WINDEE

High -Quality Digital Education Practices

D3.1. Case Study Report on High-Quality Digital Education Practices

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Introduction

A comprehensive report highlighting successful case studies and best practices in promoting digital well-being within educational settings, providing insights and examples for educators and policy makers.

The aim of this case study is to define high - quality digital education practices enhancing digital well - being.

Digital well-being practices defined on the basis of research literature and described through the multiple data collection methods including:

- Collecting best practice descriptions;
- Implementing in-depth interviews with researchers and institutions applying digital well-being practices and agreeing to be interviewed, as well as EdTech authors.

Person specific, context specific and device specific factors, as well as positive and negative indicators of well-being state among students and teachers are discussed and presented through the sequential presentation of digital well - being strategies which are key elements of Digital well-being Framework serving as the basis for this case study.

This report first of all introduces explanatory research - based arguments defining each of the digital well-being strategy which is in line with the Digital Well-Being Framework, as well as is one of the key demographic elements in best practice collection template. Each digital well-being strategy is supposed to be supplied with a variety of resources which are needed by schools and their communities to address and implement it. Digital well-being strategies guide school communities through the areas of responsibilities, as well as through the areas of essential individual needs to be in the state of well-being: competence, autonomy and relatedness, as explained in Digital Well-Being Framework). When the state of digital well-being is in disbalance, the indicators guide and indicate the school support team through the list of challenges (emotional, psychological, cognitive and others) and digital well-being strategies (when covered with the resources, e.g. training material, learning resources, models, instruments, methodologies and other) serve as the means to be applied to restore digital well-being state.

11 strategies are described in the case study report. Case study examples described by schools, high education institutions, non-governmental organisations and individuals match these strategies, as best practice templates suggest indicating which strategy (or strategies) each best practice represents. In this way, best practice examples collected and case study

examples described in this study report serve as practical examples of how these strategies are addressed by individuals and organizations in practice.

Case study methodology in Chapter 2 of this Case study report explains how methodological approach was chosen and how case study unit was defined, which data collection methods and instruments were used and how they are related with the digital well-being strategies and Digital Well-being Framework. Case study methodology also provides detailed demographic representation of best practices collected, their alignment with the strategies of digital well-being, as well as how many strategies were described through high quality digital education practice descriptions in this study.

Finally, Chapter 3 presents the results of the study: 41 case study examples developed following case study methodology. Each case study example elaborates on the best practice description received from consortium partners in the WINDEE project, representing secondary schools, individual teachers, European projects, non-governmental organizations, higher education institutions and non-governmental organisations. The majority of case study examples are supported with the in-depth interviews with the authors of these best practices, and this in-depth interview part is available only in the case study examples where authors agreed to participate in research and provided their informed consent.

We believe this case study report is of great value to further research in digital well-being, and serves as considerable resource for schools in Europe and for policy makers, as well as school leaders, teachers and parents to consider high - quality digital education practice descriptions, enhancing digital well-being for teachers and students, and to analyse the challenges and the critical factors affecting the state of digital well-being. This case study may be a useful reference to work to prevent negative factors, and to strengthen the positive factors affecting the state of digital well-being in European schools and on a global scale. The solutions, initiatives and examples from schools and individual teachers are worth attention and well-deserved dissemination as best practices in Europe.

No AI was used to produce this case study and the case study report.

The case study and the case study report were prepared by humans only (including research design, data collection and analysis methods, as well as data interpretation methods).

1. Strategies for High – Quality Digital Education Practices Enhancing Digital Well-being

1.1 Digitally Competent Organizations

Airina Volungevičienė, Kristina Adomaitienė, Vytautas Magnus University

Educational organizations are encouraged to integrate digital technologies into their teaching, learning and organizational practices to prepare students to thrive in the digital world. Therefore, digital education thus faces two related challenges: to deploy a range of digital technologies (apps, platforms, software) to enhance and expand education and training; and to equip all learners with digital competences (knowledge, skills and attitudes) to live, work, learn and thrive in a world increasingly dominated by digital technologies. This requires systematically strengthening digital capabilities by addressing technological gaps related to infrastructure and devices; empowering educators to apply innovative methods; ensuring high-quality educational content; helping learners develop the ability to critically evaluate, filter and evaluate information; increasing resilience to information overload and disinformation; involving students in computer education from an early age. Educators must have knowledge about the impact of digital technologies and services on the environment and climate. (European Commission, 2020).

Digitally competent organizations would have much less effort, would make much less mistakes and therefore would have less losses while integrating digital technologies into teaching, learning and assessment. Being digitally competent means having sufficient knowledge, abilities and attitudes (or mindset) towards integration of technologies into every day education activities.

Unfortunately, integration of technology enhanced learning, teaching and assessment remains a challenge for many education organizations, as well as digital education policy makers on regional and national levels. Let's see what research tells us about this challenge area.

Good practice experience of successful integration of technologies into learning, teaching and assessment cannot be directly transferred to new organizations due to different contextual and cultural settings. Integration of digital technologies significantly depends

upon very rapid change of digital tools and solutions, as well as the conditions that they are available upon. Therefore, schools and other education organizations which apply latest developments in a speedy and up-to-date manner, may need considerable resources for multiple purposes.

First of all, any new tool or resource independent of its nature should be considered as initiating innovation in education if it changes the mode of operation. Organizations which decide and manage to go step by step with the recent development and become leaders in digital education very rapidly either are digitally competent and are able to assess which areas of organization activity the integration of technologies affects or experience negative long - term affect because of lack of preparation of internal processes and regulations, staff, digital pedagogies, teacher training schemes and time schedules, curriculum design and support systems needed for students, teachers and other school stakeholders including parents.

Although many examples in research literature exist discussing strengths and weaknesses of digital education for decades, including its modalities (digital competences and skills, accessibility (Anderson, 2008), curriculum design (Minnaar, 2013, Reeves, Herrington, Oliver, 2002, Laurillard, 2002, Volungevičienė, 2009, etc.), institutional transformation and management issues (Bates, 2010, Volungevičienė, Teresevičienė, Tait, 2014), learner satisfaction factors (Shen, Cho, Tsai, Marra, 2013), technological solutions to support learning design (Ferreira, Andrade, 2011), advancement of open educational resources (Lane, 2008), new learning methods and knowledge sharing options (Law, Ngai, 2008), and many others, it is rare that institutions have complete knowledge, strategies or solutions of integration of digital education to meet their specific pre-conditions and quality assurance parameters at the same time (Bates, 2010, Kukulska - Hulme, JOnes, 2012).

Volungevičienė, Teresevičienė and Tait (2014) discussed the indicators for the integration of digital technologies as an innovation into an educational organization and proposed a model of digital education integration into an organization on the basis of quality parameters:

- pre-conditions that should be identified before digital education is integrated fully, taking into consideration European and global dimensions of institutional values, education policy om the country/ region, globalization issues as a factor for the solutions to be put in place, experience, size and the scope of an organisation, demand for digital education in the classroom/ school/ city/ region and the country, digital infrastructure in the region and the country, taking into consideration the capacity to cope with data privacy and security protocols and other regulations for local and regional digital infrastructure solutions;

- integration of digital education makes impact upon:
    - a) strategy and management of the organization (internal regulations, procedures, responsibilities and other elements that need to be revised and taken into consideration before implementing the change),
    - b) institutional infrastructure which needs to be maintained and sustained in the future, once the transformation is implemented, therefore, resources and maintenance should be well planned and represented in the strategy of an organization,
    - c) curriculum is enhanced with technologies being either a completely digital and available in digital spaces or being digitalised for accessibility at school, for a variety of provision methods (online, blended, technology enhanced learning or hybrid); thus revision and updating again needs to be a part of institutional strategy or within the strategy and its resources on the national level policy making;
    - digitally competent teachers and IT administration, as well as other school staff - continuous professional development on digital competences covering all DigCompEdu framework areas needs to be ensured for teachers and students consequently;
    - support systems should be available for teachers, students, administrative staff and parents, synchronous and asynchronous;
    - quality assurance procedures should be described for digital pedagogy, curriculum, digital content, teaching and learning processes and digital infrastructure items need to be in place.

The integration of digital education within an organization should be responsible to the preconditions identified at the national or regional level, but the process of integration should be based on responsible solutions, which means case studies and analysis of the solutions in place should be regularly implemented with the impact measurement tools to identify positive or negative changes of the processes within the organization (Volungevičienė, Teresevičienė, Tait, 2014).

The complexity of the process of quality assurance must be emphasized in this discussion. Further research must be conducted to identify and validate quality criteria and descriptors for each quality parameter. In this way, an organization applying the model of TEL integration quality parameters would be facilitated to identify criteria of qualitative integration of TEL and would be able to prepare and accept proper decisions to adapt and change operating areas of activities. Thus it can be presumed that with good professional skill development of the staff, updated institutional strategy oriented for TEL services, proper methodology for TEL curriculum and program designing, learning support system available and running, quality assurance processes with all stakeholders

involved, as well as marketing strategies employed, the TEL integration process should be successful in an education organization. However, each of these tasks is complicated and should be further researched and described. Success factors, costs, impact factors, and other interactive variables remain open for international research and review.

As digital technologies bring new teaching and learning opportunities, schools are faced with structural, educational and cultural challenges posed by digitalization and educational change. These challenges are addressed by strengthening teachers' competencies to integrate technologies into pedagogy and teaching content as well as into the curriculum; raising school leaders' awareness of the need to support the digital and educational demands of the organization, and developing digital competencies among teachers, students and school leaders. (Pettersson, 2018).

In order to create a digitally competent school organization, it is important to create a supportive environment in which teachers and teaching practices can change and improve. The establishment of digitally competent teams to promote change and development, the deployment of technical equipment, the organization of technical and pedagogical support, time and budget management, and leadership aspects contribute to the creation of such an environment. (Pettersson, 2018). Digital transformation in modern educational organizations is inseparable from strategic management, which encompasses the deployment of technology and changes in organizational culture, processes, leadership, and employee competencies.

The European Framework for Digitally-Competent Educational Organisations (DigCompOrg) is a European-level comprehensive framework which was created to define and analyze the digital maturity of educational organizations. This framework practically supports all the previously identified quality parameters of a digitally competent organization from research, as described above, and thus it goes step by step with research results and can be used by educational organisations (i.e. primary, secondary and vocational schools, as well as higher education institutions) to guide a self-assessment process regarding their progress towards the full integration and effective implementation of digital learning technologies. (Kampylis et al., 2015).

The DigCompOrg framework has seven key elements and fifteen sub-elements, that are common to all education sectors (Kampylis et al., 2015):

1) Leadership and governance practices

The role of organizational leadership is important for the effective integration of technology into teaching, learning, and assessment activities. The organization's commitment to digital age learning is embedded in its mission, vision, and strategic plans through goals and

objectives. The potential and benefits of digital learning technologies are clearly articulated and consistently communicated to stakeholders. Digital priorities are consistently integrated into the organization's policies, planning, and monitoring of the implementation of these plans is carried out.

2) Teaching and learning practices

This area defines the modernization of teaching and learning practices, the pedagogically meaningful integration of digital technologies into teaching and learning processes, promoting active, personalized and collaborative learning. It emphasizes the importance of digital competences of employees and students in order to effectively use digital technologies for teaching, learning, assessment and leadership. Responsible use of technologies, awareness of risks and security are also the duty and responsibility of the organization.

3) Professional development

This area emphasizes continuous, comprehensive and individualized development of digital and pedagogical competencies of employees, based on organizational support.

4) Assessment practices

This area includes the use of digital tools to assess student achievement, provide timely, personalized and meaningful feedback, and inform data-driven decision-making to improve the quality of education. It also includes policies for the recognition and accreditation of prior, experiential and open learning, including learning in non-formal and informal settings, that can be reasonably verified.

5) Content and curricula

This area focuses on the creation, adaptation and sharing of digital learning content, including the use of open educational resources, respecting intellectual property and copyright, content licenses (e.g. e-books, magazines), software, apps, platforms and other educational resources, as well as the updating of educational programs.

6) Collaboration and networking

This area focuses on maintaining a culture of communication and collaboration within and outside the organization, using digital tools, strengthening ties with the community, other institutions and international networks.

7) Infrastructure

This area includes ensuring technical, organizational and security solutions that enable the reliable, safe and accessible use of digital technologies. Learning spaces (physical and virtual) are designed to appropriately reflect the intended pedagogical paradigm.

The DigCompOrg is designed to focus on teaching, learning, assessment and related learning support activities and therefore does not cover all administrative and management information systems that may exist within an organisation. However, the framework provides a possibility to add sector-specific elements, sub-elements.

In the context of digital education transformation, digital competence development encompasses not only the competencies of key participants in the educational process (students and teachers), but also the competencies of the organization to create an enabling organizational learning environment. (Fernández-Miravete & Prendes-Espinosa, 2022). It is emphasized that the integration of digital technologies requires major educational innovations and the planning of pedagogical, technological and organizational changes. (Kampylis et al., 2015).

The structured approach to digital transformation promoted by the DigCompOrg model provides essential insights into an organization's ability to perform effectively in a digital environment and encourages self-reflection and self-assessment in the context of engagement in digital learning and pedagogy (Kampylis, 2015). The DigCompOrg framework is complemented by the digital SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies) tool.

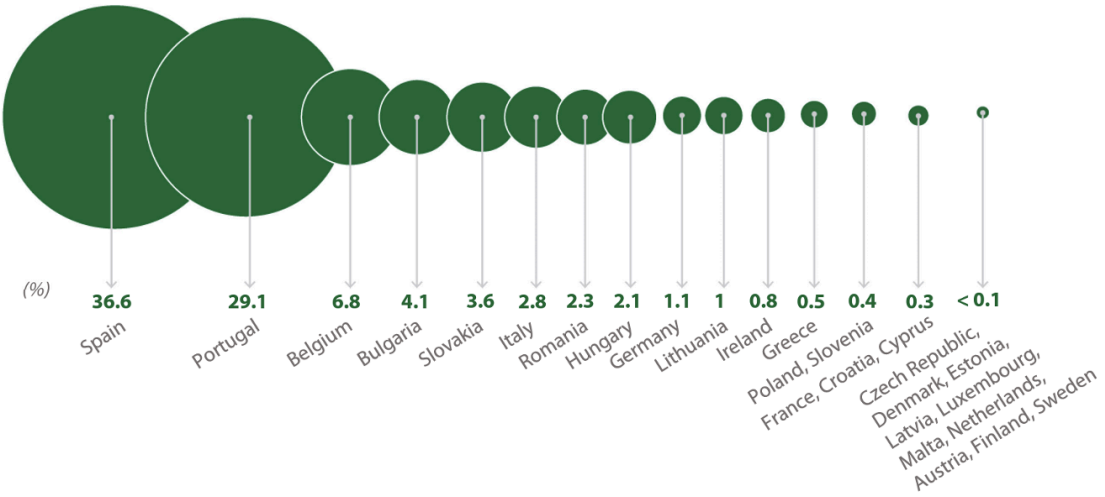
SELFIE is a practical self-assessment tool for implementing DigCompOrg, designed to help schools and other educational organizations to gather the views of students, teachers and school leaders on how technology is used in their school. This is done using short statements and questions and a simple 1-5 answer scale. The questionnaire is adapted to different groups of respondents – school leaders, teachers and students, therefore the questions are differentiated according to their role in the school community, but maintain a common conceptual basis. The questionnaires are also adapted according to each education level (e.g. primary, secondary schools).

SELFIE questions are directly linked to the thematic areas of the DigCompOrg model and cover the following main topics: (a) Leadership; (b)Collaboration and networking; (c) Infrastructure and equipment; (d) Continuing professional development; (e) Pedagogy: Supports and resources; (F) Pedagogy: implementation in the classroom; (g) assessment practices; (h) student digital competence. (European Commission, n.d.).

SELFIE is considered an effective tool for organizational reflection, helping schools to systematically identify strengths and weaknesses in the use of digital technologies and initiate targeted improvement actions. The results of the study show that SELFIE is most beneficial when the entire school community is involved in the process and collective reflection and shared responsibility for digital change are encouraged. (Giannoutsou et al., 2023).

2023 EU audit annual report by the European Court of Auditors showed that the share of students and teachers using SELFIE tools in EU members states has a great potential to grow:

Figure 6 – Share of students and teachers using SELFIE in member states



Source: ECA based on Commission and Eurostat data.

However, we can identify easily that the countries with the major uptake of the tool demonstrate much more successful results for the integration of digital education at school level, and very often integrate DigCompEdu tools for continuous professional development of teachers gaining digital competences, as DigCompEdu model is adopted in these countries, as well, and, moreover, demonstrate huge repositories of digital resources for schools.

1.2 Digital Pedagogy

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Digital pedagogy is discussed in multiple perspectives by multiple researchers and practitioners. The most prominent dimensions of digital pedagogies are:

- pedagogical or didactical theoretical approach (epistemology) usually chosen by curriculum authors, and

- curriculum design.

The term *curriculum* was coined by Vygotsky (1978) and his sociocultural theories of cognitive development. By curriculum he meant a learning process which is social, fostering cognitive development shaped by culture, language and social interaction. Thus epistemological (how we are going to learn) perspective is accompanied by pre-developed resources (content) which are useful for learning activities moderated by the teacher through cultural, linguistic and social interaction.

Thus learning does not or should be happening limiting interaction between the learner and the content, or the learner and the teacher. All and any kind of interaction with the teacher, with the content resources, with the peers and even broader context - this process of learning and teaching would suit the concept of curriculum in its broadest sense. By all means then curriculum designing should be based on the epistemological approach when interaction is well planned and prepared during the curriculum designing phase.

Another perspective of digital pedagogy divides the process into:

- curriculum designing and its reflective evaluation before learning and teaching starts, and,
- learning and teaching process when learners and teachers meet (e.g. in the digital spaces) and interact in a variety of directions until learning results are achieved.

This perspective suggests that curriculum should be designed following its quality dimensions before learning and teaching process starts, but then learning and teaching process has its own situations and practices that can further shape curriculum. And digital pedagogies here play an important role.

Other authors define digital pedagogy as teaching using digital technologies, technology-enhanced learning, teaching, assessment and the entire curriculum, allowing proper pedagogical-didactic decision-making and a variety of learning strategies (Pettersson, 2018). All components are closely linked, creating a unified educational environment. Digital technologies enable a shift from static, linear educational content to dynamic, flexible, and constantly updated content that can be adapted to the different needs of learners (Redecker, 2017). As digital learning content offers new possibilities for teaching and learning forms, increases teaching efficiency and offers a more diverse learning experience, but the use of technology alone for teaching may not guarantee sufficient benefits for learning; digital learning content should be combined with appropriate teaching methods. (Lin et al., 2017). Effective integration of digital tools into the curriculum requires new teaching strategies to ensure student engagement and active participation in

the virtual world, and to make the best use of digital platforms to improve learning outcomes. (Zou et al., 2025).

Morrison and Anglin (2012) argue that curriculum authors should have attributes and affordances to create efficient and effective teaching strategies. They claim that curriculum designers should be ensured with well-chosen technologies for presentation of information, for interactions, and pacing learning processes. Feedback should be ensured in any type and manner, and pacing possibilities should ensure full control over curriculum sequence and openness. The characteristics of an effective activity design were described by Macdonald and Black (2010), claiming that effective activity design makes use of interaction in an online community when participants have a sense that they belong to an active group of fellow participants.

There have been a number of discussions in research literature (Anderson, Dron, 2012, Martinez-Caro, Cagerra-Navarro, Cepeda-Carrion, 2014) on digital learning and teaching curriculum designing. Technology solutions are directly dependent on teaching and learning scenarios and the method applied. Different learning and teaching modalities (online learning, blended learning, hybrid learning, or technology enhanced classroom learning) will need different technologies for interaction, resource accessibility, assignment submission and presentation. This suggests that only digitally competent teachers will be able to make evidence and learner - needs based decisions on application of digital technologies that meet the needs of digital didactics.

As stated by Cleveland-Innes and Garrison (2009), attention in digital pedagogy and the curriculum used for it are focused on the *community of learners* itself which is sustainable and created in the virtual learning medium for a certain period of time. The planned and designed digital curriculum can be evaluated taking into account three aspects:

a) digitally enhanced learning and teaching environment planned and designed for digital learning and teaching,

b) scenario for digital pedagogy to be used in the process of teaching/learning,

c) teaching/learning taking place during digitally enhanced learning and teaching process, and learner success to achieve certain learning outcomes.

Researchers who analysed peculiarities of curriculum designing for digital pedagogy (Reigeluth, 1999; Mizoguchi, Bourdeau, 2000; Verpoorten, Leclercq et al., 2006) agree that neither well used technology enhanced learning curriculum designing theory nor properly designed scenarios used separately cannot ensure the quality of digital pedagogy – harmony of all constituents is necessary. A well designed technology enhanced learning and teaching curriculum which does not meet learner and teacher needs will result in unqualified

studies and poor learning results. Bad digital pedagogy can also fail the implementation of the best designed curriculum.

The theory of *social participation* explains the importance of interaction in the digital education ecosystem. As stated by Biocca et al. (2006), social participation becomes increasingly significant, as digital space becomes more and more social. Social communication increases not only among users, i.e. people in this medium, but also among users and technologies. Of course, the recent advent of AI does not require further elaboration on the challenges raised by over-intensive interaction between humans and AI algorithms, as they are understood today by school and education communities.

Thus digital learning resources, active learning methods, interaction and engagement along with the reflective learning activities, learner support and properly adjusted learning technologies to didactical needs prove to be important elements for successful learning and teaching. Successful digital teaching practices are described through the lens of digital curriculum quality assurance, open and flexible digital learning environment, supporting self-learning, metacognition, safety, privacy, timely feedback, timely guidance and consultation, self and peer assessment, collaborative learning, learner monitoring and learning progress tracking, learner and teacher communication in a synchronous and asynchronous way (Volungevičienė, Teresevičienė, Ehlers, 2020, Land, Oliver, 2012, et al.).

Similar characteristics are attributed towards successful digital learning, including self-confidence, approval and respect towards learning process, aspiration, psychological and technological security, self-awareness (one's own strengths and weaknesses, perceive their roles), with the preference to active learning and possibilities to succeed (Cockbain et al., 2008).

Teachers play a crucial role in organizing the learning so that students can actively learn, learn from practical things, complete authentic and interactive tasks, and interact with each other (McKnight et al., 2016). Digital pedagogy creates the conditions for creating personalized learning trajectories, applying adaptive learning systems, monitoring student progress using a digital footprint, and managing the educational process more effectively. (Toktarova & Semenova, 2020). The teacher becomes responsible for creating teaching content, choosing various digital tools.

Teachers' support can be classified into meta-cognitive, procedural, contextual and technical (Kirschner et al., 2006). Supporting learners to develop their meta-cognitive skills and self-efficacy will help them to achieve learning outcomes (Blanco et al., 2011). Self-efficacy, a learner's perceived ability to achieve the desired outcome, helps to focus energy on analyzing and solving problems. People with high levels of self-efficacy tend to

achieve more. The research (Blanco et al., 2011) shortlisted a list of topics related to the development of meta-cognition and self-development when designing and running a course: support learners in their self-reflection, provide instructional guidance, individualise instruction, support collaborative learning, plan and monitor the learning process, strengthen learner self-efficacy.

The design of teaching content should be based on pedagogical knowledge and the ability to purposefully select and combine digital and other resources, considering their capabilities and limitations (From, 2017). The requirements for inclusive and accessible digital content for all students, as well as accessible digital platforms, pose challenges for educators and EdTech developers (Zou et al., 2025). Also lack of technical skills and knowledge of digital pedagogy can prevent successful integration of technology into teaching practices, runs the risk of limited or inappropriate use of digital tools, and suboptimal learning experiences. However, continuing professional development programs provide educators with the skills needed to successfully integrate technology into their teaching practices (Zou et al., 2025).

1.3 Digitally Competent Teachers

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As digital technologies become part of the educational process, it has become relevant for schools to develop strategies to support the digital competences needed to ensure high-quality teaching and learning. Teachers' digital competences are important for the education process: allow for the effective use of digital technologies in the education process; help improve students' digital skills; facilitate students' digital learning, increase their motivation to learn, and improve the quality of student learning; enable teachers to monitor technological developments and integrate them into the teaching process. It is emphasized that the development of digital competences should be included in teacher training programs, as this experience influences a teacher's ability to use their digital competences in the educational process, and a lack of digital competences has a negative impact on the entire education system and affects students' academic success. (Gümüş & Kukul, 2023). F. Pettersson (2018), after conducting a literature analysis, found that digital competence is an aspect that can explain differences in teachers' pedagogical use of digital technologies. More critical and frequent use of digital technologies in a pedagogical context is determined more by a teacher's high level of digital competence than by free access to digital technologies.

Teachers differ from other technology users in that they use technology for education and training rather than for personal purposes or entertainment. Teachers must also set an example for students in how to use technology and constantly make didactic and

pedagogical decisions on how to use technology to enhance the learning experience of students. This requires computer literacy skills and the ability to integrate subject content, pedagogy, and digital competencies. (Krumsvik, 2011). So, digitally competent teachers must have more than technical skills; they must have sufficient technical, pedagogical and ethical skills to be open to emerging digital technologies that require changes to current forms of pedagogical practice. (Masoumi & Noroozi, 2025). Pedagogical digital competence encompasses the teacher's knowledge, skills and attitudes related to digital technology, learning theory, subject and educational context. It covers the pedagogical interaction with students, design and implementation of courses, and the infrastructure of education and develops gradually with professional experience (From, 2017). In this context, a digitally competent teacher is defined not as a "user" of technology, but as an educator who is able to apply digital technologies responsibly, critically, and creatively to improve teaching and learning, increase student engagement, modernize assessment, and continue professional development.

The Digital Education Action Plan 2021-2027 emphasizes that a teacher who is confident and skilled in using digital technologies to support learning and adapt pedagogy is one of the key factors that determine effective digital education and training. So, all educators should have digital competences and their development should be integrated into all areas of teachers' professional development, including initial teacher education. All initial teacher training programs should include training in digital teaching methods and digital education innovations.

Various national and international models have been developed to assess teachers' digital competencies, defining teachers' competencies, knowledge and skills: the ICT Competency Framework for Teachers by UNESCO; the ISTE (International Society of Technology in Education) Standards for Teachers; the Technological Pedagogical Content Knowledge (TPACK). (Tzafilkou et al., 2023). One of the most important frameworks is the Digital Competence Framework for Educators (DigCompEdu), which provides a common frame of reference for developers of digital competency models and is intended for educators at all levels of education, from early childhood education to higher education and adult education. (Redecker, 2017). In DigCompEdu, teachers digital competence is divided into the six following educator-specific competence areas:

1) professional engagement

A digitally competent teacher uses technologies for professional collaboration, communication with other educators, students, and parents, critically reflect on one's own digital and pedagogic practice, and continuously improves their qualifications. They

perceive digital tools as a means of professional growth and strengthening learning communities.

2) digital resources

Such a teacher is able to identify, assess, create and modify digital learning resources, taking into account the needs of students and educational goals. He or she considers possible restrictions to the use or re-use of digital resources, and critically evaluates the credibility, reliability and suitability of digital resources.

3) teaching and learning

A digitally competent teacher integrates technology in the teaching process in a way that enhances active, collaborative and self-regulated learning. He or she is able to plan learning activities in a digital environment, manage the learning process and apply technology in a meaningful way.

4) assessment

The teacher applies digital tools for formative and summative assessment, provides timely and targeted feedback to learners, uses digital assessment tools and digital data for monitoring student progress and offering differentiated support to learners.

5) empowering learners

According to DigCompEdu, a digitally competent teacher strives for accessibility and inclusion: they use technology for differentiated and personalised teaching and learning, help students become independent learners, and foster their active and creative engagement with a subject matter and ensure accessibility to learning resources and activities for all learners, especially taking into account special needs and different abilities.

6) facilitating learners' digital competence

An important function of the teacher is to develop students' information and media literacy, critical thinking, responsibly use digital technologies for communication, collaboration, and participation in the digital society. They encourage learners to create digital content. Teachers help students use technologies, identify and solve digital problems. Critical and creative use of technology must be accompanied by measures that enable learners to understand the impacts and risks of technology on well-being, as well as data security aspects.

Each competence area is specified into three to five elementary competences. The DigCompEdu framework offers a model for the development of teachers' digital

competence, comprising six stages. In the initial stages (A1–A2), educators acquire basic digital knowledge and practices, in the intermediate stages (B1–B2) they apply, develop, and structure them, and in the highest stages (C1–C2) they share their experiences, critically evaluate existing practices, and create new ones. This framework allows you to define, assess and consistently develop teachers' digital competence at all levels of education.

Teacher digital competence is closely linked to the broader EU citizen digital competence framework DigComp 3.0 (Cosgrove & Cachia, 2025). DigComp 3.0 presents a broad concept of digital competences, which is not limited to technical skills, but also covers digital culture, the risks posed by technology, ethical principles, and data security aspects. It is reinforced by DigCompEdu, which sets higher requirements for teachers to integrate technology in such a way that they enhance the quality of learning, understand the impact of technology on students and society, encourage students to critically evaluate information, ensure an ethical, physically and mentally healthy digital education context, and foster a culture of collaboration within the school community.

With digital transformation posing new challenges to the digital well-being of students and teachers, teachers' digital competences are becoming a strategic tool for ensuring digital well-being. The digital competences of teachers defined by DigCompEdu, which include the responsible and ethical use of technology, the empowerment of students, and the creation of a safe learning environment (Redecker, 2017) are a key factor in ensuring physical, psychological, and social well-being in digital learning environments by consciously managing the impact of technology on student well-being. The ability of a digitally competent teacher to take measures to ensure the physical, psychological and social well-being of students using digital technologies is a core competence of DigCompEdu and is directly related to the ability to ensure the digital well-being of students. This competence includes both risk prevention and the conscious application of practices to support digital well-being, and the development of digital well-being becomes an integral part of the learning content.

In order to support the building of teachers' digital competence teachers an online self-reflection SELFIEforTEACHERS was developed. This tool is based on DigCompEdu and provides teachers with a framework for self-reflection on digital competence. The self-reflection process in SELFIEforTEACHERS involves firstly teachers reflecting on their digital competence using the tool items to self-assess their digital competence, and secondly reflecting on the tool feedback to plan their professional learning. The tool generates an automated personal report for the teachers with their results. (Economou, 2023).

