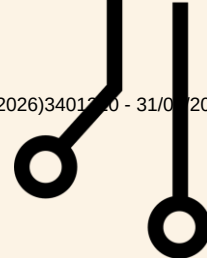




WINDEE

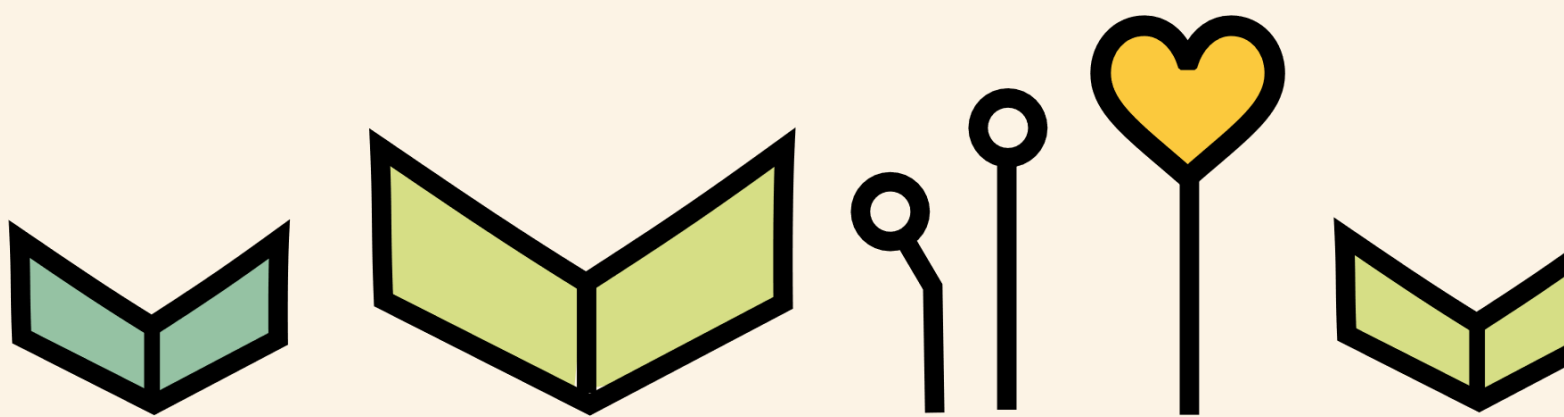
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D4.1 Learning community

An active learning community focused on
digital well-being

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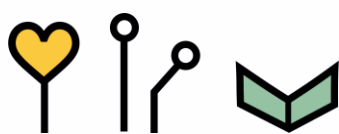
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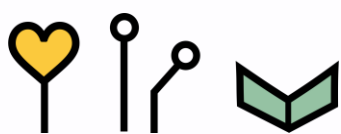


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Background

The WINDEE project (Well-being in Digital Education Ecosystem) aims to strengthen digital well-being in education through research, framework development, educator training, and stakeholder engagement.

Within **Work Package 4 – Educator Empowerment**, the project commits to:

“Develop a community for stakeholder engagement to facilitate collaboration and support among educators.”

More specifically, Task 4.1 foresees:

“Utilise digital platform for community engagement – Leverage existing education community platform i.e. European Digital Education Hub (EDEH), to create an active learning community in the field of digital well-being.”

The community has clearly defined KPIs:

- Minimum 200 community members engaged
- Minimum 10 engagement activities per year (30 total)
- Minimum 50 stakeholders engaged in validation activities
- Stakeholder satisfaction above 4/5

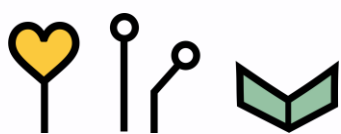
The community is therefore not merely a dissemination channel, but a structural element for engagement, validation, and collaboration within WP4.

Assessment of EDEH as Hosting Platform

As foreseen in the project application under Task 4.1, the WINDEE consortium explored the possibility of establishing the learning community on the European Digital Education Hub (EDEH).

