

FLO Lab – Developing a Manifesto for Digital Wellbeing

Lisa Gedak

Host: Helena Prins

BCcampus

hprins@bccampus.ca

January 24, 2024



BCcampus

Learning. Doing. Leading.



REJOICE. AN ODD WORD that literally means “to experience joy again.” That should be our daily mission. To experience joy again. Sure there’s stuff that needs doing, stuff to wade through and stuff to fix but there’s also the joy of small things: a hug, a conversation, playing a song all ragged and rough on an instrument, walking on the land, listening to great music or enjoying silence and a cup of tea. Rejoice. Fill yourself again.

Richard Wagamese, 2021, p. 123



Unless otherwise noted, this work is released under a CC BY 4.0 Licence.
Feel free to use, modify, or distribute any or all of this presentation with attribution.

BCcampus.ca

@BCcampus

#BCcampus

I am on Pender Island, **S,DÁYES on the unceded Territories the Tsawout and Tseycum** who were displaced and whose culture, language and ways with the Land were disrupted and **continue to be disrupted by colonial systems.**



Digital wellbeing through an Indigenous lens

- Indigenous knowledge, art, culture often commodified online impacting wellbeing & socioeconomic status (Statistics Canada, 2023)
- Indigenous youth more likely to experience cyber-racism & cybervictimization (Statistics Canada, 2023)
- Indigenous communities across Canada are unconnected – only 35% in British Columbia - Mundie, J. (Dec 2022)

What this session IS

- PD opportunity to explore digital wellbeing in alignment with BC's digital literacy framework (2022)
- Participatory, peer supported – breakout groups, self-reflections, discussions

This workshop is designed to foster a supportive environment and participants are encouraged to engage at their own comfort level.

If you feel like shutting off your camera, not participating in breakout groups, discussions, self-reflections or sharing please feel free to refrain. The facilitator respects everyone's individual boundaries.

The facilitator is **NOT** a licensed counsellor, psychologist or psychiatrist and this session is intended to be provided for faculty education purposes only and not a substitute for professional advice or treatment.

What this session is NOT

- Mindfulness session
- Counselling for mental health & wellbeing or digital addiction support

Goals for today [and beyond]



Recognize

Opportunities & obstacles
to digital wellbeing



Consider

Instructional approaches
& design to support
learners' digital wellbeing



Distinguish

Strategies & actions to
support digital wellbeing
in personal & professional
contexts



Develop

Develop a Manifesto to
support digital wellbeing

Digital gratitude Wall (UBC, 2022)

The UBC Wellbeing Design Lab (2022) created a "Digital Gratitude Wall" Padlet where anyone from anywhere can share what they are grateful for.

"Research has shown that practicing gratitude help create feelings of optimism that make it easier to manage stress, depression and anxiety"
(UBC, 2022)

Inspired by this practice, let's set an optimistic tone for the session and share ONE thing you are grateful today for in the chat

The [Digital Literacy Framework \(PDF\)](#) (2022) identified six characteristics that encompass types of knowledge and skills learners need to be successful in the 21st century:

- **Research and Information Literacy:** Students apply digital tools to gather, evaluate, and use information
 - **Critical Thinking, Problem-Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
 - **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
 - **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behaviour
 - **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
 - **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.
-

Digital Literacy Framework Project (2022)

BCcampus in partnership with Ministry of Post-Secondary Education & Digital Learning Advisory Committee (DLAC) amplified [Digital Literacy Framework](#)'s intention of defining digital literacy & the associated knowledge, skills, and abilities for post-secondary communities.

Resulted in eight thematic competencies for educators:

1. Ethical and legal considerations
 2. Technology supports
 3. Information literacy
 4. Digital scholarship
 5. Communication and collaboration
 6. Creation and curation
 - 7. Digital wellbeing**
 8. Community-based learning
-

Competency 7 Digital Well-Being

Includes using technology to support your wellbeing & adjusting when technologies negatively impact physical, mental, or emotional health.