In order to promote digital literacy and tackle disinformation in classrooms and schools, teachers have the task of helping students to better access, manage, understand, integrate,

communicate, evaluate, create, and disseminate information safely and responsibly using digital technologies. The Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training (European Commission, 2022) provide practical recommendations for teachers to help students recognize manifestations of disinformation and develop their digital literacy. The guidelines can also help to assess students' digital literacy skills. The guidelines are primarily intended for teachers and/or educators in primary and secondary schools. Developing teachers' digital competencies focused on media and information literacy contributes to increasing students' resilience to disinformation, which is an important prerequisite for digital well-being.

Teachers' digital competences and their development depend on several contextual factors. Incorporating the development of teachers' digital competences into teacher training programmes, national and regional policies and actualizing them in institutional policies contributes to the development of digitally competent teachers. (Pettersson, 2018). Adequate school digital infrastructure for the use of digital technologies in teaching, and support from school leaders for the development of digital competences strengthen the impact of the strategy aimed at increasing teachers' digital competences.

Strategically developed digital competence of teachers becomes the basis for ensuring the digital well-being of teachers and students and creates the prerequisites for more effective integration of technologies into the educational process, creating a healthy, safe and supportive digital learning environment, and developing students' competences necessary to function in a modern digital society.

1.4 Digitally Competent Students

Kristina Adomaitienė, Vytautas Magnus University

The effectiveness of digital education depends on both the digital skills of students and the ability of teachers to effectively apply digital technologies in digital education and to support their students in digital education. (Tzafilkou et al., 2023). *Although Digital natives*, children and young students have "grown up surrounded by electronic gadgets and information technology" (Sadiku et al. , 2017), intensive and uncontrolled use of digital technologies does not ensure a high level of digital competence among primary and secondary school students. It is noted that children's digital skills should be developed at school at an early age, as children are already exposed to technology at that time, but they often lack knowledge about the risks associated with the use of digital technologies. (Godaert et al., 2022). The important role of the education system in developing citizens' digital competence is emphasized. This requires teachers' knowledge of how to use digital technologies purposefully and effectively and to teach students how to use them. Therefore, training in the use of

digital technologies remains a priority from a pedagogical point of view. (Castaño Muñoz et al., 2023).

Given the rapid pace of digital transformation and the development of new technologies, including generative artificial intelligence, the EU has set a target of reducing the proportion of low achievers in computer and information literacy among eighth graders to less than 15% by 2030. Currently, the EU average stands at 43% (European Commission, 2024). The Digital Education Action Plan 2021-2027 calls for education and training institutions to prepare pupils and students for a creative, safe, ethical and responsible use of technology.

The digital competences of learners are defined in the Digital Competence Framework for European Citizens (DigComp), developed by the European Union to improve citizens' digital competence. The fifth edition of EU citizen digital competence framework DigComp 3.0 (Cosgrove & Cachia, 2025) describes essential knowledge, skills and attitudes required for digital literacy in everyday life, participation in society, work and learning. It includes five competence areas:

1) Information search, evaluation, management

A digitally competent person must be able to search, select, analyze, evaluate and manage digital information and data, be able to formulate information search strategies, critically assess the reliability of sources, recognize disinformation and understand the processes used to generate them.

2) Communication and collaboration

Competencies in this area include the ability to communicate appropriately, ethically and responsibly in a digital environment, to be aware of and respect cultural, generational and other diversity, manage a digital identity and reputation, and participate in civic and community activities online.

3) Content creation

This competency group includes the creation, editing, modifying and improvement of digital content, and a basic understanding of computational thinking and programming techniques to give instructions to a computer system. An adherence to copyright, licensing, and ethical content usage principles is also highlighted.

4) Safety, wellbeing, and responsible use

In order to perform effectively in the digital environment, individuals must be able to ensure the protection of their personal data, content, devices, and privacy, as well as their physical,

mental, and social well-being. DigComp 3.0 expands this area by emphasizing the environmental aspect, i.e., the conscious and sustainable use of digital technologies.

5) Problem identification and solving

The individual must be able to solve technical problems, assess one's own and others' needs and adapt digital environments to meet these needs, identify creative solutions using digital technologies, recognize the need to improve one's digital competence, continuously develop it, and follow the development of digital technologies and their impact on personal, professional, and social life.

Four proficiency levels (basic, intermediate, advanced and highly advanced) are applied to assess each competence. AI competences are integrated in this framework across all 21 competences. The DigComp provides a common understanding of digital competence and it can support digital competence building, curriculum planning, instruction and assessment. (Vuorikari, 2022).

According to this framework, it is stated that individuals with all dimensions and competencies can be defined as digitally competent.

A digitally competent student in modern society is understood not only as a user of technology, but also as an active, critical and independent participant in the learning process, able to apply digital technologies purposefully in different academic and social contexts.

Digital competences are dynamic and change as the technological environment changes. This is reflected in the evolution of the DigComp model, which was first published in 2013 and subsequently revised several times: in 2016, 2017, 2022, and 2025. Continuous improvement of digital competences is necessary.

1.5. Critical Awareness on the Balanced Use of Digital Technologies

Giedrė Tamoliūnė, Vytautas Magnus University

There is currently no European Union legal framework that directly defines or regulates educators' or other workers' "right to switch off" (European Commission, 2024), even though this is considered to help achieve better work-life balance and directly impact individuals' well-being. The need to develop the digital competences and critical thinking of all education community stakeholders to promote digital well-being is highlighted in a recent report by the European Commission Joint Research Centre (Centeno et al., 2025). From an

educational perspective, digital technologies have the potential to enhance teaching, learning, and assessment processes; however, educational institutions must actively mitigate systemic challenges, such as digital distractions and cognitive overload, for digitalisation to benefit all students (UNESCO, 2025).

The Health Behaviour in School-aged Children (HBSC, 2023) study identifies that 9-12% of 11-15-year-old pupils reported problematic social media use. While numbers might not seem very high, seeing this data within the most recent statistics showing that the majority (96%) of 15-year-olds in the EU use social media daily (Bertoni et al., 2025), it is important to understand that with the higher use of digital technologies, the risk of "problematic" use also increases. Thus, the balanced use of digital technologies strategy aligns with well-being by transforming the students from a passive consumer into an empowered user, capable of managing information overload, identifying "features of digital platforms or services, such as social media, that are designed to capture and maintain individuals' attention" (Cosgrove & Cachia, 2025, p. 44). By fostering critical awareness, students, teachers, school leaders, and parents may recognise the patterns of "problematic" use early and employ self-regulation strategies to maintain the well-being of students and teachers. Another concern is addressed by UNESCO (2025) in relation to well-being and the widespread adoption of artificial intelligence (AI) tools in education, claiming that while AI "tools are effective at providing cognitive feedback, they often fail to account for students' emotional well-being or how they collaborate with peers, which can be critical for overall learning success" (p. 56). In this regard, digital load in teaching and learning is seen as a critical challenge that requires strategic planning and resources to address. Thus, developing and maintaining the critical awareness on the balanced use of digital technologies emerges as a significant component of the Digital Well-being Framework. Within this framework, this strategy concerns not only digital competences but also metacognitive competences of students, teachers, and institutional leaders to monitor, control, and (self)assess their digital interactions at different levels. Adopting and implementing this strategy at the institutional level requires a policy-oriented shift toward what the 2022 European Council conclusions on supporting well-being in digital education (2022) describes as a digital education ecosystem, keeping the "human-in-the-loop" approach, when technology serves to support but never comprises the fundamental cognitive, psychological and emotional health of the educational community.

For this strategy to be effective, it must align with the DigCompEdu framework (Redecker, 2017), which requires teachers to model healthy, balanced and responsible digital behaviours for the students, as well as the principles of the DigCompOrg Framework, emphasising that schools as organisations must ensure "the safety and well-being of staff and students while digitally engaged" (Kampylis, Punie, & Devine, 2015, p. 23). Furthermore, the significance of critical awareness on the balanced use of digital technologies is now

identified as one of the key digital competences of citizens, as introduced in the DigComp 3.0 Framework (Cosgrove & Cachia, 2025). "Supporting wellbeing" is one of the competences constituting the Competence Area "Safety, Wellbeing, and Responsible Use", fostering a critical reflection regarding the psychological, social, and physical impact of technology on individuals' well-being, as well as one's competence "to balance usage of digital technologies with offline activities to support wellbeing" (Cosgrove & Cachia, 2025, p. 44). To achieve this, DigComp 3.0 provides a list of learning outcomes related to the competence of balancing the use of digital technologies at different levels that might serve as guidelines for strategic planning or informed decision-making, for example:

Knowledge:

- *Recognise risks and benefits to one's own physical, mental and social well-being in digital environments (Basic level).*
- *Identify features of digital platforms or services, such as social media, that are designed to capture and maintain individuals' attention (Basic level).*
- *Identify reliable sources of information, and inclusive groups and communities in digital environments, that can support one's physical, mental and/or social well-being (Intermediate level).*

Skills:

- *Make a basic assessment of one's digital habits in relation to one's physical, mental and social well-being (Basic level).*
- *Analyse and adapt one's own digital usage patterns to support physical, mental and social well-being (Intermediate level).*
- *Assist others to review and adapt their usage of digital technologies to support and maintain their physical, mental and social well-being (Advanced level).*

Attitudes:

- *Acknowledge the benefits of balancing online and offline activities (Basic level).*
- *Acknowledge the importance of one's own and others' right to disconnect (Intermediate level).*
- *Promote actions that support well-being and inclusion in digital environments (Highly advanced level).*

The acquisition of these learning outcomes, outlined in DigComp 3.0 as comprising the "Supporting Wellbeing" competence, represents learners' growing responsibility and metacognitive readiness in the critical and balanced use of digital technologies. By achieving this, students become active participants in the Digital Well-being Framework, focusing not just on technical skills, but also on possessing the ethical and psychological maturity to use digital technologies critically, responsibly and sustainably.

To sum up, this strategy should be seen as a shared responsibility among students, teachers, parents, and institutional leaders. This involves creating institutional policies that protect the right to disconnect and ensure that the digital infrastructure itself is designed to support, rather than overwhelm, community members. By considering these main groups and aligning with main European and international frameworks and guidelines, the Digital Well-being Framework helps ensure a more holistic approach to the balanced use of digital technologies in education.

1.6 Healthy Habits

Justina Naujokaitienė, Vytautas Magnus University

The digital era has fundamentally transformed how we work, learn, and interact, making it essential to develop intentional habits that protect our physical, mental, and social-emotional well-being while maximizing technology's benefits (Warren, 2023). Understanding the scope of digital engagement is crucial: EU Kids Online 2020 research reveals significant daily screen time across age groups, with 9-11 year-olds spending an average of 114 minutes online daily, 12-14 year-olds averaging 192 minutes, and 15-16 year-olds reaching 229 minutes per day (Samahel et al., 2020). This extensive digital exposure has concerning implications—Rocka et al. (2022) demonstrated that children's screen exposure during meals represents a significant obesity risk factor, highlighting the need for mindful technology integration.

Healthy habits in the digital context encompass more than simply using health-related digital resources effectively. They require maintaining a balanced approach to technology use that prevents adverse effects such as digital addiction while enhancing overall health outcomes through thoughtful digital engagement. This comprehensive approach recognizes that technology itself is neither inherently beneficial nor harmful—rather, our patterns of use determine its impact on our well-being.

Central to healthy digital habits is mindful technology use (Aggarwal, 2024), which involves conscious awareness of when, why, and how we engage with digital tools. This mindfulness extends to balancing screen time with offline activities (Bajawa, 2024), establishing clear boundaries such as limiting screen time and maintaining device-free zones in bedrooms and during meals, and implementing regular screen breaks (Ifeyinwa, 2025). Perhaps most importantly, healthy digital habits emphasize fostering real-world connections to protect mental health, sleep quality, and cognitive focus (Vettriselvan et al., 2025).

While excessive or inappropriate technology use poses risks, digital tools can also motivate individuals to adopt healthier lifestyles and maintain positive behaviors over time (Clark et al., 2024). Fitness trackers, health apps, and remote healthcare platforms increasingly support

healthy lifestyle choices by facilitating self-monitoring and habit tracking. These technologies encourage users to engage in physical activity, maintain balanced diets, and effectively manage their overall well-being through data-driven insights and behavioral nudges.

A systematic review of 107 articles (Chatterjee et al., 2021) identified key methods for successful digital interventions to promote healthy lifestyles: self-monitoring, self-motivation, goal setting, personalized feedback, participant engagement, psychological empowerment, persuasion, digital literacy, efficacy, and credibility. However, activities such as exercise, hobbies, and face-to-face social interactions remain essential to compensate for time spent on digital devices. Physical activity reduces the negative effects of excessive screen time and is therefore an integral part of a healthy lifestyle. Strategies such as scheduling screen-free hours or dedicating time to outdoor activities can foster digital well-being that encompasses both online and offline experiences.

Education serves as an effective tool for fostering balance among younger populations. By teaching students about the consequences of intensive online activity and responsible technology use (Harmanto et al., 2022), educators can guide students to navigate the digital world responsibly, understand online ethics, and promote a balanced approach to technology use. Educators can foster awareness among young people about both digital and physical habits, helping them maintain healthy practices as they grow up.

Healthy digital habits directly impact multiple well-being domains and address several pressing challenges in our technology-saturated environment:

Sleep Quality: Establishing screen-free periods before bedtime and removing devices from sleeping areas.

Excessive Social Media Use: Setting time limits and creating intentional usage patterns.

Attention and Focus: Implementing single-tasking practices and reducing digital distractions.

Physical Health: Addressing posture-related issues, headaches, and musculoskeletal disorders through ergonomic practices.

Mental Health: Preventing psychological and cognitive problems through balanced digital engagement.

These healthy habits require consistent practice and ongoing adaptation as technology continues to evolve rapidly. The foundation lies in developing self-awareness about how digital tools affect individual well-being and making intentional choices that support physical health, mental clarity, and meaningful relationships with others.

Success depends on promoting healthy habits through appropriate digital tools while encouraging authentic social interaction and striking an essential balance between connectivity and disconnection. This balanced approach is fundamental for improving overall well-being in our increasingly connected world, ensuring that technology serves human flourishing rather than undermining it.

1.7 Psychological Resilience

Justina Naujokaitienė, Vytautas Magnus University

Contemporary generations face a complex array of psychological risks online that previous generations never encountered. The digital revolution has fundamentally altered our lives, creating unprecedented opportunities for learning and connection alongside serious psychological risks. Today's generation navigates complex online environments where cyberbullying (Ghosh et al., 2025), predatory behavior and harmful content (Bihr, 2019), and addictive design patterns (Remon, 2024) threaten their mental health and development. Traditional approaches focusing solely on restriction and monitoring have proven insufficient. Instead, there is an increasing need to build psychological resilience—the capacity to recognize, respond to, and recover from digital threats while maintaining healthy online relationships (Sun et al., 2022).

The concept of resilience in education has emerged in response to increasing performance pressure, lifestyle changes, and the growing need to develop adaptive capacity in rapidly changing conditions (Olah, 2025). From a psychological perspective, resilience relies on internal resources such as self-awareness, self-regulation, coping strategies, and a positive approach to mistakes (Fredrickson, 2013). Psychological resilience, defined as an individual's ability to adapt and recover from setbacks, provides individuals with the skills necessary to maintain psychological health when faced with digital stressors including cyberbullying, information overload, social media-related anxiety, rapid technological change, and digital infrastructure challenges.

Research by Setyawati et al. (2022) reveals that adolescents with digital resilience demonstrate several critical skills: the ability to maintain confidentiality for themselves and others, protect themselves in cyberspace from harmful actions, refuse inappropriate content, manage screen time effectively, filter and analyze information critically, and maintain respectful behavior in digital environments.

Digital stressors manifest in various ways, including information overload, social media fatigue, cyberbullying, misinformation exposure, and the constant pressure to remain connected. These factors collectively contribute to increased anxiety, exhaustion, and deteriorating

mental health. Within educational institutions, technological stress has emerged as a significant concern, arising from the enormous pressure to constantly adapt to new virtual environments, technologies, and digital tools. Research demonstrates that many educators experience high levels of technostress, particularly during rapid transitions to digital learning environments.

Ataman-Bor et al. (2025) identified a direct correlation between problematic internet use and feelings of loneliness, alongside an inverse relationship between problematic internet use and psychological resilience. Additionally, they found an inverse correlation between psychological resilience and loneliness, concluding that social and emotional loneliness variables and psychological resilience serve as strong predictors of problematic internet use.

Resilience is intrinsically associated with strong social support networks and positive interpersonal relationships. Social connections within families, peer groups, organizations, and communities provide psychological impacts that serve as criteria for resilience assessment. The primary strategy for strengthening psychological resilience involves developing effective coping skills, particularly regarding digital stressors such as social media addiction. Research indicates that individuals with higher psychological resilience tend to employ functional coping strategies in stressful situations compared to individuals with lower resilience levels.

The application of Resilience Theory suggests that rather than avoiding social media entirely, users benefit from developing digital resilience—the ability to engage with social media mindfully, healthily, and adaptively. Educational programs, mental health campaigns, and parental guidance all play crucial roles in fostering these resilience traits among users (Aramide & Shalom, 2025).

Developing digital competencies not only enables effective technology use but also promotes coping strategies that strengthen psychological resilience. Digital competency development plays an important role in enhancing psychological resilience by enabling individuals to manage digital stressors, implement emotional and problem-solving strategies, and adapt successfully to their environments. Future educational initiatives should prioritize developing these competencies to prepare students for various challenges posed by the digital environment.

Building psychological resilience requires systematic development of specific skills and capacities that enable successful navigation of digital challenges. This approach moves beyond fear-based messaging toward empowerment and skill building. Resilience development links critical thinking, self-regulation, and mental well-being (Olah, 2025), with digital literacy identified as a critical component for building resilience in the digital era (Aramide & Shalom, 2025).

Sophisticated evaluation skills are essential for assessing online information, relationships, and opportunities. This includes recognizing manipulation tactics, understanding algorithmic influence on content exposure, evaluating source credibility, and distinguishing between authentic and artificial relationships. Digital literacy extends beyond technical skills to encompass understanding psychological mechanisms underlying social media design, recognizing advertising and influence attempts, and developing healthy skepticism about online claims. The ability to distinguish reliable information and manage online interactions contributes to individual resilience by providing skills to effectively address contemporary challenges (Zhao et al., 2023).

Learning to recognize and manage emotional responses triggered by online experiences is crucial for developing psychological resilience. This includes identifying manipulation tactics used by cyberbullies and commercial interests, developing coping strategies for negative interactions, and maintaining perspective about online versus real-world relationships. Effective programs teach mindfulness techniques for managing overwhelming online experiences, help individuals recognize when online interactions affect their mood or behavior, and provide practical tools for taking necessary breaks from digital environments.

Perhaps most critically, clear pathways for seeking help when encountering online problems are essential. Schools should integrate digital resilience education across all grade levels, beginning with age-appropriate concepts in elementary grades and progressing to sophisticated digital citizenship skills in secondary education. Successful programs avoid scare tactics, favoring practical skill building and honest discussions about both benefits and risks of online engagement.

Teacher professional development is essential, as many educators lack confidence in addressing digital safety issues. Training should include recognizing signs of online trauma, facilitating age-appropriate discussions about digital experiences, and creating classroom cultures that support healthy technology use.

1.8 Physical and Mental Health

Justina Naujokaitienė, Vytautas Magnus University

The rapid integration of digital technologies in educational settings has created an unprecedented public health challenge that demands immediate attention. While these technologies offer significant educational benefits, emerging evidence reveals serious physical and mental health consequences for students across all age groups. Current trends indicate that without immediate intervention, we face a generation of students with chronic

health conditions directly attributable to poorly managed educational technology implementation.

Wholesale technology removal is neither feasible nor desirable, but systematic health protection measures are essential. Schools can significantly mitigate the negative impacts of digital interactions and improve students' physical and mental health by implementing comprehensive programs that prioritize physical activity, emotional health education, community engagement, parental involvement, mindfulness practices, and ongoing evaluation of health initiatives. Educational initiatives aimed at both youth and parents play an important role, with parental involvement in monitoring digital activities significantly reducing the risk of developing problematic usage patterns among youth.

Physical Health Impacts and Solutions

Perhaps most concerning is the dramatic reduction in physical activity among students. The rise of the digital age has brought about a sedentary society, characterized by increased levels of inactivity and reduced physical engagement (Sengkey et al., 2024). Traditional classroom activities that involved movement, hands-on learning, and physical manipulation of materials have been replaced by screen-based alternatives requiring prolonged sitting. This shift contributes to cardiovascular fitness decline, weight gain, and metabolic disorders among school-aged children (Raustorp, 2019).

Digital eye strain, once primarily an adult workplace concern, now affects students who use devices for more than two hours daily during school (Munshi et al., 2017). Symptoms include dry eyes, blurred vision, headaches, and difficulty focusing on distant objects after prolonged screen use (Bhattacharya et al., 2022). Simultaneously, musculoskeletal symptoms including neck/shoulder pain, lower back pain, and arm discomfort have become increasingly common (Coenen et al., 2019). The combination of prolonged sitting, poor posture, and repetitive movements creates conditions conducive to long-term orthopedic problems (Tsang et al., 2023).

Blue light exposure from screens interferes with melatonin production, the hormone responsible for regulating sleep-wake cycles. When students use devices in the evening, this exposure occurs precisely when their bodies should be preparing for restorative sleep, creating cascading health effects (Silva et al., 2022). Poor sleep quality correlates directly with weakened immune systems, making students more susceptible to illness and chronic absence from school (Kontostoli et al., 2023). Cognitive function suffers dramatically, with sleep-deprived students showing reduced attention spans, memory consolidation problems, and difficulty with complex problem-solving tasks (Silva, 2022). This creates a cyclical pattern: poor sleep leads to decreased academic performance, which generates stress and anxiety, further disrupting sleep patterns.

Effective physical health protection begins with comprehensive ergonomic standards for all educational technology implementations. Movement integration represents a critical component of physical wellness protocols. Traditional models that separate "computer time" from "movement time" fail to address the physiological needs of developing bodies. Instead, learning activities should alternate between digital and physical engagement throughout the day, with mandatory movement breaks every 30 minutes during extended technology use.

Mental Health Impacts and Interventions

Constant exposure to notification systems, instant feedback mechanisms, and gamified learning platforms creates patterns of dopamine dysregulation similar to those observed in addictive behaviors. Students develop expectations for immediate gratification that make sustained focus on complex, non-digital tasks increasingly difficult. Excessive screen time and technology use can lead to attention deficit symptoms, impairments in emotional and social intelligence, technology addiction, social isolation, impaired brain development, and sleep disturbances (Kumar, 2023). Attention fragmentation has become a defining characteristic of the digital generation (Glotzbach, 2024). Students report feeling constantly "busy" and stimulated but struggle to engage in deep, sustained thinking about complex problems. The multitasking demands of many educational technology platforms—switching between applications, managing multiple information streams, and responding to various prompts simultaneously—train students' brains for distraction rather than concentration (Shahid et al., 2025).

Social and emotional development suffers when face-to-face interaction is replaced by screen-mediated communication. Students show decreased ability to read nonverbal cues, reduced empathy for others' emotional states, and difficulty forming meaningful peer relationships (Indahyanti, Dollah, 2024). The social isolation created by individual device use during collaborative learning activities paradoxically undermines the social skills that education should be developing (Wiederhold, 2025).

Anxiety and depression rates among students correlate strongly with excessive digital technology use (Augner, 2023), particularly when educational platforms incorporate social comparison features or public performance metrics (Wang et al., 2023). Students experience stress not only from academic content but from the constant evaluation and comparison enabled by digital learning platforms.

Mindfulness and digital wellness education should be systematically integrated across all grade levels, teaching students to recognize their own responses to technology use and develop self-regulation skills. This includes identifying when digital activities are creating stress or anxiety, practicing techniques for managing overwhelming online experiences, and developing healthy boundaries around technology use.

Teacher training in recognizing and responding to technology-related mental health concerns is essential. Educators need skills to identify students who may be experiencing digital overwhelm, anxiety related to online learning platforms, or social difficulties stemming from reduced face-to-face interaction. Early identification and intervention can prevent minor concerns from developing into serious mental health problems.

Student health monitoring systems should be implemented immediately in schools with significant technology integration. This includes tracking reported symptoms such as headaches, eye strain, neck pain, and sleep difficulties, as well as monitoring academic performance indicators that may reflect technology-related health impacts.

Parent-school cooperation must be strengthened to coordinate home and school technology use. When students experience health problems related to educational technology, families need clear guidance on supporting healthy habits at home while maintaining academic progress.

Teacher professional development programs should include comprehensive training on health-conscious technology integration. This involves not only technical skills but understanding of child development, recognition of health symptoms, and strategies for balancing digital and non-digital learning activities.

By addressing these physical and mental health factors through comprehensive intervention strategies, schools can not only improve students' digital well-being but also prepare them to succeed in an increasingly digital world. The integration of health protection measures into educational technology implementation is not optional—it is essential for ensuring that technological advancement serves student development rather than undermining it.

1.9 Socio–Emotional State

Justina Naujokaitienė, Vytautas Magnus University

Socio-emotional state can be described as a person's ability to understand and manage their own emotions, build healthy relationships, show empathy, and make responsible decisions, forming a foundation for well-being, academic success, and fulfilling lives by navigating social situations effectively and developing resilience.

Socio-emotional state is developed through socio-emotional learning (Drigas et al., 2023), which involves continuous improvement of key skills: self-awareness (recognizing emotions, strengths, and weaknesses), self-management (controlling impulsive feelings, managing stress, and working toward goals), social awareness (understanding others' perspectives, showing empathy, and recognizing social cues), relationship building (communicating

clearly, listening, cooperating, resolving conflicts, and seeking help), and responsible decision-making (making ethical choices based on safety, ethics, and well-being). This comprehensive development leads to better mental health and positive life outcomes (Jitaru et al., 2023; Sethi and Jain, 2024).

Research demonstrates that emotional self-regulation apps and interactive games can significantly improve key social and emotional skills, such as empathy and self-control, among students (Toh and Kirschner, 2023). Digital technologies promote social and emotional development primarily through tailored educational programs that utilize emotional self-regulation tools and interactive learning experiences (Sethi & Jain, 2024).

Digital storytelling has emerged as a particularly powerful tool, with narrative structures serving as important instruments for improving digital competencies (Shahid and Khan, 2022). These approaches rely on emotional narratives that resonate with students, promoting not only digital competence but also enhancing social and emotional skills by encouraging students to delve deeper into content and reflect on personal experiences.

Key Benefits of Digital Technology for Socio-Emotional Learning:

- Engaging Learning: Digital tools like interactive apps, games, and videos make learning emotional skills more engaging and accessible.
- Skill Practice: Platforms provide safe spaces for practicing empathy, communication, and problem-solving.
- Accessibility: Technology helps deliver socio-emotional learning to diverse learners, including those who struggle with traditional methods.
- Real-time Feedback: Mood trackers and self-care apps offer immediate support for emotional regulation.
- Digital Citizenship: Teaches appropriate online behavior, privacy management, and digital footprint awareness.

The digital transformation of education presents both unprecedented opportunities and serious risks for students' socio-emotional development. While technological innovations offer many benefits for education and social development, they can also have harmful effects on students' social and emotional well-being, particularly among older students. This negative impact manifests primarily through cyberbullying, excessive screen time, reduced face-to-face interaction, and mental health issues.

There are no definitive answers about the benefits of digital technology for socio-emotional outcomes, especially for young children. Emerging evidence reveals concerning impacts on students' ability to form meaningful relationships, regulate emotions, and develop essential social skills (Rahmatullah et al., 2022). Traditional pathways for socio-emotional

learning—face-to-face interaction, collaborative problem-solving, and emotional processing through human connection—are being disrupted by screen-based learning environments that prioritize cognitive outcomes over emotional and social development.

Primary Challenges and Risks:

- Mental Health Impact: Excessive screen time is linked to increased anxiety, depression, and stress, particularly among teenagers.
- Negative Interactions: Social media exposes users to cyberbullying, trolling, and harmful content, requiring strong socio-emotional learning skills to navigate safely.
- Digital Divide: Unequal access to technology creates disparities in educational and social opportunities.

The European Commission (2022) developed "Guidelines for teachers to foster digital literacy and tackle disinformation" to ensure effective development of digital literacy and combat misinformation through education and training processes. Teachers and educators need additional support with guidance and practical examples. These guidelines serve as frequently referenced resources and can function as powerful instruments to support school teachers in maintaining socio-emotional well-being in digital environments.

The ultimate goal is to integrate technology thoughtfully, using it to enhance socio-emotional learning while teaching digital literacy and responsible use. This approach creates a harmonious balance between online engagement and real-world emotional health, preparing individuals for success in our digital future.

Success requires acknowledging both the potential benefits and risks of digital technology in socio-emotional development, implementing comprehensive strategies that maximize positive outcomes while mitigating harmful effects, and maintaining focus on human connection and emotional intelligence as fundamental educational priorities.

1.10 Academic Achievements and Academic Integrity

Giedrė Tamoliūnė, Vytautas Magnus University

The *Academic achievement and academic integrity* strategy in the digital well-being framework refers to the added value of using technologies to better achieve learning outcomes and *"the expectation that teachers, students, researchers and all members of the*

academic community act with: honesty, trust, fairness, respect and responsibility" (Australian Government TEQSA, 2022). *T*he academic integrity approach in this framework moves beyond a narrow focus on "cheating prevention", which has grown exponentially since the emergence of GenAI, toward a holistic view of the students' cognitive, emotional, and mental health. The digital learning environment is now seen as a data-driven ecosystem where constant connectivity and automated oversight significantly reshape students' experience.

Research discloses the controversial impact of digital technologies on academic achievements and academic integrity. While the responsible and pedagogically sound use of digital technologies might support and enhance teaching and learning experiences, and improve academic achievements, the risk of experiencing the load of digital interaction – ranging from navigating multiple virtual learning platforms to managing real-time notifications – might create a significant mental, cognitive and emotional burden, often referred to as technostress (Ayyagari et al., 2011).

