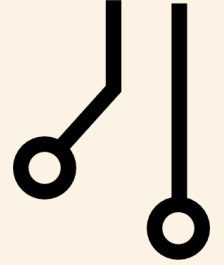




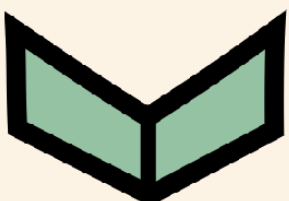
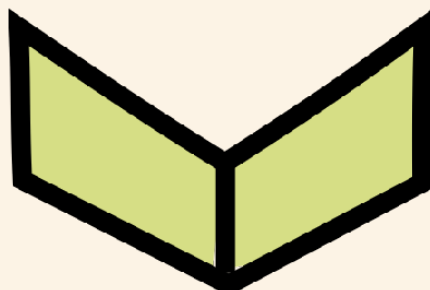
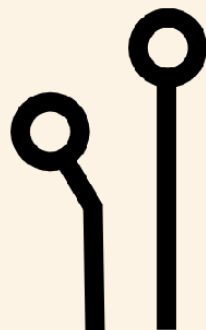
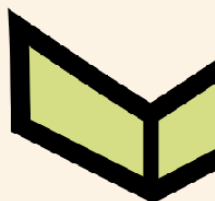
WINDEE



A textbook and workbook for educators

Training material on digital well-being for teachers

WINDEE Self-Paced Training Materials
— Deliverable D4.3



➤ Authors

Ksenija Frelih
Knowledge Innovation Centre

➤ Contributors

All Partners

➤ Editor

Diana Miceli
Knowledge Innovation Centre

➤ Layout

Tina Cajnkar
Knowledge Innovation Centre

➤ Partners



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXI



TALLINN UNIVERSITY



Universitat
Oberta
de Catalunya



Transforming education in Europe



educaftor



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



asociacija



LIETUVOS KURČIŲJŲ IR
NEPRIGIRDINČIŲJŲ
UGDYMO CENTRAS



STIFTERVERBAND



Knowledge
INNOVATION
Centre

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**

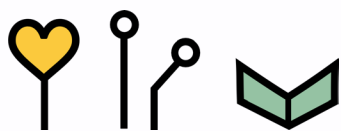
This work is licensed under a Creative Commons Attribution-share alike 4.0 International



www.windee.eu

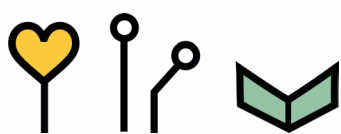


[Linkedin/windee/](#)

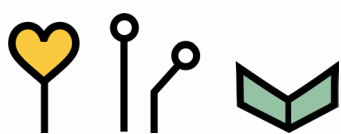


➤ Table of Contents

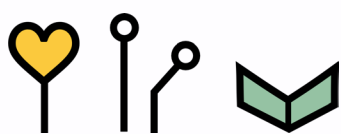
Introduction: WINDEE and the Purpose of this deliverable	6
Purpose and status of this deliverable	6
Preface: About This Book.....	8
Who this book is for	8
How the book is organised	8
How to use the exercises.....	9
An optional continuing challenge	9
Foundations: What Is Digital Well-being?	10
Why digital well-being is not simply "less screen time"	10
The psychological base: Self-Determination Theory.....	11
A complementary lens: PERMA.....	12
The WINDEE Digital Well-being Framework: three kinds of factors.....	12
Thirteen strategies for a balanced state	13
Understanding Digital Well-being	15
Defining digital well-being for educators.....	15
Psychological, physical, and social aspects	15
The educator's many roles	16
Learning outcomes and how they're evidenced.....	16
Exercises: Part 1	17
Exercise 1.1 — Self-Assessment: How Digitally Balanced Am I?	17
Exercise 1.2 — Mapping the Three Dimensions to My Own Week	18
Exercise 1.3 — Reflection Journal: My Digital Habits as a Teacher.....	18
Exercise 1.4 — The Educator's Dual Role, in My Own Practice.....	19



Managing Technology Use Responsibly	20
Boundaries: availability, notifications, and digital hygiene	21
Tools and techniques for focus and self-care	21
Learning outcomes and how they're evidenced	22
Exercises: Part 2.....	22
Exercise 2.1 — A Day in My Hyperconnected Life	22
Exercise 2.2 — My Digital Boundaries Plan	23
Exercise 2.3 — Tools and Techniques for Focus and Self-Care	23
Fostering Digital Well-being in the Classroom	25
Building empathy and inclusion in online spaces	26
Guiding healthy digital relationships and identity	26
Safe and positive digital communication.....	26
Exercises: Part 3.....	27
Exercise 3.1 — Scenario: Responding to Digital Conflict.....	27
Exercise 3.2 — Co-Design: Classroom Digital Well-being Charter.....	28
Exercise 3.3 — Design a Short Learning Activity Promoting Digital Balance.....	29
Exercise 3.4 — Safe and Positive Digital Communication Checklist.....	30
Institutional and Policy Perspectives.....	31
Why institutional culture matters	31
The European policy landscape	31
Integrating digital well-being into CPD and curricula	32
Exercises: Part 4.....	33
Exercise 4.1 — Case Study Reflection.....	33
Exercise 4.2 — Policy Scan: Where Does My Institution Stand?	33
Exercise 4.3 — Draft: Institutional Well-being Action Statement.....	34



Action and Reflection	35
Turning insight into a plan.....	35
Monitoring and evaluating impact	36
Reflective practice	36
Community of practice and continuous learning	37
Exercises: Part 5.....	37
Exercise 5.1 — My Digital Well-being Action Plan	37
Exercise 5.2 — Evaluating Impact	38
Exercise 5.3 — A Structured Reflection, Your Way	38
Exercise 5.4 — Wrap-Up Reflection: How My Digital Teaching Has Changed	40
Exercise 5.5 — Joining the WINDEE Community of Practice.....	40
Conclusion	41
Continuing your learning.....	41
Annex A — Training Materials Contributing to SO4.3.....	42
Glossary	44



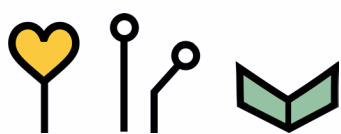
Introduction: WINDEE and the Purpose of this deliverable

WINDEE — Well-being in Digital Education Ecosystem (Project 101195779) — is a 36-month Erasmus+ policy experimentation project. It responds to a central challenge in digital education: although technology is now embedded in learning and teaching, educators, institutions and policymakers still lack sufficiently coordinated evidence, strategies and policy approaches for safeguarding the well-being of learners and educators. WINDEE therefore combines evidence building, practical development and real-world experimentation to support systemic improvement in digital education.

The project follows a research-to-practice-to-policy pathway. It begins by building evidence through research, assessment of digital tools and technologies, and policy mapping. It then brings this evidence together in the WINDEE Digital Well-being Framework, which considers three interacting dimensions: person-specific factors, including competences, health, needs and habits; device-specific factors, concerning the design, configuration and use of technologies; and context-specific factors, including pedagogy, learning design, institutional culture and policy. The framework and the high-quality practices identified by the project are subsequently translated into resources for educators and institutions, tested in educational settings, refined through stakeholder engagement and policy experimentation, and used to inform policy recommendations at regional, national and European levels.

Purpose and status of this deliverable

This publication constitutes Deliverable D4.3, Training material on digital well-being for teachers. It is a public WP4 output led by KIC and produced under Task T4.3, Creation of training material for self-directed learning. In accordance with the Description of the Action, D4.3 translates the project's evidence and framework into curated, practical learning materials that strengthen educators' understanding of digital well-being and help them integrate effective practices into teaching.

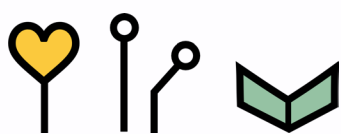


Deliverable	D4.3 — Training material on Digital Wellbeing for Teachers
Project	WINDEE — Well-being in Digital Education Ecosystem (101195779)
Programme	Erasmus+ policy experimentation in digital education
Work Package & Task	WP4 — Educator Empowerment; T4.3 — Creation of training material for self-directed learning
Lead beneficiary	Knowledge Innovation Centre (KIC)
Dissemination level	Public
Primary users	Educators, teacher trainers and other education professionals

The deliverable is designed as a complete self-paced textbook and workbook. Its five modules combine conceptual explanation, practical strategies, exercises, assessment and reflection tools. Together they address the person-, device- and context-specific dimensions required by Task 4.3, while allowing individual modules and activities to be reused in teacher-training and CPD settings. The continuing practice challenge enables educators to apply the material to a real issue, gather evidence, test a proportionate response and revise their practice.

D4.3 complements, but does not duplicate, D4.2, the instructor-led online course for teachers. D4.2 provides a facilitated course experience, whereas D4.3 supports independent and flexible learning without requiring attendance, specialist software or a login. The two outputs form part of the wider WP4 resource set through which WINDEE supports educators to move from awareness of digital well-being to evidence-informed action in classrooms and institutions.

The content draws on the research and policy evidence assembled in WP2, the high-quality practices and case studies identified in WP3, and the WINDEE Digital Well-being Framework (available at windee.eu). It is intended to remain useful beyond the reporting function of the deliverable: as a practical resource that educators can revisit, adapt and use to sustain digital well-being as an ongoing professional and institutional commitment.



Preface: About This Book

This book is a complete, stand-alone introduction to digital well-being for educators. It does not assume you are enrolled in any course or depend on any other WINDEE material to make sense — everything you need, from the underlying theory and European policy context to a full set of practical exercises, is contained here.

It can be read cover to cover as a short textbook, used one module at a time as part of a school's continuing professional development (CPD) programme, or kept as a reference to return to when a specific issue comes up in your own classroom or institution. Each of its five parts pairs a theoretical chapter with a practical workbook chapter, so that ideas are always followed by something concrete to do with them.