A coordination call was held with EDEH representatives to clarify the technical and governance conditions for creating a dedicated WINDEE community space. During this exchange, the following constraints became apparent:

- **Formal approval requirement** — Any new community channel on EDEH requires formal approval from the European Commission, subject to ongoing internal negotiation at platform level.
- **Limited structural control and scalability** — The EDEH structure did not allow the consortium to autonomously create and manage a dedicated, branded, and continuously active environment with full operational control.
- **Chat function limitations** — EDEH's chat functionality does not support scalable membership-based community management, systematic onboarding, or structured engagement tracking sufficient to meet the project's quantitative KPIs.
- **Monitoring and reporting limitations** — EDEH did not provide sufficient analytics or reporting autonomy to ensure reliable KPI tracking for contractual reporting purposes.



Based on these constraints, it was concluded that establishing the WINDEE learning community as a structured, KPI-driven Community of Practice on EDEH was not feasible within the current platform framework.

EDEH remains accessible for hosting webinars, sharing resources, disseminating project results, and engaging with the wider digital education ecosystem, and the consortium continues to use it for these purposes.

Revised Implementation Approach

To ensure full compliance with the project objectives and KPIs, the WINDEE consortium implemented the community through a **dedicated, project-managed Microsoft Teams environment**, hosted and anchored by **Vytautas Magnus University (VMU)** as the lead partner for this workstream.

This solution guarantees operational autonomy, structured moderation, and measurable engagement, while remaining fully aligned with the project's scope and commitments.

The community environment enables:

- Direct member registration and tracking (target: ≥200 engaged members)
- Structured annual engagement calendar (≥10 activities per year)
- Integrated validation processes (≥50 stakeholders engaged)
- Measurable satisfaction feedback mechanisms (>4/5 rating target)

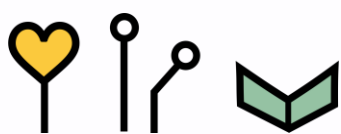
The community functions as a **Community of Practice** focused on digital well-being, enabling peer exchange, discussion of inspired practices, validation of framework and case studies, integration with training activities (WP4), and support to policy experimentation (WP5).

EDEH continues to be used strategically for visibility, cross-platform dissemination, connection with broader EU stakeholders, and promotion of key outputs and events.

Added Value of the Microsoft Teams Approach

This approach brings several important added values:

- Possibility to create national and regional channels, enabling contextualised exchanges and adaptation to local education systems;
- Appointment of national/regional moderators, supporting active engagement, coordination, and validation activities;
- Use of the same platform already planned for WP4 training activities, ensuring coherence between community engagement and educator training, and simplifying access for participants;
- A teacher-friendly and widely familiar tool, reducing barriers to participation and onboarding;
- Improved monitoring and reporting capacity, allowing structured tracking of participation, interaction, and engagement metrics;
- Better prospects for long-term sustainability, as the maintaining partner will be able to ensure continuity of the platform and community beyond the project lifetime;
- Continued cooperation and visibility through EDEH networks, including promotion of webinars, knowledge outputs, and exchanges within existing teacher communities connected to WINDEE.



Multilingual and Context-Sensitive Community Structure

An additional strategic advantage of establishing the WINDEE Community within own Microsoft Teams is the possibility to create **multiple language-based and country-specific channels**, aligned with the linguistic and institutional contexts of partner countries.

Teachers and educational stakeholders are generally more comfortable engaging in their **native language**, particularly when discussing pedagogical practices, institutional challenges, and policy-related questions. By enabling national channels, the project can ensure that discussions, shared materials, and validation activities are linguistically accessible and contextually relevant.

Each national or regional channel will be supported by a **designated local moderator**, responsible for:

- facilitating discussions,
- encouraging participation,
- contextualising content to national education systems,
- coordinating validation activities,
- ensuring alignment with project objectives.

This decentralised moderation model represents a significant added value compared to a centrally controlled external platform. It strengthens ownership among partners, increases engagement rates, and enhances cultural and institutional relevance.

Furthermore, this structure allows:

- easier identification of country-specific needs and feedback,
- targeted dissemination of national policy updates,
- improved responsiveness to local stakeholder expectations,
- stronger integration of digital well-being practices into national education ecosystems.

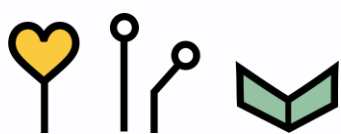
This level of linguistic flexibility and contextual adaptation would not have been operationally feasible within a centrally governed external platform and therefore represents a clear implementation improvement while remaining fully aligned with project objectives.

