

Transcript for FLO Lab: Developing a Manifesto for Digital Well-Being BCcampus event hosted January 24, 2024

Host: Helena Prins

Facilitator: Lisa Gedak

HELENA PRINS:

Good morning everyone and welcome to our FLO Lab on digital well-being, Developing a Manifesto for Digital Well-Being. This is going to be a wonderful three hours together. We are so thankful that you decided to spend it with us. We won't be a very large group, which also makes it a very nice and intimate experience. Just a few housekeeping items. First, my name is Helena Prins. I'm an advisor on a learning and teaching team. I'm here with Kelsey Kilbey from my team. She's a coordinator and our tech support for today. Your FLO facilitator is Lisa Gedak. You'll meet her in a few minutes here. Some other housekeeping items is just that the session will be recorded and shared publicly afterwards. If you do not wish to be recorded, you can turn off your camera, you can change your name to "Participant." The breakout sessions will not be recorded. Feel free to just be yourself and say what you want there. We won't record that. Afterwards, we will provide a survey and we really love your feedback and input. I share with Lisa ways for her then to learn from the session as well. But we are particularly also interested in your topics that you want us to consider in our planning for the year ahead. That's the housekeeping items I have.

I want to start us off in a good way. This morning started a little bit harried for me at home. I think we can take this moment just to calm down a little bit. I'm on the unceded traditional territories of the Lekwungen speaking people, which includes the Songhees and Esquimalt Nations. I've been fortunate to live here for 15 years. It's so beautiful. I never get tired of looking outside my window. One way that we at BCcampus show our commitment to reconciliation and decolonizing practices in post-secondary education is we continue to learn, we continue to read. One of the authors that we all really like is Richard Wagamese. Wagamese, excuse if I pronounce his last name incorrectly. This meditation from his book that I got in for Christmas, I would like to read and maybe it's a nice moment for us just to think again about our relationship to the land and our responsibility to the First Nations:

“Rejoice an art 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.”

That I really wish each of you a joyful Wednesday with us. And I'm going to invite you, if you want to let us know in the check where you are from, you're invited to do so. While you do so, I'm handing the session off to our wonderful FLO facilitator. Lisa Gedak. Thank you for being here, Lisa.

LISA GEDAK:

Thank you, Helena, That was just beautiful. I really love Richard Wagamese, and *Embers* is one of my favourite books to just to have a tea in the morning and really centre myself. That was really lovely. Thanks for sharing that. Where I live is behind me. The colonial name of Georgia Strait is where these islands are essentially located. It's the Gulf Coast Islands, Pender Island or S,DÁYES, and I'm on the unceded territories of the Tsawout and Tseycum who were displaced and actually do not even reside on Pender Island. Most of the Tsawout and Tseycum people live in the Saanich area in Victoria, on Vancouver Island. And there have been some really awesome reconciliation efforts, including annual salmon bakes and those sorts of things that are happening where people are connecting and learning a lot about the history here, including myself. I've owned a home here for seven years. There's certainly a lot more for me to learn about the culture and the history here. Tying to this session, I always like to think about Indigenization and decolonization from the lens of something we might have control over as educators and instructional designers. And how do we actually implement these things in practice? Really looking at digital well-being through an Indigenous lens. Well, firstly the bottom bullet there. It's sad to say that even the last time that I reported this statistic, I think it was a year and a half ago. And it remains the same that only 35% of the Indigenous communities in British Columbia are even connected. So how can you practice digital literacy skills and align to being digitally well when you don't even have access? And I'm sure many of us have seen how Indigenous knowledge and art is commodified. Just look at Orange Shirt Day, for example. You're going to find that there's a ton of people that are predatory in those spaces. That does not just impact socioeconomics, but it also impacts the well-being of people. It's something to consider and also that Indigenous youth are much more likely. This is a recent Statistics Canada stat that's been shared. Much more likely to encounter racism and cybervictimization. Just something for us to consider in relation to digital well-being. Next slide, please.

I want to flip it and I forgot I have Kelsey. Thank you, Kelsey, for doing this. I wanted to feel more like a participant. I generally control my own slides, but I felt with the topic being digital well-being, I want to be in the space together and feel a little bit more present than if I was controlling the slides. So thank you Kelsey for doing that. I really want to be clear before we start what the session is and what the session is not. So the session is absolutely in alignment to the B.C. Digital Literacy Framework, which was drafted in 2022, and hopefully ceremoniously launching sometime this year officially. But it is available, you can access it in its entirety. But really we're going to explore digital well-being in context of how it has been situated in that Digital Literacy Framework. I'm really hoping that today is a participatory experience that we can lean in and we can learn together and reflect together and have some really great, rich discussions. I do really want to acknowledge though that participation can look different for everyone. Helena shared that she wasn't having the best morning. My morning didn't start off as wonderfully as I had hoped either. And you never know how it's feeling for people. Just know that. I completely respect if you want to shut your cameras off or you're not feeling like participating in a particular activity, that's completely fine. I really want to emphasize that it's

not a mindfulness session. There's some sort of mindfulness practices that we'll encounter that could be perceived as being mindful, but that's not what it is about. And I'm certainly not a counsellor or a psychiatrist, or a psychologist, and so I'm not here to support people with mental health well-being or digital addiction, which is very real and it's increasingly becoming a problem. So I'm a facilitator and I'm here to help. I want to be a participant as well. So we're in this together, and really it again, is an alignment to digital well-being in the context of the B,C, Digital Literacy Framework. So just making sure that that's really clear before we get going. Kelsey, next slide, please.

Today we are going to do several things. The session is actually divided into four components. They're separate but they're integrated. And we're going to work our way to developing a manifesto through scaffolding different activities. We're firstly going to look at opportunities and obstacles to digital well-being. I'm going to show you the definition as per the Digital Literacy Framework and contextualize it from that lens. And then we'll consider what some of the obstacles and opportunities might be for digital well-being. In our second section of our session, we are going to look at how that looks as a teacher. How are we going to provide support to our students and support our learners in digital literacy, and specifically in the element of digital well-being? What instructional approaches, what course design considerations might we have for doing this in practice? In the third segment, we are going to look at strategies and actions. How we're going to support well-being in our personal and in our professional context. And then finally, in the last segment of this session, we are going to develop or begin developing a manifesto to support our well-being, which will be personalized and hopefully help to guide you in your future practice of digital well-being and your pursuit of that. That's the shape of the day. What did I also want to mention about this? Oh, yes, absolutely. We're going to be having two wellness breaks or well-being breaks that are built in because I think it is important for us to do that and model that for each other as instructors and consider doing that for our students, allowing them to have a well-being break. If we've got a three-hour lecture, for example, it's nice to be able to do that. To stretch your legs, to do whatever it is that you need to do to recentre her and to feel well. Next slide, please.

First, I love that Helena actually started to set the tone a little bit. I'm going to lose. There we go. Get a Padlet on here. I'm going to pop in the chat in a second. The Digital Wellbeing Padlet that was actually created by UBC in 2022 through their WellBeing Design Lab. It's still active and anybody can share to their digital gratitude wall. If you just forward on the slide there, Kelsey. We're going to be inspired by this practice, set an optimistic tone for this session. I'm going to ask that you pop one thing into the chat that you're grateful for today. And I'm going to pop the actual link to the Padlet from UBC in there as well, if you'd prefer to share there or maybe you just want to peruse. But whether it's just being... This can be difficult. My husband and I started a gratitude jar probably six years ago now. And I ask him to sit with me, and we each take a piece of paper and we write something that we're grateful for on that piece of paper. And on New Year's we have a whole jar full of these little pieces of gratitude. And we pour them into a bowl on our coffee table, and we pull them out as the night progresses. And just remember and talk about the different things and parts of that year that we were grateful for. And he really

had a challenge doing this activity at first. I don't know, what should I be grateful for and how, you know, what should I write here? And I think that thinking that it had to be grandiose, and I've said to him, it could be anything. It could be that you're wearing clean underwear, that you're having a good hair day, that you're surrounded by friends. Sometimes it takes a bit of practice, but you can be grateful for anything and everything. Just try to take a moment and think of something that you're grateful for. We'll share, and Kim has started us off there. I'm grateful to be here today with all of you. And to actually talk about this framework and how important it is for education. I think it can make us happy reading other people's gratitude. Thanks for sharing, Katie. Starting with an attitude of gratitude. I love it, Kelsey. Next slide, please.