Who this book is for

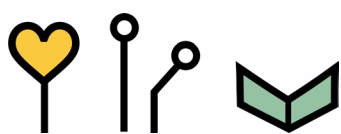
The book is written for educators, teacher trainers, and other education professionals working with learners of any age. No prior study of psychology, technology design, or education policy is assumed. Where a technical term is introduced, it is defined in the text and collected in the glossary at the end of the book.

Many of the examples and exercises are framed around school and higher education classrooms, teachers, and students, since that is the setting most WINDEE partners work in directly. If your own context is different — non-formal education, higher education, vocational training, or adult and community learning — the same underlying ideas apply: simply read 'classroom' as your own learning setting and 'students' as your own learners.

The book is also written with an international, multilingual readership in mind. Plain, direct language is used wherever possible, and technical terms are explained on first use rather than assumed. If a passage still feels demanding, the short framing at the start of each part and the Glossary at the end are good places to start, and nothing later in the book depends on remembering earlier wording exactly.

How the book is organised

Digital well-being, as this book will explain in detail, is shaped by three interacting kinds of factors: things about the person, things about the device or tool, and things about the surrounding context. The five parts of this book move outward through these layers — from the individual educator's own habits, to the tools they use, to the classroom, and finally to the institution and the wider policy landscape — before returning, in the final part, to a personal action plan that ties the layers back together.



Part	Layer of the framework	Central question
1. Understanding Digital Well-being	Person-specific (foundations)	What is digital well-being, and where do I stand?
2. Managing Technology Use Responsibly	Device-specific	How do I use tools and devices without being used by them?
3. Fostering Digital Well-being in the Classroom	Context-specific, with person-specific elements	How do I support my students' digital well-being?
4. Institutional and Policy Perspectives	Context-specific	How does my institution, and European policy, support this work?
5. Action and Reflection	Integration of all three	What will I actually do, and how will I know it worked?

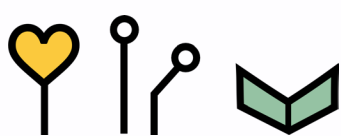
How to use the exercises

Each theory chapter is followed by a short set of exercises: worksheets, self-assessments, and reflection prompts you complete directly in this book, either on paper or in a copy on your own device. None require special software or a login. A few exercises point to companion formats — a short video, or an interactive version of the same activity — for readers who prefer those; the paper version printed here is always sufficient on its own.

An optional continuing challenge

The exercises in each part can be completed independently, in any order, and that remains entirely valid. If you would prefer a single running project instead of five separate sets of worksheets, each part also flags one exercise that doubles as a step in an optional Continuing Challenge: identify a real digital well-being issue from your own context; map the person-, device-, and context-specific factors behind it; gather a few perspectives from learners or colleagues; co-design a small intervention; try it; collect simple evidence of what happened; and reflect on and revise it. Part 5 then draws the whole thread together. Look for the green 'Continuing Challenge' box at the end of each part's exercises — and feel free to ignore it entirely if the standalone, module-by-module route suits you better.

Note: Where this book draws on a named theory, model, or piece of legislation, the source is given in the text and listed in full in the References section at the end of the book.



Foundations: What Is Digital Well-being?

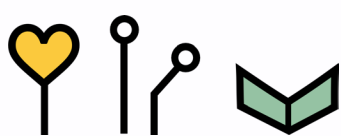
The starting point for this book is a working definition adopted at European policy level. The Council of the European Union's 2022 Council Conclusions on Supporting Well-being in Digital Education define well-being in digital education as a feeling of physical, cognitive, social, and emotional contentment that enables people to engage positively in digital learning environments, to realise their potential, to act safely online, and to feel empowered in online spaces (Council of the European Union, 2022). This is a deliberately broad definition, and it is worth unpacking its four component parts, since they recur throughout this book:

Component	What it means
Cognitive well-being	Being able to participate successfully in society as a learner, worker, and citizen — a capacity built partly through knowledge and competence.
Physical well-being	One's underlying health, and the capacity to sustain a healthy lifestyle alongside digital demands.
Social well-being	The quality of one's interactions with others, and one's own perception of the digital learning environment.
Psychological well-being	One's own feelings and judgements about one's life and the personal goals one has set — including the 'emotional contentment' named in the definition above, which this book treats as part of the same, broader psychological dimension rather than a separate one.

The Council Conclusions identify three enablers of this state: first, that learners and educators acquire the knowledge, skills, and competences needed for well-being in digital education; second, that teaching approaches and digital environments are designed to enhance well-being rather than erode it; and third, that positive interpersonal relationships are fostered throughout the digital education ecosystem (Council of the European Union, 2022). These three enablers map closely onto the structure of this book: Part 1 addresses the first (competence and self-awareness), Parts 2 and 3 address the second (how tools and lesson design are used), and Part 3 in particular addresses the third (relationships in the classroom).

Why digital well-being is not simply "less screen time"

A common misunderstanding treats digital well-being as a matter of minimising time spent on screens. The research literature this book draws on rejects that framing. Vanden Abeele (2021) describes digital well-being as a dynamic construct — not a fixed state to be reached once, but an ongoing, everyday negotiation of the trade-offs that come with being connected. Büchi (2024) makes a related point: digital practices are shaped by the social and



technological context a person is in; they typically carry both benefits and harms at the same time; and what matters for well-being is the overall balance between the two, not the mere fact of use. On this view, a teacher who spends several hours a day in video calls is not automatically worse off than one who spends thirty minutes — what matters is whether the use, on balance, supports or undermines that person's functioning and relationships.

The psychological base: Self-Determination Theory

WINDEE's own Digital Well-being Framework grounds its account of digital well-being in Self-Determination Theory (SDT), developed by Ryan and Deci (2017; see also Deci & Ryan, 2008). SDT holds that psychological well-being and motivation depend on the satisfaction of three basic psychological needs:

Need	What it means in a digital context
Autonomy	Feeling that one's use of technology is chosen and self-directed, rather than compelled by design features such as notifications or infinite feeds.
Competence	Feeling capable and effective when using digital tools, rather than confused, overwhelmed, or dependent on others.
Relatedness	Feeling genuinely connected to other people through, or despite, one's digital use — rather than isolated by it.

Factors Influencing Digital Wellbeing in Education



Figure 1. The three basic psychological needs at the centre of Self-Determination Theory.

In WINDEE's framework, the design of technology itself is treated as an independent variable, while the three psychological needs act as mediators: the same tool can support or undermine autonomy, competence, and relatedness depending on how it is designed and how it is used,

and it is the resulting state of these three needs that most directly affects a person's motivation, engagement, and overall well-being (drawing on Ryan & Deci, 2017; full framework available at windee.eu).

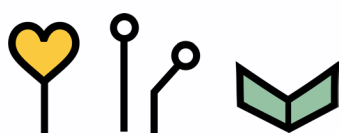
A complementary lens: PERMA

Where SDT explains what sustains motivation and well-being at a psychological level, the PERMA model (developed by Martin Seligman within positive psychology, and applied specifically to digital pedagogy in later work) offers a practical lens for lesson and activity design. PERMA names five contributors to flourishing: Positive Emotion, Engagement, Relationships, Meaning, and Achievement. Part 3 of this book returns to PERMA directly, since it translates especially well into concrete choices about how a lesson involving technology is designed.

The WINDEE Digital Well-being Framework: three kinds of factors

Building on this theoretical base, and on an extensive review of the research literature and school-level policy across the WINDEE partner countries (the project's full literature review, technology assessment, and policy mapping — available at windee.eu), the WINDEE Digital Well-being Framework organises the factors that affect digital well-being in education into three categories, following Vanden Abeele's (2021) conceptual account of digital well-being and grounded in WINDEE's own research results. The same underlying issue can often be described from more than one of these angles at once.

Category	Covers	Examples
Person-specific factors	Digital competences, health, personal needs, ethical and legal awareness, social behaviour, and habits.	Impulsivity or fear of missing out; mood and stress; existing digital skills; personal motivations and values.
Device-specific factors	The devices, applications, and platforms themselves, and how they are configured.	Notification design; interface and accessibility features; built-in self-regulation tools; age-appropriateness settings.
Context-specific factors	The educational environment: learning design, pedagogy, school culture, and institutional or policy support.	Classroom norms; institutional policy on device use; national curricula and CPD provision; the wider social and cultural setting.



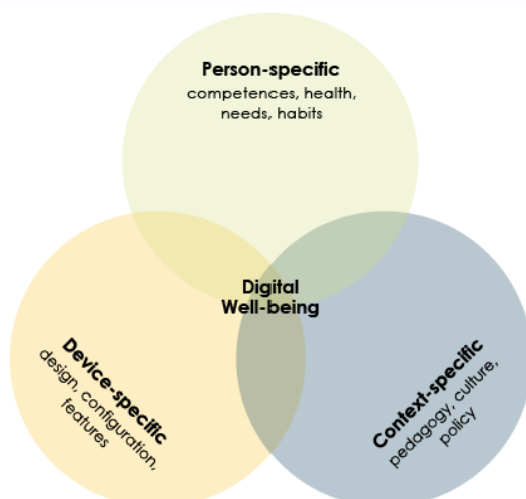


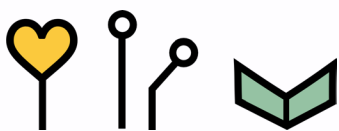
Figure 2. The three interacting kinds of factors in the WINDEE Digital Well-being Framework.

This three-way structure gives the WINDEE framework its shape, and it also gives this book its shape: each part below is anchored primarily in one of the three categories, while acknowledging that in practice the three overlap and interact. It is worth stressing that this is a matter of emphasis, not separation: the Council Conclusions' definition centres on an individual's own felt experience, but that experience is shaped jointly by personal and contextual factors together, almost never by one in isolation. Part 1, for example, is anchored in person-specific factors but necessarily touches on context, and even device design, throughout.