Slimani (2025) emphasizes that from the pedagogical approach, the use of technologies should not only enhance learning but also improve the interaction between students and the faculty. This can be achieved by:

a) Integrating mental health into digital learning platforms

b) Training faculty in balanced digital teaching

c) Promoting positive interaction

Given the complex nature of digital interaction and its potential to lead to technostress, simple quantitative measures such as total screen time may not be sufficient to capture meaningful differences in learners' experiences and potential added value of digital technologies. Research by Sanders et al. (2019) has confirmed that the statistics on "screen time" do not reflect a real impact per se, since it is important to differentiate between the purposes of use. In a longitudinal study, researchers analysed the link between five categories of digital activity, such as social, passive, and educational, and a range of psychological outcomes of 11-14-year-old learners. Results showed that, in general, more screen time was associated with worse outcomes, but the effect depended mainly on the type of activity. For example, screen time spent on passive activities was associated with negative outcomes, whereas educational screen time not only had no negative associations with other outcomes, but also had positive associations with educational outcomes. This confirms that, when discussing digital well-being, it is important to keep in mind the balanced, critical, and purposive selection of tools and activities designed with digital technologies for learning, teaching, and assessment.

To address this strategy effectively, researchers and policymakers need to bridge the gap between the ethical challenges and the "human-in-the-loop" principles set out by the European institutions and international policymakers. And this is already addressed in major European policy developments. The DigComp 3.0 Framework (2025) sees digital well-being as a transversal, linking health and safety directly to the ability to manage one's digital presence and workload. Similarly, The EU AI Act and the Council of Europe emphasize a human rights-based approach, and foster students' AI competence and digital agency. Also, by classifying AI-based educational assessment tools as "high-risk", the EU emphasises the need for the human-in-the-loop systems that protect students from the "performance anxiety" induced by non-transparent automated grading.

1.11 Sustainable and Learning Supportive EdTech Solutions

Airina Volungevičienė, Vytautas Magnus University

There are multiple recommendations and guidelines for teachers and schools related with the (school *and* teacher) digital competences and their taxonomies, namely, DigCompEdu and DigCompOrg (or better known as SELFIE tool for schools).

Digitally competent schools should be able to set up and manage digital infrastructure, digital curriculum and ensure smooth digital teaching and learning process, as well as digital assessment strategy implementation. As mentioned above, this implies that schools should take care of digital infrastructure including setting up digital learning and teaching environments, as well as support needed for teachers and students, including selection of educational technologies (EdTech).

Digitally competent teachers (DigCompEdu) also are or should be able to select digital learning and teaching resources, adapt them and share original ones or adapted ones with the peers and learners, as well as to organise learning, consultation and assessment in digital space with the digital tools, and to select the technologies that enable them to engage students, to personalise and differentiate learning, as well as to develop student digital competences.

These digital competences for schools and teachers put a lot of responsibility for schools and teachers, as well, because in order to select, you should be aware of the technologies existing, their didactical characteristics, as well as the conditions when and how they can be used, including sustainability characteristics and their added value for learning, teaching and assessment.

Researchers in computer science and in education and social sciences did many studies to clarify and suggest decision making criteria for selecting technologies for education. Haleem et al. (2022) suggested the approach of sustainability by the United Nations towards the application of technologies and claim that digital technologies are an essential tool to achieve inclusive and equitable quality education for all. Their research shows that technologies are applied in education for 34 reasons, including, but not limiting to f*acilitating teaching students with exceptional needs*, *create virtual classroom*, *develop knowledge and understanding*, *creative inclusive learning environments, developing teamwork and communication, enhancing access to educational resources, improve student performance* (by systematically approaching instructional procedures and resources, recognising individual needs, track outcomes and monitor learning process, and many other ways), *establishing self-learning opportunities, reducing teacher workload, assessing students in real time, enhancing blended learning and teaching and others.*

Raji and Zualkernan (2015) suggested the decision tool for selecting sustainable learning technology intervention depending on the strategies that schools apply to enhance learning with technologies. These strategies include mobile phones, online learning, moocs, and others which can be redefined following the strategies applied in current technology enhanced and supported learning situations. The decisions made during the selection of the digital technology are based on:

- the benefits of the EdTech
- the added value to learning
- the opportunities to apply the technology in the classroom
- he costs and resources needed to sustain the technology and
- the risks it encounters.

Dickerson and Browning (2009) claim that using mobile phones for learning, despite the didactical characteristics and the opportunities the tool provides, the teachers and the schools should consider learner characteristics, the learning methods and strategies applied and the technical characteristics of the applications used. These simple and clear items needed for the decision making are quite rigorous taking into account mental and physical health of the learners, cognitive characteristics of the learner group, family and societal cultural aspects, as well as other important considerations, like learning modalities (auditory, visual, synchronous asynchronous, cognitive, affective, psychomotoric skills, age and other personal characteristics, and other).

Zaied (2007) proposed the framework for evaluating and selecting learning technologies which suggests the following evaluation criteria: ease of use, feedback capability, versatility, life cycle of technologies, maintainability, technical skills needed, compatibility with user's preferences and existing tools and systems within the organization, usability and reliability,

development and upgrading efforts needed, student and teacher satisfaction, costs, self-learning opportunities, level interactivity, support system availability, as well as administrative and communication costs within the organization.

Kucirkova et al. (2025) draws upon a synthesis of literature and cross - sectoral consultations suggesting impact dimensions and three-level tired indicators for evaluating the evidence of impact of EdTech. The impact framework by authors suggests efficacy (does the EdTech solution work?), effectiveness (How does the EdTech solution work?), ethics (who does EdTech solution work for?), equity and environment (Is the EdTech solution sustainable?) (see table 1):

Table 1. *Key EdTech Quality Certifications According to the Impact Dimensions* (Kucirkova et al., 2025)

Dimension	Example Indicator at level 1 (low), 2 (medium), and 3 (high)
Efficacy	L1: Conceptual evidence in the form of a research-based Theory of Change or Logic Model L2: Positive results from a rigorously designed study without a control group, including quasi-experimental studies L3: Positive results from an experimental study with a control group and random assignment of participants
Effectiveness	L1: Pedagogical evidence in the form of an extensive review of product features and their fit with effective instruction L2: Positive results from a rigorously designed usability or feasibility study L3: Positive results from a replication study, including the cost-effectiveness of scaling
Ethics	L1: Data is safely processed and user privacy is respected in an age-appropriate design, and applicable legislation is adhered to L2: Design enables seamless, secure, and controlled exchange of data between multiple tools L3: Transparent documentation of human oversight and accountability in all stages of the product's use
Equity	L1: Product design incorporates inclusive features, shows awareness of bias, and demonstrates transparency and accountability in user engagement

	L2: Inclusive design, adaptable to at least two different learner groups, shows bias mitigation, and transparent user engagement L3: Inclusive design, accommodating multiple diverse learner groups, anticipates bias, and creates conditions for equitable implementation
Environment	L1: EdTech design and organisation advances green education through the content of the tools and their public practices L2: The EdTech organisation takes proactive, systematic steps to promote eco-awareness and assumes responsibility for both local and broader environmental issues L3: The EdTech organisation actively engages with the local and wider environment, fostering a culture of eco-friendly practices within the field

Alternatively, several global and national governmental and policy organizations suggested practical guidance for selecting educational technologies for organizations and practitioners:

- Unesco Global Education Monitoring Report (2023) suggested four questions to ask before choosing technologies in education:
  - Is it appropriate?
  - Is it equitable?
  - Is it scalable?
  - Is it sustainable?

A vision of a sustainable future means protecting the rights of technology users too. There are significant risks to children's privacy and safety online with the increased use of technology and without regulations to protect them.

UK Government Department of Education suggests Research and analysis of EdTech quality characteristics: Frameworks and standards review with the aim to identify the quality components for educational technology (EdTech) design and implementation (Foster et al., 2023). The authors of the report conducted the exploratory review of existing frameworks and standards, drawing on the research consortium's expertise in EdTech, academic research and education, to conduct a rigorous and thorough evaluation of quality components for effective design and pedagogical implementation of EdTech. This review seeks to establish a shared understanding of what constitutes "good quality" EdTech and "good quality" implementation.

The review report suggest the following overview of quality components of EdTech products:

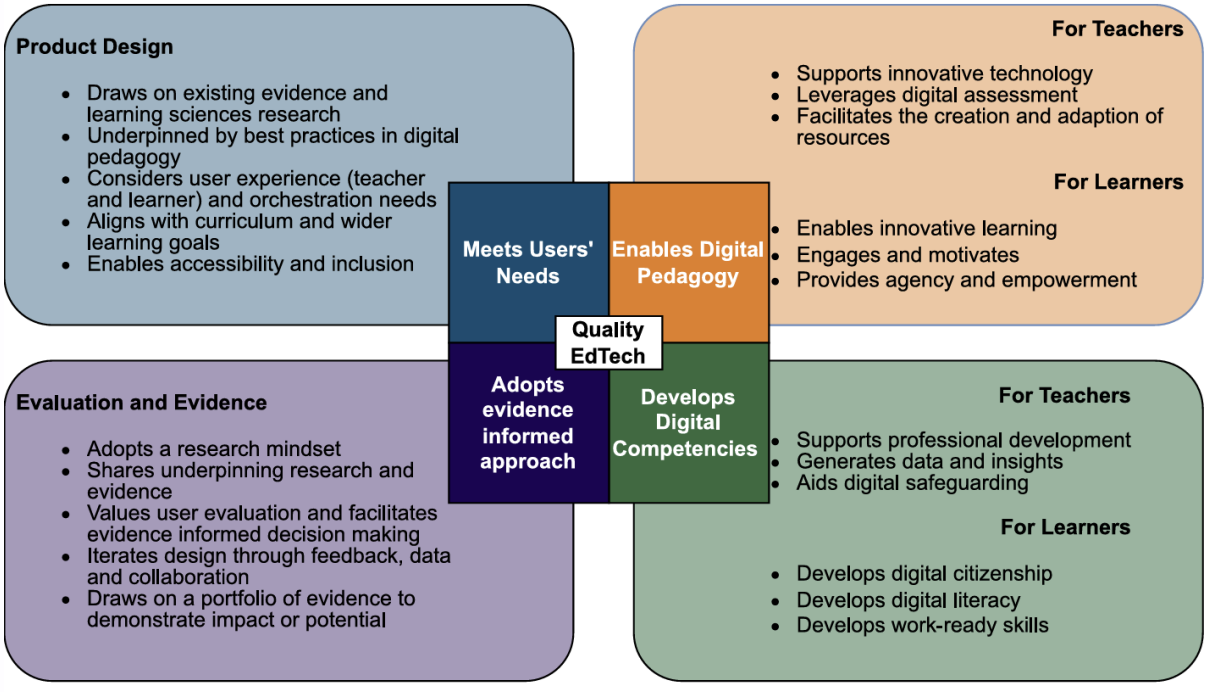

Figure 1. *Overview of Quality Components of EdTech Products* (Foster et al., 2023)

This report highlights the fact that school leaders are basing their selection of EdTech solutions on colleague recommendation, internet searches, and education websites, but the tendency is that a significant number are also turning to research. Evidence on which the selection is built also requires more specific characteristics and details to be collected. The review suggests several examples for the evidence building also referring to Kucirkova (2022) whose in-depth research was cited earlier in this chapter with the updated research findings in 2025.

In the summary of the review, we can find a portfolio of evidence of a good quality EdTech product that would begin by:

- Sharing a well-defined theory of change
- Articulating how produce design is underpinned by learning - sciences research
- Demonstrating how it is designed to meet users' needs.

"Placing an emphasis on evidence-informed design and the existence of appropriate processes and organisational structures to ensure the continual production of good quality evidence provide a timely, transparent and inclusive way to begin to address quality of evidence through an approach that is accessible to all EdTech developers" (Foster et al., 2023, p. 43).

The advent of Artificial Intelligence (AI) made the task for selecting technologies for learning, teaching and assessment even more complicated, and researchers (Madanchain & Taherdoost, 2025) suggest new decision - making criteria for AI tools in digital education (after systematic review of Scopus data base) which are supposed to leave schools and teachers well-informed about the technical, legal, ethical and didactical characteristics of the AI tools applied, which from engineering point of view the authors claim that prediction accuracy, cross validation procedures and algorithm performance (e.g. accuracy, precision and recall) are some of the key criteria that were discovered in their research. Along with concerns about educational equity and the caliber of AI-generated content for tailored learning experiences, transparency in AI operations is found to be essential for acceptability. Moreover, the authors claim that systematic evaluation is required for AI tools use in education, which may be a very heavy or unbearable workload for schools and teachers from subjects not related with computer engineering and informatics. However, if these decision - making criteria are underestimated, the authors predict the following challenges stemming from the lack of standardised criteria for selecting AI tools (see figure 2):

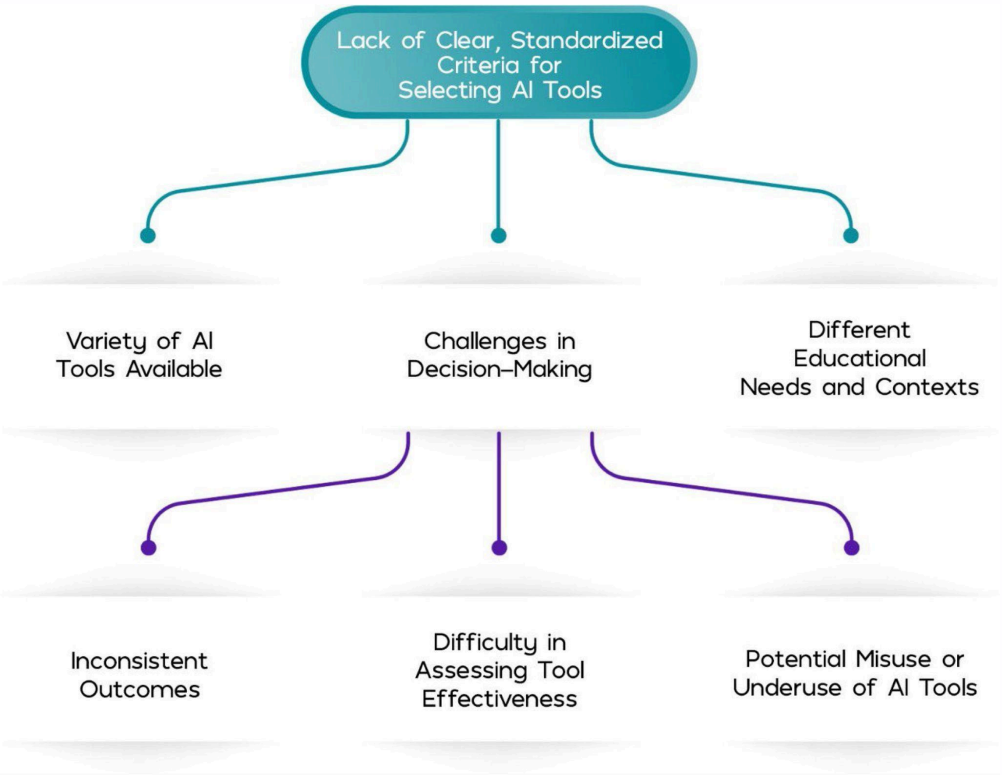

Figure 2. *Challenges Stemming from the Lack of Standardized Criteria for Selecting AI Tools* (Madanchain & Taherdoost, 2025)

International research and practice show that AI tools can be used for multiple purposes in education, such as being used as assistants in preparing teaching materials, monitoring

learners' progress, and creating individualised learning (Bagherimajd & Khajedad, 2025). However, the "black box" nature of AI means that traditional criteria for evaluating and selecting digital technologies for learning, teaching and assessment are insufficient and get even more complicated. Research confirms that despite of advances in research of AI in education, there are still significant gaps related to defining clear and well-founded criteria that would go beyond the assessment of technical parameters (Luckin & Cukurova, 2019), include ethical aspect, responsibility for using the obtained data (Pedro et al., 2019) and clear legal regulations regarding data privacy (Holmes et al., 2022). Foster et al. (2023) highlight that school leaders are basing their selection of EdTech solutions (also running on AI) on colleague recommendation, internet searches, and education websites, but the tendency is that a significant number are also turning to research.

Some countries as can be seen from the examples above suggest guidance and consultations for schools on how to select EdTech to enhance learning, teaching and assessment. With the advent of AI, higher education institutions showed leadership establishing recommendations on how to teach or study with AI tools, and how to select AI tools for learning, teaching and assessment. However, policy makers are also working on this challenge area of application of AI in education at secondary school.

For example, the Lithuanian Ministry of Education, Science and Sports prepared the Guidelines for secondary schools on how to select AI tools for education. Together with other stakeholders, the Ministry suggested how school leaders could apply legal, ethical and technological criteria and could make their decisions on which AI tools are applicable for school education. Schools may still have many challenges in adopting these recommendations and finding sufficient competences in the areas of the criteria listed so that they are ready to apply those, but this is an important first step towards school support and school leadership decision making in how to solve the challenges raised by the advent of AI.

However, universities and teacher training institutions also work in a similar direction and prepare consultations for schools and continuous professional development programs on AI competences and digital competences of teachers so that they are able to be autonomous in working with AI solutions in practice. For example, Vytautas Magnus University introduced research - based evidence guidelines for AI tools selection, including instruments and support systems for teachers and school leaders to make evidence - based decisions on the selection and use of EdTech tools, including those working with AI. The methodology consists of training material, practical guidance and criteria - based EdTech selection instruments, which lead teachers and school leaders through the steps of selection and decision making. Then, virtual didactical laboratory provides a selection of EdTech solutions

for schools and teachers based on their didactical needs and purposes for the living lab approach and practice.

EdTech selection remains challenging due to very rapid and dynamic developments in the sector. However, digitally competent schools, digital competent teachers and students would be ready to make their choices, decisions and then create high quality digital education practices in Europe. Discussions in this field and peer learning among school communities and communities of practices would enhance this process and overall quality of digital education in general.

2. Case Study Methodology

Kristina Adomaitienė, Airina Volungevičienė, Vytautas Magnus University

Following the theoretical discussions in the previous chapters, this study aims to present a more in-depth understanding and explanation of how digital well-being strategies are created at school and higher education institutions (with teacher training) to ensure high-quality digital education practices for school community members: students, teachers, administration and parents. Following the best practice template created on the basis of theoretical findings, 41 best practice examples were collected from school stakeholders and are analysed using the case study methodology in the next chapters. The case study methodology was chosen to reveal the complex phenomenon of digital well-being, its interrelations with other digital education objects and strategies applied, and to answer the difficult question if all ten strategies align and are linked to digital well-being while implementing high- quality digital education practices (Yin, 2018; Merriam, 2009). The chosen method helped to better understand and explain how digital well-being strategies are implemented in the real - life school context and when they ensure high - quality digital education practices for teachers, students and parents, as well as other school community members .

Digital well-being is associated with the conscious integration of technology into everyday life, learning, and work (Burr et al., 2020), and technology can both enhance and diminish well-being (Büchi, 2024). At the same time, it is emphasized that digital well-being is a complex, multi-layer, and dynamic phenomenon that is shaped by the interaction of person-specific, context-specific, and device-specific factors (Vanden Abeele, 2021) and encompasses cognitive, emotional, psychological, social, and institutional aspects (OECD, 2019). Therefore, the policies of educational institutions, pedagogical practices, infrastructure, and institutional support for teachers and students play an important role in shaping the conditions for digital well-being (Selwyn, 2019; Williamson et al., 2020).

Ensuring digital well-being in educational institutions involves coordinated institutional-level strategies and practices to create digital well-being and reduce the negative impact of intensive technology use on the well-being of teachers and students. The expression of digital well-being therefore depends on the specific social, organizational, and technological context (OECD, 2019; Vanden Abeele, 2021). In the case of digital well-being, it is important to understand how different practices are implemented, what challenges they address, and why they work in different educational contexts. The case study method reveals the process of creating digital well-being in different contexts and is appropriate when the object of study

is a program or a practice that involves many stakeholders—teachers, students, administrators, parents, and external partners (Stake, 2013).

2.1 Case Study Unit Description

The case study unit is the high - quality digital education practice which can be defined through multiple best practice examples enhancing digital well-being in school education or higher education (with teacher training).

A best practice example is defined as a purposeful initiative implemented in an educational institution, based on a method, instrument, learning material, or other means which aim to create digital well-being for participants in the education system, both by reducing the potential risks of digital technologies to cognitive, socio-emotional, psychological, physical, and mental health, and by strengthening the added value of digital technologies in the educational process. These practices are developed and/or applied by schools and other parties interested in creating digital well-being in schools, such as higher education institutions that train teachers, EdTech providers, and policymakers across Europe.

Each practice enhancing digital well-being is analysed as **a case study example**. These boundaries allow us to focus on the process of creating digital well-being in schools and its contextual factors, without straying into broader issues of digital well-being.

Case study examples are selected through purposeful sampling in order to analyze practices that empirically reflect different ways of creating digital well-being and reveal recurring features of the operational approach and implementation logic across different educational contexts, highlight gaps and areas where regional, national, or European-level policy interventions are needed.

The analysis includes case study examples that meet the following selection criteria:

(1) The practice is applied in a real educational institution (pre-primary / primary/ lower-secondary/ secondary/ VET school or higher education institution with teacher training).
(2) The practice is related to maintaining or strengthening digital well-being.
(3) Sufficient empirical information about the practice has been provided (the best practice template completed and/ or an interview or other publicly available data about the practice is submitted).

The case study method involves examining a limited system (case) or several limited systems (cases) by collecting detailed data from different sources of information (Creswell et al., 2007). Since digital well-being is a very broad concept, it is described as a subjective state of

a person that changes over time (Büchi, 2024; Vanden Abeele, 2021), which depends on the interaction of person-specific, context-specific, and device-specific factors (Vanden Abeele, 2021) and the benefits and challenges of digital technologies for digital well-being (Büchi, 2024), it is particularly important to define the boundaries of the case and its context. Each case must have predefined boundaries that clarify the nature of the case study, the time period covered, the social group, organization, or geographical area of interest to the researcher, the types of evidence to be collected, and the priorities for data collection and analysis. (Crowe et al., 2011). Defining the boundaries of the case study gives the study direction and helps to avoid an overly broad or undefined field of study (Yin, 2018; Meriam, 2009).

In order to prevent the study from becoming too broad and feasible, clear boundaries are defined for the study, specifying which aspects of time, place, participants, and themes are included in the case study and which are only a part of the case context (Yin, 2018). In this study, the unit of analysis is the practice of creating digital well-being implemented by a primary, secondary, vocational, or higher education institution that trains teachers. The time limits are related to the duration of the application of a specific practice for enhancing digital well-being from the start of its implementation, the duration of the practice itself, and the frequency of its implementation.

The location is defined according to the specific school that applies the practice for creating digital well-being, indicating the country and / or city. Participants in the study may include school administrators, teachers / lecturers, or EdTech representatives. In defining the thematic boundaries, the practice of creating digital well-being must include at least one of the ten strategies identified in the literature review: (1) *manage digital demands; (2)maintain high quality digital learning and teaching practices; (3) ensure that teachers and students have digital competences; (4) measure critical awareness on the balanced use of digital technologies; (5) nurture healthy habits; (6) foster psychological resilience; (7) maintain physical and mental health; (8) monitor and enhance socio-emotional state; (9) assess the added value of digital technologies to academic achievements and academic integrity; (10) select high quality sustainable and supportive EdTech solutions for learning, teaching and assessment.* According to Vanden Abeele's (2021) model, digital well-being in the digital education ecosystem is influenced by three categories of factors: *person specific factors, context specific factors, and device specific factors.*

In this study, a strategy enhancing digital well-being is understood as an institutionally grounded, coherent approach that guides the selection and implementation of practices aimed at supporting balanced, safe, and meaningful use of digital technologies, reducing the potential risks of digital technologies, and strengthening the added value of digital

technologies in the educational process. A strategy is identified through institutionally coordinated practices rather than through formal policy documents alone.

The case study unit consists of 41 case study examples. Case study examples analysis will enable the empirical identification and contextual justification of the high-quality digital education practice characterized by recurring features in different case study examples.

2.2 Case Study Design

Given the complexity of the phenomenon of digital well-being, a qualitative case study was chosen to help better understand and explain how and why digital well-being is implemented in the real school context (Yin, 2018; Merriam, 2009). Case study is an appropriate method when it is necessary to thoroughly evaluate a problem, event, or phenomenon of interest in a natural, real-life context (Yin, 2018), when analysing clearly identifiable cases with boundaries, seeking to understand cases in detail or compare several cases. (Creswell et al., 2007). In this report, digital well-being is examined through the practices of creating digital well-being in a school in a specific natural environment, therefore, case analysis provides an opportunity to reveal the depth and complexity of the phenomenon of digital well-being and to identify relationships between the phenomenon of digital well-being and its context. The case study approach was chosen to define high-quality digital education practices enhancing digital well-being.

Qualitative case studies can vary in size, with a case covering a single person, several people or a group of people, an entire program or activity, so it is important to define which type of case is most useful for the study (Creswell et al., 2007). In order to better understand a phenomenon, an internal single case study may be conducted to analyse a unique phenomenon, an instrumental case study may be conducted using a specific case to better understand a problem, or a collective case study may be conducted, where several cases are studied simultaneously or sequentially in order to gain a broader understanding of a specific phenomenon. (Stake, 1995). It is difficult to generalize from a single case, as the context of each case may be different. Therefore, in order to reveal the best practices in digital education for creating digital well-being, a multiple case study design was chosen (Yin, 2018; Creswell et al., 2007; Stake, 1995), which allows us to repeat insights found in different cases or show contrasting situations (Yin, 2018). The chosen method allows us to summarize the features of best practices, determining which digital well-being challenges these practices address, what resources are needed, and which person specific, context specific, and device specific factors they reduce, contributing to positive changes in the digital well-being state among students and teachers. The aim is to emphasize the context of each digital practice as a case in order to perform a cross-case comparative analysis.

Case studies can be descriptive, explanatory, or exploratory (Yin, 2018). With this in mind, a descriptive case is suitable for depicting an event as part of the situation in which it occurred, an explanatory case study is used when there is a need to investigate complex interrelationships (Yin, 2018), and the exploratory case study method is used when complex phenomena are being investigated and a deeper understanding of the circumstances is required. The case study method is used to understand how digital well-being is promoted and how the challenges arising from digital well-being in digital education are addressed. Therefore, the exploratory case study method was chosen for this report.

The case study consists of 41 case study examples collected from completed templates of best practices for enhancing digital well-being. Case study examples were chosen purposefully according to their suitability for the given research. These 41 case study examples were chosen according to the following criteria:

1. The best practice enhancing digital well-being is addressed at least to one of the ten strategies identified in the literature review:

- manage digital demands;
- maintain high quality digital learning and teaching practices;
- ensure that teachers and students have digital competences;
- measure critical awareness on the balanced use of digital technologies;
- nurture healthy habits;
- foster psychological resilience;
- maintain physical and mental health;
- monitor and enhance socio-emotional state;
- assess the added value of digital technologies to academic achievements and academic integrity;
- select high quality sustainable and supportive EdTech solutions for learning, teaching and assessment.

2. The best practice enhancing digital well-being is developed for the digital well-being of teachers / lecturers and pupils / students and applied in school education at the national, regional, school, or class level.

3. School administrative staff, teachers / lecturers, policymakers, or EdTech providers provide agreement to share his/her best practice enhancing digital well-being and provide data to the case study analysis by filling the Best practice template.

Some of the best practices were selected for deeper analysis through in-depth interviews. The following criteria determined the inclusion of the practices in the deeper analysis:

1. The institution provided a description of the best practice by completing the best practice template;
2. Indicated that he / she agreed to participate in the follow-up study and reconfirmed his / her consent to participate in an interview when contacted by the researcher.

As purposive sampling was applied, pre-primary, primary, basic, secondary, vocational education schools, and higher education institutions (with teacher training) were selected, which apply or are starting to apply practices to enhance digital well-being. Policy makers and EdTech providers also were included.

Using a purposive sampling method, schools that agreed to participate in the further study were first contacted by sending a written request to the study participants by email. 19 in-depth interviews were conducted about best practices enhancing digital well-being.

In this study, a broader sample is used to describe good practices that enhance digital well-being, and in-depth cases are used to analytically explain how these practices work.

Since the study uses a multiple case design, each case is analysed using the same structural description framework. When analysing several cases, it is important to ensure consistency in the description of cases, as only then can cross-analysis reveal similarities, differences, and variations in the phenomenon. (Stake, 1995). Structured case narration is essential and allows the researcher to move from empirical details to analytical interpretations. (Merriam, 2009).

The case study example description consists of: identification of the context and definition of the practice under review, analysis of the challenges addressed and the observed positive impact or digital well-being, and presentation of improvement opportunities. This uniform case description principle is applied to all 41 best practices enhancing digital well-being.

2.3 Data Collection Methods

The case study method usually involves collecting data from several different sources using various quantitative and, more often, qualitative methods. The use of multiple sources (data triangulation) increases the internal validity of the study, as analysing a phenomenon from different angles helps to form a holistic view of the phenomenon, and data collected in different ways should lead to similar conclusions. (Crowe et al., 2011). Therefore, for the purpose of this research, two different data collection methods have been applied, including: (1) Case study examples by using Best practice description template; (2) In-depth interviews with school administrators, teachers, and EdTech providers who are case study example authors and agreed to be contacted and invited for the in-depth interviews.

2.3.1 Best Practice Description Template

In order *to define high-quality digital education practices that enhance the digital well-being of teachers and students*, this study collected data from primary sources using a pre-designed structured data collection form – a template of best practice enhancing digital

well-being. This form was designed to collect information from pre-primary / primary / lower-secondary / secondary / VET schools or HE institutions that apply digital well-being practices to implement a school-level digital well-being strategy.

The content of the form was developed by analysing scientific sources on the concept of digital well-being (Vanden Abeele, 2021; Feerrar, 2020;), cognitive (Cuomo et al., 2021), socio-emotional (Händel et al., 2020), physical (Cuomo et al., 2021; Beattie & Daubs, 2020) and mental health (Asad et al., 2023; Lister et al., 2023; Jisc, 2019;) challenges, as well as person-specific, context-specific, and device-specific factors (Vanden Abeele, 2021).

The template consisted of open-ended questions encouraging respondents to describe their practices, the context and impact of their application, and to indicate the cognitive, socio-emotional, physical, and mental health challenges that these practices help to overcome, as well as the person-specific, context-specific, and device-specific factors that these practices protect against. Some of the questions were closed-ended, with answer options based on aspects of digital well-being and its context discussed in the theoretical literature. This structure allowed us to obtain comparable data from different cases and reveal causal relationships between the practices used and changes in digital well-being (see table 2).