The Digital Literacy Framework from British Columbia was drafted in 2022, and it originally identified six characteristics that our learners should have in today's 21st century skill. And here are the different aspects or characteristics that they had defined for students, which obviously for us to support as teachers and instructional designers and people in education, we need to be aware of these and also hone these same skills and knowledge. Research information and literacy, being able to apply the digital tools that we have to gather, evaluate, and use information. It's getting tougher to evaluate information out there. A lot of artificial generated pieces, fake news. Having the ability to not only curate information because it's everywhere, but to evaluate and to use it. Then to be actual critical thinkers, to problem-solve and make decisions on what we are actually evaluating. The ability to solve problems in online spaces, utilize our digital tools and resources and be able to do those skill sets of managing projects, conducting research. Being creative and innovative, demonstrating our creative thinking, constructing knowledge, developing innovative processes and products, which really every five years is like 20 years. In tech, things are happening quickly. So becoming digital citizens and understanding the interconnectedness of our world, the different cultures, the different ethics, and the different aspects that lie and underpin being a digital citizen is really important. And then communicating and collaborating. There's all sorts of forms of communication and some that are becoming more antiquated. As our students are coming up, they're certainly not going to be inclined to pick up a telephone, for example. They're going to be communicating in different digital spaces. And being able to support in how they work together in those spaces and collaborate and communicate with one another in those spaces is really paramount to their success in the future. Being able to understand tech operations and concepts. So really systems and operating software and hardware, and understanding all of the different technology aspects, not at a really deep level necessarily, but even at a basic level, how things operate is going to be really critical, especially as we're incorporating more and more technologies into our world. Next slide, please.

Born from those original characteristics, the BCcampus, as well as the Ministry of Post-Secondary Education and Digital Learning Advisory Committee, or DLAC, thematically analyzed these characteristics that had originally been produced and shifted it to a post-secondary space for post-secondary communities. And it's resulted in these themes that have arisen that educators need to be aware of and consider. Now, each of these eight also have specific

elements related to each one that align with how that looks. So we're going to unpack seven, which is bolded there on the slide, digital well-being and the elements that align to that. That's going to be our focus for today, but the references and the slides will be available to you after the session as well. So I urge you to check out the entire Digital Literacy Framework, which is hyperlinked in here as well as in the materials. Next slide. Please just advance it by one. Okay, perfect.

So the competency number 7, which is what we're looking at in that framework, Digital Well-Being, includes using technology to support our well-being and adjusting when technologies negatively impact our physical, mental, or our emotional health. That's the official definition as far as what digital well-being means. In order to align to that competency... Advance by one. Thank you. So alignment actually equals having healthy boundaries with digital technologies and having intentional use. We're going to do some activities today that help us to consider what that actually looks like. Move it from a place of theory into a place of practice. Next slide, please.

The first section of our session, we are going to recognize opportunities and obstacles to digital well-being. I'm going to provide you with a case study, it's short. It's about a university instructor. And provide you with a situation that they must navigate. And it's going to be familiar to many people as you examine Jordan's story. First, let's look at what some of the opportunities and obstacles are. Next slide, please.

Trying to look through both lenses, there certainly are obstacles and opportunities when we're thinking about well-being in digital spaces and navigating these things. Information is everywhere. We're cognitively overloaded. There's no question. We're excessively on our screens. You probably were on your phone right before you went to bed and a lot of us use it as an alarm, so you picked your phone up again as soon as you woke up this morning. We have excessive screen time. Even if we think that we sometimes take breaks, we probably would be shocked if we added up all of the screen time that we used over a day. Many of us overuse social media, whether LinkedIn, whether it's now people can argue, well that's not social media. But more and more things are being shared there that are less about networking. Even in spaces like Facebook obviously is still a popular forum for people. We're overusing it. We're looking at information constantly just scrolling through our screens. And we have a lack of boundaries around that. How many people just grab their phone as soon as it vibrates or makes the ding? That can be one of our issues. And of course, there's cyberbullying. There's also the fear of missing out and comparing ourselves to other people that are online and online spaces and what they're doing and what their vacations look like. Even on a more subconscious level, we're doing this, we're comparing ourselves. It's hard, we're digitally multitasking. I say that as I have another device right beside me, which will end up being flipped open sometime this afternoon as I jump into my other role. Actually I don't think I even introduced what I did, so we can talk about that later in the discussion. But essentially, I'm in education, I'm a teaching and learning strategist, and I work at a couple of different universities in British Columbia. Digital multitasking, so that's obviously a problem for me and I'm sure for a lot of others. Lack of digital

literacy. If you were to dissect and distill the framework that has been provided by the B.C. government. And then furthermore, through this DLAC process, it really becomes almost like a checklist. You can sort of look at where there are gaps and opportunities for you to develop digital literacies. But at the speed of which things are happening, it's really difficult for anyone to declare that they're 100% digitally literate. There is a lot of work that needs to go into that and that can cause frustration and stress. And on the end of the spectrum, there's digital addiction. There's a lot of people who absolutely lack the willpower or the ability to provide boundaries for themselves around digital technologies. But there's also a lot of opportunities. So we can take breaks, we can do little detoxes. For quite a while, I turned my phone to completely be monochromatic and not have any colour in there, and I think it did help, although I have yet to find an app that still allows me to see photos in colour. And for me, that was kind of the breaker. But also just setting your clock or your phone so that it's not going to disturb you. Put it on "Do not disturb," right. Setting boundaries like that and just taking a detox. Setting your device on your hand, your Fitbit or your watch, your Apple watch, if you have one, to remind you to stand up occasionally, right. Setting boundaries and really taking breaks. Disconnecting from social media, maybe not having notifications automatically dinging at you. If it's something that you do, you're probably not missing out. It's that fear of missing out. We can do physical activity and take stretch breaks. We could do meditation or yoga. Today, we're going to take a couple of 10-minute breaks throughout the session and choose what you do there. Maybe you go for a little mini-walk or you do a little bit of a yoga stretch. You're going to choose what to do, Critical evaluation of sources and information that is in our control. As educators, we tend to have the ability to do that and to think a little bit more deeply than our students do, but we sometimes don't take the time. We're also guilty of just believing what we read when we see something on the screen. But we do have that opportunity to critically evaluate things as we are seeing them and also when we're posting them about other people, ensuring that it's relevant and its current, and it's going to be something that we are proud to present to the world. We can choose to focus on single tasks and cut out all of that multitasking and additional computers and all of those things. That's again, a choice that we're making. We can engage in professional development to develop our digital literacies, which is what you're doing right now by being here. I applaud you for doing that and considering how that could look in practice. We could also develop a healthy online identity. When have you Googled yourself last? What is the image that you're putting out there? Is it the image that you're hoping to put out there? What is your online identity? What is your online footprint? Where have you been? Where are you going? What story are you telling to the rest of the world online? So, something that we can consider. Next slide, please. Okay. So, oh, sorry, I said next slide, but there was a little tidbit there.

So we are going to look at a case study. There's a lot of obstacles and opportunities that were identified there, and there's many more. But we're going to contextually look at Jordan's story. A faculty member at a post-secondary institution, and they really lean into innovation and technology. And they work with their teaching and learning centre. And have been using all of the different ecosystem technologies at their institution to support student learning. But increasingly getting really overwhelmed. There's a lot of engagement that happens in digital

spaces as an educator. Responding to foreign posts, emails, managing the online space. Hyperlink doesn't work, so you've got to jump in there. There's a lot of engagement happening with the content, with the students. There's a lot of energy that's expelled in those spaces, and Jordan is a little bit tired. I'm going to do a couple of things. I'm going to pop the instructions for these breakout groups. Actually, if you move to the next slide there, Kelsey. Thank you.