Alignment =

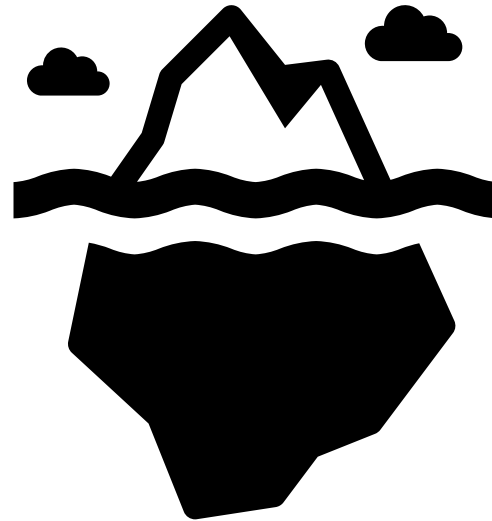
healthy boundaries with digital technologies & intentional use.

Session Goal #1

Recognize Opportunities & Obstacles
to Digital wellbeing

Activity

- Case Study – breakout group



Obstacles to digital wellbeing

- Information overload
- Excessive screen time
- Social media overuse
- Lack of boundaries
- Cyberbullying
- Fear of Missing Out (FOMO)
- Digital multi-tasking
- Lack of digital literacy
- Digital Addiction

Opportunities for wellbeing

- Taking breaks from digital devices (detox)
- Setting boundaries
- Disconnect from social media
- Physical activity, and stretch breaks
- Mindful practices (meditation, yoga)
- Critical evaluation of sources and information
- Focussing on single tasks (and screens)
- Professional development of digital literacies
- Development of a healthy online identity

**Living in a time of persuasive and pervasive technology!
Obstacles and Opportunities exist everywhere**

Case study obstacles & opportunities

"Jordan's" story

- Faculty member at post-secondary institution
 - Advocates for tech-enhanced pedagogy
 - Increasingly overwhelmed by demands of digital engagement
-

Case study obstacles & opportunities

"Jordan's" story (breakout groups – 20 mins)

1. Brief introductions
 2. Access and read case study (link in chat or PDF)
 3. Consider and list obstacles and opportunities for Jordan to support and enhance their digital wellbeing
 4. Share out – one obstacle, and one opportunity
-

Case study obstacles & opportunities

"Jordan's" story (Share out – 10 mins)

Each group share out:

one obstacle & one opportunity





Wellbeing BREAK
[10 MINS]



Session Goal #2

Consider Instructional approaches & design to support learners' digital wellbeing

Activity

- Reflective discussion
(breakout groups & Padlet)

Impacting Student's Digital Well-being by Design: Course design decisions & instructional approaches

Impact students with technologies intended to:

- Promote learners' success (technology-enhanced pedagogy)
- Promote engagement and motivation (gamification, collaborative projects)
- Connect with learning community and lecture difficult concepts (Zoom, Teams)

Educators must consider the impacts of tech-enhanced design and delivery approaches on wellbeing while also determining the effectiveness of digital tools on student learning

Reflective Discussion



How might educators support students in cultivating a positive and healthy relationship with technology, ensuring overall digital wellbeing through course design and instructional approaches?

Consider this for a moment

Reflective breakout discussion & Padlet (20 mins)

1. Brief introductions
 2. Access Padlet (link in chat)
 3. Read reflective prompt, discuss & post at least 3 ideas
 4. Share out – one idea and central themes or learnings
-

Supporting Student's Digital Well-being by Design

- ❑ Create space to talk about relationships with digital technologies
 - ❑ Supports and resources for using chosen technology
 - ❑ Provide alternatives - provide students with voice and choice
 - ❑ Revise heavily weighed summative assessments - design frequent low-stakes assessments
 - ❑ Encourage students to take screen breaks during synchronous sessions (cameras off are OK!)
 - ❑ Opportunities for peer to peer learning - using their choice of technologies to support the collaborative processes (brainstorming, file sharing, collaborative docs)
-

Supporting Student's Digital Wellbeing by Design (continued)

- ❑ Promote reflection about, and provide feedback on, the technologies used – how was their experience? Positive or negative? Why?
- ❑ Design digital badges and award them to students for the development of digital literacies
- ❑ Celebrate success – build in rubric criteria that acknowledges the use of technologies in assessments
- ❑ **Support the development of all digital literacy skills**