Table 2. *Best Practice Template*

Demographics and context
Country
Town
School / HEI Name (Please also indicate the education level if applicable)
Website
Unit/ department (if the strategy is applicable only on the department level)
Responsible for practice application (*administration, teachers, students, parents, other)*
How long is the practice applied?
How often is the practice applied?
Practice description elements
How do you call this practice?
It is a method It is an instrument It is a training material It is a method and an instrument It is a method and training material Other
Does it have a theory/ initiative behind? Please, indicate if you know it (who created it, who introduced this practice to you, etc.)
Please, provide the link to openly available description and resources (if any)

Who implements this practice? Who leads the process? (teachers, students, parents, other: psychologists, researchers, trainers, EdTech developers, etc)	
Who is it targeted at (teachers, students, students, parents, management, other)	
Which positive changes the practice supports that you already can notice? Why would you recommend this practice to other schools and their stakeholders?	
What resources are needed for this practice application for digital well-being monitoring and interventions?	
Would you recommend better stakeholder involvement into this practice? Who would they be?	
Would you see policy actions needed that would facilitate this practice to be more beneficial for schools and the community? Please, let us know which ones you would see.	
Which other schools do you know that applied this practice?	
Any other comments and reflections	
Would you agree to be interviewed more on your best practice? Please, provide your contact email if yes. This would be highly appreciated. Your school would also benefit from the potential visibility on the EU level, with your consent and agreement only, of course.	
Practice relevance to address the challenges of digital well-being	
Which **cognitive** challenges does this practice prevent from?	· Reduced attention/ attention deficit · Reduced cognitive capacity · Educational gaps · Personalisation of learning (for teachers) · Hybrid teaching · Digital competences · Autonomy skills shortage · Self-regulation needs · Other _____
Which **socio-emotional** challenges does this practice prevent from?	· students get tired from bursting out (Emotional fatigue) · Inter-personal conflicts · Students are afraid to perform in front of the classroom or meeting new people (Social stress) · Thinking about social status and belonging to social groups based on that (Inequalities) · Feeling board, not motivated or disinterested (Reduced learning/ job satisfaction) · Other _____
Which **psychological** challenges does this practice prevent from?	· Feeling bad and being afraid of cybersecurity (Vulnerability to cybersecurity) · Experiencing thought and body discomfort too often, without obvious physical reason (Anxiety and panics) · Off-task behaviour · Other _____

Which **physical** and **mental health** challenges does this practice prevent from?	· Worse health conditions · Addiction · challenging behaviour · Sleep quality · Posture issues · Other _____
Which **person specific factors** does this practice prevent from?	· Irresponsible use of technologies · Lack of digital competences · Excessive use of technologies for personal reasons · Multitasking · Home habits · Over-reliance on technologies · Ill-use and mis-use of technologies · Other _____
Which **context specific factors** does this practice prevent from?	· ill-use and mis-use of technologies in classroom · Overload of digital resources in curriculum · Excessive use of technologies for learning and teaching · Poor infrastructure · Inadequate infrastructure · Socio-cultural differences · Lack of competence to choose IT solutions · Lack of IT admin competences · Overload of information and knowledge · Digital divide · Lack of support system to teachers and students · Other _____
Which **device specific factors** does this practice prevent from?	· Poor infrastructure · Inadequate infrastructure · Inadequate EdTech solutions · EdTech is chosen in a wrong way, not following curriculum and pedagogy (mismatch with pedagogy) · Excessive and various EdTech solutions · Data privacy · Uncertainty and vulnerability of EdTech solutions · Other _____

2.3.2 In-depth Interviews with Teachers, Schools Management, Researchers and EdTech Providers

In order to further *define high-quality digital education practices that enhance the digital well-being of teachers and students*, based on an analysis of theoretical literature on the topic of digital well-being and on an analysis of completed best practice templates, a semi-structured in-depth interview was prepared with five key questions: (1) *Which digital well-being challenges are addressed by the practice which you apply?; (2) What makes this practice successful?; (3) How the well-being state changes after this practice is applied?; (4) How much of "digital" can ensure digital well-being?; (5) Can you describe the support that you receive and the support you are missing ensuring digital well-being?* Although the questions are defined, the interview could be flexible, allowing additional questions to be asked in order to explore the participant's answers in greater depth. (Berg, 2017). In-depth interviews allowed for a better exploration of the practices used in schools to promote digital well-being, etc.

When inviting schools to describe their successful experiences in creating digital well-being, they were asked to indicate whether they would agree to participate in the study (interview) and share their best practices. The main criteria for selecting study participants were as follows: study participants could be administrative staff, teachers / lecturers, policymakers, or EdTech providers from Lithuanian and foreign primary, vocational, and /or higher education institutions; the study participant develops / applies / participates in the application of practices for the digital well-being of teachers / lecturers and pupils / students at the national, regional, school, or class level. Using a purposive sampling method, schools that agreed to participate in the further study were first contacted by sending a written request to the study participants by email.

The scope of the study (interviews) was expanded by asking project partners to share the invitation with schools, teachers, policymakers, and EdTech providers in their countries. The study covers 19 case study examples from different European countries. This ensures that the study represents case study examples that best reflect digital well-being practices in different contexts.

Using the interview method, data was collected by organizing meetings in virtual video rooms on the MsTeams platform. The duration of the interview was up to 60 minutes. Before the interview, participants were informed about the purpose of the interview, confidentiality conditions, and information about the use of data. After obtaining informed consent, the interviews were recorded and later transcribed for further analysis.

The in-depth interview method is used as another source of data in the case study, along with completed best practice templates. The information gathered during the interview supplements the information provided in the best practice template and allows for a more detailed analysis of the case study example.

2.4 Overview of Case Study Examples

The case study consists of 41 case study examples from 10 Europe countries: Belgium – 2; Estonia – 3; Finland – 1; Greece – 2; Latvia – 1; Lithuania – 21; Malta – 3; Romania – 1; Slovenia – 3; Spain – 2; and 2 best practices are EU-level initiatives not attributed to any country. (See fig. 3)

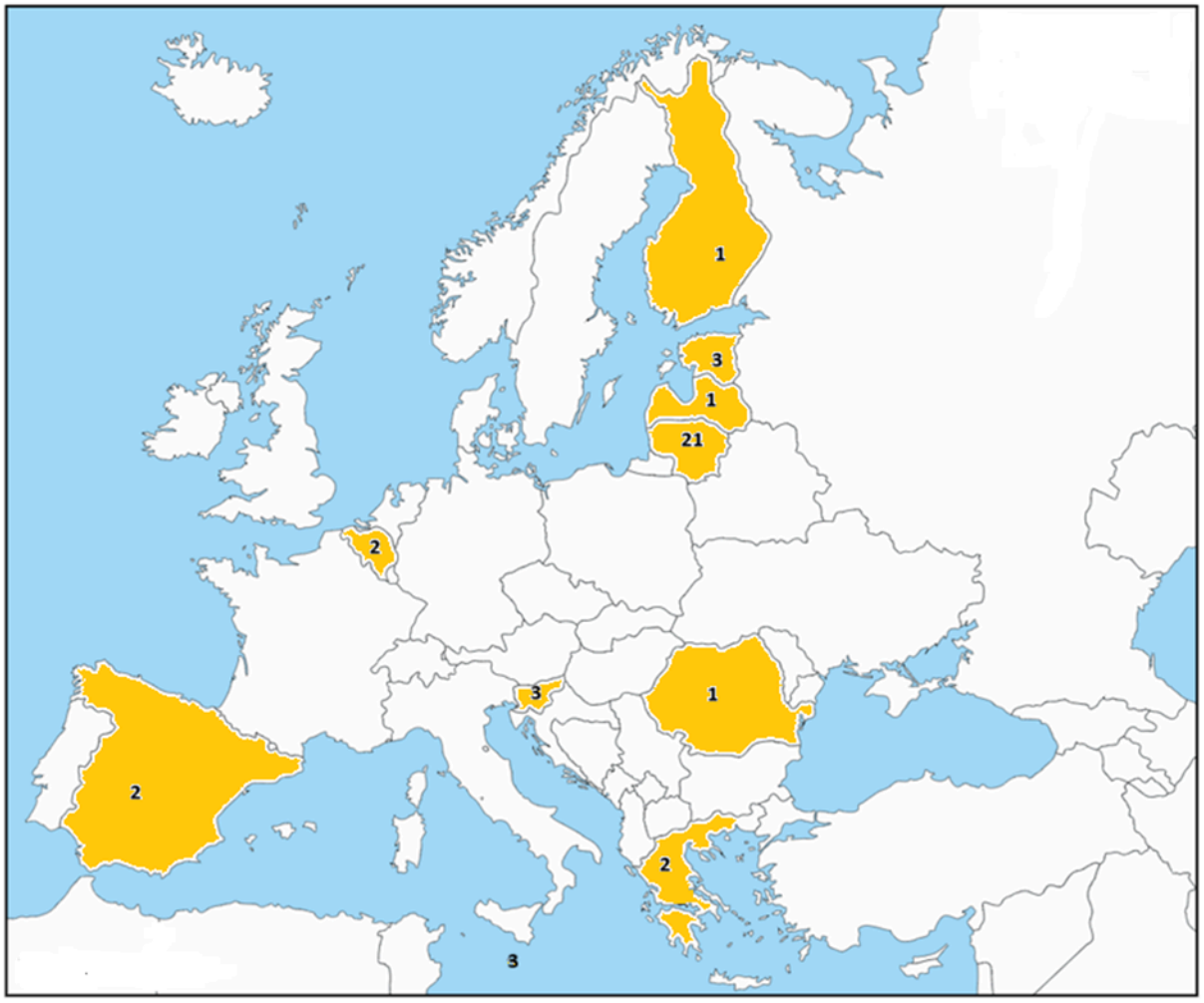

Figure 3. *Geographical Distribution of Analysed Case Study Examples*

About 51% of all case study examples are from Lithuanian schools. This distribution is not accidental: a large part of the project partners and associated partners are from Lithuania,

which made it possible to collect more cases in this country. As a result, the abundance of Lithuanian case study examples reflects the accessibility of the study rather than an analytical priority. Although the large number of Lithuanian case study examples allows for a better understanding of the context of one country within the framework of a broader analysis, the main goal was to select best practices that are intended to address the widest possible range of digital well-being strategies.

Analysing the distribution of selected best practices by town, 14 best practices examples are implemented in Kaunas, 2 each in Vilnius, Tallinn and Barcelona, 1 each in Leuven, Timisoara, Ioannina, Helsinki, Tartu, Brussels, Namur, Rafina, Maribor, Utena, Anykščiai, Klaipėda, Tauragė and Jonava. 7 practices are not assigned to any city, are implemented online or at the initiative of the country.

Case study examples were described by 13 universities, 5 progymnasiums, 5 gymnasiums, 2 secondary schools, 2 pre-primary and primary schools, and 14 policymakers or EdTech providers. In other words, 32 percent of best practices were provided by universities (with teacher training), 34 percent by schools, and 34 percent by other stakeholders (see fig. 4).

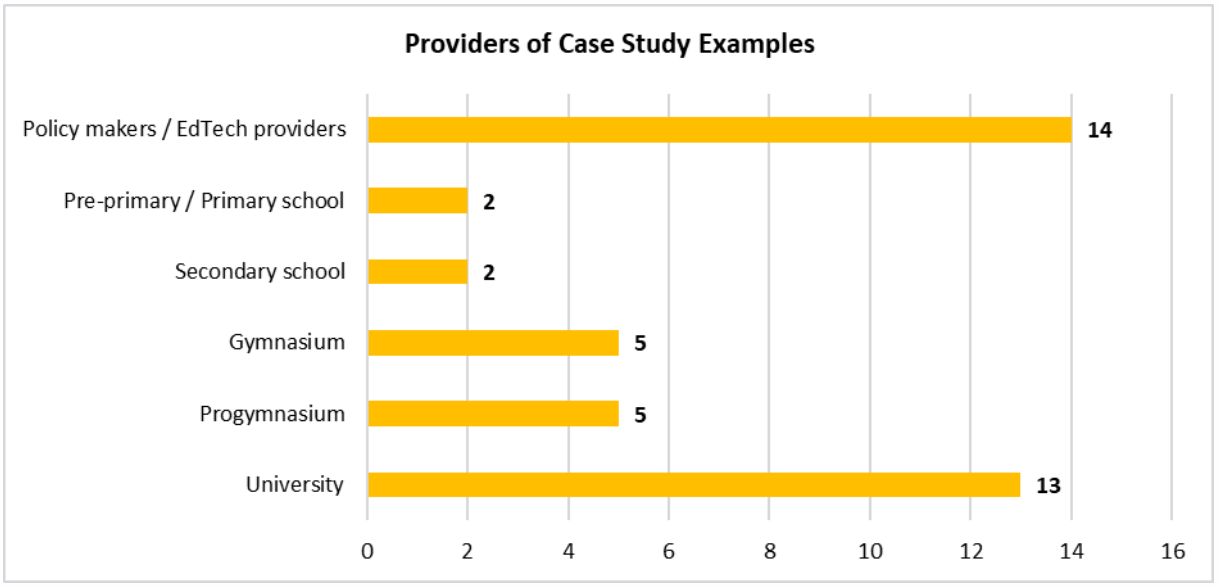

Figure 4. *Type of Institution that Provided Case Study Example*

Each selected case study example covers from one to several number of strategies: 17 case study examples address one strategy, and 2 case study examples cover all ten strategies (see table 3). The data shows that single-strategy practices are the most common, while fewer practices address two or three strategies. Case study examples covering four or more strategies are comparatively rare.

Table 3. *The Number of Strategies Addressed by Case Study Examples*

Number of strategies	Addressed by the number of case study examples
1 strategy	17
2 strategies	4
3 strategies	8
4 strategies	3
5 strategies	3
6 strategies	1
7 strategies	2
8 strategies	1
9 strategies	0
10 strategies	2

The data showed that the most commonly integrated strategies are "Managing digital demands" (19 or 46% of case study examples), "Healthy habits" (16 or 39% of cases), "Teacher and student digital competences," "Critical awareness on the use of technologies," and "Socio-emotional state" (all 15 or 37% of case study examples). The less frequently integrated strategies are "Psychological resilience" (10 or 24% of case study examples) and "Added value of technologies for academic achievements" (9 or 22% of case study examples). The least frequently identified strategy was Sustainable and high-quality EdTech selection (7 or 17% of case study examples) (see fig. 5). The greatest attention is paid to managing digital demands and developing healthy habits, which shows their relevance in the most recent learning environment.

Figure 5. *Number of Practices Supporting each Strategy*

In order to understand what constitutes best practice for enhancing digital well-being, the most common responses were that it is a method and training material (9 or 22% of case study examples), a method and an instrument (7 or 17% of case study examples), a method, an instrument, and training material (5 or 12% of case study examples), only a method or only an instrument (4 or 10% of case study examples each). In 7 or 17% of case study examples, it is indicated that it is something other than a method, instrument, or teaching material (see fig. 6).

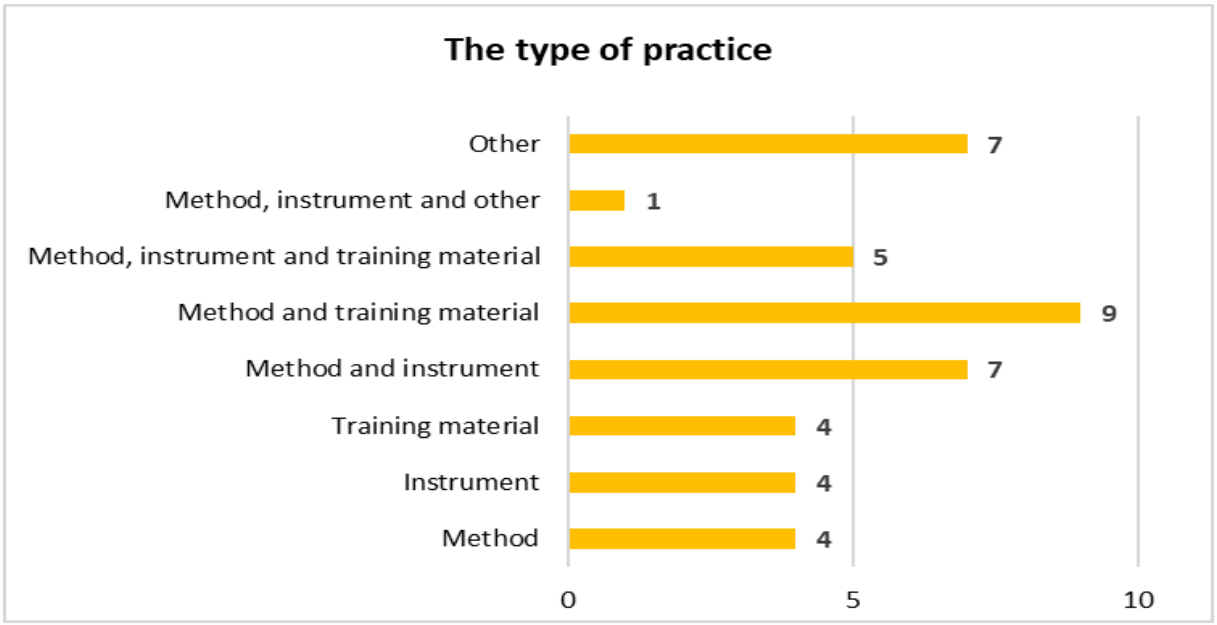

Figure 6. *The Type of Practice*

Teachers (29 or 71% of case study examples) and school administrators (16 or 39% of case study examples) are most often responsible for implementing the best practices enhancing digital well-being, while parents (6 or 15% of case study examples), students (5 or 12% of case study examples), and other individuals are less frequently involved (see fig. 7).

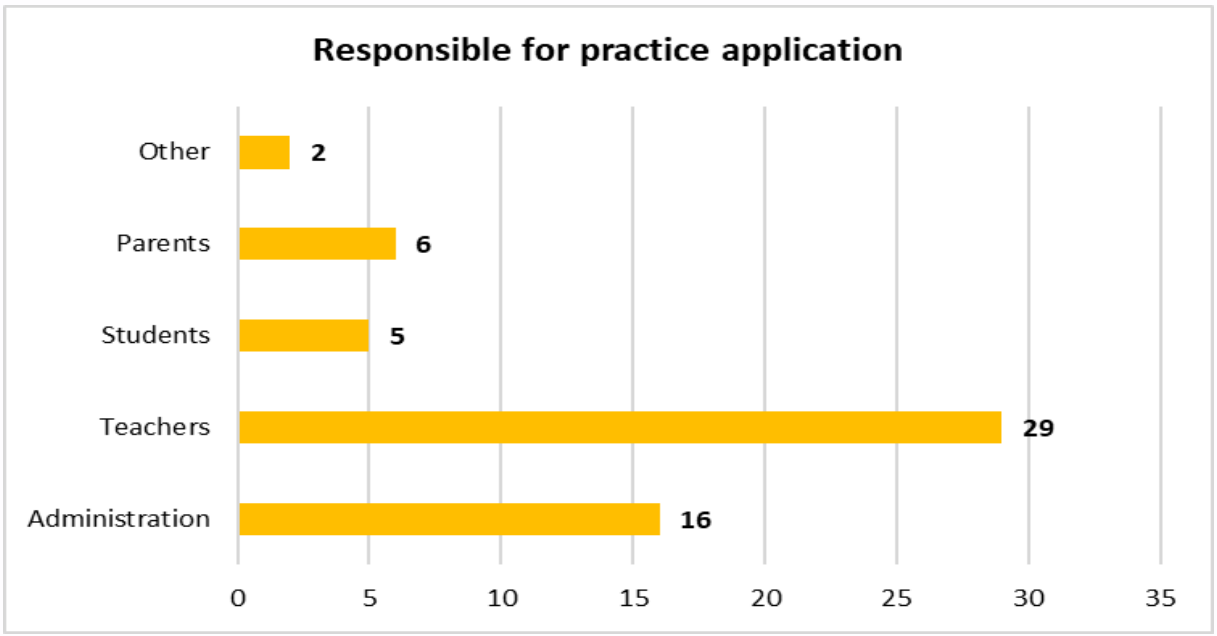

Figure 7. *Responsible for Practice Application*

Most of the best practices are primarily aimed at enhancing the digital well-being of teachers (73% of case study examples) and students (56% of case study examples) (see fig. 8).

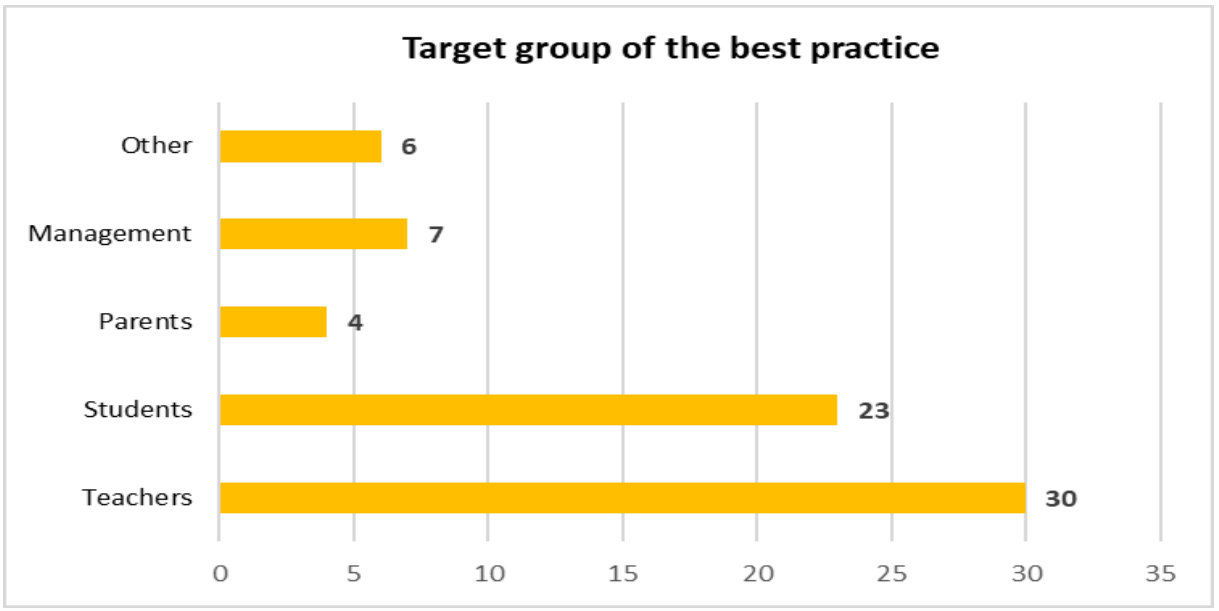

Figure 8. *Target Group of the Best Practice*

Most best practices have been applied for several years, ranging from one to five years. The selected examples of best practice are most often applied when there is the need (17 or 42% of case study examples) or once per semester (10 or 24% of case study examples). Application once per month or once per year is indicated in 4 or 10% of case study examples in both categories (see fig. 9).

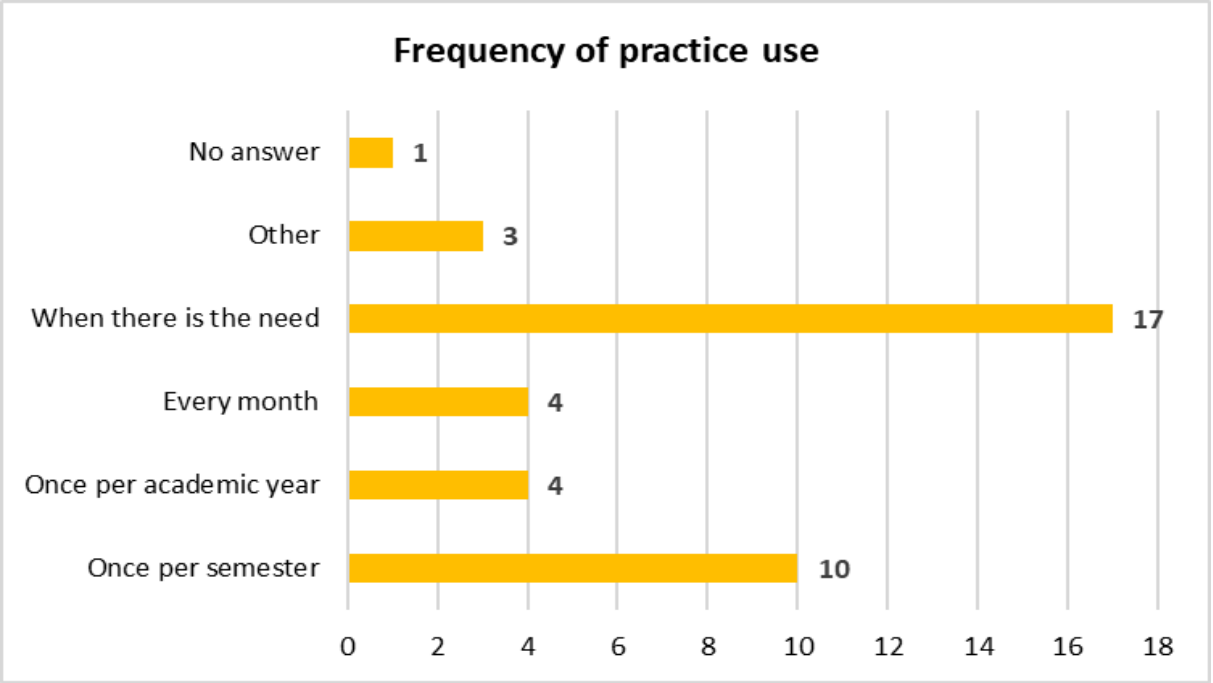

Figure 9. *Frequency of Practice Use*

The selected case study examples reflect different country contexts, different levels of education, and different strategies applied to enhance digital well-being.