These are the instructions, in a moment that I will pop into the breakout groups. Kelsey is going to break you into small groups. We're a small group already, so two or three breakout groups should do it. And you're going to get in there and introduce each other briefly. You've got 20 minutes. You're going to introduce yourself briefly. You're going to access and read the case study, Jordan's story. I will provide a PDF in the chat and also a link to a Google Doc. So your choice on how you access the case study. But what you're going to do in those groups is you're going to consider and list the obstacles and opportunities that you think Jordan has so that we can support her in enhancing her digital well-being. And after the breakout groups wrap, we are going to do a share out and you'll share out one obstacle and one opportunity that your group has identified that Jordan could potentially utilize to develop her digital well-being. Before we break out into groups and I pop all of this information into the chat, are there any questions about what we're going to do? Okay, no questions. We've got instructions. If we could break people up for 20 minutes into breakouts. I look forward to seeing what you think about Jordan's story.

I love seeing the little microphone stance in the breakout room area. I'm like, look at, they're chatting all about Jordan's story. This is great. I hope you came up with some ideas for opportunities and obstacles, and I wonder, and you can speak to this as your group shares out if you considered Jordan as a holistic person and you considered both personal opportunities and professional opportunities. Just a question. I wonder. Anyhow, I don't know who was group one and who was group two? Somebody brave volunteer and start us off. And you know, we're a small group, so I don't think you even have to limit it to one obstacle and one opportunity. Feel free to just share, you know, sort of the summary of your discussion and some of those obstacles. Okay, Helena is saying her group was group two. So the other group is group one. If you would like to jump on and share with us, that would be great.

PARTICIPANT:

I can speak, but I'm always like the one who jumps in. And I feel like I dominate the conversation. So I'll say a couple of things, and then the rest of my group. We had a really good conversation. And in fact, I want to hear it. Nithasha, I'm saying your name correctly, right? Perfect. I want to, we were talking as instructors and she had a really good insight as from the student perspective when she's doing her master's. I want to hear the rest of it. But I would just say maybe a couple of things that we talked about. I don't know if we mused our obstacles and opportunities, but one opportunity that we think Jordan has is to set some boundaries around when she is actually going to be responding to her students. Cheryl made a really good point that she said, you know, I started responding to students whenever I could because I could. Then all a sudden, that sets up this expectation that all of a sudden I'm supposed to be

emailing students whenever they email me. If I don't email them at 3:00 in the morning, like I've had that experience. You're like, "Why didn't you email me back?" I'm like because I was sleeping. So setting up those boundaries, which can then also be a way to model for your students that it's okay. Just because someone texts you doesn't mean you have to text them back right away. Just because someone tries to get a hold of you, you don't have to get a hold of them right away. That was one thing that we had identified. We also talked about reaching out to co-workers and colleagues and saying, "I'm feeling really overwhelmed about all this stuff. Have you tried using anything? Maybe we could share out some of these new tools and you could try this one, and I'll try this one and you try this one and we could talk about it. Rather than us all feeling like we have to be experts all the time on all the things." I would say the last thing we talked about is course design being more student centred so that you don't feel like as the instructor, you have to be answering all the questions and doing all the work and being in every discussion forum, and being in every last digital element of the course. Putting some of that onus on the students can mitigate some of that stress and make things a little bit more enjoyable too. Because you don't feel like you're having to do everything. Did I miss anything?

LISA:

I think you did great. Captured it. Lovely. One thing that I really, that jumps out to me is the opportunity to change our culture. So you talked about the response time and how you could put a wrapper and parameters around that to say to your students like hey, we don't have to respond to each other at 2:00 in the morning; it becomes like a program level process like maybe you just side as a collective group of in. This is our response time collectively. These are our parameters. Sometimes, if you can get on the same page. Same value. I mean it. I love the opportunity for the collective knowledge and leaning on each other too. I think it's so great. Yeah. Helena agreed. Such a good opportunity to model healthy boundaries for our students. We missed that opportunity a lot right at the beginning or even in that sweet spot before classes start to set those expectations. Definitely could be beneficial, I think although you didn't speak necessarily to whether it was, you know, going to personally benefit her well-being or professionally, I feel like it's kind of bleeding into both, right? Yeah, it's like a decision. This is leading towards a manifesto. She will not... Love it. Group two, what did you think?

PARTICIPANT:

All right, can you hear me? Great, we talked about, I'm so glad it's not one because we have lists. In terms of obstacles, the biggest things we saw were burnout, maybe just being so in the situation that it's hard to look around and see what needs to change and also the pressure. I wasn't sure if it was institutional pressure or personal pressure, but that was definitely there, good or bad. It's there as an obstacle to Jordan's digital well-being. For opportunities, we saw lots. Probably the biggest one was boundary setting and modelling the benefit to students and seeing that modelled, whether it's office hours or setting the expectation on response times, those are some of the things. The other one half in that lane is maybe limiting it to trying one new thing per course. Maybe if there's three new technologies, maybe just try out one and also potentially ask for help. I'm not sure if that's available in this situation, but maybe the college

has some technology help, or as group one said, maybe there's some peer help or community building that could go on there. Then personally there were two other things. One, in order to have something non-digital that you do, sometimes you have to actively think about that, because so much of what we do is digital. Maybe mindfully picking out an activity like that. And then Kim also shared the four P's, which is plan, pace, prioritize, and position. Planning is like scheduling out your day so that you build breaks in a Pace is pacing yourself. I think it is pretty self-explanatory, but prioritizing which tasks, so you have some things that can wait. Then position is just about what is your body doing and being aware of that. That was more on the personal side of digital well-being for Jordan here. Did I forget anything?

LISA:

Wow, good reporters. Nobody forgot anything. A couple of things that jump out and then I want to circle back to the four P's. I'm not familiar with this framework. The PERMA framework from jysk 2015 is similar when I hear you talking about that. A couple of things that stood out to me really are the obstacles. And it was funny because you said, you know, the pressure and I don't know if it was institutional pressure or what kind of pressure was there for Jordan. But like we're working in complex systems and it's all so interconnected. So I don't know that we can stick a tack in it and put it on a board. But it's there, right? It's constant and there's pressure. And it's coming from our personal lives, our institutional lives. And both of those are complex systems, so there's so many things that could be distilled from each of those pieces. I think everyone is going to face that pressure, right? And we need to recognize the pressure looks different for everyone, but it's there. And then the other thing was office hours. I love the wrapper and parameter around that because we've moved from a place where we sat in offices and students didn't come. Or if they did come, it's because they're really motivated to come for their grade or whatever it was that they were desperate to see us about. But we've moved into a place where it can be everywhere and it's multiple places. It might be Microsoft Teams. Oh, meet me on Zoom. You know, we can chat about it in a chat room somewhere. There's just so many opportunities. It's no longer this brick-and-mortar space, where people have to decide to come. So those boundaries are so critical. Before office hours were Thursday, 3:00 to 4:00 in this particular space, but now it's like what are office hours? Have you even defined your office hours, what that looks like in the space you're going to use? Because I know for me I didn't do that for a long time. It was like, oh, send me a Zoom link or your preference on Teams or whatever it is. But we can define that space. The office hours are meant for students. I like to call them learners' hours, in fact, because it's their time to come and chat about what they need to chat about. But I still have to decide on what it looks like. Where am I available, and how am I available? And so don't take that out of the equation. Kim, tell us a little bit more about the four P's, if you don't mind,

KIM:

I don't mind. It's my occupational therapist who educated me on that. And I have a little sticky note that... You can't see, it doesn't matter, that's beside my desk. That reminds me of my four P's. This comes from chronic health management. When you are learning from folks who have been disabled, you are learning tools that we will all use at some point in our lives. We're all

going to be there. This one, the plan, pace, prioritize, and position was one of the very first things that I learned when I became quite disabled. And it's something that comes up over and over and over and over and over for me and for other folks in my community too. Is there a specific like ooh, what is that that you want to?