Through this approach, the consortium ensures that all contractual commitments under SO4.1 and SO4.2 remain fully achievable, while strengthening sustainability and operational feasibility.

Community Establishment

The WINDEE Learning Community has been formally established and is now live. The community is accessible through two dedicated entry points:

- The WINDEE project landing page (www.windee.eu) — which features a visible call-to-action and direct link to the community, ensuring that all project website visitors can easily discover and join.



Join the WINDEE Community

Be part of a growing network of teachers and students shaping healthier digital learning.

The WINDEE Community is a space where educators and learners come together to explore **digital well-being in real-life learning environments**. Share your experiences, discover practical ideas, and connect with others who are working towards more balanced and human-centered use of technology in education.

Whether you are a teacher looking for classroom strategies or a student navigating digital learning, this community is for you.

Why join?

- Discover practical tools and teaching ideas
- Share your experiences and learn from others
- Participate in discussions, webinars, and activities
- Connect with educators and students across Europe

[JOIN THE COMMUNITY](#)
[LEARN MORE!](#)


WINDEE COMMUNITY

Join the WINDEE Community

A community for teachers and students who care about digital well-being. Digital learning is part of everyday education – but how can we ensure it supports both learning and well-being? The WINDEE Community brings together teachers, students, and education professionals who want to explore this question together. It is a space for sharing, learning, and connecting, where real experiences meet practical solutions.

JOIN THE WINDEE COMMUNITY

What you will find?

- Practical teaching ideas and classroom activities
- Tools and resources to support digital balance
- Discussions on real challenges in digital learning
- Student perspectives and experiences
- Webinars, events, and shared learning opportunities

Who is it for?

-  Teachers and educators
-  Students and learners
-  Schools and education professionals

*No matter your experience level, your voice matters.

Why join?

Because digital well-being is not something we solve alone. By joining the community, you can:

- reflect on your own digital practices
- learn from others across Europe
- contribute your ideas and experiences
- be part of shaping healthier digital education