Table 4. *Case Study Examples*

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
1. Safer Internet Week	Lithuania	Kaunas	Administration, teachers	Managing digital demands; Teacher and student digital competences; Critical awareness on the use of technologies; Healthy habits; Psychological resilience; Socio-emotional state; Added value of technologies for academic achievements	NA	When there is the need	Method and training material	Teachers, students
2. 2. Digital Entrepreneurship	Lithuania	Kaunas	Teachers	Managing digital demands; High quality digital pedagogy; Teacher and student digital competences;	3 years	Every month	Method and training material	Teachers, students

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
				Critical awareness on the use of technologies; Healthy habits; Psychological resilience; Physical and mental health; Socio-emotional state; Added value of technologies for academic achievements; Sustainable and high-quality EdTech selection				
3. Computer Lessons Management System and the Networking of Teachers in Informatics	Lithuania	Anykščiai	Teachers	High quality digital pedagogy; Teacher and student digital competences; Healthy habits	5 years	Other	Method, instrument, Training material	Students

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
4. Smart and Creative Practices in Education: eTwinning + Code Week	Lithuania	Jonava	Teachers	Managing digital demands; High quality digital pedagogy; Teacher and student digital competences; Critical awareness on the use of technologies; Added value of technologies for academic achievements	3 years	When there is the need	Method and instrument	Teachers, students
5. Teaching Gifted Students	Lithuania	Vilnius	Administration, teachers	Managing digital demands; High quality digital pedagogy; Teacher and student digital competences; Added value of technologies for academic achievements	Several years	When there is the need	Training material	Teachers, students
6. Learning Material	Lithuania	Vilnius	Teachers	High quality digital pedagogy	Since 2024/2025	every month	Training material	Teachers, students

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
Based on Universal Design Website Accessibility Guidelines								
7. Grounding Practices and Sensory Exercises	Lithuania	Kaunas	Administration, teachers	Psychological resilience; Socio-emotional state	1 year	Other – ones a week; When there is the need	Method	Teachers, students
8. Project Based Learning on E-Learning Platforms	Lithuania	Klaipėda	Teachers	Managing digital demands; High quality digital pedagogy; Teacher and student digital competences; Critical awareness on the use of technologies; Added value of technologies for academic achievements;	2024 09 01 – 2026 08 31	When there is the need	Method and instrument, method and teaching material	Teachers, students, parents, managers, other

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
				Sustainable and high-quality EdTech selection				
9. Accessibility Tools	Lithuania	Kaunas	other	Physical and mental health	From 2024	When there is the need	Instrument	Students
10. World Health Day	Lithuania	Kaunas	Administration, teachers	Healthy habits; Physical and mental health	A few years ago	Once per academic year	Method	Teachers, all university
11. Stay Healthy	Lithuania	Kaunas	Administration, other	Healthy habits; Physical and mental health; Socio-emotional state	Sep 1, 2022	When there is the need	Method, training material	Teachers, students
12. Workplace exercise: Differential Walking	Lithuania	Kaunas	Administration, other	Healthy habits; Physical and mental health; Socio-emotional state	More than 4 years	once per semester; ones a week	Method	Teachers, management
13. Actionbound Digital Application	Lithuania	Kaunas	Teachers	Critical awareness on the use of technologies; Healthy habits; Physical and mental	4 years	When there is the need	Method, instrument	Teacher, social pedagogue

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
				health; Psychological resilience; Socio-emotional state				
14. Eduka Classroom in Gymnasium	Lithuania	Kaunas	Teachers	Managing digital demands; Teacher and student digital competences; Critical awareness on the use of technologies; Added value of technologies for academic achievements	10 years, after the COVID-19 pandemic	Every month; When there is the need	Method, training material	Teachers, students
15. Eduka Classroom in Primary School	Lithuania	Kaunas	Teachers	High quality digital pedagogy; Teacher and student digital competences; Critical awareness on the use of technologies;	4 years	When there is the need	Instrument	Teachers, parents

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
16. Lessons in Digital Well-being: AI and Emotional Balance	Lithuania	Kaunas	Teachers	Managing digital demands; High quality digital pedagogy; Teacher and student digital competences; Critical awareness on the use of technologies; Healthy habits; Psychological resilience; Physical and mental health; Socio-emotional state; Added value of technologies for academic achievements; Sustainable and high-quality EdTech selection	more than a year	When there is the need	Method, training material	Teachers, students
17. Story Time	Lithuania	Utena	Teachers	High quality digital pedagogy; Socio-emotional state; Sustainable	For several years	Every week	Instrument	Students

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
				and high-quality EdTech selection				
18. Wordwall Platform	Lithuania	Kaunas	Teachers	Managing digital demands; Critical awareness on the use of technologies; Healthy habits; Psychological resilience; Socio-emotional state	1 year	When there is the need	Method, instrument	Teachers
19. Workplace Exercise	Lithuania	Kaunas	Administration, teachers, staff	Healthy habits; Physical and mental health; Socio-emotional state	About three to four years	When there is the need	Method	Teachers, administration, staff
20. KU Leuven Healthy	Belgium	Leuven	Administration, transversal	Healthy habits; Psychological resilience; Physical and mental health; Socio-emotional state	2024	NA	Instrument, training material, other	Teachers, students, Management

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
21. Trainings, Workshops and Tutorials for Teachers and Students in Digital Competences	Romania	Timisoara	Administration, teachers	Teacher and student digital competences	Since around 25 years	Once per semester; When there is the need	Method and training material	Teachers, students, Management
22. Coexistence Commission	Spain	Barcelona	Teachers, students, parents	Managing digital demands; Critical awareness on the use of technologies; Critical awareness on the use of technologies; Physical and mental health	2025/26	Two meetings per month	A participatory method of decision-making	Educational community
23. Critical use of IAG n the UOC's Digital Competences Course	Spain	Barcelona	Teachers	Managing digital demands; Teacher and student digital competences; Critical awareness	Since Feb, 2023/24	Once per semester	Application of a resource and an online discussion	Students

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
				on the use of technologies			on the use of AIG in an online university	
24. App for Monitoring Students Well-being	Estonia	Tartu	Teachers, students	Healthy habits; Physical and mental health	4 years	When there is the need	Method and instrument	Students
25. Student Support Centre	Estonia	Tallinn	Administration	Physical and mental health; Socio-emotional state	5 years	When there is the need	Method and instrument	Students
26. Support E-learning	Estonia	Tallinn	Administration, teachers	High quality digital pedagogy	4 years	When there is the need	Method, instrument, training material	Teachers
27. Annie Advisor	Finland	Helsinki	Administration, teachers	Teacher and student digital competences; Critical awareness on the use of technologies; Healthy habits; Psychological	2021	When there is the need	Method, instrument	Students

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
				resilience; Physical and mental health; Socio-emotional state; Added value of technologies for academic achievements; Sustainable and high-quality EdTech selection				
28. AI Chatbot for Teaching Staff	Greece	Rafina, Eastern Attica	Teachers	Managing digital demands	1 year	When there is the need	Instrument	Teachers
29. Human-Centred Technology	Latvia	NA	Teachers	Teacher and student digital competences	11/02/2025 to 06/05/2025	once per academic year; Twice per week	Training material	Teachers
30. Media Coach Programme	Belgium	Brussels, Namur, Online	Teachers	High quality digital pedagogy	Since September 2023	once per academic year	Method and training material	Teachers

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
31. Digi.well	EU Level	NA	Teachers	Healthy habits	It will start in 2026	once per academic year	Method and instrument	Teachers
32. Digital Well-being	Malta	NA	Teachers	Managing digital demands	NA	once per semester	Other	Teachers
33. Logout	Slovenia	NA	Parents	Managing digital demands	NA	once per semester	Other	Students
34. SELFIE	EU Level	NA	Administration, students	Managing digital demands	NA	once per semester	Method, training material	Teachers, students, management
35. Promotion Online Protection	Malta	NA	Parents	Managing digital demands	NA	once per semester	Other	Teachers
36. SAFE.SI	Slovenia	NA	Parents	Managing digital demands	NA	once per semester	Other	Teachers, parents, children
37. Teaching with ICT	Greece	Ioannina	Teachers	Critical awareness on the use of technologies	Sep 1, 2022	Every month	Method and training material	Teachers

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
38. GreenTouch Digital Tool for EcoMind Development	Slovenia	Maribor	Students	Psychological resilience	7 weeks	once per semester	Training material	Students
39. Unplug. Play. Grow.	Malta	NA	Parents	Managing digital demands	Sep 1, 2025	once per semester	Other	Parents
40. AI Academy for Teachers	Lithuania	Kaunas	Administration, teachers	Managing digital demands; High quality digital pedagogy; Teacher and student digital competences; Critical awareness on the use of technologies; Healthy habits; Psychological resilience; Physical and mental health; Socio-emotional state; Added value of technologies for academic	NA	NA	Method and training material, Instrument	Teachers, Management

Name of practice	Country	Town	Responsible for practice application	The practice that is applied (Strategy)	How long is the practice applied?	How often is the practice applied?	What is it?	Who is it targeted at?
				achievements; Sustainable and high-quality EdTech selection				
41. Technology to Reflect Ideas	Lithuania	Tauragė	Administration, teachers, students, parents	Managing digital demands; High quality digital pedagogy; Teacher and student digital competences; Critical awareness on the use of technologies; Healthy habits; Physical and mental health; Socio-emotional state	several years	When there is the need	Method, Instrument, Training material	teachers, students, parents, managers

3. Best Practice Case Study Examples

3.1 Safer Internet Week

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ilona Tandzegolskienė-Bielaglovė, EDEN Digital Learning Europe, Estonia

Practice summary card

Title	
Safer Internet Week	Website: N.A.
Implemented by	
• Diana Škėmaitė • Kaunas Senamiestis Progymnasium, https://www.senamiestis.kaunas.lm.lt/ • Kaunas, Lithuania	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• Manage digital demands • Teacher and student digital competences • Critical awareness on the use of technologies • Healthy habits • Psychological resilience • Socio-emotional state • Added value of technologies for academic achievements	
Context	
• A school-level initiative in Lithuania based on national initiative and international initiative *Safer internet day* and *Safer Internet Week*.	
Description	
• It is a method and training material to promote safer use of the internet and digital technologies. • The main focus is on the appropriate use of technology.	
Challenges addressed	

• The practice addresses cognitive challenges related to digital competences, self-regulation needs, reduced attention, and personalisation of learning. • It prevents risks related to excessive and inappropriate use of digital technologies, including emotional fatigue, social stress, reduced motivation, anxiety, addiction, challenging behaviour, sleep quality, and posture issues.
Impact on digital well-being
• Students' awareness of regulating screen time is growing, and cooperation in solving problems is increasing. • Community in the virtual space is strengthening. • It contributes to the creation of a friendlier, more responsible digital environment.
Recommendations for practice sustainability
• Involvement a broader range of stakeholders in coordinating activities between schools • Providing information assistance to teachers, students, and members of the school's community

The practice Safer Internet Week is implemented in Lithuania, at a school in Kaunas providing education for students in grades 1–8. It is based on a global initiative that is also supported at the national and regional level.

Safer Internet Day is celebrated in February every year, with events and activities taking place throughout the entire month across Europe and around the world. Safer Internet Day or week has become an annual Lithuanian tradition as well. It is celebrated in many Lithuanian schools. (European Commission, n.d.-a).

Figure 10. *Presentation of a Global Initiative Safer Internet Day* (Draugiškas internetas. (n.d.). Safer Internet Day: Together for a better Internet... https://www.draugiskasinternetas.lt/saugesnio-interneto-diena/)

For example, in 2025, the Safer Internet Center in Lithuania's initiatives for Safer Internet Day were carried out in a decentralized manner - throughout February and early March, many different activities were organized for various groups of society. The main highlights were a creative competition for schools about Internet problems and the main event "Digital Wave" dedicated to digital literacy, critical thinking and artificial intelligence. Many Lithuanian schools participated in these initiatives. (European Commission, 2025).

The national initiative "Safer Internet Week" is integrated into this school educational activities as needed, considering current challenges for students and the community. At the school level the main focus of the Safer Internet week initiative is on managing digital demands, developing digital competences, promoting critical awareness on the use of technologies and healthy habits, fostering psychological resilience, maintaining socio-emotional state, and assessing the added value of technologies for learning outcomes. The school administration and teachers are responsible for implementing the practice, while the deputy for education coordinates and monitors its progress.

Safer Internet week initiative is defined as a method and training material designed to develop competences in the safe and responsible use of digital technologies. The practice is applied episodically, in response to the needs of the school community, and there is also participation in the national Safer Internet Week.

The practice is intended for both teachers and students. It is declared that the practice includes managing digital demands, ensuring digital competencies, monitoring the conscious use of technologies, developing healthy habits, fostering psychological resilience and improving socio-emotional state. It also emphasizes the assessment of the added value of applying digital technologies for learning achievements. Teachers and IT specialists conduct activities for students on topics of safe use of digital technologies. Activities include discussions, reflections, practical tasks and collaborative activities, and require technical equipment (computers, tablets), methodological materials, and access to educational platforms.

Positive impact for digital well-being

The case study example reveals that promoting safer use of the internet works as a preventive measure from emotional fatigue, social stress, reduced learning satisfaction, anxiety, addiction, challenging behaviour, sleep quality, and posture issues. The practice addresses context-specific factors such as information and knowledge overload and lack of capacity to choose appropriate IT solutions. It also reduces contextual and device-related factors, improving competencies in choosing appropriate IT solutions, the ability to manage information overload, operating in environments with inadequate infrastructure, data security issues, and the insecurity and vulnerability of EdTech solutions. These factors are

addressed in practice through awareness-raising and the application of principles of responsible technology use.

By implementing this practice, it is observed that students' awareness of regulating screen time is growing, and cooperation in solving problems is increasing. A positive change is that students reflect more during the educational process, and the community is becoming stronger in virtual environments. The Safe Internet Week practice contributes to the creation of a friendlier, more responsible digital environment, and the development of conscious consumers. The activities are adaptable to students of all ages, so the practice can be applied in all schools.

Improvement opportunities

Although the practice is based on a national initiative, a broader involvement of stakeholders is required. Municipalities may coordinate activities between schools, and encourage the sharing of good practices.

The preparation of methodological materials and an enabled cooperation network are important for the implementation of the practice, therefore various associations and non-governmental organizations could provide informational assistance to teachers, students, and members of the schools' community.

The integration of digital education into formal education, the improvement of teachers' digital competences, the development of a set of methodological tools for schools, the strengthening of intersectoral cooperation, and additional funding for preventive initiatives would allow for a more effective contribution to the development of safe technology usage habits and the enhancing of digital well-being.

3.2 Digital Entrepreneurship

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Rima Sinickė, National Agency for Education, Lithuania

Practice summary card

Title	
Digital Entrepreneurship	Website: https://www.vedliai.lt/skaitmeninis-verslumas
Implemented by	
• Algita Šablinskienė • Kaunas University of Technology Engineering Lyceum, https://www.inzinerijoslicejus.ktu.edu/ • Kaunas, Lithuania	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• Manage digital demands • High quality digital pedagogy • Teacher and student digital competences • Critical awareness on the use of technologies • Healthy habits • Psychological resilience • Physical and mental health • Socio-emotional state • Added value of technologies for academic achievements • Sustainable and high-quality EdTech selection	
Context	
• The Digital Entrepreneurship Education Program is being implemented as part of a joint project between the education and training program Vedliai and Junior Achievement Lithuania (LJA), which developed the first digital entrepreneurship teaching methodology in Lithuania. • It is applied by school teachers in selected schools in Lithuania every year from 2023. • This selected school KTU Engineering Lyceum participated in the program in 2023.	
Description	
• The Digital Entrepreneurship Education Program is a method and training material to strengthen students' practical entrepreneurial, economic, and digital literacy skills.	
Challenges addressed	
The practice addresses: • Cognitive challenges (personalisation of learning (for teachers), digital competences, and autonomy skills shortage)	

• Socio-emotional challenges (inter-personal conflicts, feeling board, not motivated or disinterested) • Psychological challenges (feeling bad and being afraid of cybersecurity, challenging behaviour, excessive use of technologies, multitasking)
Impact on digital well-being
• The Digital Entrepreneurship Education Program promoted not only technological solutions, but also social responsibility.
Recommendations for practice sustainability
• A separate entrepreneurship class would be ideal, but integrated lessons are also possible.

The Digital Entrepreneurship Education Program is being implemented as part of a joint project between the education and training program Vedliai and Junior Achievement Lithuania (LJA), which developed the first digital entrepreneurship teaching methodology in Lithuania. Thirteen teams from Lithuanian schools participated in the first Digital Entrepreneurship Education Program in 2023. Vedliai and Junior Achievement Lithuania (LJA) developed the new methodology together with teachers from the 13 schools participating in the program. During a one-day training session, they were introduced to the main principles of the methodology and offered suggestions for improving the program. Later, teachers continued their work in classrooms using not only the new methodology, but also remote consultations. At the end of the program, students presented their business visions, created with the help of the digital entrepreneurship teaching methodology.

The program, initiated by the Ministry of Economy and Innovation together with the Innovation Agency, brought integrated, relevant, creative computer science and entrepreneurship lessons to Lithuanian school classrooms for students in grades 5-8. The program aims to provide students with not only the necessary technical skills, but also a critical awareness of how digital technologies can change and improve various areas.

The program is conducted every year, selecting Lithuanian schools to participate in it. Teacher experts who participated in the previous year are also invited to participate in the program. Kaunas University of Technology Engineering Lyceum teachers and students began participating from the first year of the program's implementation, i.e. from 2023.

The Digital Entrepreneurship Education Program is a method and training material to provide students with the knowledge and skills of modern digital entrepreneurship. During the program, students strengthen their practical entrepreneurial, economic, and digital literacy skills: they create educational student companies, learn how modern digital products can be created, and learn cooperation, critical thinking, self-confidence, and creativity. The aim of the program is to encourage students to be not only consumers but

also creators of new products, services, and solutions that have a positive impact in various areas.

Figure 11. *Website Extract of the Content of Digital Entrepreneurship Education Program in 2025* (Skaitmeninis verslumas 2025: Programos pristatymas, 2025-04-16, https://vedliai.notion.site/ARCHYVAS-1ecdd0bbebe2807392b6c0e346677b31)

The school team usually consists of two teachers: the first is an IT teacher, and the second is a technology/economics and entrepreneurship or other subject teacher.

This program has been implemented in one of the school's units for three years. Currently, the program is implemented by one teacher who teaches several different subjects, including computer science and entrepreneurship. The program is implemented periodically, every month, and at the end of the program, students present their digital business ideas.

This practice is intended for teachers, as it requires integration of different subjects, for managers, as their support is needed, and for students, who are direct beneficiaries, receiving practical knowledge of digital entrepreneurship and digital literacy.

The teacher notes that the practice is addressed to any strategy for creating digital well-being. This indicates a broad understanding of the practice, where one initiative is seen as potentially contributing to multiple aspects of digital well-being. This attribution is likely related to the fact that during the program, students are encouraged to creatively solve

various problems relevant to them using technology, and different cognitive, socio-emotional and contextual challenges may be addressed during the practice.

Positive impact or digital well-being

The practice addresses cognitive challenges related to teaching and learning processes. First, it addresses challenges associated with the personalisation of learning for teachers. When implementing this program, students themselves choose problems that are relevant to them and look for solutions using technology. Teachers provide targeted consultations on how to find and implement solutions to the problems chosen by students. In addition, the practice addresses challenges related to digital competences, as learners use digital technologies purposefully to explore, develop, and present their digital business idea and product prototype. This practice fosters learner autonomy by requiring students to collaboratively plan, develop, and deliver a self-initiated prototype of a digital business product, taking extra time and implementing tasks that go beyond regular classroom activities.

From the interview with teacher:

"As I mentioned, challenges related to digital literacy and social responsibility. This is not, for example, passive use of technology. The program aims to inspire students to become creators who boldly generate and implement their ideas. Then, by taking advantage of the possibilities offered by digital tools. Entrepreneurship skills are actually improved through practice, as are practical skills in entrepreneurship, economics, and digital literacy, because everything is closely related."

The Digital Entrepreneurship Education Program also addresses several socio-emotional challenges. It encourages students to collaborate in developing shared digital business products, and therefore contributes to reducing interpersonal conflicts. It also prevents feeling bored, not motivated or disinterested.

During the program, creative and collaborative digital business product development allows students to acquire the necessary digital literacy skills, financial literacy, teamwork, and self-confidence. The digital competencies acquired contribute to reducing psychological challenges related to feeling unsafe or anxious in digital environments, including concerns about cybersecurity. It also addresses the person-specific factors related to excessive use of technologies and multitasking. By engaging students in structured, guided use of digital technologies while developing a digital product, the practice creates a safer learning context in which digital tools are used purposefully rather than excessively.

The practice addresses several contextual factors that influence digital well-being. Collaborative work allows students from different socio-cultural backgrounds to work together. Improving digital competencies allows students to critically select and justify the digital tools used for their projects. This process also helps mitigate information and knowledge overload.

By providing structured methodology, learning material and consultation from experts to teachers, the Digital Entrepreneurship Education Program contributes to reducing the lack of support systems for teachers. Thus, teachers become competent in providing support to their students in the projects they are carrying out. The program also contributes to reducing the digital divide.

With regard to device-related factors, the practice addresses challenges associated with inadequate EdTech solutions. It emphasises pedagogically meaningful use of available technologies.

The Digital Entrepreneurship Education Program promoted not only technological solutions, but also social responsibility. The teams created prototypes focused on everyday problems, ranging from financial literacy to ecology. Students learn not only to create, but they also understand their place in society. The teacher noticed that students learned the most important skills for the modern world, such as critical thinking, problem solving, and teamwork. By incorporating entrepreneurship education into the daily school process, students have the opportunity not only to try out real-life scenarios, but also to experience how their ideas can be transformed into practical solutions that benefit society.

Improvement opportunities

A separate entrepreneurship class would be ideal, but integrated lessons are also possible. It has been noted that it is difficult to integrate the digital entrepreneurship program into existing subjects, as inevitably some parts of the program will suffer.

> From the interview with teacher:
>
> *"This project encourages students to dream big, but also prepares them to contribute effectively to the creation of the country's innovation ecosystem, laying a solid foundation for future leaders in technology and entrepreneurship."*

3.3 Computer Lessons Management System and the Networking of Teachers in Informatics

Airina Volungevičienė, Vytautas Magnus University, Lithuania
Rima Sinickė, National Agency for Education, Lithuania

Practice summary card

Title	
Computer Lessons Management System and the Networking of Teachers in Informatics	Website: http://irmita.net
Implemented by	
• Irma Stasiukaitienė • Anykščiai Antanas Baranauskas basic school, https://anyksciubaranausko.lt/ • Anykščiai, Lithuania	
Type of practice	
• A method • An instrument • A training material	
Digital well-being strategy addressed	
• High quality digital pedagogy • Teacher and student digital competences • Healthy habits	
Context	
• The practice is implemented by the initiative of the teacher of informatics who is taking the lead to introduce digital well-being methods for her own classes, but also shares her practice and resources with other IT teachers at her school, as well as openly with other IT teachers in the country.	
Description	
• The learning materials are uploaded to the teachers' subject websites and are updated throughout the year as needed. • Student classes (subgroups) have their own Padlet boards protected by group passwords. On these boards, students share their practical work, give and receive feedback, get assignments, and write reflections.	

- Classroom activities are managed by teachers using Veyon, a free and open-source software that allows them to monitor and control only their own classroom computers over the network.
- Classroom agreements and rules are followed with discipline.
- During lessons, students are allowed to use anti-stress toys at their desks. Practical tasks are done while relaxing background music is played (older students are allowed to use headphones and listen to their own music).

Challenges addressed

The practice addresses:

- cognitive challenges (reduced attention, educational gaps, digital competences of teachers and students, shortage of autonomous learning skills, as well as self-regulated learning needs)
- socio-emotional challenges (emotional fatigue, inter-personal conflicts, the feeling of belonging to social groups, the feeling of being disinterested)
- psychological challenges (offtask behaviour, challenging behaviour, irresponsible use of technologies, multitasking, over-reliance on technologies)

Impact on digital well-being

- Students' growing responsibility for the digital content they create and share Ability to use applied software outside the school environment
- Development of critical and logical thinking (solving algorithms or personal social problems through logical steps)

Recommendations for practice sustainability

To continue and spread this practice, a variety of human, technological, discipline in the classroom and practice related resources are needed, like:

- having a teacher assistant has proven to be a very effective solution (at least during the first year; later this need usually disappears)
- the goal is to have a unified system of digital spaces where information is stored and shared
- consistent adherence to rules and their proper application
- still being improved and adapted to each teacher's personal abilities, so the main recommendation concerns the possibilities of using different tools

The senior teacher of Informatics Irma Stasiukaitienė currently working at A.Baranauskas basic school established the website http://irmita.net with the aim to prepare a collection of tasks for the informatics by her colleagues and herself with the purpose to facilitate formal curricular and management of informatics classroom activities in the context of school curricular changes.

The Computer Lessons Management System provides collaborative resources for teachers of informatics:

- practical online laboratories
- schematic and systematic presentation of national project curricular for Informatics
- syllabuses for the classroom for the academic year
- training opportunities for school teachers of informatics
- A variety of applications and programs validated for learning informatics
- Extra-curricular activities for school students
- Resources for classroom activities classified according to the level and school year

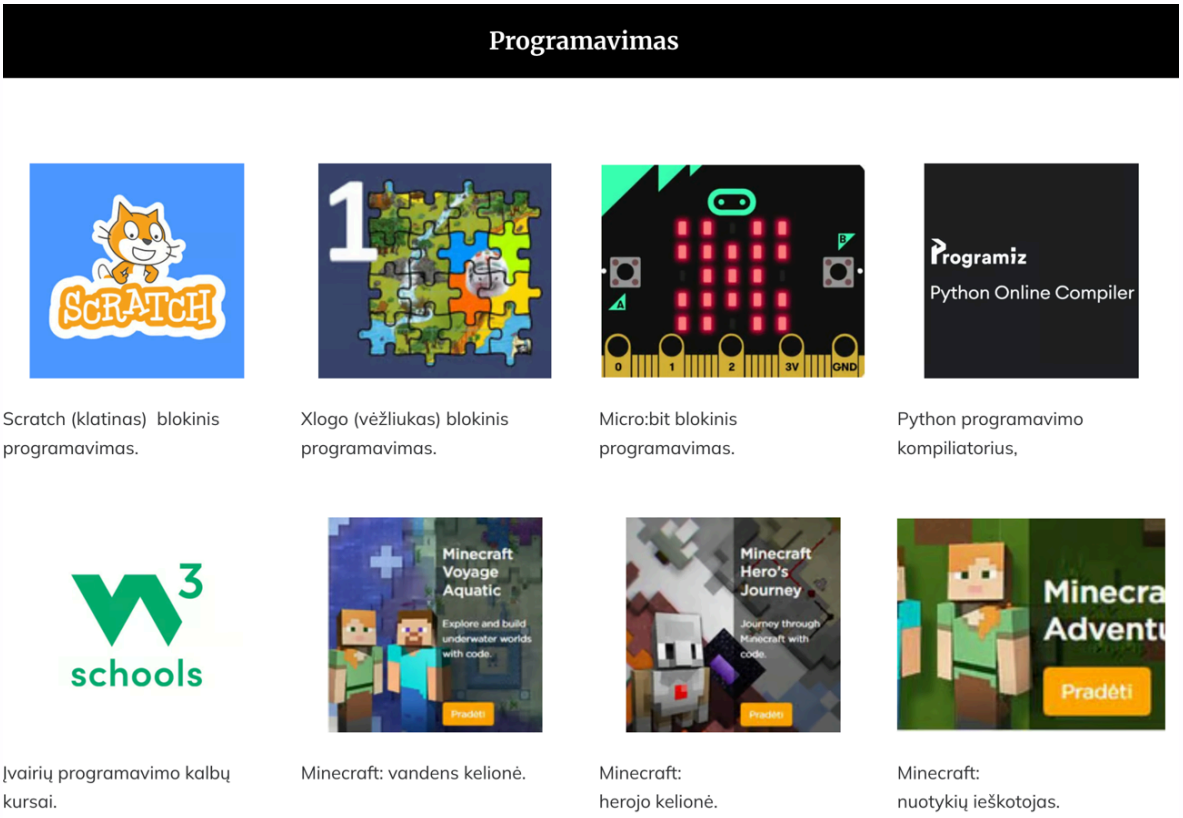

Figure 12. *Website Extract of Apps and Programs Shared by Teachers of Informatics* (IRMITA website, 2025, https://www.irmita.net/)

Figure 13. *Website Extract with Resources for teaching of Informatics for Primary Education* (IRMITA website, 2025, http://irmita.net)

Positive impact for digital well-being

The initiative was started not with the didactics of informatics, but with the dialogue between the teacher and the students in the classroom. First, the teachers identified the challenges that were experienced by the students, the ways how to present the tasks in informatics in the way that the teachers and the students understand it, perceive the expected results and behaviour in the classroom and the rules, as well as agreements made for the collaborative work in the classroom of informatics.

The colleagues working in the same geographical region decided to unite their resources in one place so that the system supports teachers, not only students, with a consistent and clear way forward. Teachers say that the feedback received from the colleagues encourages the practice because it improves clarity, understanding, and brings satisfaction of teachers and students because of common agreements and rules in the class.

From the interview:

"I wanted to compile the resources collaboratively with the teachers of Informatics in one place in order to manage the classroom. The website allows us to take control over the classroom management and students are

happy with that, because they do not read textbooks now in our classes, but they work and learn from the resources provided in the website."

The management system allows teachers not only to create and share resources, but also to collaborate, exchange students, and work in the network.

From the interview:

"Individual consultation for teachers of informatics works well when they start using the website. Other colleagues work in parallel and they use the same resources and the same topics so that we even exchange classes and collaborate in this way. For example, a couple of weeks students work with resources for the topic, and then we exchange and the students work for projects in informatics. In this way, teachers focus and specialise on one method rather than on both at the same time."

Improvement opportunities

The teacher recommends improvements for Informatics, for example, including Python in addition to C++, and allowing its use in final examinations rather than limiting assessment exclusively to C++. The teacher recommends meeting better the needs of students, providing the resources following their preferences and meeting the learning challenges step by step. The teachers suggest that the examination of students is organized in the same or similar way the students learn. This would bring less stress to students.

Teachers should be given more decision power and autonomy, because the teachers are more effective in managing the classroom when they are trusted and given the freedom to choose approaches that best support students' learning. Teachers should better control the amount of topics, resources and time dedicated for student learning.

From the interview:

"I know what my students have to learn, I know the curricular provided by the ministry, but sometimes we need to go back and remind students of some things from the past. There are learning gaps that we need to fill in. Therefore, we adjust to the new curricular but need flexibility and freedom to work how we see best. Technologies are in change, new curricular is not representing neuroscience recommendations, and sometimes we need to compensate that. So, we need flexibility for our work…. It is better to learn the principle, rather than apply the template and stop thinking. The new curricular sometimes requests template applications without thinking".

3.4 Smart and Creative Practices in Education: eTwinning + Code Week

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Rima Sinickė, National Agency for Education, Lithuania

Practice summary card

Title	
Smart and Creative Practices in Education: eTwinning + Code Week	Website: https://codeweek.eu/view/1301372/steminarium-a-living-stem-lab-in-nature https://codeweek.eu/view/1349876/young-eco-coders https://codeweek.eu/view/1286444/code4summer-gamtos-tyrejo-kodas
Implemented by	
• Diana Bazevičienė • Jonava Kindergarten "Bitutė", https://www.bitute.jonava.lm.lt/ • Jonava, Lithuania	
Type of practice	
• A method • An instrument	
Digital well-being strategy addressed	
• Managing digital demands • High quality digital pedagogy • Teacher and student digital competences • Critical awareness on the use of technologies • Added value of technologies for academic achievements	
Context	
• This practice is supported by the European Commission's initiatives eTwinning and EU Code Week, and aligned with the DigCompEdu framework for teachers' digital competences and digital well-being. • The practice is implemented by teachers and students from different countries, collaborating as international eTwinning partners.	
Description	
• During the Code Week and eTwinning projects, students engage in creative coding and decoding challenges that develop logic, problem-solving, and teamwork. • It promotes balanced digital learning through play.	

Challenges addressed
The practice addresses: • cognitive challenges (reduced attention, personalisation of learning (or teachers), digital competences of teachers and students, as well as shortage of autonomous learning skills) • psychological challenges (feeling bad and being afraid of cybersecurity) • physical and mental health challenges (addiction and challenging behaviour)
Impact on digital well-being
• This practice promotes creative and engaging activities that encourage children's interest in coding and digital literacy from an early age. • It was observed the increased student engagement, curiosity, and self-confidence, as well as improved teamwork and digital creativity skills.
Recommendations for practice sustainability
• eTwinning, Code Week, and other EU initiatives should be introduced during teacher training programs.

This practice Smart and Creative Practices in Education: eTwinning + Code Week is based on the principles of constructivist and experiential learning, supported by the European Commission's initiatives eTwinning and EU Code Week, and aligned with the DigCompEdu framework for teachers' digital competences and digital well-being.

EU Code Week is a dynamic grassroots movement that empowers people of all ages to explore coding, creativity, and problem-solving. It is a continuous initiative, with thousands of activities taking place throughout the year in Europe and beyond. The two-week event each October is the culmination of these efforts — a celebration of a community-driven push to make coding, digital creativity and STEM education accessible to all. (European Commission, n.d.-b).

Teachers play a key role in introducing students to coding, organising events, and sparking creativity in the classroom. With ready-made resources and support from the Code Week community, educators can easily bring coding into any subject, and help learners gain vital digital skills in a fun and inclusive way.

Code Week activities are integrated as part of eTwinning projects, enriching them with digital creativity, coding experiences, and collaborative learning opportunities.

The practice is a method and instrument, implemented by teachers and students from different countries, collaborating as international eTwinning partners. Teachers plan, coordinate, and guide the activities, while students actively participate in creative, exploratory, and coding tasks, sharing ideas and co-creating results.

Description:

As part of the **Young Eco-Coders** initiative, children will take part in an exciting **coding and decoding activity** inspired by nature and sustainability.
Project partners from different countries have **encoded letters using unique environmental symbols** — a water drop, the sun, leaves, and more. Each symbol represents a **hidden letter**.

During the activity, students will:

Observe the symbols carefully;
Try to **decode** which letter each symbol represents;
Write the correct letters in the boxes;
Finally, **read the secret eco-message** we are sending to all our project friends across Europe!

This playful task helps children develop **logical thinking, pattern recognition, and collaboration skills**, while also strengthening their awareness of **environmental protection** and the idea that **coding is a universal language** connecting us all.