LISA:

I love it. I think you've articulated the framework lovely. As somebody who is also disabled, I'm really navigating towards this. But also as an educator who does truly believe that if we make everything accessible, it's going to fit everyone's needs. I just think it's really cool, it just resonates with me. So I'm going to definitely investigate the four P's, and I may have a Post-it note besides my computer too. So that's great.

KIM:

Happy to share it. Thank you.

LISA:

I think that was great. It's nice for us to, you know, personify someone through a case study and consider their challenges. Recognizing that in these complex systems, we probably aligned to a lot of Jordan's story in some ways. Wanting to be innovative and leaning into what technologies are available. And it usually comes from a place of caring and concern for our students. We want them to have an engaging experience and for it to be inclusive. And this technology is going to check that box, but we sometimes don't think about how it might impact our digital well-being. So again, this framework, the B.C. Digital Literacy Framework, really fleshes out what digital well-being could look like and has us consider it in context like Jordan's story. That was a great first activity, I think. Kelsey, if you flip to our next slide, I think we're right on time for a well-being break.

We're going to have one more breakout in this session. And then there's other activities that are not breakout related, they're much more independent. And we're going to mix it up and hopefully you'll connect with other people in the second group so that you can network and get to know each other a little bit. For now, it is almost 10:00 on the dot. So why don't we come back at 10:10 and do whatever brings you some well-being. I'll see you back here at 10:10.

So back to our session. We are moving on to our second goal of the session, which is really considering it from a learner's lens. And what we do have control over, so thinking about our instructional approaches and our course design to support learners' well-being and how we might be able to do that. In this section, there will be one more breakout group and you'll access a Padlet in that breakout group. I've actually put the instructions already in the chat, but there'll be some more that comes with that as well. But first, let's consider our instructional approaches and our course design. If you can slide it to the next slide, Kelsey, please.

We do impact our students' digital well-being when we design and what we choose to use as our instructional strategies and approaches. And it can be positive or it can be negative. Both of

these things. Just like when we looked at opportunities and obstacles, this really has the same idea behind it that we can promote our learners' success, for example, by incorporating tech-enhanced pedagogies. But sometimes we also inhibit their success by incorporating these tech-enhanced pedagogies. We can also impact our students when we decide to do things that are going to engage or motivate them. And again, it can be positive or it could be a negative experience for students depending on how it's designed. Lots of innovative ways that we want to approach education, such as gamification, but it could also exclude people. Then connecting with our learning community. We decide that we need to lecture on a difficult concept, so it's going to be a three-hour Zoom session, for example. And we don't build in a well-being break, or we don't offer people other ways to participate in those spaces. Sometimes even when we're trying with a place of care and concern to help support our students, it doesn't necessarily always land that way, but we know that it impacts them. Just advance by one. We do have to consider how our decisions, whether it's course design or the way that we decide to deliver our courses, the approaches we use, the activities and the assessments that we design. If they involve technology or digital tools, they will impact our students. And we have to consider how. So that's what we're going to do in this next activity. If you can advance the slide, we're going to consider how might we might actually support our students through our instructional design.

How we might help them cultivate a positive and a healthy relationship with technology and ensure their digital well-being overall through those decisions that we're making about course design and instruction. And the breakout group instructions are in the chat again. We will once again go into these breakout sessions for 20 minutes. You will also have a Padlet, as you can see in the instructions. If you advance to slide one more, Kelsey, the instructions are here as well.

I'm going to pop that Padlet link in there. And the question is also in the Padlet. We're going to break up for the 20 minutes. We are going to ask you to share out at least one idea. We're again, a small group, so some of the central themes that you might share out can be longer than just one idea. The last discussion was really rich and I sort of expect the same from this. So are there questions before we again break you out into groups to discuss this particular idea? Questions, comments? We're okay. Everybody's ready to go. Okay, great. So Kelsey, if you would separate everyone again into a couple of groups, I look forward to seeing what you come up with.

Coming back probably in the middle of an amazing comment because that's what happens with the Zoom breakout rooms. I think we're all back now. I'm just going to quickly share the Padlet while we're having our initial discussion just in case anybody wants to refer to it. Obviously, it's an artifact that'll be a part of this package that is able to be utilized at a later date if you want to have a look at this and for those that couldn't join us and are watching the recording. I again, am in the pickle of not knowing who was in group number one and who was in group number two because we've shifted so excited to hear about your instructional approaches and your course design considerations that you discussed. We would like to go first, unless somebody has acknowledged my group was number one. Helena. Perfect. Helena's group. If you want to go first and tell us what you discussed.

PARTICIPANT:

I was voluntold to share, not just hogging the microphone again. Anyone who has worked with me for any amount of time will realize I have no problem talking. Anyway, but we had a really good discussion, wonderful ideas, they're all great. I'll share a few of them. But one theme that came out was really making sure that your technology choices are meaningful and actually tied to your learning outcomes. Kim said it really well, your learning outcome can be explicit, but could also be flexible. And we used the example of, if you're asking someone to make a PowerPoint, are you really asking them to make a PowerPoint or are you asking them to do a presentation? Does that have to be a PowerPoint? Sometimes those two get smushed together and Kim made a really good point in terms of if you have a visual impairment of visual disability, PowerPoint probably ain't going to be your go to and it's not going to be your way that you learn or the way that you want to present necessarily. That could be for lots of other people as well, right? It might just not be the way some people learn or how they feel like they can present. I did a presentation the other day. I just built an infographic and put links in it. And it felt so much better to me than doing slides, right. Anyway, giving students that option. If the technology skills aren't your learning outcome, then how can we build an option that there's a tech option for handing something in? There's a non-tech option or there's different options within that technology. So that was tying back to learning outcomes and making the technology meaningful. I really like that idea as well. Something Helena brought up, which was a really good idea too, is that scaffolding, the use of new tools. Don't make assumptions that students just know how to use a piece of technology. Because oh, they're all young and they all have their phones and they all know how to use this. It might be easy for some students; it might be difficult for other students. Again, depending on how you used it. If you're, if it's very print based, it might take someone a bit longer to read the instructions or get into it. Or even if someone doesn't have the same agility that they do on their phone, or if they're just someone who has been staring at a screen all day and goes, oh, I can't even focus on the button I'm supposed to be pressing. There's lots of different reasons, so scaffolding that use. And the idea we used was, say you're doing an online poll. First couple of questions, just make them like how are you doing today? Or do you like cats or dogs or whatever it happens to be, so that they can get used to using the technology in a very low-stakes way. Let's see, we also talked about not overwhelming... This goes back to the learning outcomes. Not overwhelming students with too many different technologies. In the same way when we talked about Jordan and being overwhelmed. There's all these technologies out there. The students are going to feel the same way if they're being asked to use a bunch of brand new things that they've never used. One thing that I learned when I was teaching an educational technology course is that assumption that people are okay with creating accounts and are okay with using different kinds of tools. But maybe they're not okay with that. If we're going to talk about being mindful of their own digital footprint and digital well-being, we have to be okay with saying, that's fine, you don't need to create an account. How else can you do this in a non-technical way? Or maybe you're still using technology, but it's a tool that you're more comfortable with using. Maybe you already have this kind of account and you want to do that. Again, being flexible, trying not to overwhelm yourselves. Then finally, the one thing I wanted to talk about was another really good idea, was

that idea of asking your students at the beginning and midway through, what kind of tools do you like to use? Here are three tools that I was thinking of using for polling. Is there one that you're experienced with that you'd rather use? Or if you're using something brand new, part way through saying, okay, is this working for you guys, do you like this? Is this helping your learning or is it detracting from your learning? Because you're spending so much time trying to figure out how to use the technology that you're not spending any time on your actual, the actual content or developing new ideas. Did I get everything? Everyone was far more articulate than I was, but it was a very good conversation and I'm good with that.