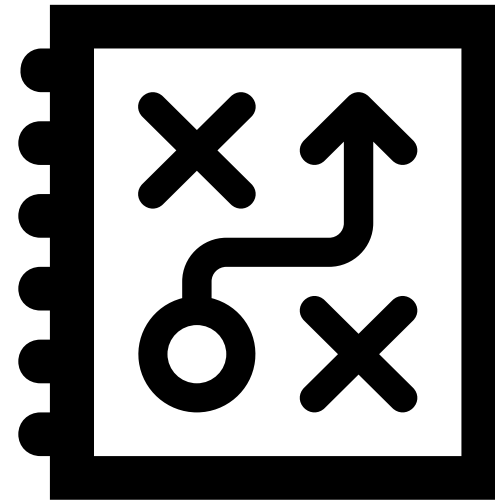
McCallum and Price (2016) defined digital wellbeing as "the ability to live holistically healthy lives considering all activities that involve the use of digital technologies"

Session Goal #3

Distinguish strategies & actions to support digital wellbeing in personal & professional contexts

Activities

- Self-assessment: Digital wellbeing checklist & **optional** share out





Educators must support their own digital wellbeing in personal & professional contexts to be able to support students with theirs!

Supporting digital wellbeing in personal & professional contexts

- Reflect on your use of technologies
 - how often do you check emails? social media? the news?

Mobile and other technology devices may lead to:

- Eye strain and "text neck"
 - Difficulty focusing
 - How well we sleep at night
 - Depression and anxiety - students more prone:
social media, comparing themselves to others, cyberbullying
-

Supporting digital wellbeing in personal & professional contexts

With healthy boundaries using technologies we can:

- Pursue personal goals (fitness, meditation)
- Participate in social and community activities (social media, charity events)
- Learning and development (online courses, critical research)
- Supporting a positive digital identity (creating an ePortfolio, regular audits – ever Google yourself?)

Digital wellbeing - we live in an information society, using technologies positively to support both mental and physical health.

"A digitally literate person will use technology to support their wellbeing and have strategies for managing technology if it negatively impacts their physical, mental, or emotional health. A digitally literate person will have healthy boundaries with digital technologies, use them intentionally and will not use digital technologies in ways that harm others" The B.C. Post-Secondary Digital Literacy Framework (2022)

In relation to digital wellbeing, digital literacy means being aware of:

Digital privacy and security issues

- Digital info about you & others may be permanent (true or not)

Digital identity matters

- Managing your online identity & understanding that it can influence your sense of self, your personal life, and your professional

Digital safety issues

- Protecting personal, private, and sensitive information

Digital health matters

- being intentional when sharing & consuming digital content and taking breaks from it when it is impacting your wellbeing
-



Digital Wellbeing
checklist
Self-assessment
(15 min)

*link in chat

Digital Wellbeing Checklist Self-assessment

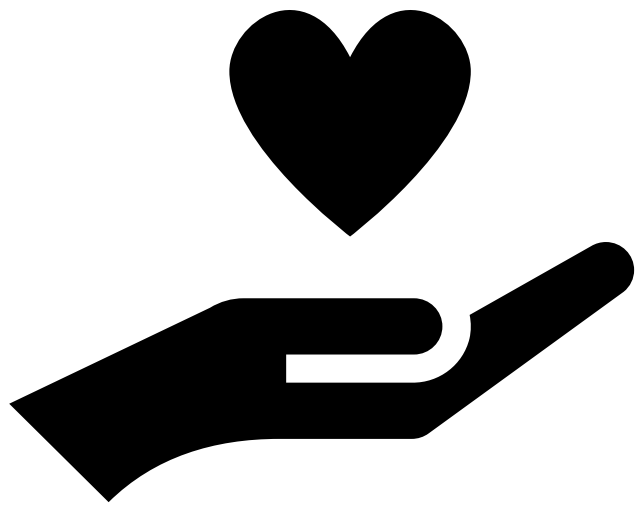
Optional Share Out (10 min)

Did this self-assessment and reflection shift the way you think about technologies' influence on your digital wellbeing?

Why? What now?



Wellbeing BREAK
[10 MINS]



Session Goal #4

Develop a Manifesto to support digital wellbeing

Activities

- Group brainstorm (chat)
 - Develop or begin to develop a Manifesto to your digital wellbeing
-

What is a Manifesto?