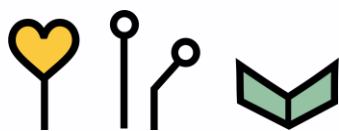


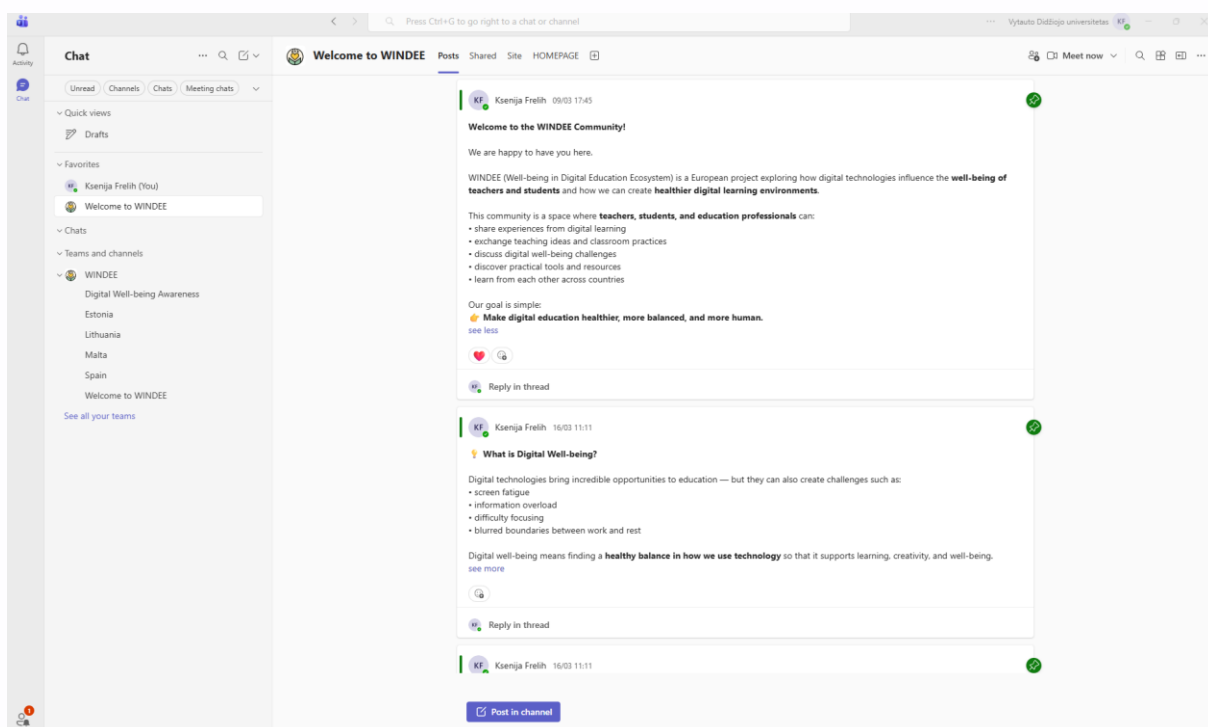
Get involved

Joining is simple. Once inside, you can:

-  Introduce yourself
 -  Join discussions
 -  Share your ideas
 -  Participate in activities and events
- JOIN THE WINDEE COMMUNITY AND BE PART OF THE CHANGE**

- A dedicated Microsoft Teams community space — hosted and managed by Vytautas Magnus University (VMU), providing a structured environment for member interaction, resource sharing, and engagement activities.





Both entry points are operational and publicly accessible. The community infrastructure — including moderation roles, channel structure, and onboarding pathways — is in place and ready for active use.

With this foundation established, the consortium now moves into the active recruitment and content population phase.

Recruitment Strategy

The goal of the recruitment phase is to reach and onboard a minimum of 200 engaged community members by the end of the project, drawing from educator networks, institutional stakeholders, and policymakers across partner countries.

Recruitment Channels

Partner networks (primary channel)

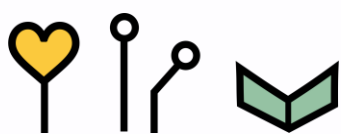
Each consortium partner will actively promote the community within their own institutional and professional networks. This includes direct outreach to teachers, school coordinators, and education professionals already in contact with WINDEE through training, focus groups, or validation activities.

Project website and social media

The community join link is featured prominently on the WINDEE landing page. Regular posts on the WINDEE LinkedIn page will invite followers to join the community, highlighting specific content themes and upcoming activities as reasons to engage.

EDEH and European educator networks

Although the community itself is hosted independently, EDEH and connected European educator networks will be used to promote the community to a broader audience beyond the immediate partner ecosystem.



Events and training activities

Every WINDEE webinar, workshop, and training session (WP4) will include a direct invitation to join the community. Participants in WP3 case study validation and WP5 policy experimentation will be specifically targeted as high-value community members.

Multipliers and national moderators

Each national/regional moderator will lead recruitment within their country context, leveraging local education networks, teacher associations, and national education platforms to recruit contextually relevant stakeholders.

Recruitment Messaging

Recruitment communications will emphasise:

- The practical value of the community for educators working with digital tools
- Access to the WINDEE Digital Well-being Framework and case studies
- Opportunities to contribute to and shape European-level policy through validation activities
- Peer connection with educators across Europe facing similar challenges

Messaging will be adapted per channel and per country, with national moderators ensuring linguistic and contextual relevance.

Phased Recruitment Targets

Phase	Period	Target Members	Focus
Phase 1 – Launch	Month 1–2	50 members	Partner networks, existing WINDEE contacts
Phase 2 – Growth	Month 3–6	100 members	Social media, events, EDEH promotion
Phase 3 – Scale	Month 7–12	200+ members	Multipliers, national channels, validation participants

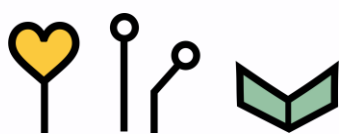
Content Population Strategy

The community will be populated with content in a structured, progressive manner to ensure that new members find value from day one, and that engagement deepens over time.

