what's going on with students, even with faculty, with students. So this is our third online course of the day. They're done. By the third one there over. I'm like that too. Like you said, when you get into a conference, as good as it is, at some point, you just can't anymore and just giving people the space to do that and understanding that that might be the reason as opposed to something else that might be going on with them. So I've really learned to not take things personally if I'm running a session and people don't want to have their camera on. I'm fine with that. I don't take it personally. I deliver and I hope that people get what they need out of it and I just leave it at that. So that's the thing that I think. Just really giving people space to be able to make their own decisions. Thanks.

GWEN:
Thanks very much for sharing. I saw the other hands as well.

PARTICIPANT:
I can jump in. Can you hear me? Yes. Thanks very much. This is a really interesting topic and I agree, I like that idea of giving flexibility to people to participate how they want you in. Another one that occurs to me is around helping people to make a connection early on in a meeting or a session. And just, I think sometimes if people have heard their voice out loud at the start then they're more likely to jump in later on. And so I think creating space and an agenda, especially with smaller groups to check in in an authentic way and just see where people are at that day is a nice start. And I know it's harder when the group is larger. And I think that there's kind of online ways that people can reflect a moment and see where they're at. You know, using a spectrum line and then annotate tool or something like that. But I like that. I love that idea, so thank you.

PARTICIPANT:
Yeah, so I don't teach, but I'm finding just the idea of all of the ways to communicate these days with people working from home or on campus, etc. And I'm finding that actually just sometimes just get away from the computer completely and go back to that old-fashion, go and see somebody in person and just talk with them or, you know, and I know that's not possible for everybody because some people are 100% online. We have a department meeting and we actually tell people, this is just for the idea of team building that everybody has their camera on if they're not on campus so we can see their face. At first, people were not thrilled with that. But then when they understood why we were asking that the camera was on so we can see their face because we haven't seen them for so long, it really did make a difference. So it's just kinda the, the other side of the coin of why to put on your camera. And my camera isn't on right now. And it's because it's Friday and I just went nah, nobody needs to see me today. And I'm also at home. So yeah.

GWEN:
I love that digital detox idea. And I think in our teaching and our work there could be some really nice. It can be like a digital detox hour. Or digital detox day that we do something. And I remember one of my co-workers Leva Lee, actually, in the meetings. We don't just talk about meetings. Can we just be together? And the idea of just be and create that space for each other. And to feel heard in that space and we can also learn more too. I'm actually a haiku practitioner. So the haiku for the haiku is very short poem 5-7-5 is very structured, very short. But you know what? The thing I love about haiku is it creates so much space for creativity. It creates so much space for more talks and for openness and for things that we don't really know out there. And the same thing with our journey with digital well-being. Some of the spaces, some of the structures that we create like this. It can be something like for all of us to stay more healthy in these spaces. Any other ideas, everyone? If you're able, taking meetings outside is an option. Yes. Right? Totally. Yeah. When I work with my students, when I work with my class, I always schedule time to take my students out to the beach and actually it's for myself first. And you know, I incorporated music and things and things that they do out there on the campus at different spaces rather than just stuck on the desk. Yeah. Not the idea. Any other ideas? Yes.

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PARTICIPANT:

Yes. Hi. Can you hear me? Perfect. I'm calling from Germany, from Freiburg in Germany being a school counsellor and a psychotherapist. And also teaching about digital self, digital identity, and this is, of course, why I found this topic very interesting to see what ideas you do additionally Three points from my side. So when I do give online supervision, for example, right, for in a clinical context, but also for teaching. I always try to, as you said, see at least In the beginning sometimes I would ask them to turn the video on. But also in the introduction, I like the idea said earlier, that you hear the voice, you see the person, you know who's there that they've spoken at least once. But also to give me one sentence where they're calling from, where, how the situation is. And sometimes I would ask them what they see, if they look outside the window or to pick something. What do they see? Do they hear, listen, smell, or taste to bring back the body and the senses also into the online world a little bit so that it's yeah, that we're present even more and I think it works really well, but sometimes we've had meetings which therefore then also got really intense. The other thing I do, yes, of course, those personal detox things. I've just had a five-week detox on my smartphone at least, which was very healthy and very good to do. And what I do want to keep as a day per week of smartphone detox and try to have this month for one year, or even see how I'm able to integrate that in my daily life, which is busy with four kids and working a lot. The third idea, which I'm doing is eco counseling or eco therapy. So taking students out as much as they can and that they can book their meetings online with me and I've offered that directly. So before they would come to the office, I would ask, Would you like to go outside? And then because it's a cozy, safe place, the offers they tend to Oh no no, we just stay in here. So I've now, I have it as an option that they book it directly and then I know they know that we will be using nature, mindfulness in nature to be outside and we meet directly down in the garden. So these are things which I find more and more important to integrate. And for digital well-being, we need to cut down on digital things, but also have the nature again, helping us with this. Yeah, so these are the few things.

GWEN:

Those are all amazing ideas, but yeah, I love it. And I liked the ideas that you provide like the consult, like the mentorship to the students. And I think it aligns really well with the meaning in seeking something more than just the self than the educator in whatever role that you are providing the mentorship or seek out the mentorship. Incorporate those things are really, really good ideas too. Yeah. Thanks for sharing. Yeah, thanks. We are at 12:00, everybody. And thank you so much for being here with me until now. Thank you very much. As I said, I don't know much about the topic, but a good way to talk about this is we can just gather together and talk about it in the topic that we don't know. But thanks again and have a wonderful Friday. We'd really hope to see you again in other events at BCcampus. Thank you.