Thirteen strategies for a balanced state

From this same body of research, the WINDEE Digital Well-being Framework (available at windee.eu) originally set out ten strategies that schools and educators can draw on to enhance and maintain digital well-being. Following stakeholder validation — twelve focus groups with 60 participants across nine countries, including teachers, school leadership, parents, and EdTech representatives — three further strategies were added, and the scope of the first strategy was broadened from managing digital resources to the wider decision-making role of school leadership. The validated list of thirteen strategies is introduced here as a map of the territory this book covers, and referred to again in the relevant chapters below.

1. School leadership and management-level decisions.
2. Digital well-being in the school curriculum.
3. High-quality digital pedagogy.
4. Digitally competent teachers and students.
5. Parent education programs.
6. Critical awareness on balanced use.
7. Physical and mental health.
8. Academic achievements and academic integrity.
9. Healthy habits.
10. Psychological resilience.
11. Socio-emotional state.
12. High-quality sustainable and learning supportive EdTech solutions.
13. AI leap management.



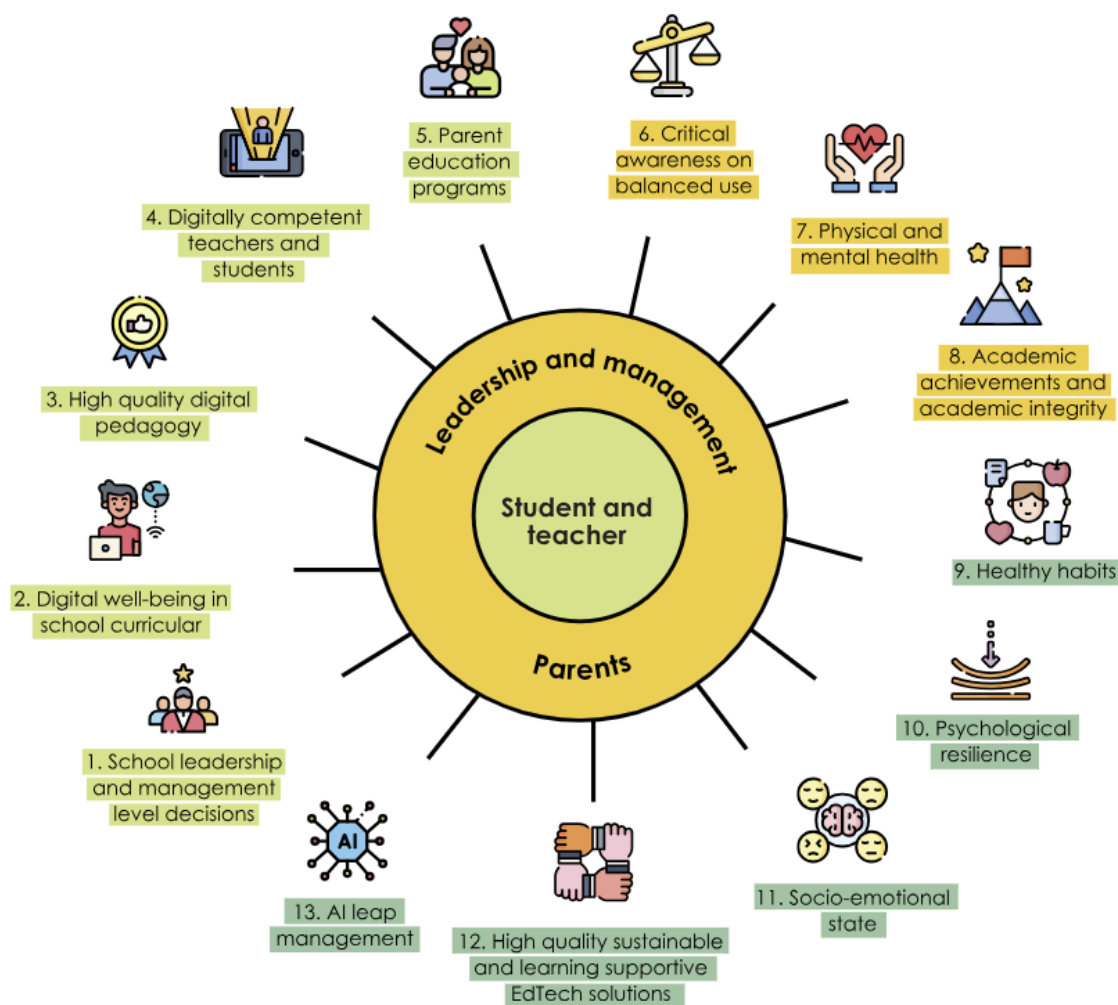
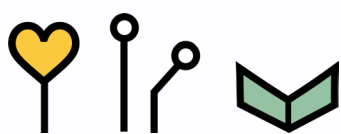


Figure 3. The thirteen WINDEE strategies, organised around the student and teacher.

In this book: each of the five parts that follow draws on several of these thirteen strategies. Three of them — digital well-being in the curriculum, parent education, and AI-leap management — are institutional or system-level strategies and are addressed mainly in Part 4.



MODULE 1

Understanding Digital Well-being

Focus: Foundations & self-awareness.

Framework alignment: Person-specific.

Defining digital well-being for educators

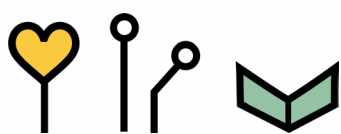
Building on the definitions set out in the Foundations chapter, digital well-being can be described, at the level of an individual person, as a subjective experience of finding a workable balance between the advantages and disadvantages of digital use — a balance shaped jointly by who the person is, what device or tool they are using, and the context they are in. For an educator specifically, this optimum state is one in which technology use supports rather than undermines professional effectiveness and personal health, in both directions: technology can enhance teaching and connection, and it can also, when unmanaged, produce anxiety, fatigue, and loss of control.

This matters for two distinct reasons. The first is straightforwardly personal: teachers, like any technology users, are subject to the same psychological pressures — loss of autonomy, self-regulation difficulties, stress — that affect anyone whose relationship with technology has become unbalanced. Research specifically on teachers finds elevated anxiety and stress connected to the use of educational technology in the classroom, and points to a need for concrete classroom-level strategies to prevent it. The second reason is relational: because educators occupy what this chapter calls a dual role (see 1.3 below), their own digital habits are not private in the way another professional's might be — they are, in part, a visible model for students.

Psychological, physical, and social aspects

It is useful to distinguish three overlapping dimensions of an individual's digital well-being, each with its own signs to watch for. For the everyday purposes of this book, the cognitive component named in the Foundations chapter — attention, mental load, and decision-making — is treated as part of the psychological dimension below, since in practice the two are difficult to separate cleanly.

Dimension	What to notice
Psychological (incl. cognitive)	Mental load and emotional regulation; stress and digital fatigue; confidence and self-efficacy with technology; anxiety or a sense of being overwhelmed.
Physical	Screen time and eye strain; posture and ergonomics; sleep quality; the balance between sedentary screen use and physical activity.



Dimension	What to notice
Social	The quality of online relationships and communication; digital citizenship and ethics; awareness of cyberbullying; the balance between online connection and isolation.

The educator's many roles

Two distinct responsibilities sit alongside each other in an educator's relationship with digital well-being. The first is the role of model: teachers set a tone for online behaviour simply through their own visible actions, and the goals and expectations they set for students' technology use are themselves a form of modelling, whether or not that is intended. The second is the role of facilitator, in which the educator's job shifts away from being the primary source of information and toward guiding students in how to use technology well — opening dialogue about difficult digital experiences such as cyberbullying or privacy concerns, and creating a classroom culture where students can raise these issues safely.

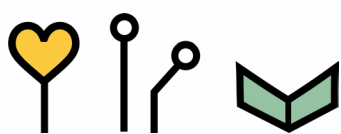
Model and facilitator are a useful starting simplification, not an exhaustive list. In practice, educators also take on closely related roles: co-learner, exploring new tools alongside students rather than presenting as the sole expert; learning designer, shaping the environment in which technology is encountered; coach, supporting colleagues or students individually; and, at a wider level, agent of institutional change, as Part 4 of this book discusses. All of these draw on the same underlying competences covered in this book.

In practice, this suggests four concrete responsibilities for an educator, independent of subject or age group taught:

- Creating safe spaces where students can discuss digital experiences openly.
- Implementing clear, age-appropriate cyber-safety expectations.
- Fostering critical thinking about technology use, rather than simple rule-following.
- Encouraging regular student reflection on their own digital habits, and involving parents or guardians where appropriate.

Learning outcomes and how they're evidenced

Learning outcome	Evidenced by
Define digital well-being and explain its relevance in educational contexts.	Exercise 1.1
Recognise person-, context-, and device-specific factors influencing well-being.	Exercise 1.2
Reflect on personal and institutional digital habits.	Exercise 1.3



Exercises: Part 1

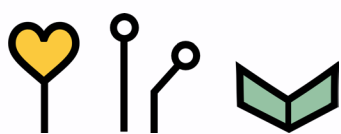
Exercise 1.1 — Self-Assessment: How Digitally Balanced Am I?

Why this exercise: Before working through the rest of this book, it helps to have an honest, private snapshot of your own current digital habits. This exercise gives you that starting point, so that later exercises (especially in Part 5) can compare where you end up against where you began.

Read each statement below and tick the one column that best matches how often it is true for you in a typical working week — there is no need to overthink any single item. For example, for the statement 'I take deliberate breaks from screens during the day', you might tick 'Rarely' if this happens on only one or two days a week, or 'Often' if it happens most days.

Statement	Never	Rarely	Sometimes	Often	Always
I feel obliged to check my phone or email outside of working hours.					
I feel anxious or restless when I am without my devices.					
I multitask across several screens or apps during the working day.					
I have clear boundaries around when I am 'reachable' for work.					
I take deliberate breaks from screens during the day.					
My sleep is affected by device use in the evening.					
I model healthy digital habits for my students.					
I feel in control of, rather than controlled by, my devices.					