Figure 14. *Website Extract Presenting the Activity Description* (Code Week website, 2025, https://codeweek.eu/)

During Code Week and eTwinning projects, students engage in creative coding and decoding challenges that develop logic, problem-solving, and teamwork. Activities like "*Cosmic Coordinates*" and "*Young Eco-Coders*" encourage curiosity, collaboration, and balanced digital learning through play and creativity.

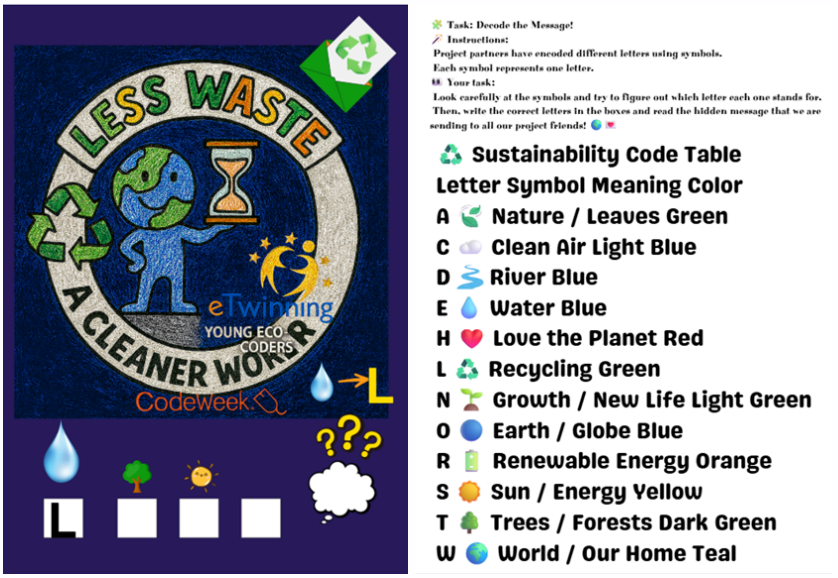

Figure 15. *Examples of Activities: Young Eco-Coders* (Code Week website, 2025, https://codeweek.eu/)

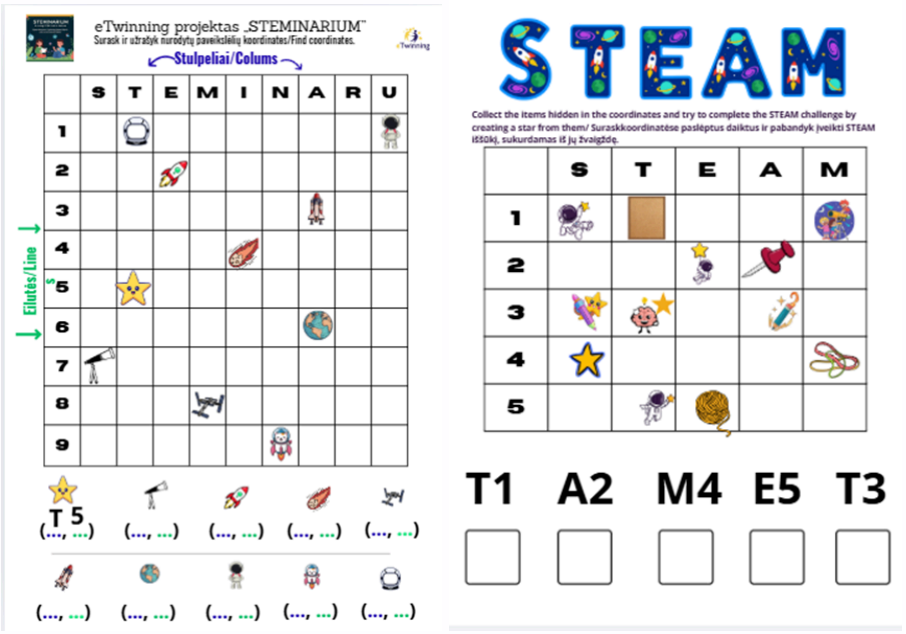

Figure 16. *Examples of Activities: Steminarium* (CodeWeek website, 2025, https://codeweek.eu/view/1301372/steminarium-a-living-stem-lab-in-nature)

Positive impact for digital well-being

Through Code Week and eTwinning projects in pre-primary education, the practice addresses multiple digital well-being strategies by managing digital demands, supporting high-quality digital learning, developing digital competences of teachers and learners, fostering critical awareness of balanced technology use, and linking digital activities to educational value and integrity.

The core aim of the practice is to promote balanced use of digital technologies through play-based activities that foster children's curiosity and creativity. Digital tools are introduced as supportive means for exploration, experimentation, and creative expression rather than as an end in themselves, ensuring that technology use remains purposeful, age-appropriate, and integrated into meaningful learning experiences.

From the interview with teacher:

"My team and I strive to develop these digital tools and activities in such a way that they enable children and educators to become not just observers of some program activity video material, but creators, so that we can use these digital tools to solve real problems, achieve goals, and perhaps create a joint product."

This practice promotes creative and engaging activities that encourage children's interest in coding and digital literacy from an early age. By integrating computational thinking into

the learning process, students learn to create, explore, and solve problems, while teachers develop professionally, share experiences, and collaborate internationally through *eTwinning* and *Code Week* initiatives.

From the interview with teacher:

"If we use digital tools purposefully, as I mentioned, right? At least for my students, it is very motivating. A new, tested program, the final product of which we can share with partners from other countries, showing children's drawings and images brought to life with the program, adding sound to their drawings, trying out another program—all of this also motivates children immensely. It encourages parents to join in and enjoy their child's success in discovering something new. It has also led us to use it responsibly, so that we don't just sit and blindly watch or follow something, but see what we can do with it that is useful. "

During the practice implementation it was observed increased student engagement, curiosity, and self-confidence, as well as improved teamwork and digital creativity skills. This practice effectively combines technology, creativity, and collaboration, fostering both students' and teachers' digital well-being and innovative approach to learning.

Improvement opportunities

The practice requires safe digital tools, adequate infrastructure, teacher training in digital competences, pedagogical support, and international collaboration. These resources help respond to learners' needs in time, support emotional balance, and promote digital well-being in education.

Ensuring access to safe and age-appropriate digital tools, along with adequate infrastructure, would support more consistent and reliable implementation of the practice across different settings. In addition, targeted teacher training in digital competences and ongoing pedagogical support enhance teachers' capacity to guide playful, curiosity-driven use of technologies while responding more effectively to learners' emotional and developmental needs. International collaboration, such as through joint projects, provides opportunities to share experiences.

Further development of the practice could be supported by involving education stakeholders who are open to innovation and strengthening collaboration – teachers, students, school leaders.

It is important that eTwinning, Code Week, and other EU initiatives are introduced during teacher training programs. This would help future educators become familiar with

innovative digital teaching methods, international collaboration, and the principles of digital well-being from the very beginning of their studies.

3.5 Teaching Gifted Students

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Rima Sinickė, National Agency for Education, Lithuania

Practice summary card

Title	
Teaching Gifted Students	Website: https://www.nsa.smsm.lt/ugdymo-departamentas/ugdymas-ir-prevencija/istekliu-bankas/
Implemented by	
• Sonata Vaičiakauskienė • Vilnius Abraomas Kulvietis Classical Gymnasium, https://kulviecio.vilnius.lm.lt/ • Vilnius, Lithuania	
Type of practice	
• A training material	
Digital well-being strategy addressed	
• Managing digital demands • High quality digital pedagogy • Teacher and student digital competences • Added value of technologies for academic achievements • Sustainable and high quality EdTech selection	
Context	
• This practice meets learning needs of gifted students and it is applied by one Lithuanian gymnasium. • The prepared learning material is available for all Lithuanian schools.	
Description	
• It is an additional digital learning material for students with high learning potential. • It is used by teachers and students when there is a need.	
Challenges addressed	
• The practice addresses cognitive, socio-emotional, physical and mental health challenges related to teaching and learning of gifted students, including personalisation of learning (for teachers), digital competences, and challenging behaviour.	
Impact on digital well-being	
• Digital materials are used as additional learning resources for students with high learning potential, addressing their educational needs.	

Recommendations for practice sustainability
• The teacher needs to have some experience in working with gifted students. • Create opportunities to work with digital resources in the teaching and learning process

Based on the established methodology (Girdzijauskienė et al., 2018), after selecting students with high learning potential at school, they should be offered modules in Lithuanian language, mathematics, natural sciences, or other activities to deepen and expand their knowledge. Special modules in mathematics, Lithuanian language, and natural sciences have been developed for the education of students with higher abilities. The topics of the modules have been selected in accordance with the general programs, focusing on deeper understanding and the development of existing knowledge and skills. The modules have been tested in 30 schools (Nacionalinė švietimo agentūra, 2025).

The practice is a learning material for teachers and students. Digital materials are used as additional learning resources for students with high learning potential, addressing their educational needs.

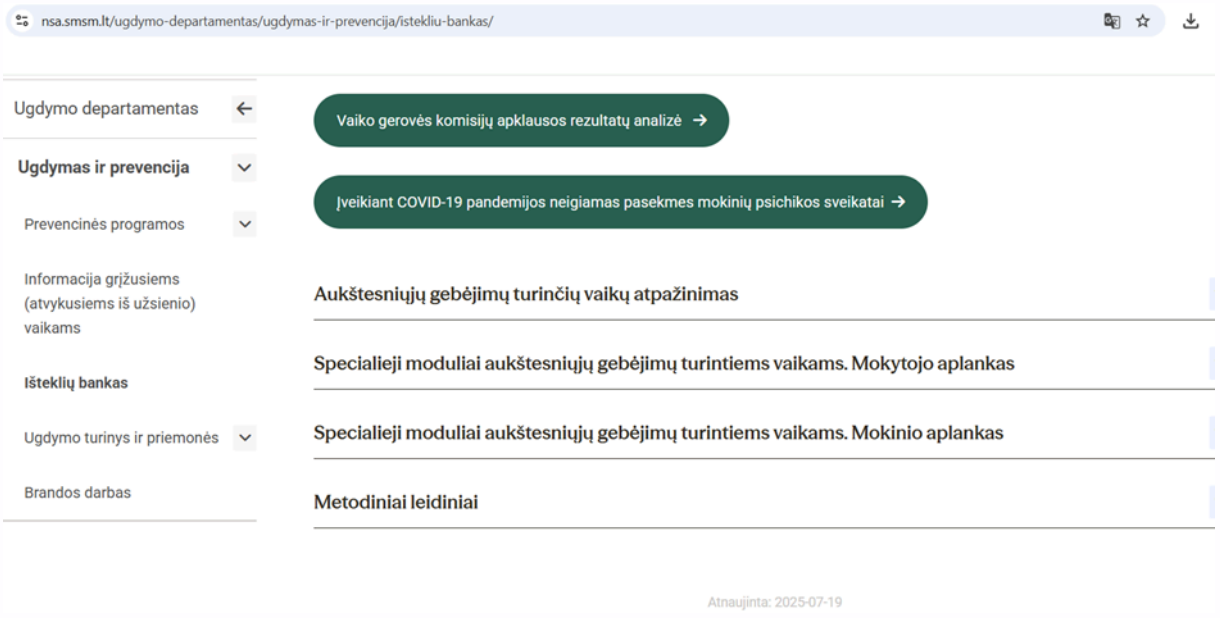

Figure 17. *Examples of Recourse Bank for Teaching and Learning Gifted Students* (NAE website, 2025, https://www.nsa.smsm.lt/ugdymo-departamentas/ugdymas-ir-prevencija/istekliu-bankas/)

Positive impact for digital well-being

The practice addresses cognitive, socio-emotional, physical and mental health and contextual challenges related to teaching and learning of gifted students, including

personalisation of learning (for teachers), digital competences, challenging behaviour, multitasking and lack of support system to teachers and students.

By providing structured, high-quality digital content for gifted students, the practice contributes to managing digital demands and maintenance of high-quality digital learning and teaching practices. Technology use remains purposeful and aligned with learners' cognitive capacities rather than excessive or fragmented. Digital technologies are used to extend learning opportunities, encourage deeper engagement with subject content, and enhance academic achievement and integrity. In addition, both teachers and students develop digital competences. Sustainable and pedagogically aligned EdTech solutions are promoted.

The use of digital materials as supplementary learning resources supports the educational needs of students with high learning potential. This contributes to learners' academic amd digital well-being by ensuring that digital technologies are used purposefully to extend learning experience.

Improvement opportunities

Students with high learning potential should be supported in every school, but the teacher needs to have some experience in working with gifted students. The main direction for improving practice could be to create opportunities to work with digital resources in the teaching and learning process.

3.6 Learning Material based on Universal Design Website Accessibility Guidelines

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Edita Norvaišienė, Lithuanian Educational Centre for the Deaf and Hard of Hearing, Lithuania

Practice summary card

Title	
Learning Material based on Universal Design Website Accessibility Guidelines	Website: Emokykla.lt
Implemented by	
• Edita Norvaišienė • Center for Education of Deaf and Hard of Hearing of Lithuania, www.deafcenter.lt • Vilnius, Lithuania	

Type of practice
• A training material
Digital well-being strategy addressed
• High quality digital pedagogy
Context
• Developed in accordance with universal design principles and WCAG 2.1 requirements. • Applicable at the primary education level at a public educational institution in Lithuania. • Developed under a national project.
Description
• Digital learning materials adapted for students with hearing impairments and special educational needs (SEN). • Easy to read, content in sign language.
Challenges addressed
• A preventive measure against challenges related to reduced cognitive capacity, learning gaps, personalization of learning (for teachers), reduced motivation to learn, and self-confidence.
Impact on digital well-being
• Better academic achievements • Fostering linguistic identity • Promoting the inclusion of students with SEN • Increasing student self-confidence
Recommendations for practice sustainability
• More digital tasks and texts translated into sign language • Greater publicity for best practices • Involvement and support from other national stakeholders

In 2022-2024, as a part of the project "Digital Transformation of Education (EdTech)", which was aimed at promoting the implementation of digital technology-based educational innovations in the education sector, digital learning materials for schoolchildren with hearing impairments were developed in Lithuania. The digital learning materials are based on universal design principles and WCAG 2.1 requirements (web content accessibility guidelines) and are published on the national platform emokykla.lt.

This digital education practice is defined as an initiative for the development and application of engaging educational materials for the education of primary school pupils. Digital tools for primary school pupils (Nature Studies, Social Studies) have versions of tasks that are adapted to pupils with special educational needs, are written in easy-to-understand language, and some of the texts are translated into sign language (see

fig. 18) From 2024-2025, the digital tools developed will be used by primary school teachers working with primary school pupils with hearing impairments. In order to maintain high-quality digital teaching and learning practices, the digital tools developed are used periodically, on a monthly basis.

Figure 18. *Example of Learning Material based on Universal Design Website Accessibility Guidelines* (Emokykla website, 2025, https://emokykla.lt/)

The digital learning resources that have been developed are intended for both teachers and students and are linked to ensuring inclusive education.

Positive impact for digital well-being

The accessible, easy-to-understand digital tasks, translated into sign language, help address the cognitive, socio-emotional, and contextual challenges faced by students with hearing impairments: reduced cognitive abilities, learning gaps, reduced motivation to learn, and reduced self-confidence. Adapted digital tasks reduce the digital divide and increase students' self-confidence. It is easier for teachers working with such students to personalise tasks. This practice is related to digital well-being because it contributes to reducing contextual factors: engaging tasks reduce socio-cultural differences and the digital divide and contribute to the development of a support system for teachers.

The impact of digital learning materials on digital well-being has been observed, expressed in better learning outcomes, greater motivation, and a stronger sense of inclusion. Students feel better when they receive teaching materials that match their abilities and needs; they find it easier to understand the learning content, learn better, and feel more confident.

From the interview with school specialist:

" If a student in the early grades receives learning material that is comprehensible and understandable to them, their anxiety and self-isolation automatically decrease, while their motivation and desire to go to school and participate in the learning process increase, which is certainly important for the child's mental well-being and state of mental health."

Tasks presented in sign language also foster linguistic identity.

From the interview with school specialist:

"There is no written form of sign language, so this digital learning material is a window for children to receive a full education in sign language.

It is very important for deaf children to see learning material presented in sign language. This motivates them to learn both the subject and sign language. This is also very important because not all deaf children come to primary school with an excellent knowledge of sign language. "

Improvement opportunities

Universally designed digital learning materials contribute to digital well-being by increasing the inclusion of students with hearing impairments and reducing the digital divide. They can be used in all schools that educate students with special educational needs, but there is a need for more active dissemination of good practices. There is still a lack of digital learning tools that are properly adapted and translated into sign language.

From the interview with school specialist:

" Conduct pedagogical and psychological assessments of children with hearing impairments in cities across the country. And we can clearly see whether schools or pedagogical psychological services are aware of the educational resources and learning resources that have been developed, and very often they simply do not know about them. More in-depth publicity, more targeted publicity, for example through certain groups, groups of subject teachers, would be a huge plus. "

It is noted that policymakers (the Ministry of Education, Science and Sport, the National Education Agency) could actively participate in publicising this practice and ensuring the continuity of the work.

3.7 Grounding Practices and Sensory Exercises

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Daiva Urmonienė,Lithuanian Association of Distance and e-Learning (LieDM), Lithuania

Practice summary card

Title	
Grounding Practices and Sensory Exercises	Website: N.A.
Implemented by	
• Ieva Malukienė • KTU Vaižgantas Progymnasium, https://www.ktuprogimnazija.lt/ • Kaunas, Lithuania	
Type of practice	
• A method	
Digital well-being strategy addressed	
• Socio-emotional state • Psychological resilience	
Context	
• A method based on forest therapy, implemented as a pilot project in one classroom of a Lithuanian school in Kaunas.	
Description	
• An innovative practice designed to enhance socio-emotional state and foster psychological resilience. • The practice is applied once a week, when there is the need.	
Challenges addressed	
• The main focus is on socio-emotional, psychological, physical and mental health challenges. The practice also addresses cognitive challenges related to reduced attention and self-regulation needs.	
Impact on digital well-being	
• It is observed to have positive changes in students' emotional status.	
Recommendations for practice sustainability	
• Policymakers should pay more attention to emotional health.	

Grounding practices and sensory exercises are elements of forest therapy. Forest therapy (Japanese: "Shinrin-yoku") is a wellness practice widely used in various countries around the world and is coming to Lithuania. This practice is implemented by developing a pilot project at the school called "Forest Class", which uses the forest therapy method. The project was

launched in September 2025 and includes the following key elements: grounding, sensory exercises, conscious outdoor exploration, sensory activation, and reflection.

Grounding practice is an imaginative exercise in which students are transported to nature and, by applying mindfulness skills, can calm down, reduce stress, focus on the present, increase self-esteem, and cultivate creativity. Sensory exercises help focus attention on a specific sensation, thereby balancing the nervous system. Classes take place in the classroom, yard, or forest. They develop emotional intelligence, empathy, self-reflection, and strengthen learning motivation and academic achievement.

This is a method used by a teacher once a week during a lesson in a fifth-grade class. Students can apply the elements of the practice they have learned when they need to. The practice is aimed to enhance socio-emotional state and foster psychological resilience. The main target group of the practice is students.

Positive impact for digital well-being

Although this practice is not directly related to digital well-being, it helps to overcome the challenges of digital well-being. The focus is on social-emotional, psychological, physical and mental health challenges. It helps to prevent emotional fatigue, inter-personal conflicts, social stress, anxiety, reduced learning motivation, challenging behaviour and sleep quality. The practice also addresses cognitive challenges related to reduced attention and self-regulation needs.

The practice reduces personal and context specific factors related to irresponsible use of technologies, excessive use of technologies for both personal and learning and teaching reasons, and overload of information and knowledge.

> From the interview with teacher:
>
> "What does this practice achieve? The child discovers ways to deal with their emotional instability when they experience very strong emotions, or very low emotions, such as fatigue or sadness about relationships with friends. Most often, they know one way to calm those emotions. That is to grab a screen. And then they get other tools. This also reduces screen use somewhat."

The positive changes were that children become calmer, their attention is less distracted after practice, creativity appears, children are able to express emotions more clearly, understand them better, organize their thoughts more smoothly, and are able to find creative ways to express ideas.

Improvement opportunities

It is an innovative practice at school in Lithuania. For successful practice implementation human - teachers must be trained and able to carry out such practices with the class, and the administration must be open to positive change and new tools. In addition to developing emotional skills, to achieve high academic abilities, schools should therefore pay more attention to improving practical emotional literacy skills.

The involvement of the ministry can help spread the practice to all Lithuanian schools. It should be noted that first of all, education policymakers should familiarize themselves with the practice not on a theoretical, but on a practical level and monitor its impact. Second, there is currently a significant lack of specific, effective measures to improve emotional health in Lithuania. Grounding practices and sensory exercises help to solve this problem.

3.8 Project-based Learning on e-learning Platforms

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Daiva Urmonienė,Lithuanian Association of Distance and e-Learning (LieDM), Lithuania

Practice summary card

Title	
Project-based Learning on E-learning Platforms	Website: Promo-projektas.lt
Implemented by	
• Julija Melnikova • Klaipėda university, https://www.ku.lt • Klaipėda, Lithuania	
Type of practice	
• A method • An instrument • A teaching material	
Digital well-being strategy addressed	
• Managing digital demands • High quality digital pedagogy • Teacher and student digital competences • Critical awareness on the use of technologies	

• Added value of technologies for academic achievements • Sustainable and high quality EdTech selection
Context
• An innovative didactic practice that integrates digital learning platforms. • The practice is currently being developed through a project at one Lithuanian university, in Klaipėda
Description
• It is classified as a method, an instrument and training material for digital education that helps managing digital demands, ensuring high quality digital pedagogy and teachers and students' digital competences, monitoring awareness on the use of technologies, assessing added value of technologies for learning outcomes, and selecting sustainable and high quality EdTech solutions. • The practice is applied, when there is a need.
Challenges addressed
• The practice addresses cognitive challenges related to educational gaps, personalisation of learning, hybrid teaching, digital competences, autonomy skills shortage, and self-regulation needs. It prevents students from feeling bored, not motivated or disinterested.
Impact on digital well-being
• It is observed to have increased students' engagement and motivation, improved self-regulation, reflection and digital collaboration competences. • Teachers are more confident in using technology and are able to integrate it into the PBL process.
Recommendations for practice sustainability
• Broader international and interinstitutional partnership

This case study example presents the Problem-based learning on e-learning platforms practice for schools that is developed at the Department of Pedagogy, Edutech Steam Laboratory of Klaipėda University in Lithuania.

Project-Based Learning (PBL) is an innovative didactic practice that integrates digital learning platforms (e.g., LearnLab, Opiq, SMART Lumio) into the educational process. This practice is based on constructivist and experiential learning theories, and strengthens digital creativity, self-regulation, and collaboration among students and teachers. The stages of the PBL process are organized according to the ADDIE model, ensuring systematic learning analysis, planning, implementation, and reflection (see fig. 19).

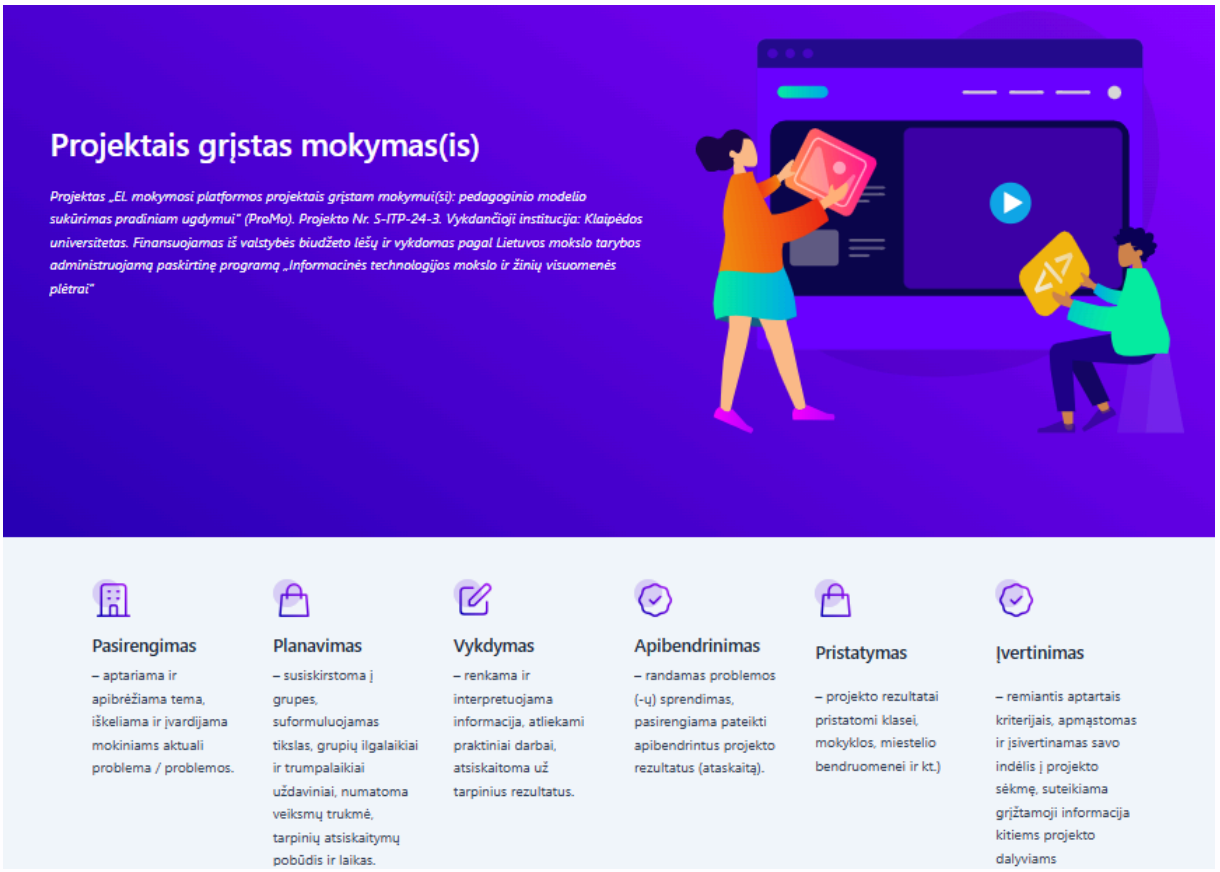

Figure 19. *Website Extract presenting the Project-based Learning* (PROMO project, 2025, http://Promo-projektas.lt)

The practice is initiated and coordinated by the EDUTECH STEAM Laboratory of Klaipėda University together with the lecturers and researchers of the Department of Pedagogy. It is developed through the implementation of a project funded by the Research Council of Lithuania from September 1, 2024. Teachers and educationists, students (future teachers), school teachers, EdTech developers, consultants, and administration collaboratively develop and implement project-based learning practice. Project activities include designing and applying PBL, conducting research, testing the approach in real educational settings, reflecting on outcomes, and ensuring institutional support for sustainable implementation.

This practice is classified as a method, an instrument and training material for digital education that helps managing digital demands, ensuring high quality digital pedagogy and teachers and students' digital competences, monitoring awareness on the use of technologies, assessing added value of technologies for learning outcomes, and selecting sustainable and high quality EdTech solutions.

From the interview with researcher:

"This is a digital space that allows for the learning process and contains digital learning resources. There is also the possibility of analyzing learner data with the help of artificial intelligence learning analytics, providing such personalized learning and project-based learning. In short, there are many different possibilities and, as I said, we have already tested this platform in Lithuanian schools, and our schools certainly see that this platform really creates value. "

The target group of the practice is all participants in general education: teachers, students, parents and school administration. The practice helps manage digital demands, ensure high quality digital pedagogy and teachers and students' digital competences, monitors awareness on the use of technologies, assess added value of technologies for learning outcomes, and select sustainable and high quality EdTech solutions.

Successful implementation of the practice requires digital learning platforms (LearnLab, Opiq, SMART Lumio), training of teachers/lecturers in the application of PBL methodology, and EDUTECH STEAM laboratory support and consultations.

Positive impact for digital well-being

The practice prevents cognitive challenges such as educational gaps, personalisation of learning, hybrid teaching, digital competences, autonomy skills shortage, and self-regulation needs. It also helps maintain socio-emotional state by preventing reduced learning / job satisfaction. Psychological, physical, and mental health challenges are not the focus of this practice.

The practice prevents person-specific factors related to irresponsible use of technologies, lack of digital competences, and excessive use of technologies for personal reasons. Although the practice reduces person specific factors, it is most focused on reducing context specific factors related to inappropriate use of technology, shortages of infrastructure, insufficient digital competences, digital divide, etc. So it prevents ill-use and mis-use of technologies in classroom, overload of digital resources in curriculum, excessive use of technologies for learning and teaching, poor infrastructure, inadequate infrastructure, socio-cultural differences, lack of competence to choose IT solutions, lack of IT admin competences, overload of information and knowledge, digital divide, and lack of support system to teachers and students.

From the interview with researcher:

"New technologies appear almost every day, new things and new tools, new platforms. Again, the variety is huge, and this raises the question of how pedagogically meaningful they are and which of them can help teachers and

contribute to the improvement of the learning process. This is the most important question. Of course, from the teacher's point of view, teachers also need certain skills, competencies, and experience working with these technologies. They need help, methodological recommendations, and clear advice on what to do, how to do it, and in what ways to apply or not apply it. Perhaps we are already talking about competence and the need for methodological assistance. These are the challenges we are probably trying to address first and foremost."

The positive changes were noticed that student engagement and motivation increased, self-regulation, reflection and digital collaboration competences have been improved. Teachers/lecturers are more confident in using technology and are able to integrate it into the PBL process.

Improvement opportunities

In order to make this practice more beneficial for schools and the community, certain educational policy actions need to be taken, such as: establishing project-based learning (PBL) as one of the priority educational methods in national general curricula and teacher training guidelines; integrating the concept of digital well-being into teacher professional development policies and strategies for implementing EdTech solutions; funding teacher training programs focused on the application of PBL and digital platforms, while strengthening their self-regulation, reflection and emotional health competencies; creating a sustainable EdTech ecosystem that ensures access to high-quality digital learning platforms aligned with didactic objectives; developing collaborative networks between universities, schools and municipalities that act as "Living Labs" to test and improve innovative educational practices; and ensuring synergy between research and data-based policies so that decisions on innovation in education are based on empirical results and school experience.