Goals expressed in statements clearly declaring intentions to the world



Call to action for the audience - in this case you and who you share it with



Create direction, focus and purpose



Helps you express & evaluate your goals & how to reach them



Can be short statements or as long as a novel

Manifesto statements from well-known digital brands:

Mozilla Firefox (free and open-source web browser)

"Internet for people not profit"

"We are committed to an internet that includes all the peoples of the earth — where a person's demographic characteristics do not determine their online access, opportunities, or quality of experience"

Apple (multinational technology company)

"Think different"

"Here's to the crazy ones, the misfits, the rebels, the troublemakers, the round pegs in the square holes... the ones who see things differently — they're not fond of rules... You can quote them, disagree with them, glorify or vilify them, but the only thing you can't do is ignore them because they change things... they push the human race forward, and while some may see them as the crazy ones, we see genius, because the ones who are crazy enough to think that they can change the world, are the ones who do" (Steve Jobs, 1997)

An example to support digital wellbeing

"I Promote Healthy Boundaries Around Digital Interactions" (Gedak, 2024)

I have guidelines and limits for my digital interactions, in personal and professional contexts, to prevent excessive screen time, burn out, and the negative consequences of constant connectivity.

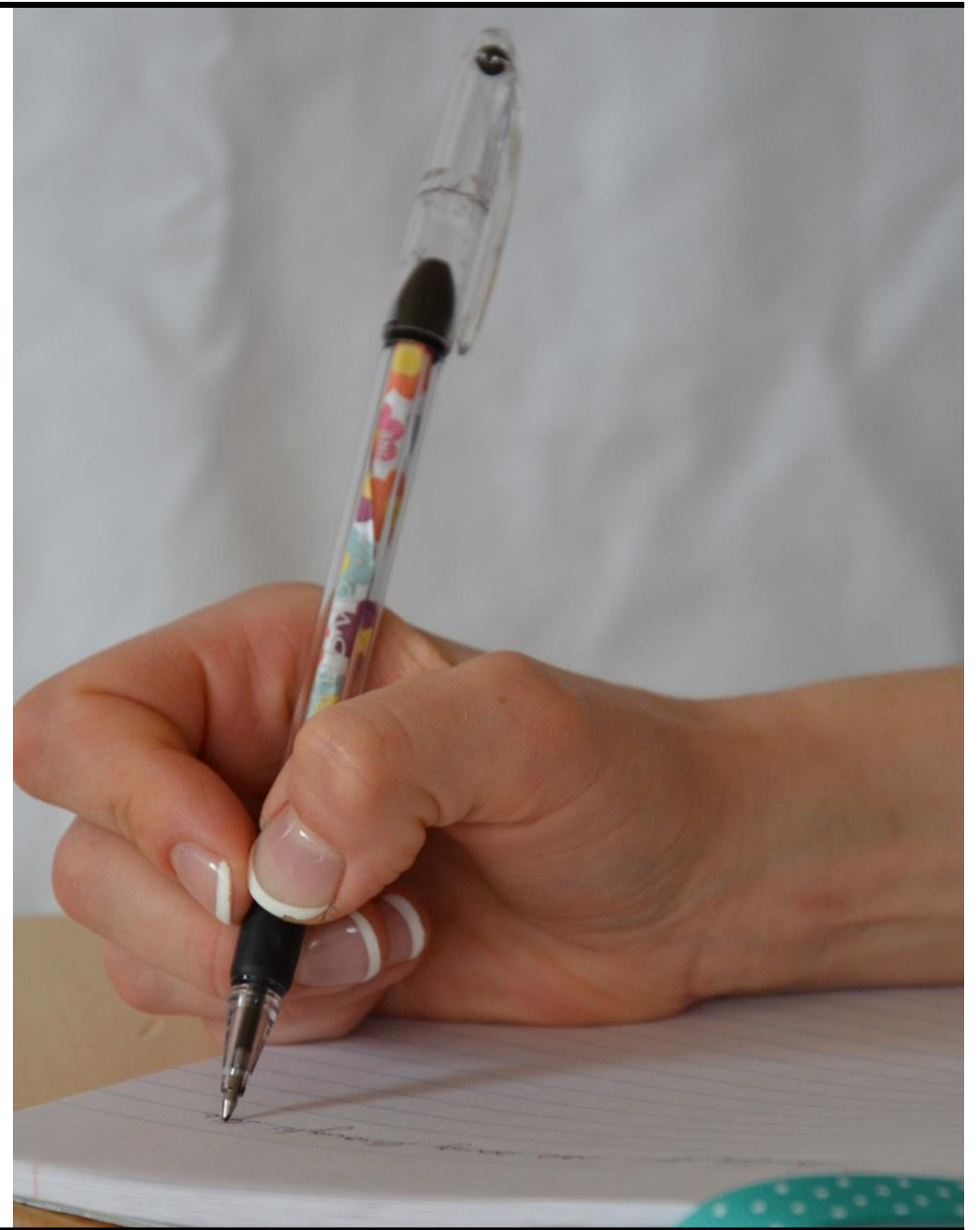


Create your own statement and description (optional – share out)

- Paper, pen or pencil
- Google form template (link in chat)
- Other digital method (word doc etc)
- Visual images – paint, draw, digital art

This is for you!