Scoring guide: This is a self-reflection tool, not a diagnostic test, so there is no pass/fail score and nothing here is submitted or graded. Simply look back over your answers in two groups. Statements 1, 2, 3, and 6 describe patterns that can signal risk when they happen often — if you ticked 'Often' or 'Always' for several of these, that is worth noting, not worrying about. Statements 4, 5, 7, and 8 describe protective habits — if you ticked 'Rarely' or 'Never' for several of these, those are areas you might choose to strengthen as you work through this book.



Now, in one or two sentences, write down the single pattern that stood out most to you — it might be a risk you'd like to reduce, or a protective habit you'd like to build. Naming the feeling behind it (for example, obligation, guilt, or relief) as well as the behaviour itself can make this note more useful later:

Exercise 1.2 — Mapping the Three Dimensions to My Own Week

Why this exercise: The three-way distinction (person-, device-, and context-specific) introduced in the Foundations chapter is the backbone of this entire book, so it is worth pinning it to something real before moving on. This exercise asks you to find one concrete example of each in your own recent experience, rather than leaving the three categories as abstract labels.

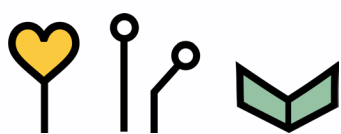
moment — not a general statement. For instance, under 'Device-specific' you might write 'My phone's notification badges kept pulling my attention during a lesson', rather than simply 'Notifications'. If you are unsure which category a moment belongs to, look back at the examples given in the Foundations chapter's table — and remember that the same moment can sometimes fit more than one category. If you plan to follow the Continuing Challenge (see the Preface), this is also a good place to start noting a real issue you might want to work on across the rest of this book.

Dimension	One example from my own week
Person-specific	
Device-specific	
Context-specific	

Exercise 1.3 — Reflection Journal: My Digital Habits as a Teacher

Why this exercise: Self-awareness — the first of the protective habits this book returns to repeatedly — is built through the ongoing practice of noticing and naming your own experience, not through a single checklist. This journal exercise gives you a low-pressure way to start that practice.

Write a short, honest response to each of the four prompts below — two or three sentences is plenty for each; this is not an essay. There are no right answers, and no one else needs to read this. If a prompt does not seem to apply to you this week, write about the closest thing that does. It can help to come back to this page again in a month and compare your answers.



- Describe a recent moment when technology helped your teaching or well-being.
- Describe a recent moment when technology made your day harder, or affected your well-being negatively.
- Which of the psychological, physical, or social effects described in 1.2 do you notice most in yourself?
- What is one small change you could try this week?

Exercise 1.4 — The Educator's Dual Role, in My Own Practice

Why this exercise: Section 1.3 argued that an educator's own digital habits are never entirely private, because students are always, to some degree, watching and learning from them. This short exercise makes that idea concrete by asking you to notice it happening in your own week.

For each row, write one specific, real example from your own recent teaching — a single moment is enough. For 'Model', think of a time your own visible behaviour with technology set an example (good or otherwise) for students. For 'Facilitator', think of a time you actively guided students in how to use, question, or respond to technology, rather than simply using it yourself.

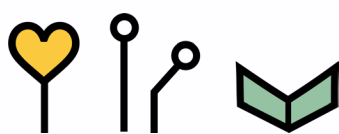
Role	One current example
Model	
Facilitator / designer of the learning environment	

Continuing Challenge — Step 1: Identify a real issue

If you are following the Continuing Challenge, use Exercise 1.2 (or 1.3) to settle on one real, specific digital well-being issue from your own context that you would like to work on across the rest of this book — something concrete enough that you could later show a colleague evidence of what changed.

Reflect: What single sentence best names the issue you'd like to work on?

Optional peer check-in: If you know a colleague working through this book too, compare notes on the issue you each chose — or raise it later in the WINDEE Community of Practice (Part 5).



MODULE 2

Managing Technology Use Responsibly

Focus: Healthy interaction with devices and tools.

Framework alignment: Device-specific.

Digital overload, cognitive load, and fatigue

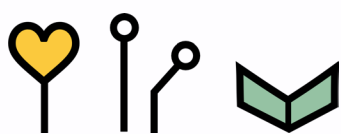
This section uses several related terms, and it is worth distinguishing them before going further. Digital overload describes the everyday situation of managing too many digital demands — devices, platforms, messages, notifications — at once. Cognitive load is the broader concept from cognitive science: the total demand placed on working memory at any given moment (Sweller, 1988). Cognitive overload is what happens specifically when that demand exceeds working memory's capacity. Cognitive fatigue (sometimes called mental fatigue) is the depleted state that follows sustained cognitive load, whether or not it reached the point of overload. In practice, sustained digital overload is one of the most common everyday causes of cognitive overload and, over time, cognitive fatigue — which is why the four terms are often used together, even though they describe different things.

The research on digital overload identifies a consistent cluster of effects on people who spend extended periods managing several digital platforms at once: loneliness, anxiety, fatigue, sleep deprivation, and difficulty sustaining attention, often at the direct expense of the underlying task. A specific and well-documented case is video-call or 'Zoom' fatigue: sustained engagement with virtual communication platforms places unusually heavy demands on cognitive resources, reducing a person's ability to retain information, filter out irrelevant input, and sustain focus.

Working memory has a limited capacity, and a substantial body of cognitive-load research (following Sweller, 1988) indicates that multitasking across devices during teaching reduces cognitive performance in measurable ways, rather than simply feeling more effortful. For educators, the practical implication is the same either way: switching attention between devices while teaching carries a real cost, even when it doesn't feel like one in the moment.

Recognising the signs

Type of sign	What to look for
Psychological	Decreased concentration and attention span; increased anxiety or irritability; mental exhaustion after digital sessions; a felt loss of control over device use.
Physical	Eye strain and headaches; sleep disruption; general fatigue; posture-related discomfort.



Type of sign	What to look for
Behavioural	Compulsive checking of devices; difficulty disconnecting; reduced performance; withdrawal from in-person interaction.

Boundaries: availability, notifications, and digital hygiene

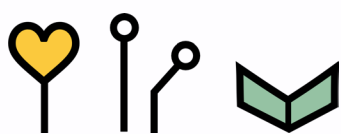
A practical response to overload is the deliberate setting of boundaries, which can be organised into three kinds. Time boundaries define working hours and protect device-free periods, such as an evening cut-off. Space boundaries create a physical separation between work and personal life — a designated work area, or simply keeping a phone out of reach during focused tasks. Activity boundaries distinguish educational from recreational screen use, so that, for instance, social media is not consulted during periods set aside for focused work.

Notification management is one of the most direct levers available: turning off non-essential notifications, using a device's built-in focus or do-not-disturb modes during working periods, and batching email or message checking into a small number of set times rather than responding continuously throughout the day. Alongside this, a small number of digital hygiene habits are worth establishing deliberately: avoiding screens in the hour before bedtime, keeping devices out of the bedroom, taking regular short breaks from screens through the day, and applying the well-known 20-20-20 rule for eye health (every 20 minutes, look at something roughly 6 metres, or 20 feet, away for 20 seconds).

Tools and techniques for focus and self-care

A small number of well-evidenced techniques for focus are widely used and easy to adopt without special software. The Pomodoro Technique structures work into short focused bursts (commonly 25 minutes) separated by brief breaks, on the premise that sustained, undivided attention over short periods outperforms longer unstructured stretches. Time-blocking dedicates fixed periods of a calendar to single tasks, reducing the temptation to multitask. Brief daily mindfulness practice — even ten minutes of focused breathing — is associated with stronger attentional control over time.

Self-care in this context is not an indulgence but a professional competence with several distinct components: physical self-care (movement breaks, ergonomics, sleep hygiene), mental self-care (limiting work-related thought outside working hours, maintaining non-work interests), emotional self-care (self-compassion, peer support, boundary-setting with work demands), and professional self-care (delegating where possible, saying no to non-essential commitments, and reviewing one's own time management regularly).



Learning outcomes and how they're evidenced

Learning outcome	Evidenced by
Identify strategies for responsible technology use for teachers and students.	Exercise 2.1
Recognise signs of digital overload and stress.	Exercise 2.1 and 2.2
Apply tools to balance screen time and digital engagement.	Exercise 2.3

Exercises: Part 2

Exercise 2.1 — A Day in My Hyperconnected Life

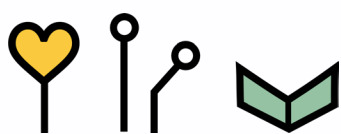
Why this exercise: Section 2.1 explained that switching attention between devices and tasks carries a real cognitive cost, even when it doesn't feel effortful in the moment. Most people underestimate how often this switching actually happens during an ordinary day. This exercise replaces that guesswork with a simple, factual log.

Choose one typical working day. Every time you notice yourself switching — moving from marking to email, from a lesson to a phone notification, from one app or tab to another — add a quick note under the matching time of day. You do not need exact timestamps or a running count; a short phrase such as 'email → lesson planning → phone message' is enough, and it is fine to fill this in from memory at the end of the day if logging in real time is not practical.

Time of day	Device/app switch or interruption
Morning	
Midday	
Afternoon	
Evening	

Looking at your log, answer:

- At what point in the day did switching feel most frequent or most draining?
- Was there a task that suffered because attention was split across devices?



Exercise 2.2 — My Digital Boundaries Plan

Why this exercise: Section 2.2 set out three kinds of boundary — time, space, and activity — as a practical response to overload. Reading about boundaries and actually setting one for yourself are different things; this worksheet is designed to make you commit to specific, personal boundaries rather than a general intention to 'use technology less'.

Fill in each row with something specific and realistic — a rule you could genuinely follow this week, rather than an ideal you are unlikely to keep. For example, under 'Availability hours' you might write 'I do not answer work messages after 7pm on weekdays', rather than simply 'Better balance'. Once completed, try to follow this plan for three to five real working days before moving on — you will revisit how it went later, in Part 5.