LISA:

Because everyone's giving you the thumbs up there. Yeah, really I love that whole concept of giving voice. Right. When you talk about giving students the choice and saying these are sort of what I was considering using. It's not only more inclusive, it's not only more accessible, it also may allow your Indigenous learners to demonstrate ways of knowing and being and feeling like it's collaborative and it's co-created and all of those wonderful things. Something else that really stuck out to me is although we were talking about technology and you were talking about technology tools, it kind of boiled down to some seminal foundational models and frameworks like constructive alignment. Making sure that, you know, everything is aligned with what we're doing. Our activities and assessments actually are measuring the learning outcomes. And scaffolding, as Helena had mentioned. Like, wow, what a concept. And for us to be able to put that into practice as well when we're thinking about technology use and how we're scaffolding those resources and supports. I think we've got a lot of great tools and models and frameworks that we can rely on and just have to shift them contextually a little bit when we're looking at our technologies. Anybody else? Comments about anything that Anwen just shared from her group? It's a really good discussion. Okay, group number two. Where are you at as far as your thoughts on course design and instructional approaches?

PARTICIPANT:

I can speak to some of ours if that's all right. Although, hold on, let me open it because one of them is a comment on the first one. We did talk about modelling behaviour by setting boundaries, which is admittedly a little bit more of an instruction thing. But it can still be built into the course. Especially if you have a lot of instructors teaching a similar course. Maybe there's some material that can be shared in that regard. We also talked about building in practice opportunities, which I think group one definitely talked about too, but making sure that there isn't that, you know, we're all humans, we all procrastinate. How do you keep all of the tech stuff from popping up at the end and being an emergency? And it's really by making sure that that gets built in, and things never get quite too high stakes. One thing Cheryl actually talked about was as an instructor balancing time and reading drafts, you can build in peer review as part of the experience. That way at least someone else has read the students' work. And then what else did we talk about? I'm so sorry. I see you both in the chat. I feel like there was one more thing and it's not coming to me. I apologize. I was awake about three hours earlier than I intended to be this morning.

NITHASHA:

I was also in group two. I think we had a big discussion, but I don't think we actually wrote it down like that. But I had some perspective as a student in the COVID times and then online learning. I'm not sure how relevant this could be, but I was thinking maybe as an instructor, if you have students in different time zones, what I do like at the end of my email, I just write that I'm working in PST and I do not expect a response. Like you can respond to me whenever your work time is. I think as an instructor, if you could just put it down on your own email, maybe it's like somebody does not need to feel pressured to respond quickly. I think that was one point too, like some practical thing that we could do.

LISA:

Awesome, thanks for adding that. Nithasha. I immediately thought of my introductions that I allow my students to post in the forum. And we're getting better at trying to see holistically people's identity. Like what are your pronouns and what is your preferred name, but what is your time zone? Like what a simple question to ask that we could incorporate into those spaces. So that's such a valuable perspective as a student to add to this conversation. The other thing that I thought of with this group is that whole opportunity piece. Practice opportunities for our students, allowing them to have practice opportunities. But we often don't give ourselves practice opportunities either. In my role as a teaching and learning strategist, I work across contexts with faculty, from trades to academic programs. And every semester I get the panicked calls and emails just days before they launch their course, because they've decided to incorporate this wonderful technology. And they've thought of all the practice opportunities for students, they've given them information for the learning centre, and here's all their resources. And then they realize, whoa, I have to assess in this space. Suddenly there's processes I haven't considered. And I just decided on August the 15th that I'm launching this September the 3rd. And so that definitely happens. And we need to give each other practice opportunities. These are some really, really great ideas. Is there other thoughts on what group two has shared? This is wonderful. There's some great instructional approaches and things that we're already doing. But certainly making us consider what we would also be doing else if you don't slides back. Oh yeah, go ahead.

PARTICIPANT:

One thing that I thought of after we got off was providing students with the instructions of how to... If you're going to do gamification, maybe play a game of Kahoot, get step-by-step instructions. You're going to do this and the next step is this. AI works really well for getting very clear steps for instructions that you can include. And do it ahead of time. So next week we're going to play a Kahoot about strategies from this week. So please make sure that you can sign on and here's the directions on how to do it, right?

LISA:

Yeah, absolutely critical. I think it is so critical and you're right. In some contexts you might be allowed for business use to use a generator and a lot of institutions are leaning into that. Yeah, if there's a way that you can give yourself some capacity and brain space and also help to

construct those little logistical pieces that are really critical for success. So yeah, I appreciate you sharing that. A lot of these you've identified. Really how can we support students' digital well-being? We do want to create the space. And somebody talked about not mentioning it way down the line in the course, like week 11, in a 13-week course, to talk about it. Really doesn't make a lot of sense. But to really start to have those conversations with your students right on day one, about the relationships with the technologies. Somebody else said, hey, I'm going to share, these are the three I'm considering using. The more explicit we can be around technologies, how we're planning to use them, and what it means. Talking about privacy and security and all of those pieces, really important and empowering for students. Making sure we do build in the supports, the resources, the instructions on how you're actually going to use this thing. You did identify voice and choice. What alternatives are there to the technology? What if it's not accessible? Padlet that we use there has a lot of accessibility features, but not for the settings. I've worked with instructors who want to set it up, and they're not able to set it up because of accessibility challenges. That can be frustrating, so just recognizing that there are barriers, of course, with those, and we need support. But giving voice is wonderful if we can. Revising our assessments. The last group actually talked a little bit about measurements being clear and criteria being clear. And it brought me to a place of authentic assessments. We need to start connecting learning to the real world, making it more holistic, and ensuring that it has value. We have so many disposable assessments where the students walk out the door and it goes into a garbage can or a digital garbage can because it just wasn't meaningful. Right? So trying to do less, smaller, little low-steaks measurements along the way and making sure that they're meaningful. Encouraging students to take breaks. So today we're doing that. In a little while, we'll take another 10-minute well-being break. It's nice to be able to model that for students and to take breaks where we can, encouraging them not to have to have their cameras on all the time. And some instructors, it's more about attendance and seeing them on screen than it is about the participation. Considering that it's not necessarily that people are not engaged if their cameras are off. Providing opportunities for peer-to-peer learning, allowing them to do things online together. How does collaboration and brainstorming and file sharing look in digital spaces? Next slide, please.

Then promoting reflection, like it's really critical for us to think about the why. To think about the experience itself. Not just that the capstone presentation and the presentation is there and the rubrics all about the presentation. Well, what about the process? What about the technology and the collaboration? And how was the experience? So that we can iteratively design our assessments to be more effective and impactful for students and more accessible and inclusive. Designing digital badges, awarding them to students when they can develop these digital literacies and digital well-being can also be something that would help to support students. Something we don't do also is celebrate the success. We should actually build into our rubrics or into our discussions and feedback with our students how we do celebrate the fact that they were able to successfully navigate those technologies and what that looked like. So we tend to ignore it. It's like the peripheral thing, but it's a massive part of the process that they've had to navigate and use these technologies. And what does that actually mean, and how does that make us feel? Let's celebrate that. But most importantly, especially in this

context when we're defining digital well-being, it's the development holistically of our digital literacy skills. Enabling students to become digital citizens, to have the digital literacy skills to navigate in the 21st century. There's another definition here of digital well-being and it is about holistically living. For me, it's about every activity, every process that we're engaging in that this needs to be at the forefront of our mind as instructors supporting students with digital well-being. Next slide please.

Okay, so we are moving on to our section three and this is where in this section, in just a couple of minutes, we are going to be doing a self-assessment of your digital well-being. And I'm just going to bring up that link so I'm ready to pop it into the chat for you. There is a checklist that actually aligns to the digital well-being framework and some of the particular elements of that framework. If you move us ahead one slide, Kelsey.

It's really critical that we as educators actually look after our own well-being before we can look after our students' digital well-being. This is both for personal and professional contexts. We are holistic people. We're not just floating heads and academia where things are separated. So we really do need to make sure that we're looking after ourselves before we can look after others. Next slide, please.