Content Pillars

All community content will align with one of the following core themes:

1. **Digital Well-being in Practice** — real-world examples, teacher reflections, case studies from the WINDEE research
2. **Framework and Tools** — introductions to the WINDEE Digital Well-being Framework, how-to guides, and instrument walk-throughs
3. **Policy and Research** — updates on European digital education policy, relevant research findings, and WINDEE outputs
4. **Community Interaction** — discussion prompts, polls, peer questions, and collaborative activities
5. **Events and Opportunities** — upcoming webinars, training sessions, and validation activities



Content Calendar Approach

Content will be published on a regular, predictable schedule to build member habits and expectations:

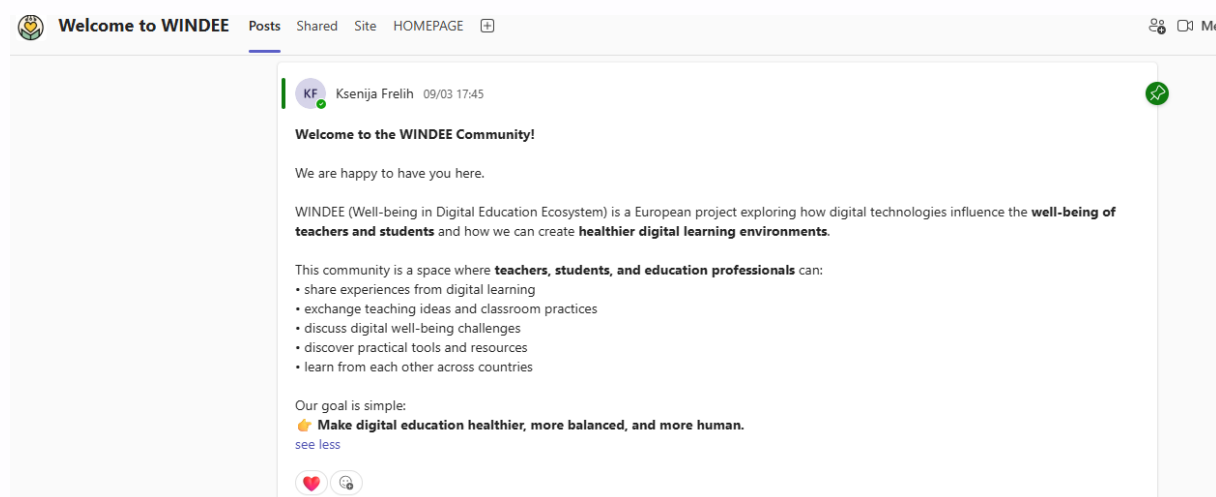
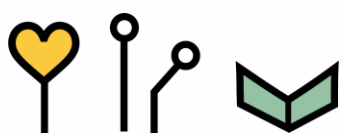
- **Weekly:** At least one post per week — alternating between resource shares, discussion prompts, and project updates
- **Monthly:** One featured resource or case study, one engagement activity (poll, reflection question, or community challenge)
- **Quarterly:** One major community event (webinar, live Q&A, or co-creation workshop)