The broader international and interinstitutional partnership would be beneficial to integrate project-based learning into national curricula and teacher training standards, ensure its implementation in local schools, support its implementation through ongoing training, to promote dissemination and cooperation among educators, and support innovation, research, and joint pilot activities. The ministry of Education, Science and Sports (Lithuania), municipal education centres and support services, teacher associations and networks, foreign partners from the EdTech sector and universities, and European-level networks should be involved in or support these activities.

3.9 Accessibility Tools

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Indrė Oleškevičienė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Accessibility Tools	Website: https://moodle.vdu.lt
Implemented by	
• Indrė Oleškevičienė • Vytautas Magnus university, https://www.vdu.lt • Kaunas, Lithuania	
Type of practice	
• An instrument	
Digital well-being strategy addressed	
• Physical and mental health	
Context	
• Accessibility tools are various technologies (software, browser add-ons, interface controllers, etc.) that help make digital content more accessible to people with disabilities.	
Description	
• Digital accessibility tools are implemented in Vytautas Magnus University virtual learning environment, aimed at supporting students' physical and mental well-being through inclusive and adaptable digital learning conditions. • The practice is classified as an instrument that helps make digital learning content more accessible to students with disabilities and can be used when there is the need.	
Challenges addressed	
• The practice addresses cognitive challenges related to educational gaps and learner autonomy, and contributes to reducing worse health conditions, particularly for students with visual impairments.	
Impact on digital well-being	
• It is observed the increased accessibility and inclusiveness of the virtual learning environment, particularly for students with visual impairments.	
Recommendations for practice sustainability	
• The implementation of this practice requires both human and software resources.	

Accessibility tools are various technologies (software, browser add-ons, interface controllers, etc.) that help make digital content more accessible to people with disabilities. They ensure

that a website or system can be used by the widest possible range of users, including those with visual, mobility, or cognitive impairments.

This practice is implemented by the Institute for Study Innovations at Vytautas Magnus University, where virtual learning environments play a central role in teaching, learning, and assessment processes.

This practice involves the implementation of digital accessibility tools in the university's virtual learning environment, aimed at supporting students' physical and mental well-being through inclusive and adaptable digital learning conditions. Since 2024, an accessibility plugin has been integrated into the Moodle-based virtual learning environment and is applied whenever there is a need.

The practice is implemented at the institutional level by the university and is targeted primarily at students. The environment and the content posted there are accessible to all university students. The plugin is designed to allow users to customize the appearance of the Moodle website according to their needs, which is particularly relevant for users with special needs. This plugin provides a new control (accessibility settings panel) in the user interface, which can be used to change various display parameters in real time.

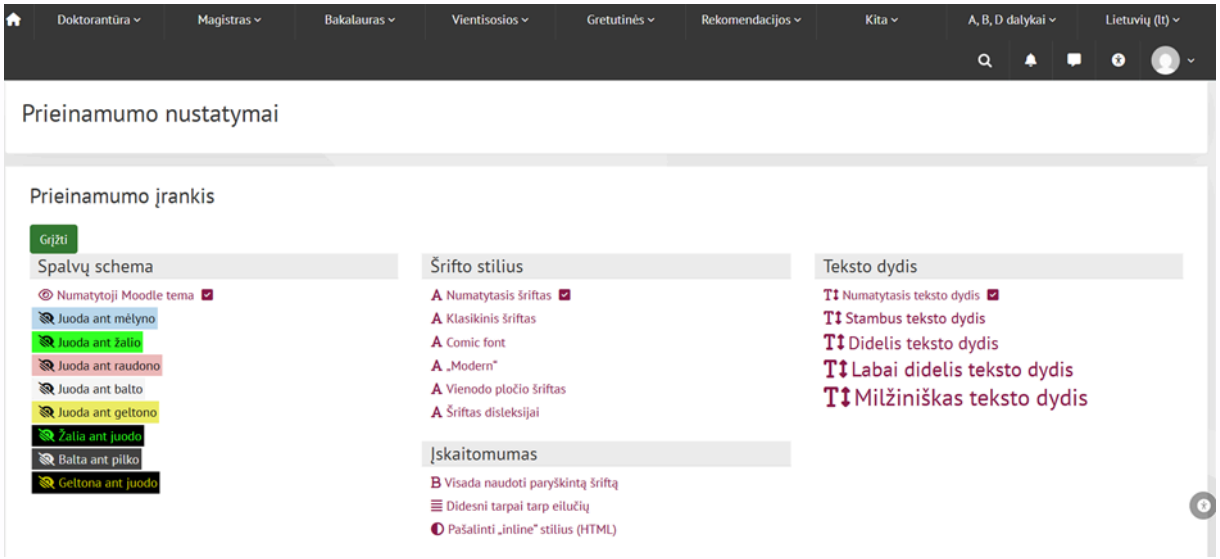

Figure 20. *Website Extract with list of Default Moodle Themes, Font and Text Sizes* (VMU VLE Moodle, 2025, https://moodle3.vdu.lt/)

Figure 21. *Example of Adjusted Moodle Theme, Font and Text Size* (VMU VLE Moodle, 2025, https://moodle3.vdu.lt/)

The functionality is implemented through so-called widgets – separate sub-plugins that are included in the basic Accessibility plugin. A standard set of 9 controls is included in the installation, allowing users to adjust text and background colours, font type and size, letter spacing, line height, and link highlighting. These features enable personalised adaptation of the virtual learning environment, making digital content more accessible and usable for a wider range of learners.

Positive impact for digital well-being

From a digital well-being perspective, the practice addresses cognitive challenges related to educational gaps and learner autonomy by allowing students to independently adjust the learning environment to suit their needs. It also contributes to reducing worse health conditions, particularly for students with visual impairments. By supporting more comfortable and less straining interaction with digital content, the practice promotes a healthier and more inclusive learning experience.

The practice also addresses person-specific factors related to irresponsible or ineffective use of digital technologies by guiding users towards more appropriate and supportive configurations of the digital environment. At the contextual level, it contributes to reducing aspects of the digital divide and the lack of support systems for students by embedding accessibility directly into the institutional learning platform. Additionally, the use of built-in accessibility solutions helps mitigate device-related challenges linked to poor infrastructure, as the tools operate within existing systems without requiring additional hardware.

From the interview with university administration staff:

"It can be said that accessibility settings, when they work properly on different devices, reduce the need to switch from one device to another in order to, for example, read information or view material correctly. This may also be related to the irresponsible use of technology, as users who are connected to one device and have set it up in a way that is convenient for them will see it from any device connected to the distance learning environment."

Observed positive changes include increased accessibility and inclusiveness of the virtual learning environment, particularly for students with visual impairments. The ability to customize visual parameters such as colour contrast and text size has improved the usability of virtual learning environments. For these reasons, the practice is recommended to other higher education institutions and schools, as digital accessibility tools should be considered a standard component of digital learning environments to ensure equitable and supportive access for all users.

Improvement opportunities

The implementation of this practice requires both human and software resources. Overall, the integration of accessibility tools contributes to digital well-being of users with visual impairments, by ensuring that virtual learning environments are adaptable, inclusive, and responsive to diverse learner needs.

From the interview with university administration staff:

"Since this is a one-time plugin installation in the Moodle environment, every time the Moodle environment is updated, which is usually done annually at the university, it is necessary to update the accessibility settings in the summer, check whether any parameters have been lost, and whether the design is displayed correctly on all devices, i.e. not only on computers but also on mobile devices. This requires human resources, i.e., knowledge of how to do this, and time, because checking is quite time-consuming."

3.10 World Health Day

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Indrė Oleškevičienė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
World Health Day	Website: N.A.
Implemented by	
• Asta Mockienė • Vytautas Magnus university, https://www.vdu.lt/en • Kaunas, Lithuania	
Type of practice	
• A method	
Digital well-being strategy addressed	
• Healthy habits • Physical and mental health	
Context	
• The practice related to World Health Day observance is implemented in an organisational context at Vytautas Magnus university.	
Description	
• Every year on April 7, World Health Day, the university community is invited to assess various health indicators. The purpose is to draw attention to health.	
Challenges addressed	
• This practice addresses challenges related primarily to physical and mental health, such as preventing worse health conditions and supporting awareness of sleep quality. • At the socio-emotional level, the practice addresses reduced motivation and disengagement.	
Impact on digital well-being	
• Employees become more responsible, willingly undergo health checks, and monitor health indicators.	
Recommendations for practice sustainability	
• The implementation of the practice requires human resources and appropriate infrastructure.	

World Health Day is celebrated annually and each year draws attention to a specific health topic of concern to people all over the world. By organizing World Health Day celebrations within their organizations, they express their concern for the health of their employees and

emphasise employee health as an important component of institutional functioning. From an organisational perspective, attention to employee health is associated with supporting productivity, reducing absenteeism, and strengthening the organisation's social responsibility.

The practice related to World Health Day observance is implemented by Vytautas Magnus University as part of the university's organisational approach to promoting physical and mental health and healthy habits among its community members.

This practice takes the form of a method applied once per academic year. Every year on April 7, World Health Day, the VMU community is invited to assess various health indicators, including body composition, vital lung capacity, hand grip strength, quality of movement, and other indicators relevant to physical health. Participation is voluntary and open to the entire university community, including teachers and other staff members.

Figure 22. *Website Extract Presenting Invitation to the World Health Day* (VMU Sports Center website, 2025, https://sportas.vdu.lt/vdu-kviecia-drauge-pamineti-pasauline-sveikatos-diena/)

The initiative has been implemented for several years and is organised by the university administration in cooperation with the Sports Center coaches and staff.

From the interview with teacher:

"Well, there was this health thing, health days were organized, but it was very local, nobody knew about it. I just held a health day on April 7 at the sports center, bringing a blood pressure monitor and doing some tests to assess the students, and after we joined... the global network of health-promoting universities, we started to reach out more to our university community, not only to students, but also to lecturers and staff, and to publicize that day. If we are talking about Health Day, which is celebrated or commemorated on the seventh day of April, well, its purpose is to draw attention to health, because health is such a dynamic subject that can improve or deteriorate, well, if we do nothing."

Positive impact for digital well-being

The practice supports digital well-being indirectly by promoting awareness of personal health and encouraging responsible self-monitoring behaviours. The practice addresses challenges related primarily to physical and mental health. It is associated with preventing worse health conditions and supporting awareness of sleep quality through regular health monitoring. It is observed that employees are becoming more responsible, willingly undergo health checks, and monitor health indicators.

At the socio-emotional level, the practice addresses reduced motivation and disengagement. It also addresses person-specific factors related to home habits by promoting self-monitoring and reflection on personal health indicators. No specific cognitive, contextual, or device-related challenges are explicitly addressed within this practice.

While it does not focus explicitly on digital technologies, the emphasis on balance, health indicators, and self-regulation aligns with broader digital well-being goals related to healthy routines and sustainable engagement with work and digital environments.

Improvement opportunities

This practice would be impossible without institutional support and an approach to the well-being of each institutional member. Without it, it would be very challenging to start any initiatives, engage community members to take care of their physical health and check it at least once per year during this event. It is seen as an opportunity to contribute to a healthier institutional atmosphere in which community members are physically active and better at combining sedentary work, often supplemented by digital technologies, with physical activity. Of course, for the practice to become sustainable and long-term, it requires human resources and appropriate infrastructure.

3.11 Stay Healthy

Airina Volungevičienė, Vytautas Magnus University, Lithuania
Airina Volungevičienė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Stay Healthy	Website: http://studyonline.lt
Implemented by	
• Institute for Study Innovations • Vytautas Magnus university, https://www.vdu.lt/en • Kaunas, Lithuania	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• Healthy habits • Physical and mental health • Socio-emotional state	
Context	
• The practice is implemented as a part of the Digitally Competent Teacher (Professor) Continuous professional development program by the Institute for Study Innovations at Vytautas Magnus University. The course was created while developing the Digitally Competent Professor program following the DigCompEdu program with the extension of "Health Competence" to the model.	
Description	
• So imagine having an online study class, completely online, or can be even in a blended or even in an audience. When you feel that the class cannot stay focused, students and the teachers are tired, you can have a 10-15 minutes break and click on the recorded video to have yoga exercises (sitting or standing) to have a short relaxation gymnastics or movements and then you recover your energy, relax your eyes, or neck, or shoulders or backbone – and are better again and have resources to continue with your cognitive activities.	
Challenges addressed	
The practice addresses: • First of all, loss of attention and concentration due to long – time seated position, due to long time cognitive load and work as an exercise to relax, to focus and to get back to learning and teaching with renewed energy. • It helps to start breathing again, because we often stop or decrease breathing when we are working with our brain hard.	

- Also, posture – sitting for a long time affects our physical body in a negative way, so this improves our physical and emotional and mental state.

Impact on digital well-being

- If regularly applied, this practice contributes a lot to much better physical, emotional and cognitive well-being because people stay in a better posture, they stay focused and work better, more efficiently, they start breathing and feel as if well after some rest. Even if this practice is completely digital, it can ensure digital well-being as you can only listen to it mainly with your eyes closed, so you do not put load on your eye-sight and help to relax your eye muscles. This is good, you can stay with digital in this case only applying your hearing.
- Students and future teachers that take part in these exercises already express very positive feedback about the application of these training materials and videos and recommend other colleagues to use them.

Recommendations for practice sustainability

- It would be a good idea to introduce healthy movement breaks for working at computers and studying online. It may be a recommendation, but also a regulation to have a break and move with simple exercises.

The practice is implemented as a part of the Digitally Competent Teacher (Professor) Continuous professional development program by the Institute for Study Innovations at Vytautas Magnus University. The course was created while developing the Digitally Competent Professor program following the DigCompEdu program with the extension of "Health Competence" to the model.

The course available at Moodle Virtual Learning Environment is aimed to help teachers and students to save their health, do the breaks and yoga exercises during these breaks.

Video recordings with explicit explanation are available for the following topics:

- plan your being in digital space
- bring relaxation and strength to your eyes, neck and head muscles
- bring relaxation and strength to your body muscles
- decrease and manage your stress
- focus your attention and increase concentration
- bring relaxation to your body and nerves
- manage your emotions

Course material suggests slides with comments, as well exercises recorded in video without explanation, only with the leading instructor comments.

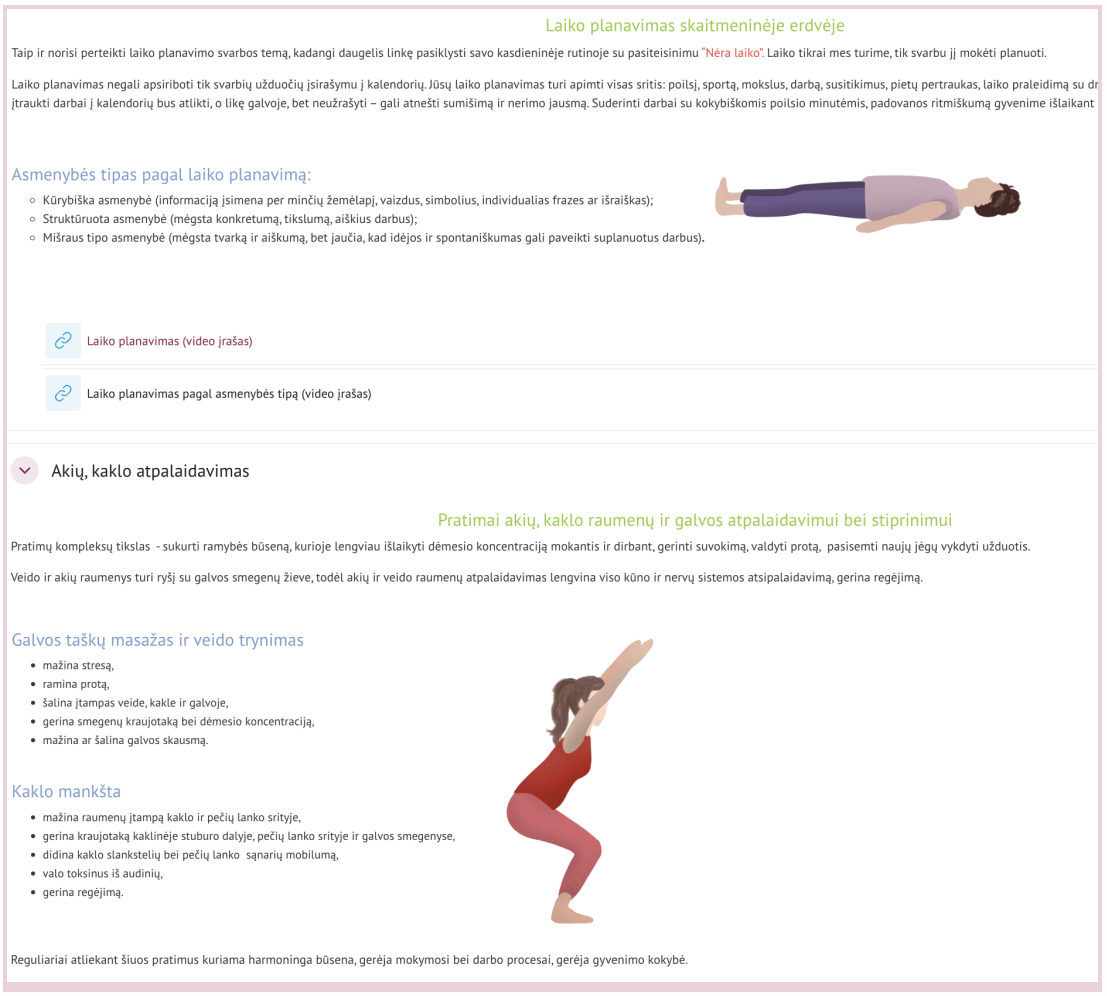

Figure 23. *Examples of Some Topics in Moodle* (VMU VLE Moodle, 2025, https://moodle3.vdu.lt/)

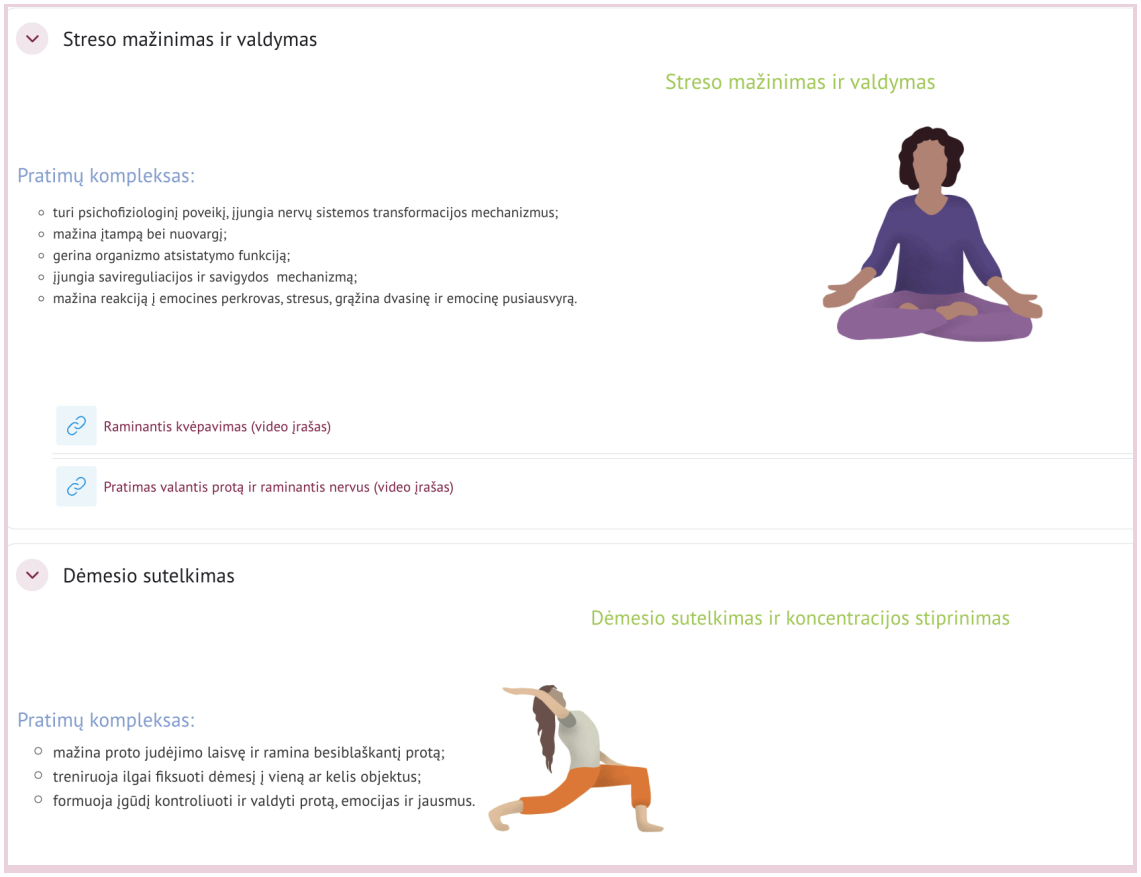

Figure 24. *Examples of Some Topics in Moodle* (VMU VLE Moodle, 2025, https://moodle3.vdu.lt/)

Figure 25. *Example of the Slides with the Recorded Comments* (Youtube Channel VMU Joga, 2025)

Figure 26. *Example of the Recorded Exercises* (VMU VLE Moodle, 2025, https://moodle3.vdu.lt/)

Positive impact for digital well-being

Academy of Yoga at Kaunas city created a course "Digital health competence" in the framework of DigCompEdu program for university teachers. The DigCompEdu framework is applied, but it is an additional competence on how to stay healthy in online studies.

The exercises solve cognitive challenges, mainly to reduce attention deficit, to increase cognitive capacity, as well as socio - emotional challenges, when students get tired, experience emotional fatigue, when they start being less motivated or disinterested. The exercises improve health conditions, posture, reduce overload feelings, and many more.

From interview:

> *"If regularly applied, this practice contributes a lot to much better physical, emotional and cognitive well-being because people stay in a better posture, they stay focused and work better, more efficiently, they start breathing and feel as if well after some rest".*

Improvement opportunities

The teachers who applied these exercises and provided feedback say that these exercises should become mandatory, and that teachers should set reminders to do these exercises with their students more frequently during the day. Moreover, physical yoga or similar exercises should be seen as a part of curricula, when universities could have such facilities in every building, so that students and teachers could use their breaks between classes to do real physically present yoga for at least 1 hour per day. This should be considered as a regular service for teachers and students at universities and schools.

From the interview:

> *"We should have a bigger variety of such resources and exercises – I would introduce exercises mandatory into educational programs. This should be very healthy, physically and mentally for all. <…> But in general, you should take a break from digital – I would say after 60 per cent of digital, you need a minimum of 40 per cent of non-digital. This is my opinion."*

3.12 Workplace Exercise: Differential Walking

Airina Volungevičienė, Vytautas Magnus University, Lithuania
Indrė Oleškevičienė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Workplace Exercise: Differential Walking	Website: N.A.
Implemented by	
• Asta Mockienė • Vytautas Magnus university, https://www.vdu.lt/en • Kaunas, Lithuania	
Type of practice	
• A method	
Digital well-being strategy addressed	
• Healthy habits • Physical and mental health • Socio-emotional state	
Context	
• This practice is led by the University's physical training coaches and healthy lifestyle experts at the Sports Centre of Vytautas Magnus University. This practice is targeted at the management and administration staff of University specifically, as they are seated in meetings for the whole day. However, it is available for all teachers, as well. It has been run already for 4 years, once per week.	
Description	
• Exercise at work: every university employee has the opportunity and is encouraged to take breaks for differential walking. Differential walking takes place at a distance. The VDU community joins the link: exercise for employees. This exercise lasts 30 minutes, once a week. During this exercise, employees repeat the exercises demonstrated by the trainer. During differential walking, cyclical, rhythmic movements are performed with the arms and legs. Since we sit a lot and lean forward in our daily activities, an imbalance between muscle groups occurs, so during differential walking, the movements of the arms are performed only backward. It has been found that 20-30 minutes of differential walking exercise improves blood circulation, heart function, tissue respiration, and normalizes fascial tension. This exercise improves posture, balance, body stability, and shoulder mobility.	

Challenges addressed
This practice specifically addresses: • healthy habits • physical and mental health • socio-emotional state.
Impact on digital well-being
This practice application results in: • improved posture • more effective work after breaks • concentration • less fatigue towards the end of the working day • improved blood circulation, heart function, tissue respiration, normalizes fascia tension, improves posture, balance, body stability, and shoulder mobility.
Recommendations for practice sustainability
• The practice implementation requires Human resources (willingness, time, motivation, etc.) and infrastructure resources (workplace/area from which remote connection would be possible.

VMU is a member of the Health Promoting Universities (HPU) network. The main goal of the HPU network is to create a learning environment and organizational culture for network members that would strengthen the health, well-being, and sustainability of the university community and society, provide individuals with opportunities to pursue comprehensive personal expression, and adhere to health-promoting lifestyle principles, well-being, and sustainability of the university community and society, and to provide individuals with opportunities to pursue full personal expression and adhere to health-promoting lifestyle principles.

Exercise at work: every university employee has the opportunity and is encouraged to take breaks for differential walking. Differential walking takes place at a distance. The VMU community joins the link: exercise for employees. This exercise lasts 30 minutes, once a week. During this exercise, employees repeat the exercises demonstrated by the trainer.

During differential walking, cyclical, rhythmic movements are performed with the arms and legs. Since we sit a lot and lean forward in our daily activities, an imbalance between muscle groups occurs, so during differential walking, the movements of the arms are performed only backward. It has been found that 20-30 minutes of differential walking exercise improves blood circulation, heart function, tissue respiration, and normalizes fascial tension. This exercise improves posture, balance, body stability, and shoulder mobility.

Figure 27. *Website Extract Presenting the Example of Movements during the Short Break* (VMU Sports Center website, 2025, https://sportas.vdu.lt)

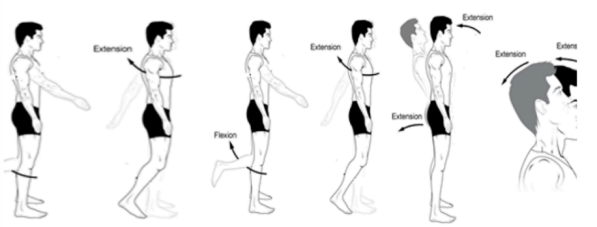

Figure 28. *Website Extract Presenting Explanation of Muscle Tension during the Exercises* (VMU Sports Center website, 205, https://sportas.vdu.lt)

Positive impact for digital well-being

Physical activity is a powerful stimulus that affects the entire structure of our body: cells, tissues, organs, and systems. If it is insufficient, structural and functional changes occur in the body. Differential walking, according to Wolfgang Schöllhorn's method, is a particularly suitable form of exercise that can be performed at the workplace. Prolonged sedentary work disrupts the supply of oxygen and nutrients to some tissues, causing stiffness in muscles, tendons, and ligaments.

Humans are dynamic beings. Static or semi-static exercises, including passive static stretches, are not compatible with the natural physiology of the human body. The stability of the human movement system is dynamic, i.e., all segments, constantly interacting with each

other under constantly changing conditions, must coordinate with each other. Therefore, differential walking is particularly suitable for people who work in sedentary jobs. This exercise improves blood circulation, heart function, tissue respiration, normalizes fascia tension, improves posture, balance, body stability, and shoulder mobility.

The practice application results in:

- Improved posture
- more effective work after breaks
- concentration
- less fatigue towards the end of the working day
- improved blood circulation, heart function, tissue respiration, normalizes fascia tension, improves posture, balance, body stability, and shoulder mobility.

From the interview:

> *"Differential walking is mostly effective for people who sit during the day at work. This exercise improves blood circulation, heart functions, breathing, improves posture and body stability… if we do not move, we lose all that gradually and start feeling physically and mentally bad"*

Improvement opportunities

This practice implementation requires Human resources (willingness, time, motivation, etc.) and infrastructure resources (workplace/area from which remote connection would be possible.

3.13 Actionbound Digital Application

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Giedrė Tamoliūnė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Actionbound Digital Application	Website: https://en.actionbound.com/
Implemented by	
• Gražina Taujanskienė • Kaunas "Vyturys" Gymnasium, https://vyturys.kaunas.lm.lt/ • Kaunas, Lithuania	
Type of practice	
• A method	

• An instrument
Digital well-being strategy addressed
• Critical awareness on the use of technologies • Healthy habits • Psychological resilience • Socio-emotional state
Context
• Actionbound is a digital tool that allows users to create interactive, task-based learning activities that support experiential and game-based learning. Actionbound can be used in any context where structured interactive tasks need to be created.
Description
• An innovative Actionbound digital tool is applied to implement activities for prevention (against bullying and violence, alcohol, tobacco, drug and other psychoactive substance use, etc.) in the gymnasium and across Lithuania by organizing the ongoing national trivia contest "I'm Passing Up the Chance to Bully" and "(No) Choice Street." It is applied periodically for about four years, when there is a need. • After purchasing the paid version, a large number of students can be invited to participate in these remote events.
Challenges addressed
• This practice addresses mostly socio-emotional, psychological, physical and mental health challenges: emotional fatigue, inter-personal conflicts, reduced learning satisfaction, vulnerability to cybersecurity, worse health conditions, addiction and challenging behaviour.
Impact on digital well-being
• More and more Lithuanian schools get involved in the prevention events.
Recommendations for practice sustainability
• Funding for this application and other digital platforms at the national level is essential for implementing digital well-being policy.

Actionbound makes it easy to create digital games or quizzes. These Bound tasks can be played by students using the Actionbound app. The app allows users to create Bounds according to set specifications and learning requirements, and to include many different elements, including quizzes, tasks, media such as videos and audio files, and much more. The practice, which uses the Actionbound app, is being implemented at Kaunas Vyturys Gymnasium.

This practice was prompted by a personal initiative to search for other attractive learning platforms and use this program, when the flexibility of the Kahoot learning platform became insufficient in adapting tasks to students with special educational needs. The school initiates

and organizes national digital prevention events, in which 400–500 students from more than 100 educational institutions participate annually.

The Actionbound digital tool is applied to implement activities for prevention (against bullying and violence, alcohol, tobacco, drug and other psychoactive substance use, etc.) in the gymnasium and across Lithuania: every year the ongoing national trivia contests "I'm Passing Up the Chance to Bully" and "(No) Choice Street" are organized. Students look forward to these activities - because of their inclusiveness, attractive mixed (digital - live) format and opportunity to be in communion.