Let's just think for a second on your use of technologies. How often do you check emails, social media, the news? How many times have you grabbed your phone during this session? Is it the last thing you saw last night before you went to bed and the first thing you saw this morning? How often are we doing that? We should be taking some time during our days, our weeks, to reflect on how we're actually using digital technology and what our relationship is to the technologies that we use. Acknowledging widely in all sorts of research that it can cause eye strain, text neck. We have difficulty focusing. We have trouble sleeping at night. It can manifest into depression and anxiety. We talked about the pressures and sort of it being nebulous and possibly because it's part of larger complex systems. But it definitely can impact us, depression and anxiety for sure. Students, as you saw at the beginning of this presentation, Indigenous students in particular. But students just in general are more prone to this than the educators are. Comparing themselves to others, trying to not miss out on things. Just feeling bad about themselves because they think they're not keeping up with the rest of their peers. Cyberbullying is another huge effect. Supporting the digital well-being of our students is so critical. And ourselves, So we want to gauge in ourselves where we fall on that spectrum. Next slide, please.

We want to support our digital well-being in positive ways. Technologies actually do have some ability to support our well-being. Firstly, I have a watch right now that can support some of my fitness goals and personal aspirations. Meditation apps, there's lots of apps that exist. There's also apps that exist to help us provide those boundaries that we've talked about a few times throughout this session that are there and they're available, built in our phones as well that can help with a healthy boundary setting. We can also participate in social and community events, which makes us feel good and helps us socialize and interact with the broader world. Charity

events, for example, occurring online or social media connections that are positive. We can also use technology for our own learning and development. Here we are right now having this wonderful collaborative opportunity to dissect well-being, digital well-being. But we can also do our own critical research. We can also take courses online and develop ourselves that way. There's all kinds of opportunities there. As far as supporting our positive identity, when is the last time you googled yourself? Have you created a digital portfolio? Are you collecting artifacts of who you are as a person? Are you regularly auditing what you're posting and what other posts might be saying about you or images that are posted online? It's good to consider our digital footprint and the message that we're putting out to the world. We do live in an information society and using tech can be positive to support our mental health and our digital well-being just as much as it can create barriers. So next slide.

First of all, let's revisit the B.C. Digital Framework here and flesh out some more about what digital well-being actually looks like in the context of digital literacy. Digital well-being in relation to privacy and security. Just recognizing that the information that is out there is generally permanent information. It's there, whether it's true or whether it's not true. So just taking a moment and considering what we're posting and what potentially is posted about us. Managing that identity, understanding that it actually influences how we feel. It can cause anxiety, it can cause depression. It could also lift us up and make us feel wonderful. It really impacts our sense of self and our personal lives and our professional lives. Recognizing that, that identity matters, and maintaining and auditing that identity. Considering our safety, safety issues in digital spaces, there's a lot of problems right now as AI develops. We're getting more and more. Thank you, Michael and Joy. We are getting more and more impact on our privacy, our information, a lot more multifactor authentication pieces that are needed to support us protecting our information. And when we take our students to digital spaces, we're also taking them on a digital field trip to who knows where, where their privacy is exposed. Considering that as well, not just for ourselves but also for our students. Then finally, considering our own digital health. How are we consuming our digital content and our technologies? How are we engaging in these things? Is it actually causing detriment to our health? Are we taking enough breaks? So really being aware of these four huge elements related to digital well-being will help us to support and align it with being digitally well people. Next slide please.

Here's where we're going to take a pulse on your digital well-being and this is going to be an independent activity that we will come back and share in 15 minutes, if you're comfortable sharing, you don't have to share. It does ask you for your email on the top of the form, but I'm not collecting the emails. So there's two different settings there. The email that you provide is being provided so that you will receive a copy of your answers, which is the only way that it can be configured to do that. Of course, you don't have to participate in this activity if you don't feel comfortable. But I do think it can be a value add when you're considering your own digital well-being. So that said.

HELENA:

I think the link you sent is for the final one, the Well-Being Manifesto.

LISA:

Oh, my apologies. Hang on. Let's ignore that because that won't make any sense.

HELENA:

Yeah, I'm like, I haven't formulated that yet.

LISA:

You're like, I don't know what this is. Absolutely, that should be the one. Let me see if I can delete this first one. Yes, I can. Okay, so there is now a single link in the chat that should take you to your checklist, 15 minutes. It is 3 minutes before 11, so if we come back here at 11:13 that should just about do it. 11:13. See you here and hopefully you're willing to share.

I hope that was enough time for you to go through that digital checklist and do an inventory on your own technology use. All of those four elements in the B.C. Digital Literacy Framework is how they were shaped. Thinking about that self-assessment and reflecting on technology's influence on your digital well-being, what did you think? Is there anyone that's willing to share some of their key takeaways, or maybe what it might inspire you to do? Yeah, go ahead.

HELENA:

Confession is that I think I have two personas, the professional one and the personal one. It's interesting because one of the questions was being bothered by my phone during social settings. And now in my own personal, private life, I put my phone away when friends are over, things like that. But I think when it comes to work, I am very much, maybe too long, and I don't take my screen breaks when I shoot. My boundaries are maybe not as strong as in my personal life. But then I also recognize in my professional life, I do certain things because it's an expectation, right? The privacy security, I'm very aware of those things, but in my personal life, I may be a little bit more lazy when it comes to digital concerns. I don't know if anyone feels the tension between a professional and personal persona, but very interesting.

LISA:

Interesting. I definitely see some people nodding in agreement with that statement. I personally can definitely resonate with that statement, Helena, because I think I do the exact same thing. And in fact, in my professional life, when I take breaks, sometimes that break includes going to a different device to answer personal emails or whatever because I'm worried I won't have time later in the day. Also seeing nodding. Anybody want to speak to that or anything else from their own experience?

CHERYL:

Well, there was a question in there about... What was the question? Just going to quickly scroll back here because I got my thing. [inaudible] Sorry. "I unplug what I feel unwell or overwhelmed. I unplug when I feel overwhelmed." I'm like, no, I plug in more, that's when I start gaming. Or I may unplug from things that are like that I have to get done. And then I would

procrastinate because I'm overwhelmed by watching Netflix or playing a game. Right. It's almost the exact opposite for me there.

LISA:

That's such a great point. And I think we all do that. Right? I need to relax. I'll throw some Netflix on. Let's binge watch some Netflix. We are still shifting from one digital thing to another. How do other people feel about that? Such a valid comment, Cheryl.

PARTICIPANT:

It made me realize how much. Even when I'm watching Netflix, I'm like, oh, I'll see what's going on on my phone. Like, why do I need to be distracted by both the television program and something that, yeah, it's bizarre. And I'm not really actually paying attention to what's happening anymore on the show or really on my phone. My attention is totally divided and you're not really relaxing at all. It's really funny. I hadn't really thought about it until I went through that. I'm like, I do that all the time. It's so true. I think a lot of us do that. Lots of nods in agreement here, What other epiphanies came out of that?

PARTICIPANT:

I take off now and go for walks, like to get some, you know, down time or away time. And you leave my phone at home. You know, you want to bring it in case there's an emergency or you know what I mean? But really, I haven't had to use it for one of those yet. Just leave it behind so it's not dingling. Even maybe put it on silent or something. Right when I bring it so that you're actually able to really get a few minutes away from it.

LISA:

I had a forced vacation from my phone once when I went to visit near Mount Rainier, and there was no service, And I actually had a physical reaction and a bit of a meltdown because I perceived that I had some emergency things I needed to attend to that I knew I wouldn't be able to for the three days. So I think that was the initial panic, but just we're not used to that. Right. Just pausing it and shelving it for a minute. Do we have to always have it on the stand while we're watching Netflix, for example? I do that too. I mean, that's such a good point.

PARTICIPANT:

I will only speak for myself in my own age, but I certainly went on lots of walks and lots of traveling and did lots of things before I ever had a cell phone. And I was just fine. Now, why I think I need to have it with me all the time?