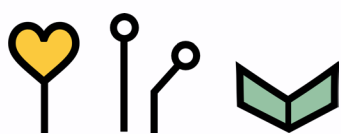
Boundary area	My plan
Notification settings (which apps, which hours)	
Availability hours (when I am / am not reachable for work)	
Device-free times or spaces	
One habit I will stop	
One habit I will start	

Exercise 2.3 — Tools and Techniques for Focus and Self-Care

Why this exercise: Section 2.3 named a range of specific techniques (the Pomodoro Technique, time-blocking, notification management, and others). Reading a list of techniques rarely changes behaviour on its own — trying just one from each row this week is a small, realistic way to find out which ones actually suit you.

For each category, pick one technique mentioned in 2.3 (or a similar one you already know), try it at least a couple of times this week, and jot down what you noticed — for example, whether it was easy to keep up, whether it made a visible difference, or whether it didn't suit your routine. There is no need to adopt every technique permanently; the aim is simply to test a few and see what fits.

Category	Technique tried	What I noticed
Focus / time management		



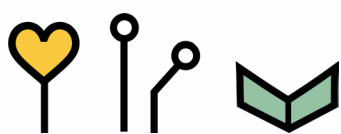
Category	Technique tried	What I noticed
Notification / screen-time management		
Self-care / recovery		

Continuing Challenge — Step 2: Map the factors behind your issue

If you are following the Continuing Challenge, use Exercises 2.1 and 2.2 to map which device-specific factors (notifications, platform design, always-on availability) are feeding into the issue you named in Part 1, alongside the person- and context-specific factors you may have already noted.

Reflect: Looking at your Day in My Hyperconnected Life log, which single device-level factor contributes most to the issue you're working on?

Optional peer check-in: Compare your boundaries plan with a colleague's — different people often land on very different, equally valid boundaries.



MODULE 3

Fostering Digital Well-being in the Classroom

Focus: Supporting students' well-being and inclusive digital culture.

Framework alignment: Context-specific, with person-specific elements.

Designing lessons with digital well-being in mind: the PERMA lens

Introduced in the Foundations chapter, the PERMA model offers educators a practical checklist for lesson design.

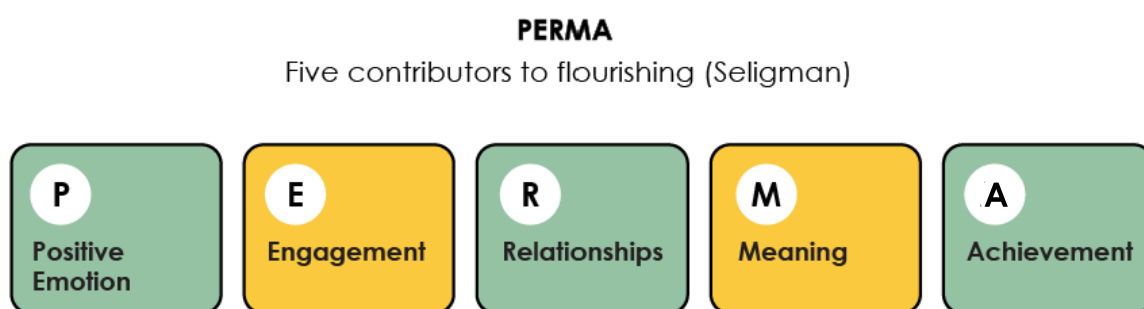
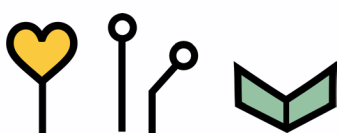


Figure 4. The five elements of PERMA, applied to lesson design.

Applied to digital pedagogy, each of its five elements suggests a concrete design choice: Positive Emotion asks that both the pleasures and the stresses of digital life be acknowledged rather than ignored, and that lessons build coping strategies alongside content; Engagement asks that students be given real choice and voice — multiple ways to approach a topic, and room to bring their own interests into how they demonstrate learning; Relationships asks that digital activities create genuine opportunities for collaboration and peer learning rather than isolating students at individual screens; Meaning asks that digital activities connect to students' own values and sense of purpose; and Achievement asks that students be supported in setting and reaching their own goals, rather than only responding to externally set tasks.

Digital well-being is best embedded across a subject's normal activities rather than delivered as a single stand-alone topic; recurring, low-key practice across many lessons builds durable awareness in a way that an isolated one-off session does not. Wherever practical, involve students directly in shaping these activities rather than only receiving them — the co-design exercises below are written with that in mind.



Building empathy and inclusion in online spaces

A recurring finding in this area is that online communication removes many of the immediate emotional cues — tone of voice, facial expression, visible reaction — that ordinarily prompt empathy in face-to-face interaction. Without seeing another person's immediate reaction, students can find it harder to register the effect of their own words, which is part of what makes cyberbullying possible even among students who would not act the same way in person. Addressing this gap starts with emotional literacy: students need to understand and name their own emotions before they can reliably recognise and respond to the emotions of others, and structured activities such as journalling or guided reflective discussion give students a safe space to build this.

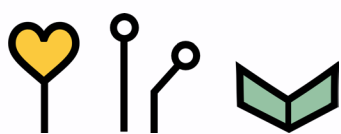
From there, explicit perspective-taking and structured, respectful sentence frames for online disagreement (for example: 'I appreciate the experience shared by ___, but in my experience ___') give students concrete tools for empathetic communication that do not rely on face-to-face cues. Setting these expectations early — ideally through a whole-class or whole-school digital citizenship agreement established at the start of the year — and modelling them consistently in the adults' own behaviour, does more than any single lesson.

Guiding healthy digital relationships and identity

Adolescents in particular use social and digital spaces as a setting in which to actively construct their sense of identity: presenting a version of themselves to others, comparing themselves with peers, and receiving feedback that feeds back into their developing self-concept. This is not inherently harmful — many young people report genuine social support and connection through online relationships — but it does mean that helping a student notice a gap between their online self-presentation and their authentic values and feelings is a meaningful, protective intervention, not an intrusive one. Building this kind of self-awareness, alongside more general emotional intelligence and self-regulation skills, supports students in using social media and other platforms in ways that are congruent with who they actually are, rather than driven purely by comparison or performance.

Safe and positive digital communication

Practising empathy online is one of the core components of digital citizenship, and it is best taught concretely: showing students how cyberbullying can appear across different platforms, how to protect their own identity and privacy, how to recognise harmful behaviour directed at themselves or others, and what the real consequences are for those who engage in it. Simple, repeatable classroom practices reinforce this over time — a short device-free period during a lesson, followed by a brief discussion of how it felt; or a self-reflection prompt asking students whether they notice a difference in how they feel using technology for schoolwork compared with personal use.



Learning outcome	Evidenced by
Integrate digital well-being principles into lesson design.	Exercise 3.3
Create classroom practices that promote empathy, inclusion, and balance.	Exercise 3.2
Guide students to develop healthy digital relationships.	Exercise 3.1 and 3.4

Exercises: Part 3

Exercise 3.1 — Scenario: Responding to Digital Conflict

Why this exercise: Section 3.2 described why online conflict is often harder for students to navigate than face-to-face conflict, and pointed to structured, empathy-building responses as the way through it. This scenario gives you a realistic situation to test how you would actually respond, before it happens for real.

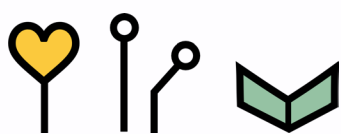
Read the scenario below, then, at each decision point, choose the option that is closest to how you would genuinely respond — not the option that sounds best on paper. Write a sentence or two explaining your reasoning. Afterwards, look back at Section 3.2 and check whether your instinctive choice builds the kind of empathy and inclusion described there, or whether it mainly resolves the immediate problem — both are valid starting points, and noticing the difference is the point of the exercise.

Scenario: During a group project, you learn that a message shared in a students' private chat group has caused hurt feelings and is now affecting how the group works together in class.

Decision point 1

- Option A — Address it privately with the students involved first.
- Option B — Raise it as a general class discussion without naming individuals.
- Option C — Refer it directly to a school well-being or pastoral lead.

My choice and why:



Decision point 2

- Option A — Use the moment to co-create or revisit classroom norms for online communication.
- Option B — Focus only on resolving the immediate conflict.
- Option C — Involve parents/guardians in the follow-up.

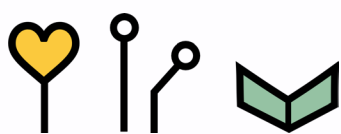
My choice and why:

Exercise 3.2 — Co-Design: Classroom Digital Well-being Charter

Why this exercise: Section 3.2 recommended setting expectations early, ideally as a genuine class agreement rather than a list of rules handed down by the teacher. A charter that students help write is far more likely to be followed than one they are simply told to follow.

Run this as a live co-design activity with your class wherever you can, capturing what students themselves suggest for each section, rather than filling it in on their behalf. If a live session isn't possible yet, use your own draft as a starting point to bring to the class for genuine discussion and amendment — not as a finished document. Keep each entry to one or two plain sentences — a charter students helped write, and can actually remember, is more useful than a long, detailed policy.

Charter section	Our agreement
How we communicate online, with each other	
When and how devices are used in class	
What we do if something online upsets someone	
How we support each other's focus and well-being	



Exercise 3.3 — Design a Short Learning Activity Promoting Digital Balance

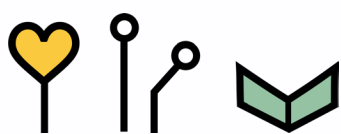
Why this exercise: This is the most applied exercise in Part 3: rather than reflecting on your own habits or your students' conflicts, it asks you to actually design something you could teach — ideally with students helping shape it, not just receiving it. Working through the PERMA lens from 3.1 while designing it is a concrete way to check that the five elements are not just abstract theory.

Sketch out a single lesson, or a single activity within a lesson, that you could realistically run with one of your own classes. Keep the scope small — one clear objective is enough, and consider inviting a few students to help choose the topic or format before you finalise it. Once you have filled in the table, use the checklist below to check your design against the PERMA elements from 3.1; if your activity doesn't yet meet an item, it is worth adjusting the design rather than skipping the checklist item.