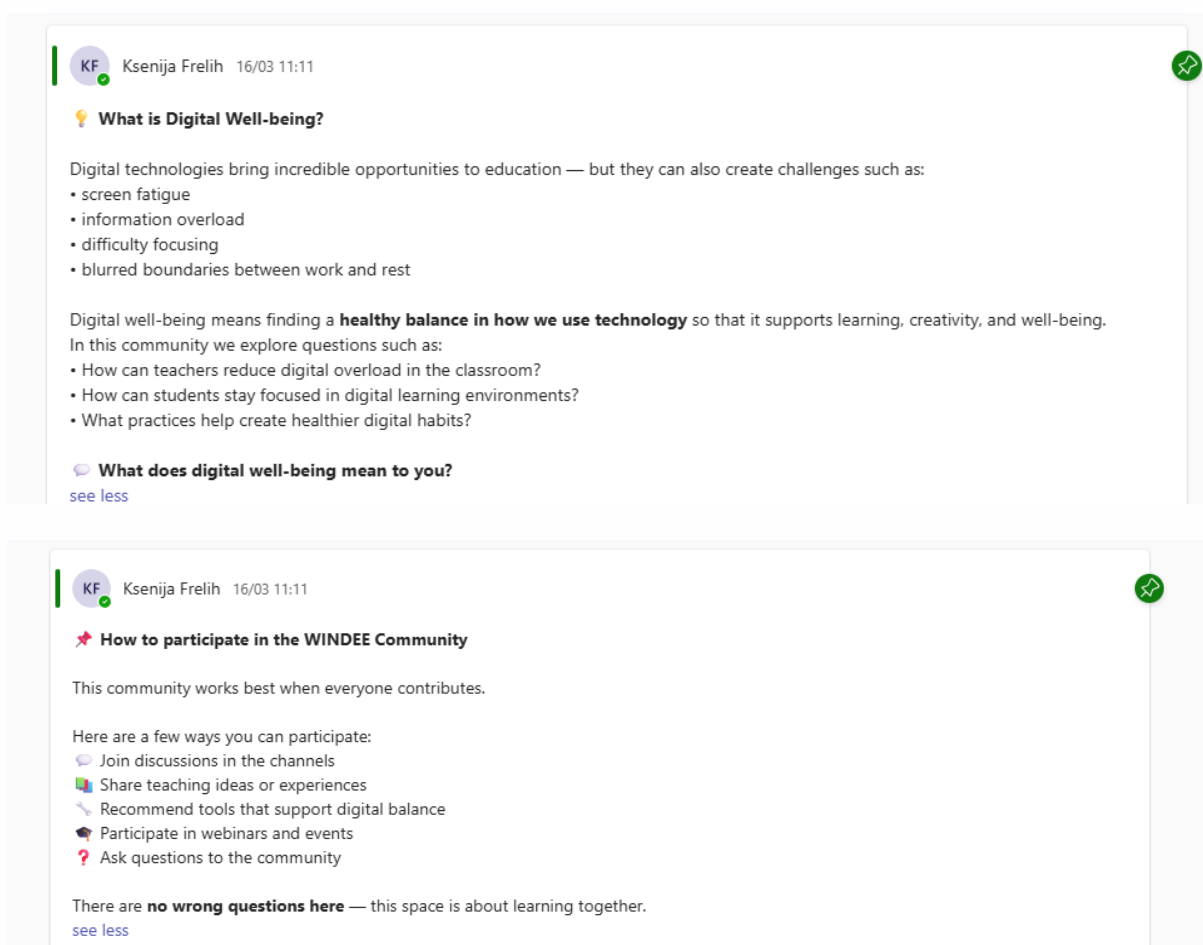
The central community management team (led by KIC) will maintain an editorial calendar shared with national moderators, ensuring coherence while allowing space for country-specific contributions.

Seeding Content at Launch

To ensure the community feels active and welcoming from the start, an initial content package will be prepared prior to the recruitment push, including:

- A welcome post introducing the community and its purpose
- A brief overview of the WINDEE project and its relevance to educators
- The first edition of the WINDEE Digital Well-being Framework (or an accessible summary)
- Two to three case study highlights from the D3.1 report
- An introductory discussion prompt inviting members to share their own digital well-being challenges





Member-Generated Content

As the community grows, members will be actively encouraged to contribute:

- Sharing their own practices and experiences
- Responding to validation surveys and providing structured feedback
- Participating in themed discussion weeks
- Co-developing resources with the WINDEE team

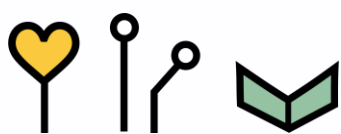
National moderators will play a key role in identifying active members and supporting them to contribute, gradually shifting the community from a broadcast model to a genuine peer-exchange environment.

Conclusion and Next Steps

The WINDEE Learning Community is now formally established and operational within Microsoft Teams, with a public-facing presence on both the project landing page and a dedicated Microsoft Teams community space hosted by **Vytautas Magnus University (VMU)**. The infrastructure, moderation structure, and onboarding pathways are in place.

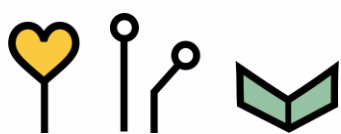
The consortium now enters the active phase of the community lifecycle, focused on:

- Systematic recruitment across partner networks, social media, EDEH, and events



- Structured content population according to the editorial calendar
- Activation of national moderators to lead country-specific engagement
- Launch of the first community engagement activities
- Implementation of monitoring mechanisms to track membership, engagement, and satisfaction

This phased approach ensures that the WINDEE Community develops not as a static repository but as a dynamic, self-sustaining Community of Practice — generating real value for educators, contributing to validation and policy experimentation, and building lasting impact in the field of digital well-being in Europe.





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.



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