LISA:

There's been studies, right? It causes anxiety to have it not near you, UBC, and I can't remember the researcher that was about three years ago did a study and that participant group. It was about 5 minutes that people started to feel anxious because they didn't have their phone near them, they didn't know where it was. They knew it was safe. It was taken by the researchers. But it was safe. They didn't know where it was and that causes anxiety. So

something to work on. Something to work on. We're going to, let's go to work on it. We'll end up, Kelsey, next slide,

We're going to move into another digital wellness break, well-being break and then we're going to recharge by doing Now What? We're going to look at what is a manifesto and how can you develop one to help you support some of these actions that you're considering right now? Because we do need structure and support in doing that. Let's take 10 minutes. It's 11:19 right now. We'll come back at 11:29, and we'll get through our fourth and final section. Thank you. See you here at 11:29

It's 11:29. I'm going to ask us to get started again. Kelsey, if you want to advance us to our next slide. I hope you've had a nice digital well-being break and did something that felt good and right for you. We are moving into our final session goal, which is to develop a manifesto to support our well-being. Now we've identified personally and professionally some elements of technology that might be impacting our own well-being. Ways that we might be able to support our students in cultivating their own well-being. Now it's the Now What? What can we do? We can create and make some decisions in the form of a manifesto to help support digital well-being. And some of you may not be familiar with what a manifesto is, so let's start there. Kelsey, next slide, please.

Sometimes it comes to mind that a manifesto is this big, grandiose thing, or it's a political statement or a political movement. Really it's just simply goals that are expressed in statements. It's a vision. It's what you're wanting to declare to the world. It can be a call to action for you as the audience member. In this case, it's going to be your own manifesto towards yourself and what you're hoping to do. You're going to decide who you share with, so it might not be the world or it might be. You may end up turning something into an infographic to put on your office wall, hoping that you're going to shift office culture and start conversations about digital well-being. It's going to become what you would like it to become. A manifesto is going to help you create direction, help you reach those aspirational goals and what you're hoping to accomplish in the future. When we talked about multitasking between our phones and Netflix, that might be something you're very interested in weaning off and making a conscious decision that you're actually going to focus on one or the other. And that might be something that you develop into a statement, for example. A manifesto is going to help you not just express your goals, but also evaluate them. So later on, after you've made this declaration, you should be able to go back to those manifesto statements and decide, have I actually accomplished this? You sort of want it to be measurable, like you're writing a learning outcome. It can be a really short statement or it could be as long as a novel. And in some cases, there are novels called "manifestos of certain things," but it can be really short. Next slide.

I'm going to give you a couple of examples of digital technology companies and what their statements look like. Manifesto statements, Mozilla Firefox are very different. One is a not-for-profit, open source company, and the other one is a multinational corporation that certainly does profit off of probably many of us in this space. Mozilla Firefox, they came out with a

manifesto statement. "Internet for people not profit." And then they've described it that they're "committed to an internet that includes all peoples of the earth— where a person's demographic characteristics do not determine their online access opportunities or quality of experience." A manifesto statement includes the statement itself and then a description that's fluffed out. And it can just be a simple sentence like Mozilla has presented here, or it can be a bit more complex, like Apple has presented. Their manifesto statement is "Think different." And it's been "Think different" since 1997 when Steve Jobs actually coined that term and made that declaration. This description that Steve Jobs also presented in 1997 has also stayed, which is interesting because, of course, it speaks to innovation itself. So interesting to see how different manifesto statements could actually be developed. If you flip to the next slide, please.

That's okay, Anwen, thanks for joining us. I have also presented one. An example from my own perspective that I am hoping to adapt and maintain based on the fact I'm now sharing it with you and whoever watches this recording, that "I am going to promote healthy boundaries around digital interactions." Specific to interruptions, I want to have guidelines and limits for my digital interactions, both in my personal and my professional contexts, to prevent excessive screen time, burnout, and the negative consequences of constant connectivity. So being really mindful of that, that is what I'm hoping to accomplish. Next slide please.

This is where we are going to have an opportunity to create your own statement and explanation of what you think you would like to do. What actions has this session inspired you to do moving ahead around technology and digital well-being? I am going to provide you with a link to a Google form that you can use to form this manifesto statement and description. It's set to be accessed over and over again, so you can access it after this session as well. I'll leave it live if it's something you want to think about. But I would also encourage you to do it in a way that's going to make sense for you and that might be visual, maybe it's digital images. Maybe you're going to paint something. Maybe it's pencil, pencil and paper and you're going to write it out. Maybe it'll develop and become something even bigger. As I say, it could result in an infographic beside your office. We had the four P's shared with us, which was a wonderful reminder, for beside your computer, about taking those pause breaks. This can work in that capacity as well. What we're going to do, we don't have much time left together, but I'm hoping people will share theirs. Is there any that come to mind right now, that anybody wants to share that they're thinking of as a manifesto statement that might help inspire others in the space? Does anybody have anything that they want to declare moving forward?

KIM:

I don't mind stepping in. One of the things I realized I was thinking about is that at an earlier stage with my illness, I was extremely diligent about sticking to the plan, prioritize the four P's. As I am physically able to do more, I am also able to be a bit more lack in keeping to those. I think for me over and over again today, it's been about, okay, these are the tools that supported me. I need to keep trusting them, right? Keep using them.

LISA:

I love it. Trust the tools. The tools are too. Yeah, I really, really love that. Thanks. Thank you for sharing. Cheryl?

CHERYL:

Well, one thing I was going to say was one that I'd like to like declare an off time. I'm not sure whether that should be on a Sunday afternoon or evening, or something along those lines. But then Kim just said that, and I thought, that's true. You know, why is it that, you know, whatever helps us, as soon as we're feeling better, or that we're able to push it aside. Why do we just let it go? So I feel like you said like, yeah, trust the tools, you know. So whatever that may be for each individual person, right?

KIM:

Like a meditation app supports you or timers on your computer can support you. All of the symptom trackers. There's so many tools and they can be overwhelming too. But once you kind of grab hold of a couple that are useful, why do we let them go?

LISA:

Well, and I think we'll see ourselves as iterative beings, like we need to keep revisiting. And Kim mentioned about, you know, it works. Well if we evaluate things, make a real good point of making a note to ourselves that every six months, I'm going to check in on those four P's and see how they're working. Am I still leaning into them? Is the tool still working? And if it is, great, A+, move on. But I don't think we do that. I think we adapt these pieces and support us and then we start doing well and they just get left in the dust. So I think that's a really valid point. 100%. Anybody else want to share anything before I share this link out in the chat?

HELENA:

Mine is something to the effect of, and it's not catchy, but being fully present in one space at a time. When I'm with my people, then I am with my people. And when I'm here, then I'm here. Because even giving your participants who's in a room with you or the people in the meeting with you to give them your full undivided attention and not being distracted. We all have been in meetings where you maybe see someone is distracted looking at other things while you're talking. And that's not really the way I want to show up. I want to show respect. Being fully present in one space at a time. Something like that.

LISA:

Something like that. I love it. Now let's do something like that. We don't have as much time as I'd hoped because it's 20 to 12. But even if we just took like 5 minutes to see if you can flesh them out a bit further, and then we'll come back again and really declare our declarations and see what you've got. How about that? Okay. I've just popped the link in there. It is 11:38. Yeah. Let's come back at 11:43. Let's just do 5 minutes. 11:43, and we'll see what you have after that.

I hate to pull you out of deep thought because you probably just got there, but it's 11:43 and we're coming back now. The good news is that you can do this as much as you need to do this

activity in the future. And I would just suggest that you do what we've already talked about is give yourself space in a technology-free zone to really consider what might support your digital well-being. But that said, I'm wondering if we want to discuss it further and if anybody has tightened up those statements or considered other statements that they wanted to declare?