Element	My notes
Learning objective	
Age group / subject	
Activity outline	
How it builds student autonomy around digital tools	

Self-assessment checklist — tick each item your activity meets:

- Positions digital tools as a means to the learning outcome, not an add-on.
- Gives students some choice or agency in how they use technology (Engagement).
- Includes a moment of reflection on digital habits or balance (Positive Emotion / Meaning).
- Creates a genuine opportunity for peer interaction (Relationships).



Exercise 3.4 — Safe and Positive Digital Communication Checklist

Why this exercise: Section 3.4 named a small set of concrete practices for safe, positive digital communication. This checklist turns them into a quick personal audit, so you can see at a glance where your own classroom practice already covers this ground and where it doesn't yet.

Tick each item that is already true of your current practice. Any unticked item is a reasonable, small next step — not a shortcoming.

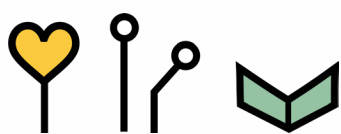
- I model respectful, clear tone in my own digital communication with students.
- I have a plan for what to do if I see or am told about online conflict.
- I make space for students to raise digital well-being concerns.
- I know who to refer a serious online safety concern to in my institution.

Continuing Challenge — Step 3: Gather perspectives and co-design

If you are following the Continuing Challenge, use Exercise 3.2 or 3.3 to gather a few real perspectives from students or colleagues on the issue you're working on, and sketch a small intervention together with them rather than designing it alone.

Reflect: Whose perspective, other than your own, would change how you understand this issue most?

Optional peer check-in: Share your draft charter or activity with another educator working through this book, and trade honest feedback before trying it in class.



MODULE 4

Institutional and Policy Perspectives

Focus: Embedding digital well-being in professional and institutional practice.

Framework alignment: Context-specific.

Why institutional culture matters

Individual and classroom-level practices, covered in Parts 1 to 3, work more reliably when they sit inside a supportive institutional culture. A recurring theme in the literature on institutional well-being is the shift from treating well-being as the responsibility of a single department to treating it as a shared, collective institutional value — sometimes formalised through a named senior role with real authority and resourcing, and through the explicit inclusion of well-being goals in an institution's strategic plan, alongside a genuine system for evaluating progress against them.

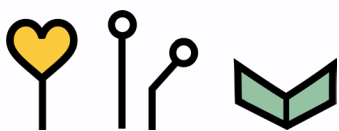
A small number of concrete institutional actions recur across the literature: collecting regular data on staff and student perceptions of wellness culture (something few institutions currently do systematically, despite its value for targeting interventions); offering a diverse range of evidence-based well-being programmes rather than a single generic one; establishing supportive policies such as flexible-work arrangements or dedicated wellness days, and addressing known structural causes of burnout such as workload and understaffing directly; and, throughout, having leadership visibly model the same healthy behaviours being asked of everyone else. Two of the WINDEE strategies introduced in the Foundations chapter belong squarely at this level: digital well-being in the school curriculum, and parent education programmes — both are institutional commitments rather than something an individual teacher can embed alone.

The European policy landscape

Three frameworks, already introduced briefly in the Foundations chapter, are worth understanding in more depth, since they are the frameworks a European institution is most likely to already be referencing, even if not under the heading of 'well-being'.

The 2022 Council Conclusions on Supporting Well-being in Digital Education

Beyond the core definition already given, the Council Conclusions ask member states to strengthen learners' and educators' well-being explicitly when designing national digital education policy; to raise awareness of the need to balance on-screen and off-screen time; to support schools in managing the split between digital and face-to-face teaching; to build learners' awareness of online risks and resilience to them; and to ensure educators themselves are properly supported in developing digital competence through initial training, induction, and ongoing CPD (Council of the European Union, 2022).



DigComp 3.0 — the Digital Competence Framework for Citizens

DigComp 3.0 (Cosgrove & Cachia, 2025) structures digital competence into five areas: (1) information search, evaluation, management, (2) communication and collaboration, (3) content creation, (4) safety, wellbeing, and responsible use, and, (5) problem identification and solving. Within the safety, wellbeing, and responsible use area, one specific competence is named 'wellbeing', covering the avoidance of health risks from digital device use, protection of oneself and others from online dangers such as cyberbullying, and awareness of technologies that support social well-being and inclusion. Digital competence, in this framework, explicitly already includes digital well-being as one of its components, rather than treating the two as separate concerns.

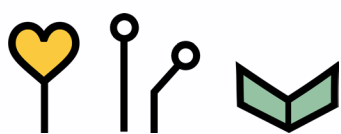
DigCompEdu — the European Framework for the Digital Competence of Educators

DigCompEdu (Redecker, 2017) applies a parallel logic specifically to educators, across every level of education from early childhood to adult and vocational training. It underlines the importance of measures that protect learners' physical, psychological, and social well-being while they use digital technologies, and it frames part of an educator's own digital competence as the ability to empower learners to manage risk and use digital tools safely and responsibly — connecting an educator's own competence directly back to their students' well-being.

Integrating digital well-being into CPD and curricula

Continuing professional development is one of the most direct levers an institution has for embedding digital well-being, since it can address both technical digital literacy and the well-being dimension side by side — self-care, time management, and work-life balance sit naturally alongside training in specific tools and platforms. CPD can take several forms: formal structured opportunities such as workshops and certification courses; informal peer learning through mentoring and collaborative planning; and online CPD, which removes geographic barriers to participation. Whatever the form, CPD works best when it is explicitly tied into an institution's broader strategic plan for digital well-being, rather than offered as an isolated, one-off session.

Learning outcome	Evidenced by
Explain how institutions can support digital well-being.	Exercise 4.1
Identify policy and framework examples across Europe.	Exercise 4.2
Advocate for digital well-being in curriculum and professional development.	Exercise 4.3



Exercises: Part 4

Exercise 4.1 — Case Study Reflection

Why this exercise: Section 4.1 discussed institutional culture in fairly general terms. Real examples make abstract advice usable — this exercise asks you to test the ideas in 4.1 against genuine practices from other European institutions, rather than staying at the level of theory.

The WINDEE Case Study Report (available at windee.eu) collects 41 real practices from schools and institutions across Europe, each addressing at least one of the thirteen strategies introduced in the Foundations chapter. Choose two or three case studies that sound closest to your own type of institution, read them, and then answer the three questions below in your own words — a sentence or two per answer is enough:

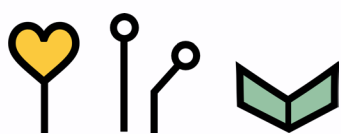
Question	My notes
Which practice is closest to something already happening in my institution?	
Which practice would be hardest to introduce, and why?	

Exercise 4.2 — Policy Scan: Where Does My Institution Stand?

Why this exercise: Section 4.2 introduced three European frameworks that may already be shaping your institution's policy without being labelled 'well-being'. This short scan simply asks you to check, rather than assume, whether that is the case.

For each framework, think about your institution's written policies, curriculum documents, or CPD offer, and mark whether it is referenced explicitly (Yes), touched on indirectly or partially (Partly), or not present at all (No), as far as you know. If you are genuinely unsure, it is fine to write 'Not sure — to check' in the notes column; finding that gap is itself a useful result.

Framework	Is it referenced in my institution's policy or CPD? (Yes / Partly / No)	Notes
DigComp 3.0		
DigCompEdu		
EU Council Conclusions on Well-being in Digital Education (2022)		



Exercise 4.3 — Draft: Institutional Well-being Action Statement

Why this exercise: This exercise moves from noticing gaps (4.1 and 4.2) to proposing something concrete. A short, specific statement is far more likely to actually get taken up by leadership than a broad recommendation to 'do more on well-being'.

Draft each section in plain, direct language, as if it were genuinely going into an institutional document. Keep the commitment itself to one or two sentences; be specific about where it would actually be visible (for example, a named CPD session, or a line in the school improvement plan) rather than leaving that vague; and name a real role or person for follow-up, even if that is provisional. This does not need institutional approval to complete — treat it as a draft you could bring to a conversation with leadership.

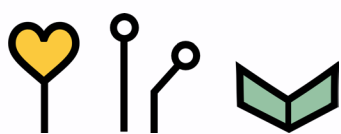
Question	My notes
Our institution's commitment to digital well-being (1–2 sentences)	
Where this will be visible (curriculum, CPD, policy document, etc.)	
Who is responsible for follow-up	
Review date	
In practice: this exercise maps directly onto CPD-programme integration — consider using it as a concrete session output when this book is used as part of a teacher-training curriculum.	

Continuing Challenge — Step 4: Test it within your institution

If you are following the Continuing Challenge, use Exercise 4.3 to place your Part 3 intervention within a realistic institutional frame — who needs to know about it, and what, if anything, would need sign-off before you try it for real.

Reflect: What is the smallest version of your intervention you could realistically test without needing formal approval first?

Optional peer check-in: Bring your draft Action Statement to one colleague or your line manager for a genuine reaction, even an informal one.



MODULE 5

Action and Reflection

Focus: Sustainable change and continuous improvement.

Framework alignment: Integration of all three dimensions (person, device, context).

This part synthesises the evidence and reflection you have accumulated across Parts 1 to 4 — your Exercise 1.1 self-assessment, your Part 2 boundaries plan, your Part 3 classroom work, and your Part 4 institutional check — into a single, sustained plan, whether or not you followed the optional Continuing Challenge thread.

Turning insight into a plan

An effective action plan needs more than good intentions; school-improvement research points to a small number of recurring components regardless of the specific model used: a clear diagnosis of the current situation and its causes; a shared vision of what success looks like; concrete action steps; an explicit way of monitoring progress at a defined frequency (weekly, monthly, or otherwise); and, crucially, a plan for sustaining the change once it has been achieved — since a common failure mode is that a school achieves a change and then quietly stops the actions that produced it. This last point is often the most neglected step, and the most important.