You decide how you will be best inspired



Share Out & Final thoughts (Optional)

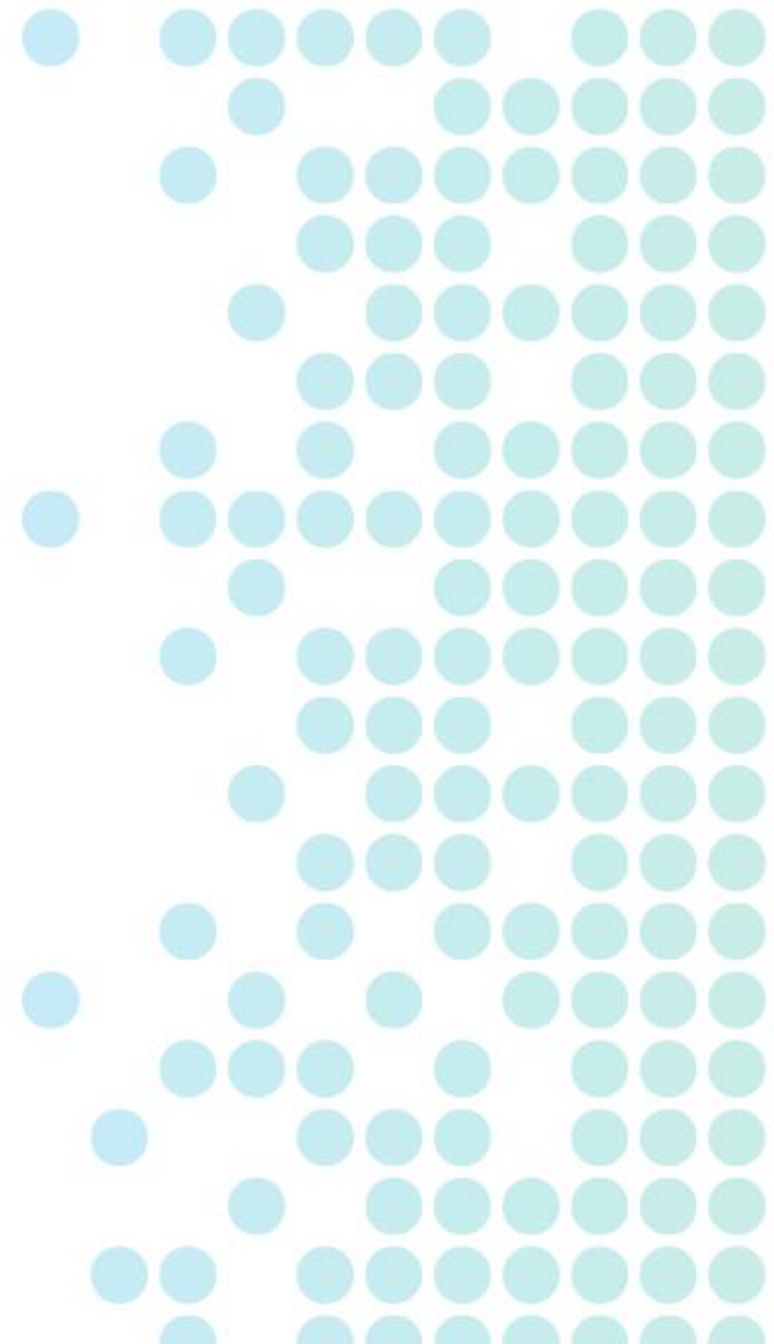


Thanks for attending!



BCcampus
Learning. Doing. Leading.

Questions?



Unless otherwise noted, this work is released under a CC BY 4.0 Licence.
Feel free to use, modify, or distribute any or all of this presentation with attribution.

BCcampus.ca • @BCcampus • #BCcampus



BCcampus
Learning. Doing. Leading.

References

HOLD for references