KATIE:

I can go. I drew a picture, which probably doesn't mean much to a lot of other people. But I was thinking about the screens in my life and what they mean. So I've got my phone and my computer, my TV and they're not bad, right? Like family, friends, knowing the kids are okay. When we watch TV, we tend to do a big family cuddle. I'm okay with that part, but I think the declaration or manifesto might be like embracing seasonality a little bit and saying like it's okay to have a slightly more digital existence in the winter, but in the summer, like get out when it's nice out. Like if it's nice out, do it now. Even in the winter, like we went to, there's a bridge on the way home from daycare that has just Christmas lights, like all down it. And we just took the kids for a walk because it was, you know, it was in the 40s instead of the 30s. You know, it was reasonable. So yeah, strike while the iron's hot as they say.

LISA:

I love that. A seasonal assessment of how much technology we use or just those human opportunities to actually get out, interact with the world, not even with each other necessarily, and how that makes us feel. But it pulls me back to those opportunities and obstacles, right, There's both. And I like that you could see that. Like cuddle time for TV. Obviously, let's watch TV, because that's a really amazing thing to have. I love that. Thank you for sharing. Anybody else that has fleshed theirs out further?

NITHASHA:

I wrote something close to what Helena said. I've been practising. I shared in my group somewhere, I'm 30 years old. It's relevant because as a 30 year old, or as a young person, I should probably say, I've not been on social media for the last two years. I have no Instagram, no Facebook, nothing at all, which there's a big story behind it. But anyway, I think it's one of the bestest things I ever did for myself. Like it's been life changing. But a lot of times when I go out, so I'm new to Vancouver, I just moved from Kelowna to Vancouver. Then I go out, meet people and everything. So first thing everybody asks, oh, are you on Instagram? And I say no and they're like, what? You're not on Instagram? And I'm like, no. But you can take my number, you can message me. And probably that's the fastest way to reach me ever. Like you can text me. Right. I would reach back, but everybody's so shocked, like, oh, how can you not be on Instagram? And I'm like I'm thinking in my head, you know, it's been actually easier to not be there than to be there because, you know, like subconsciously, you know, we're all constantly comparing when somebody's doing something. I mean, I don't miss knowing what all, you know, maybe 200 of my friends are doing. But at the same time, do I really want to know it right? And if somebody is really close, you know, they definitely, you know, I'm on WhatsApp. So, you know, I know they will share things that I really need to know. And I can always reach out to people to stay in touch. I've found in the last two years that, you know, let's see, when

you're on Instagram or something, you post a story and some people will like, you know, quick chat, right? So since that has not been happening and what I, you know, randomly think of a friend, I sent a message saying, you know, I was randomly thinking about you, hope you're doing well. And then I think that those connections are more meaningful than just saying, oh cool or LOL or whatever, right? So it's, you know, it is so surprising to me that every time somebody asked me, oh, you're not there. Like so shockingly. And I keep thinking, you know, it's actually easy to not be there. Right. But again, one thing I've been practising is like what Helena was saying is to do one thing at a time. I think as easy as it is to say it, it is the point of probably the most difficult things to do. You know, constantly there are thoughts passing. Right, Like it's coming and going. I would highly recommend there's this one meditation app. I'm not sure. Some of you might know it's Sam Harris. It's Meditation. It's literally called Meditation. It's a really awesome app. So you can turn off your phone as in like a screen off, and then you can just hear the sound. And he usually makes you sit. You can close your eyes and sit and then listen to it. That's been really, really helpful to be more mindful of whatever I'm doing. But yeah, my manifesto is to do one thing at a time. And sometimes, even though it is there, that again, like I said, what I was trying to say is I do get distracted 100%. But as soon as you're aware that, oh, now I'm thinking about something else, just bring yourself back to what you are doing, to just be consciously aware of that. That is my manifesto.

LISA:

Amazing. I love it. You do have to be conscious of it. And you clearly have the emotional intelligence and the ability to say no to the pressure. But look at the pressure because people are so shocked. Like you say, it's like absolutely what, how do you survive if you're not on Insta? It's hard, especially for our students. We can do this for ourselves, but our students, the pressure is real for them to feel like they're missing out or that they have to participate in these spaces. Yeah, that's such a great point. Nithasha, I love your declaration. It's going to take you far. Yeah. Anybody else want to share theirs?

KIM:

Well, sure, this was fun. First of all, my declaration is "Newer, faster, and better is not always better. Thoughtful, critical, and kind is always better." And so applying that to my use of technology, I think that'll be fun.

LISA:

That is not only fun, it's profound. It's so layered. You could get a book off of that concept. Let's do it right, let's do it. I know I get so excited. I vibrate when I think about these things. And I hear these declarations like honestly, I think it's so amazing that just taking the time. It is fun, it is profound. It helps us shift our thinking and moves us into different spaces that we might not have entertained before. These are really amazing share outs. Is there anyone else that wants to share out?

CHERYL:

I'll share mine. And I read it through. It really is just what we talked about before. I said making some conscious decisions. I want to be fully present no matter where I am, whether I'm with the grandkids or whether I'm by myself in the woods, right? I said right now, "Right now I'm making a conscious decision about my use of digital technology right now. I want to be fully present in the moment. Regardless of where I am. Right now, I plan to have a set time during the week when I will turn off all my technology. Right now, I understand the importance of trusting and using the tools that I've learned to support my overall well-being." Yeah, that phrase "right now" changed it, right. Like I'm big on the phrase yet. I mean that I'm getting there, but none of that is yet. This is all right now, and I'm just not there yet.

LISA:

And it's mindful too, right now is in the moment. And I think it's also catchy like Kim's four P's. It's something that's going to help you remember it easily, your declaration. So you could be in the middle of doing whatever action and just say to yourself, "Right now." And it just will help you to pause, think about which right now you are concerned with. But I think that's easy. Just like a design principle, a manifesto statement should be something that we can recall easily. It shouldn't be challenging for us to think about what was that declaration? You want to maybe use a mnemonic or create a drawing like Katie did. Something that's going to remind or pull us to a place really quickly when we need to act. I think that's great right now, Cheryl. I might steal that right now.

CHERYL:

Go right ahead. This was actually a really fun activity, but the entire thing is super informational. Yeah. I'm glad I signed up.

LISA:

I'm really thrilled that you did, and I'm excited for this B.C. Digital Literacy Framework to come out and for us to adapt it and adopt it. And use it in our context where it becomes a part of our culture. And it's just a normal thing for us to say, "right now" and everyone to go, yeah, absolutely, this is what we need to do because we all want to support our well-being and our students' well-being. So I think wonderful,

Do we have any final comments or things to discuss? We are minutes away from the exit of our session, and I'm so thankful that you were all able to join us today. Any final comments? Final thoughts, Helena?

HELENA:

No. I actually want to leave space if people have questions or comments for you. But I do want to say thank you on behalf of BCcampus. And maybe we can give you a virtual clap there from the reaction buttons at the bottom. So thankful, Lisa. For me again, the difference between watching a FLO Lab happen and participating, I can honestly tell you that two breakout room discussions are so meaningful and I'm so glad I participated in a full way. Yes, I wish all of you

the best of your manifestos, maybe stay committed. I really am excited to see where this takes each of us in our lives and how we see the impact of making these decisions stay. Thank you, Lisa, for guiding us to that place of being ready to do it. Right. You had buy in. We were ready to do it by the time we got to it. So thank you. Kelsey has popped the link to our survey in the chat. And as I said at the beginning of the session, this is very helpful, not just for Lisa. I mean, I give her the feedback too. And whether it's good or bad, we always, it's good to give feedback. And in this case, it's probably very encouraging when you hear that what you have planned landed well. So please do send us the feedback. And then there's always a section inviting you to give us some topics that you want further development on. And we take them very seriously. Please, especially as we are now planning the year ahead. Please do give us your input. That's all from me. I do want to say thank you to Kelsey. She's been with us for the full 3 hours. She makes it look so seamless. But thank you, Kelsey, for your support then I'll if anyone has a final question or comment for you.

LISA:

Absolutely. And Helena. I'm thinking that might be one of your manifesto statements that you're going to participate in digital spaces because that's going to support your digital well-being. Look how wonderful you had this experience. Thank you. Yes, find me on LinkedIn too. I'd love to connect with you. And if you ever do fully create a manifesto, I'd love to see it.