One simple structure for this is the i5 process: Identify the problem and its root causes; Ideate a shared vision of what success looks like; Implement concrete action steps; Inspect progress against those steps at a set frequency; and Institute the systems needed to sustain the outcome for the long term. A related tool, the logic model, maps the same territory slightly differently, distinguishing inputs (the resources committed), activities (what is actually done), outputs (the direct products of those activities), and outcomes (the changes that result) — a useful way to check that a plan's activities really do connect logically to its intended outcome.

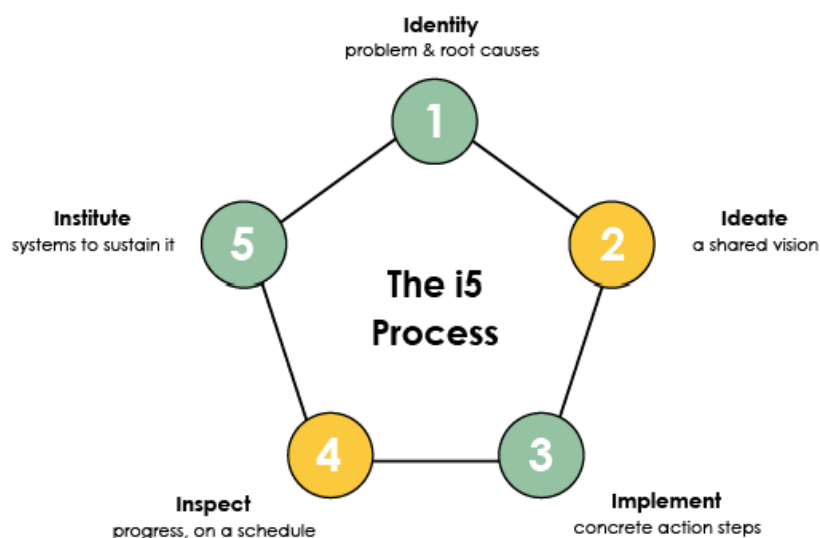
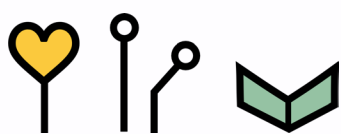


Figure 5. The i5 process: a five-step cycle for sustaining change.



Monitoring and evaluating impact

Good monitoring depends on choosing a small number of concrete indicators and checking them at a realistic, sustainable frequency, rather than attempting to track everything continuously. For digital well-being specifically, useful indicators include self-reported stress or digital-overload levels, patterns of screen time and technology use, participation in well-being activities, satisfaction data from staff or students, and behavioural indicators such as attendance and participation. Evaluation itself is generally strongest when it combines a formative question (was the plan actually implemented as intended?) with a summative one (what effect did it have on the outcome that mattered?) — since a plan can fail either because it was never properly implemented, or because it was implemented well but simply did not work, and the two failures call for very different responses.

Reflective practice

Several structured models of reflection are widely used in education and are directly applicable to an educator's own digital well-being practice. Kolb's experiential learning cycle moves through four stages: a concrete experience, reflective observation on that experience, abstract conceptualisation (relating the experience to ideas or research), and active experimentation (trying a new approach based on what was learned) — after which the cycle begins again with a new concrete experience. Gibbs' reflective cycle asks a more detailed sequence of questions: what happened (description), how it felt (feelings), how well it went (evaluation), why it happened that way (analysis), what can be concluded (conclusion), and what will be done differently next time (action plan).

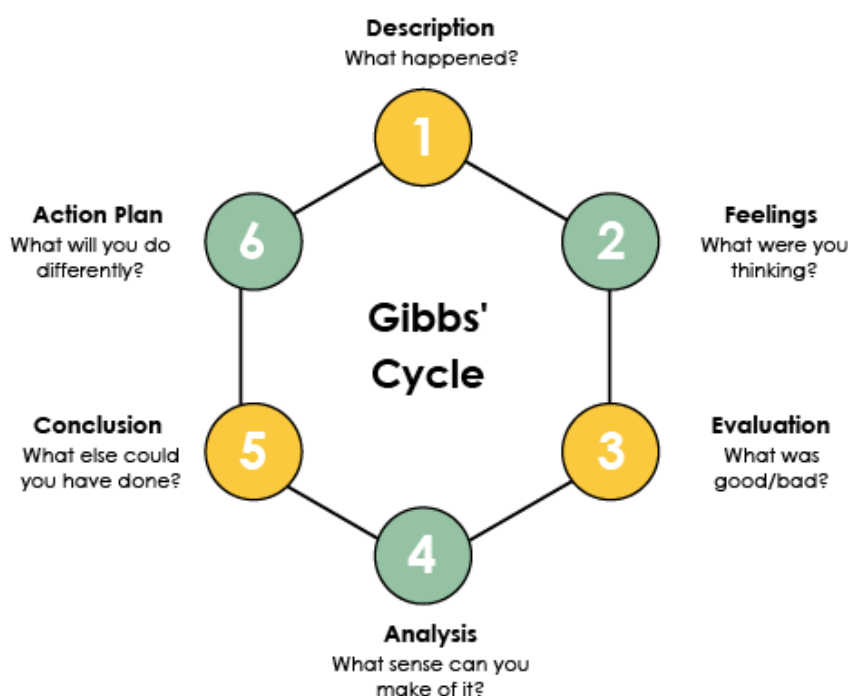
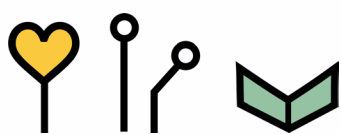


Figure 6. Gibbs' reflective cycle, one of three reflection models offered in Exercise 5.3.



A simpler and often more sustainable practice for busy educators is the stop-start-continue method: three short questions — what will I stop doing, what will I start doing, and what will I continue doing — that can be answered in a few minutes but still produce a genuine, actionable reflection. None of these three models is the 'correct' one — Exercise 5.3 below lets you choose whichever fits how you think. Whatever the format, the single most important factor for sustaining reflective practice is simply recording it somewhere consistent, since it is generally too much to hold reflections reliably in memory alone.

Community of practice and continuous learning

Reflection and improvement are easier to sustain in the company of others facing the same questions. A community of practice — a group of practitioners who meet, regularly or as needed, to share reflections, challenges, and strategies — gives individual reflective work a social dimension it otherwise lacks, and gives educators access to a wider range of tested solutions than any one person could develop alone. For educators completing this book independently, the WINDEE Community of Practice serves this function directly: a space to share an action plan, read what other educators across partner countries are trying, and bring a live question from one's own classroom or institution for peer input.

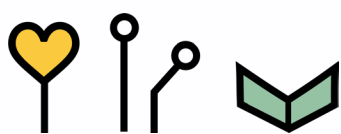
Learning outcome	Evidenced by
Develop a digital well-being action plan for personal or institutional use.	Exercise 5.1
Evaluate the impact of implemented strategies.	Exercise 5.2
Commit to continuous reflection and improvement.	Exercise 5.3 and 5.4

Exercises: Part 5

Exercise 5.1 — My Digital Well-being Action Plan

Why this exercise: This is the exercise the whole book has been building toward. Everything you have noticed in Parts 1 to 4 — your own habits, a boundary you tried, a classroom practice, an institutional gap — can feed into a single, realistic plan here, using the i5 structure from 5.1 (Identify, Ideate, Implement, Inspect, Institute).

You do not need a separate plan for every idea in this book — choose one goal that matters most to you right now, from any of the three dimensions, and fill in each row for that one goal. If you followed the Continuing Challenge, this is naturally the issue you have been tracking since Part 1. Be as specific as you can, especially in the 'monitor' and 'sustain' rows: a plan with a vague goal like 'use less technology' is much harder to act on than one with a goal like 'stop checking email before 8am', monitored by a simple daily tick on a calendar.



Section	My plan
Goal (person-, device-, or context-specific)	
Actions I will take	
How I will monitor progress	
Timeframe / review point	
Who else is involved (colleagues, students, institution)	

Exercise 5.2 — Evaluating Impact

Why this exercise: Section 5.2 distinguished a plan that was never properly tried from one that was tried but didn't work — two very different situations that call for different next steps. These three questions are designed to help you tell which situation you are actually in.

Answer honestly, in a few sentences each. It is entirely normal for the answer to the second question to be substantial — plans are adjusted, not simply pass or fail. If you have not yet had a chance to try your Exercise 5.1 plan, come back to this page after a week or two of attempting it.

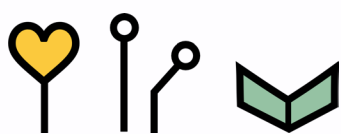
- What changed as a result of the actions you took across this book?
- What did not go as planned, and what would you adjust?
- What evidence would show this plan is working, three months from now?

Exercise 5.3 — A Structured Reflection, Your Way

Why this exercise: Section 5.3 introduced three different reflection models rather than a single correct one. Working through whichever model actually fits how you think is more useful than forcing yourself through one you find awkward — the point is the habit of structured reflection, not the specific model.

Pick one specific, recent moment involving digital technology in your teaching — it can be a small moment, not necessarily a dramatic one. Then choose ONE of the three options below.

Option A — Gibbs' Cycle: work through all six stages in order, from top to bottom; each stage builds on the one before it.



Stage	My notes
Description — what happened?	
Feelings — what were you thinking and feeling?	
Evaluation — what was good and bad about the experience?	
Analysis — what sense can you make of it?	
Conclusion — what else could you have done?	
Action plan — what will you do differently next time?	

Option B — Kolb's Cycle: note one line for each of the four stages — concrete experience, reflective observation, abstract conceptualisation, and active experimentation.

Option C — Stop / Start / Continue: answer the three short questions instead, if you would prefer something quicker.

Exercise 5.4 — Wrap-Up Reflection: How My Digital Teaching Has Changed

Why this exercise: This last reflection is deliberately open-ended. Its purpose is simply to make visible, in your own words, the distance between where Exercise 1.1 found you and where you are now — a useful thing to have written down before returning to your everyday routine.

Look back briefly at your answers to Exercise 1.1, then write a short paragraph describing how your thinking or practice around digital well-being has shifted since starting this book. There is no set length — a few honest sentences are enough.

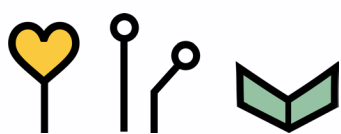
Exercise 5.5 — Joining the WINDEE Community of Practice

Why this exercise: Section 5.4 argued that reflection and change are easier to sustain with other people, rather than alone. This exercise is simply an invitation to take that step, once you are ready.

When you are ready, consider:

- Share your Action Plan (Exercise 5.1) or one insight from this book.
- Read what other educators across partner countries are trying.
- Bring a question from your own classroom or institution for peer input.

Join here: <https://windee.eu/windee-community/>



Conclusion

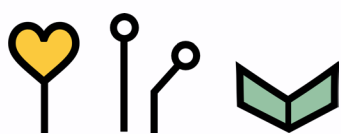
This book set out to do two things: to explain, with real theoretical grounding, what digital well-being actually means for educators, and to give you a genuine way to act on that understanding in your own week, classroom, and institution. The five parts moved outward from your own habits, through the tools you use, into the classroom, and out to your institution and the wider European policy landscape — before returning, in Part 5, to a single personal action plan that ties those layers back together.

None of this is meant to be finished in one sitting. Digital well-being, as the Foundations chapter explained, is not a fixed state to be achieved once and then left alone — it is an ongoing, everyday negotiation. The exercises in this book, especially your Action Plan and your reflection habits from Part 5, are designed to be revisited: in a month, at the start of a new term, or whenever your own circumstances change.

Continuing your learning

If you would like to take this further, a few directions are worth considering:

- Join the [WINDEE Community of Practice](#) to share your Action Plan, read what other educators across partner countries are trying, and bring live questions from your own classroom or institution (see Exercise 5.5).
- Read the full [WINDEE Digital Well-being Framework](#) for a more detailed treatment of the thirteen strategies and the stakeholder validation behind them, and the [WINDEE Case Study Report](#) for the 41 full case studies only summarised briefly in Part 4 (both available at windee.eu).
- Look directly at [DigComp3.0](#) and [DigCompEdu](#) if you want to place your own digital competence, or your institution's, against the full European frameworks referenced throughout this book.
- Revisit the [EU Council Conclusions on Supporting Well-being in Digital Education \(2022\)](#) in full if you are advocating for institutional change, since Exercise 4.3 draws directly on its language.
- Explore further reading on the theoretical models introduced here — Ryan and Deci's work on Self-Determination Theory, Vanden Abeele's work on digital well-being as a dynamic, everyday balance, and Sweller's work on cognitive load — listed in full in the References below.
- Check www.windee.eu for updates, including any future instructor-led sessions, new case studies, or additional self-paced materials as the WINDEE project continues.

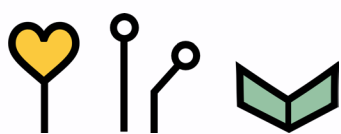


Annex A — Training Materials

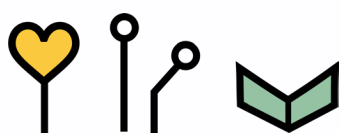
Contributing to SO4.3

SO4.3 is a WP4-level specific objective measured through the training materials developed for self-directed learning. The register below identifies the substantive resources developed within and delivered through D4.3. Each can be used independently by an educator or teacher trainer, while the complete textbook brings them together as one coherent learning pathway. Additional WP4 resources in other formats may be added to the wider WP4 register as they are finalised.

No.	Training material	Type	Location
1	Understanding and Practising Digital Well-being	Manual and self-paced textbook	Complete D4.3
2	Understanding Digital Well-being	Modular learning unit	Module 1
3	Managing Technology Use Responsibly	Modular learning unit	Module 2
4	Fostering Digital Well-being in the Classroom	Modular learning unit	Module 3
5	Institutional and Policy Perspectives	Modular learning unit	Module 4
6	Action and Reflection	Modular learning unit	Module 5
7	Self-Assessment: How Digitally Balanced Am I?	Self-assessment tool	Exercise 1.1
8	Mapping the Three Dimensions to My Own Week	Analytical worksheet	Exercise 1.2
9	Reflection Journal: My Digital Habits as a Teacher	Reflection journal	Exercise 1.3
10	The Educator's Dual Role, in My Own Practice	Practice-mapping worksheet	Exercise 1.4
11	A Day in My Hyperconnected Life	Digital-use audit	Exercise 2.1
12	My Digital Boundaries Plan	Action-planning template	Exercise 2.2
13	Tools and Techniques for Focus and Self-Care	Practice trial worksheet	Exercise 2.3
14	Scenario: Responding to Digital Conflict	Scenario-based assignment	Exercise 3.1
15	Co-Design: Classroom Digital Well-being Charter	Co-design template	Exercise 3.2

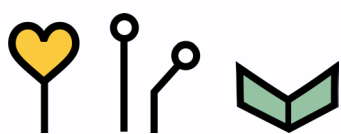


No.	Training material	Type	Location
16	Design a Short Learning Activity Promoting Digital Balance	Lesson-design template	Exercise 3.3
17	Safe and Positive Digital Communication Checklist	Practice checklist	Exercise 3.4
18	Case Study Reflection	Case-based assignment	Exercise 4.1
19	Policy Scan: Where Does My Institution Stand?	Institutional policy scan	Exercise 4.2
20	Draft: Institutional Well-being Action Statement	Policy-action template	Exercise 4.3
21	My Digital Well-being Action Plan	Integrated action-planning template	Exercise 5.1
22	Evaluating Impact	Impact-assessment tool	Exercise 5.2
23	A Structured Reflection, Your Way	Reflective-practice template	Exercise 5.3
24	Wrap-Up Reflection: How My Digital Teaching Has Changed	Summative reflection	Exercise 5.4
25	Joining the WINDEE Community of Practice	Peer-learning activity	Exercise 5.5



Glossary

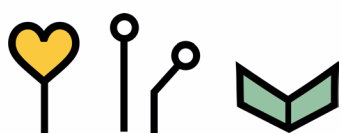
Term	Definition
Digital well-being	A state of physical, cognitive, social, and emotional contentment that allows a person to engage positively, safely, and effectively in digital environments (Council of the European Union, 2022).
Person-specific factors	Factors affecting digital well-being that relate to the individual: competence, habits, personality, health, and personal values.
Device-specific factors	Factors affecting digital well-being that relate to the design and configuration of devices, applications, and platforms.
Context-specific factors	Factors affecting digital well-being that relate to the surrounding environment: classroom, institution, culture, and policy.
Self-Determination Theory (SDT)	A psychological theory (Ryan & Deci, 2017) holding that well-being and motivation depend on satisfying three basic needs: autonomy, competence, and relatedness.
PERMA	A model of flourishing built from five elements: Positive Emotion, Engagement, Relationships, Meaning, and Achievement.
Digital competence	The confident, critical, and responsible use of digital technologies for learning, work, and participation in society (DigComp 2.2).
Digital overload	The everyday situation of managing too many digital demands — devices, platforms, messages, notifications — at the same time.
Cognitive load	The total demand placed on working memory at a given moment (Sweller, 1988).
Cognitive overload	The specific state that results when cognitive load exceeds working memory's capacity.
Cognitive fatigue	The depleted mental state that follows sustained cognitive load, whether or not it reached the point of overload.
Digital hygiene	Deliberate habits — such as screen-free periods or notification management — that protect a person's psychological and physical relationship with technology.
Community of Practice	A group of practitioners who meet, formally or informally, to share reflection, challenges, and strategies around a shared area of practice.
Continuing Challenge	An optional, single running project a reader can follow across all five parts of this book, in place of five separate sets of exercises.



References

1. Council of the European Union. (2022). Council Conclusions on Supporting Well-being in Digital Education. Official Journal of the European Union, C 469/20.
2. Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182–185.
3. Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.
4. Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285.
5. Vanden Abeele, M. M. (2021). Digital wellbeing as a dynamic construct. *Communication Theory*, 31(4), 932–955.
6. Büchi, M. (2024). Digital well-being theory and research. *New Media & Society*, 26(1), 172–189.
7. Cosgrove, J. and Cachia, R. (2025). DigComp 3.0: European Digital Competence Framework - Fifth Edition, Publications Office of the European Union, Luxembourg. <https://data.europa.eu/doi/10.2760/0001149>, JRC144121. .
8. Redecker, C. (2017). European Framework for the Digital Competence of Educators: DigCompEdu. Punie, Y. (ed.) , EUR 28775 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73718-3 (print), 978-92-79-73494-6 (pdf), doi:10.2760/178382 (print), 10.2760/159770 (online), JRC107466.
9. Mettis, K., Leoste, J., and Vaat, S. (2025). Digital well-being impact on learners and educators. WINDEE project deliverable D2.1: Literature Review and Desk Research Report. <https://windee.eu/kic-publication/digital-wellbeing-impact-on-learners-and-educators/>
10. Mettis, L., Mannik, K., Leoste, J., and Vaat, S. (2025). Digital well-being in education: policy mapping. WINDEE project deliverable D2.3: Policy Mapping Report. <https://windee.eu/kic-publication/policy-mapping-report/>
11. Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J. (2026). High-quality digital education practices. WINDEE project deliverable D3.1: Case Study Report on High-Quality Digital Education Practices. <https://windee.eu/kic-publication/high-quality-digital-education-practices/>
12. Volungevičienė, A. (2026). Digital well-being framework. WINDEE project deliverable D3.2: Digital Well-being Framework. <https://windee.eu/kic-publication/d3-2-digital-well-being-framework/>

Full deliverable texts are available at <http://www.windee.eu>.





WINDEE

Short description of WINDEE

WINDEE is a policy experimentation project aimed at improving the digital well-being of students and educators in educational settings across Europe. It addresses the lack of understanding, strategic approaches, and coherent policies concerning the mental, emotional, physical, and cognitive impact of digital education.



www.windee.eu



[Linkedin/windee/](https://www.linkedin.com/company/windee/)