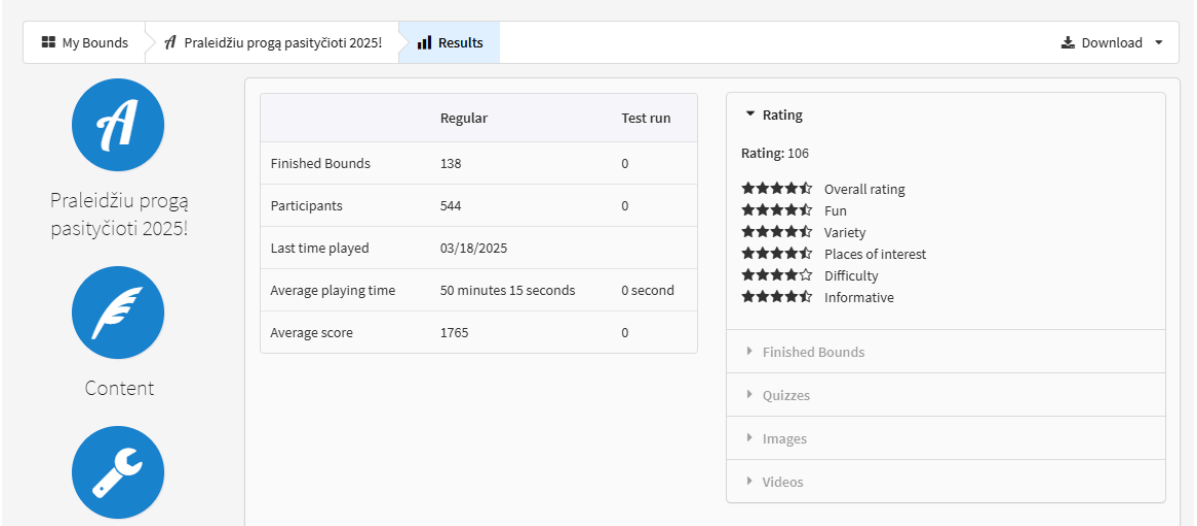

Figure 29. *Website Extract Presenting Results of Participation in the Social Trivia Contest "I'm Passing Up the Chance to Bully"* (Gražina Taujanskienė, 2025, https://en.actionbound.com/)

For example, "(No) Choice Street" is a national interactive prevention quiz aimed at encouraging young people to take care of their physical and emotional health, choose a conscious, prosocial path in life, and learn to recognize risky situations. During the event, students delve into the following topics through interesting, interactive tasks: how to remain strong in the face of peer pressure; why it is worth saying "no" to harmful habits; and how to make decisions that strengthen their personal resistance to the risks of alcohol, tobacco, drugs, and other psychoactive substances. So, this is not just a quiz, but also a great opportunity to test students' values and choices and learn how to take better care of yourself and others.

This application allows flexible creation of engaging quizzes, creative and orienteering tasks: choosing multiple-choice answers, creating slogans, soundtracks, drawing mind maps, putting together puzzles, finding specific objects, etc. The user only needs pedagogical mastery and creativity.

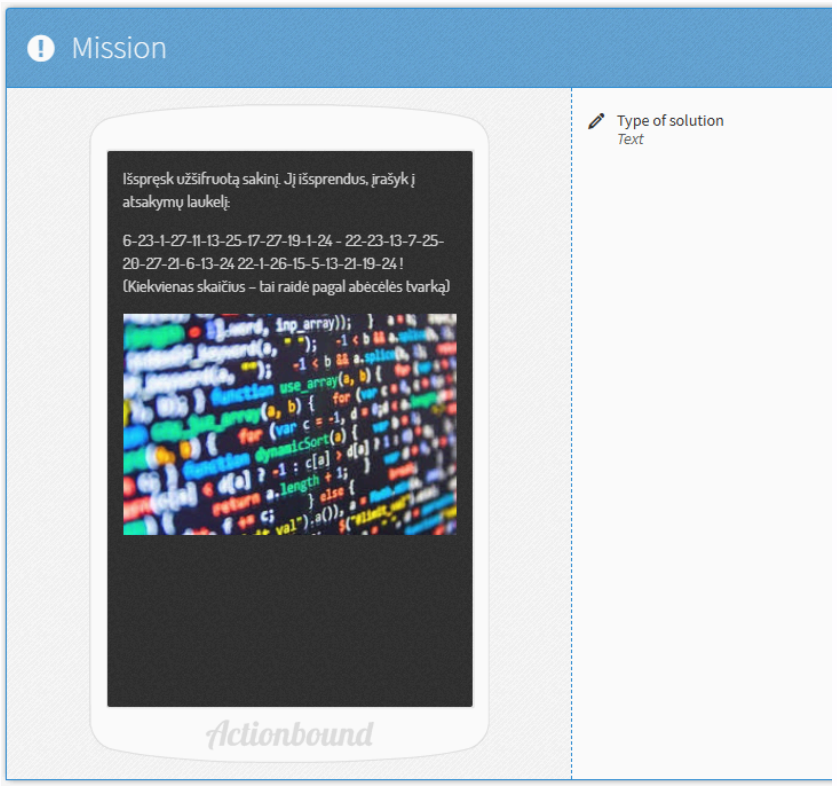

Figure 30. *Website Extract Presenting a Mission Task for Learners to Decode the Sentence* (Gražina Taujanskienė, 2025, https://en.actionbound.com/)

After purchasing the paid version, a large number of students can be invited to participate in these remote prevention events. Students look forward to these events every year because of the attractive and engaging tasks and the appealing format, thus strengthening their knowledge, community spirit, teamwork skills, and psychosocial well-being.

Positive impact for digital well-being

An innovative Actionbound digital application as a method and an instrument is designed to implement prevention activities, strengthen psychosocial well-being, and teamwork skills digitally on a large scale (across Lithuania).

This practice is related to digital well-being, addressing emotional, psychological and health-related challenges associated with the use of digital technologies, as well as person-related and contextual factors such as digital skills, responsible use, social and cultural differences and data security.

From the interview:

"Well, in fact, it is a very broad spectrum of issues that we are addressing, including many different challenges, both digital and social, as well as communication and social skills. In other words, it is a very broad topic. "

The app is innovative, attractive, and easily adaptable to various fields. Designing engaging tasks is encouraging more and more Lithuanian schools to get involved in the prevention events, where students are encouraged to work together, solve different simulation tasks, and apply their knowledge.

Improvement opportunities

Further development of the practice is linked to the availability of financial resources, as the programme requires a paid licence for continued use. Securing sustainable funding would enable wider and more consistent implementation of the practice within the institution. Funding for this application and other paid digital platforms is essential for implementing digital welfare policy.

From the interview:

"I don't know, maybe allocating a certain amount per year to a fund so that teachers can take advantage of this opportunity and purchase digital tools on their preference could be one of ideas. I know there are many teachers who want to diversify their teaching and learning, do things, but all the programs are paid for, either by buying them out or paying for them. However, we can't purchase all digital tools and programs, and there are always new and interesting things that we want to try out."

In addition, there is an expressed need to increase visibility of the programme among other teachers and encourage them to try the tool in their own teaching contexts. Sharing experiences and practical examples could support broader adoption and help teachers assess the programme's relevance in their classrooms.

From the interview:

"We are working on the idea to organize a conference in February and demonstrate this program, how it works, allowing teachers to try it out first, so that they can try it out and then experiment with using it to create one or another task in their own way."

3.14 Eduka Class in Gymnasium

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Giedrė Tamoliūnė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Eduka Classroom in Gymnasium	Website: https://klase.eduka.lt/
Implemented by	
• Jurga Burneikienė • Kaunas "Vyturys" Gymnasium, https://vyturys.kaunas.lm.lt/ • Kaunas, Lithuania	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• Managing digital demands • Teacher and students digital competences • Critical awareness on the use of technologies • Added value of technologies for academic achievements	
Context	
• A paid digital learning platform that includes digital learning resources for Lithuanian schools, offered by a private EdTech provider • School administration is responsible for practice application.	
Description	
• It is classified as a method and training material for digital education that helps manage digital demands, teachers' and students' digital competences, monitor awareness on the use of technologies and assess the added value of technologies for learning outcomes. • The platform has been applied every month for about ten years, when there is a need.	
Challenges addressed	
• The practice addresses cognitive challenges related to educational gaps, digital competences and autonomy skills shortage. • Eduka Classroom helps to address socio-emotional challenges by engaging students and thus avoiding boredom and decreased motivation, and contributes to solving psychological, physical and mental health challenges by preventing vulnerability to cybersecurity and addiction. • It works as a support system for teachers and students.	
Impact on digital well-being	

- It helps ensure high quality of the educational process.
- Learners' digital skills are developed.

Recommendations for practice sustainability

- It requires cooperation between teachers and platform developers.
- More funding is needed to develop digital resources and to purchase an Eduka Classroom license for each student.

Eduka Classroom is a new-generation virtual learning environment that helps teachers prepare for lessons and conduct them. In addition, it allows for quick and accurate assessment of learners' progress. Work in Eduka Classroom is done just like in a real lesson – teachers can create a group for each class they work with. This makes it convenient and easy to assign teaching materials to groups and monitor results. The extensive Eduka Classroom library contains over 100 digital textbook sets, including textbooks, teachers' books, workbooks, interactive tasks, and teaching objects. The rich content of the teaching and learning materials is constantly being updated with new textbooks and exercises prepared by competent authors.

The platform implements individualisation and differentiation functions—the teacher can see the complexity of tasks, assign tasks of different levels to individual learners or groups of learners, and set deadlines for their completion. Teachers can create their own test types or open-ended tasks and assign them to learners. In addition, Eduka Classroom not only allows you to use the material provided by the publisher, but also to upload your own files, links, or other information that teachers may want to assign to learners (Eduka klasė, n.d.).

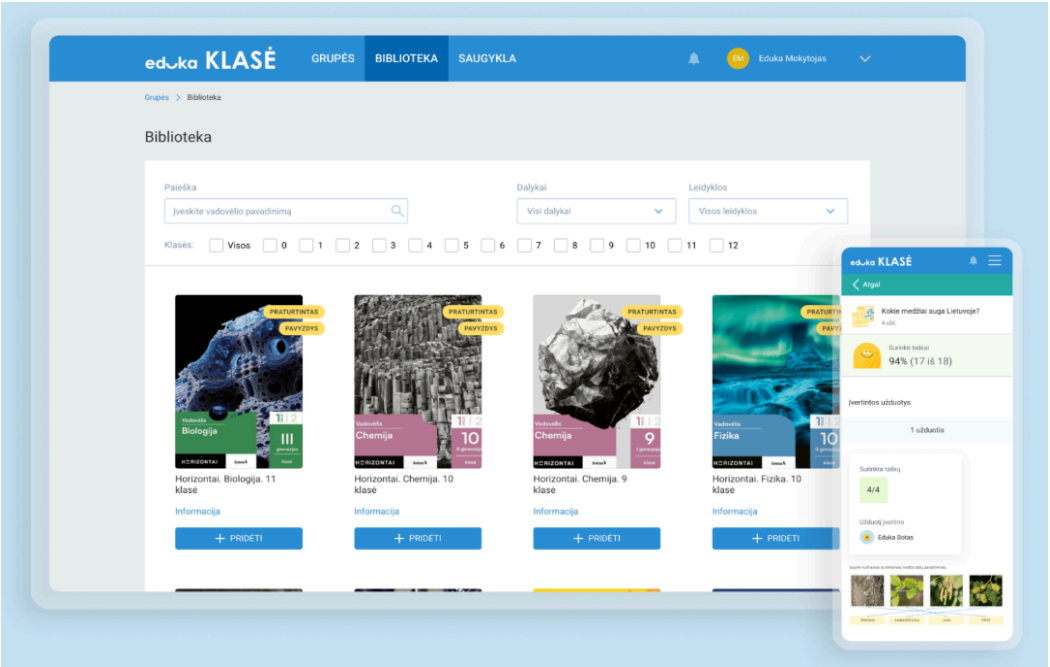

Figure 31. *Website Extract Presenting Eduka Class* (Eduka Website, 2025, https://eduka.lt/pradzia)

The digital learning platform *Eduka classroom* is a very popular digital learning platform and meets the expectations of many subject teachers seeking to advance their students' academic progress. It is also one of the most affordable digital resource tools. Its use expanded during and after the COVID-19 pandemic.

The gymnasium classifies Eduka Classroom as a method and training material for digital education that helps manage digital demands, teachers and students' digital competences, monitor awareness, and assess the added value of technologies for learning outcomes. Teachers and students of 1st-4th grades and II-IV gymnasium classes are the main users of this platform. The platform has been applied every month for about ten years, when there is a need.

From the interview:

"A school that has made this very decision to apply Eduka Classroom practice at school, because it is linked to the implementation of the educational program, can cover all the work of the teacher and students and can help children complete such practical tasks, which are also very necessary. Eduka Classroom develops digital competences, and for some children it is much more pleasant to complete tasks digitally than, let's say, to complete tasks of a different nature. It can diversify the educational content and is also one of the cheapest digital resources in the gymnasium."

Positive impact for digital well-being

The practice prevents cognitive challenges such as educational gaps, digital competences and autonomy skills shortage. It also helps maintain socio-emotional status by preventing social stress and reducing learning / job satisfaction. Although psychological, physical, and mental health challenges are not the focus of this practice, Eduka Classroom can prevent being afraid of cybersecurity and addiction.

From the interview:

"Cognitive challenges are definitely solved, that is, help. Still, it is the ability to discover, group, record, develop attention, quickly find information, and orient oneself. Here I can list endlessly. Socio-emotional challenges? All challenges are solved using class hours, some aspect of organization, or even in any educational subject, depending on the educational theme and educational goal. What do we need? But I would

think that it helps to solve these challenges, but sometimes you need, as I said, a teacher, who has to follow and watch so that children do not play too much with digital."

The practice prevents person-specific factors related to irresponsible use of technologies, lack of digital competences, and ill-use and mis-use of digital tools. At the context level, the practice reduces the lack of a support system for teachers and students. Device-specific factors were not indicated.

One of the positive changes noticed is that the use of Eduka Classroom helps to ensure the high quality of the educational process. On this platform, teachers can find a large bank of digital tasks and digital textbooks, and check and review learners' completed tasks. With their personal license, learners can complete the assignments for all subjects. Learners' digital skills are developed.

Improvement opportunities

Achieving digital well-being requires cooperation between teachers and platform developers. Currently, the digital learning platform functions as a support tool for teaching and learning, but updating and supplementing digital content is necessary and requires financial resources. This platform is paid for by schools, so more financial resources are also needed so that the school can purchase licenses for all students.

From the interview:

"So that the teacher could choose, without fearing that it is paid. I would think that this here and there such a dignified freedom to choose for the teacher would be very influential. And here, you know, I would think that this is a matter of educational policy. The school of education has been abandoned. I would really like the school not to have to worry about this, so that we would have these tools."

3.15 Eduka Class in Primary School

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ilona Tandzegolskienė-Bielaglovė, EDEN Digital Learning Europe, Estonia

Practice summary card

Title	
Eduka Classroom in Primary School	Website: https://klase.eduka.lt/
Implemented by	
• N.A. • Kaunas "Papartis" Primary school, https://papartispm.lt/ • Kaunas, Lithuania	
Type of practice	
• An instrument	
Digital well-being strategy addressed	
• High quality digital pedagogy • Teacher and student digital competences • Critical awareness on the use of technologies	
Context	
• It is a paid digital learning platform that includes digital learning resources for Lithuanian schools, offered by a private EdTech provider. • It is applied by teachers.	
Description	
• It is an instrument for digital education that helps maintain high-quality digital learning practices, digital competences, monitoring awareness on the use of technologies while maintaining a balanced use of technology. • The instrument is applied periodically for about four years, when there is a need. • Eduka Classroom is available to registered users with a purchased annual license.	
Challenges addressed	
• The practice addresses cognitive challenges related to reduced attention and cognitive capacity, personalisation of learning, hybrid teaching, digital competences and autonomy skills shortage. • Eduka Classroom helps address socio-emotional challenges by engaging students and thus avoiding boredom and decreased motivation, and contributes to solving psychological challenges by reducing task-off activities. • It works as a support system for teachers and students, allows you to avoid redundant different EdTech solutions and contributes to reducing the digital skills shortage.	
Impact on digital well-being	

• Availability of textbooks in digital form
Recommendations for practice sustainability
• It is necessary to maintain quality content, analyse the needs of working teachers. • There should be free access for schools.

It is the same platform as it was mentioned in 3.14 section, except that in this case, the tool is being applied at the primary school level. Eduka Classroom is a digital learning platform that includes digital textbooks, a bank of digital tasks, differentiated and quick-check tasks, methodological materials for teachers, additional digital textbook content for teachers, and provides opportunities for teachers to work with separate groups of students or individualise teaching for a single student, use automatic task correction, monitor student progress, and create their own set of tasks.

Students can use digital textbooks, complete digital assignments related to the topic, view the status of tasks assigned by the teacher, see the results of completed tasks, and conveniently use digital content on various smart devices.

This digital learning platform is classified by school as an instrument that is used for four years in a primary school in Kaunas, Lithuania, and it is intended for teachers. The school declares that the Eduka Classroom helps maintain high-quality digital learning practices, contributes to development of digital competences, and monitors awareness while maintaining a balanced use of technology. The tool is applied periodically, when needed. The instrument is used by teachers and students. Teachers use the material in lessons, and assign tasks to students.

Positive impact for digital well-being

The main added value of using this tool at the school is seen in the access to textbooks in digital format. Next to this, the practice mainly addresses cognitive challenges related to reduced attention and reduced cognitive abilities, personalisation of teaching, hybrid learning, digital competencies, and lack of independent learning skills. Additionally, digital textbooks and digital tasks help solve socio-emotional challenges, engaging students and thus avoiding boredom, reduced motivation, and contribute to solving psychological challenges by reducing off-task behaviour.

Finally, the platform contributes to reducing the lack of digital competencies (person specific factor), operates as a support system for teachers and students (context specific factor), and allows avoiding excessive use of different EdTech solutions (device specific factor).

Improvement opportunities

This digital learning platform is a suitable tool for primary education, but it requires maintenance of quality content and analysis of the needs of working teachers. However, it is a paid platform, so schools sometimes lack funds to purchase licenses. Such a platform could be free for schools.

3.16 Lessons in Digital Well-being: AI and Emotional Balance

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Giedrė Tamoliūnė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Lessons in Digital Well-being: AI and Emotional Balance	Website: https://www.spotiself.lt/
Implemented by	
• Rūta Bylienė • Kaunas "Vyturys" Gymnasium, https://vyturys.kaunas.lm.lt/ • Kaunas, Lithuania	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• Managing digital demands • High quality digital pedagogy • Teacher and student digital competences • Critical awareness on the use of technologies • Healthy habits • Psychological resilience • Physical and mental health • Socio-emotional state • Added value of technologies for academic achievements • Sustainable and high-quality EdTech selection	
Context	
• The practice is implemented in Kaunas Vyturys gymnasium and is embedded within Ethics, Life Skills, and Career Education classes.	

- This practice is based on the principles of emotional literacy and responsible use of technology, integrating artificial intelligence and digital tools.

Description

- The practice is identified as a method and training material, and implemented by teachers when there is a need.
- Its goal is to develop students' ability to use technology responsibly, maintain emotional balance, and consciously reflect on their experiences, values, and relationship with the digital world.
- This practice combines technological literacy, emotional intelligence, and self-reflection, promoting a conscious, ethical, and sustainable digital culture in schools.

Challenges addressed

This practice addresses:

- cognitive challenges (reduced attention / attention deficit, reduced cognitive capacity, personalisation of learning, digital competences, autonomy skills shortage, and self-regulation needs);
- socio-emotional challenges (emotional fatigue, social stress, reduced learning /job satisfaction, emotional burnout and self-esteem)
- psychological challenges (Vulnerability to cybersecurity, anxiety and panics, stress, information overload, psychological resilience and self-regulation)
- physical and mental health challenges (addiction, challenging behaviour, and sleep quality)

Impact on digital well-being

- It is observed that emotional balance improved, anxiety decreased, and satisfaction with learning increased.

Recommendations for practice sustainability

- The sustainable implementation of the practice requires financial, technological, and human resources.
- Financial support for digital tools and AI platforms, strengthening teachers' methodical freedom and creativity, professional development and community sharing practice would help implement this practice more efficiently.

This practice is implemented at Kaunas "Vyturys" Gymnasium and is embedded within Ethics, Life Skills, and Career Education classes. It is based on the principles of emotional literacy and responsible use of technology, integrating artificial intelligence and digital tools (*Canva, VEED, Padlet, Ideogram.ai, AhaSlides, Goosechase, etc.*). The practice also aligns with the principles of the Spotiself.It platform.

The Spotiself.It platform provides personalized learning and career planning, allows users to track their progress, assess their competencies using artificial intelligence, and develop a strategy for a successful future. For teachers and schools, it is a data-driven solution that allows for more effective management of the educational process, encourages student engagement, and enables informed decisions about each student's progress.

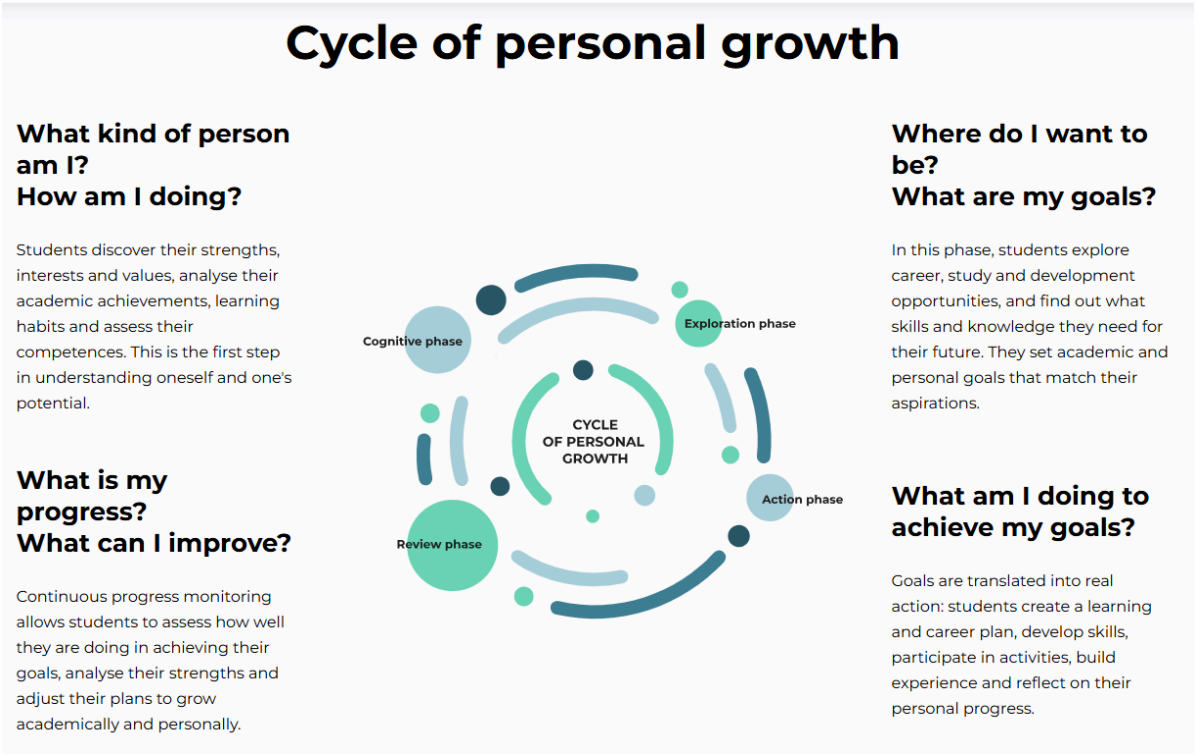

Figure 32. *Website Extract Presenting the Cycle of personal growth* (Spotiself, 2025, https://www.spotiself.com/)

TThe practice has been consistently applied for more than one year. With the growing use of digital technologies, including artificial intelligence tools, in the school environment, the aim is to address issues of digital well-being, socio-emotional state, and responsible use of technology in an integrated manner. It combines a method and training materials designed to support responsible technology use, emotional literacy, and conscious reflection on students' relationship with the digital world.

The practice is implemented by teachers in cooperation with students and applied when there is an identified need. Its goal is to develop students' ability to use technology responsibly, maintain their socio-emotional state, and consciously reflect on their experiences, values, and relationship with the digital world.

Its goal is to develop students' ability to use technology responsibly, maintain socio-emotional state, and consciously reflect on their experiences, values, and relationship with the digital world. Artificial intelligence and digital tools (Canva, VEED, Padlet, Ideogram.ai, AhaSlides, Goosenchase, etc.) are integrated into lessons to foster creativity, reflection, critical thinking, and value-based learning.

In addition, the *Spotiself.It* platform enables students to discover their strengths, plan their career paths, and assess their progress. This practice combines technological literacy,

emotional intelligence, and self-reflection, promoting a conscious, ethical, and sustainable digital culture in schools.

Positive impact for digital well-being

The practice addresses a broad range of challenges related to digital well-being. At the cognitive level, it responds to issues such as reduced attention, insufficient digital competences, limited learner autonomy, and self-regulation needs. It also supports aspects of personalisation of learning (for teachers).

At the socio-emotional level, the practice addresses emotional fatigue, social stress, reduced motivation, and learning dissatisfaction, while also reducing emotional burnout and increasing self-esteem among students and teachers. Psychological challenges addressed include anxiety, stress, information overload, and vulnerability related to cybersecurity, alongside the development of psychological resilience and self-regulation.

The practice also addresses physical and mental health challenges such as addictive behaviours, challenging behaviour, and sleep-related issues. At the level of person-specific factors, it responds to irresponsible use of technologies, lack of digital competences, multitasking, over-reliance on digital tools, and ill-use or mis-use of technologies, while fostering critical thinking and awareness of the distinction between real and virtual identity.

At the contextual level, this practice addresses issues such as inappropriate use of technology in the classroom, digital resource overload, excessive use of technology, lack of choice of appropriate IT solutions, information overload, digital divide and limited support for teachers and students. It also contributes to the development of a more balanced digital culture in the educational institution. The factors related to devices examined include data privacy aspects.

Observed outcomes indicate improvements in emotional balance, reduced anxiety, and increased learning satisfaction. Students use reflection and creative solutions more often, and their digital literacy has strengthened both from a technical and ethical perspective. The integration of *Spotiself.It* into this practice has helped students to better understand their strengths, plan their future goals, and make more responsible decisions about their learning path.

Overall, the practice helps maintain a balance between technology and live communication, strengthens emotional literacy and self-awareness, creates a sustainable digital culture based on trust, creativity, and reflection, and shows that AI and EdTech can be an opportunity to humanize teaching rather than a threat.

Improvement opportunities

Developing these practices and ensuring digital well-being requires several resources: financial, technological, and human.

The biggest challenge is the cost of licenses for digital tools and platforms. Many educational or artificial intelligence-based programs (e.g., Canva Pro, VEED, AhaSlides, Ideogram.ai, Goosenchase) are paid, and the school budget does not cover the cost of purchasing or subscribing to them. Therefore, teachers use their own funds to implement innovative and engaging tools in their lessons. Institutional and methodological support is also needed—maintenance of learning platforms, data security, and technical assistance—so that teachers can focus on content rather than technical obstacles.

It is emphasized that each teacher develops their teaching practice taking into account the needs of their students, the culture of the class, and their personal pedagogical strengths. The practice at this school is appropriate to its context, taking into account the teacher's personal relationship with the students, their ages, values, and interests. The practice works because it is dynamic and tailored to real students, but it is not believed that this practice should be standardized.

Several important steps that would help to implement this practice more effectively:

1. Financial support for digital tools and artificial intelligence platforms.

Currently, most teachers pay for innovative programs (Canva Pro, VEED, AhaSlides, Ideogram.ai, etc.) out of their own pockets. A centralized funding mechanism or subscription package should be provided so schools can use high-quality EdTech solutions without incurring personal expense.

2. Strengthening teachers' methodological freedom and creativity.

Individually created teaching practices should be encouraged, as this would increase teachers' self-confidence and professional satisfaction.

3. Space for professional development and community sharing.

Create a community of digital well-being teachers where they can share ideas, methods, lesson examples, and experiences related to EdTech solutions.

3.17 Story Time

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Giedrė Tamoliūnė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Story Time	Website: mybe.lt
Implemented by	
• Asta Markauskienė • Utenos Krašuonos progymnasium, https://www.krasuona.utena.lm.lt/lt-lt/; https://versme.krasuona.utena.lm.lt/ • Utena, Lithuania	
Type of practice	
• An instrument	
Digital well-being strategy addressed	
• High quality digital pedagogy • Socio-emotional state • Sustainable and high-quality EdTech selection	
Context	
• The practice is implemented with children with special needs in Utena Versmė Division of Utenos Kraštuonos progymnasium. • This practice was initiated through communication and cooperation with mybe.lt tool (EdTech) developer.	
Description	
• The practice has been applied every week for several years. • Listening to stories with changing lights and images helps students to calm down, manage their emotions, and relax. Sometimes, relaxing and at the same time concentration-requiring activities can be organized based on the theme of the story being listened to.	
Challenges addressed	
This practice addresses: • cognitive challenges (reduced attention / attention deficit) and stimulates learners' fantasy and imagination; • socio-emotional challenges (emotional fatigue, feeling bored, not motivated or disinterested (Reduced learning /job satisfaction) • psychological challenges (experiencing thoughts and body discomfort too often, without an obvious physical reason (anxiety and panics)) • physical and mental health challenges (challenging behaviour, sleep quality and need for some rest, calming down and relaxation)	
Impact on digital well-being	
• It helps to create a safe, emotional, and calming environment for learners. Students look forward to listening to stories again.	

Recommendations for practice sustainability
• The sustainable implementation of the practice requires technological resources: an internet connection, audio equipment, additional lighting equipment, and access to the full content of the tool. • With a more systematic approach and agreement, this practice should become part of the educational process for all children. • Local authorities could become more involved. • With a more systematic approach and coordination, this practice could become part of the educational process for all children. (More focused on students in grades 1-5, as well as students with cognitive disabilities).

This practice was initiated through communication and cooperation with mybe.lt tool (EdTech) developer. The app MYBE was created by child psychologists, educationists, sleep experts, music therapists, music creators, designers, mindfulness experts and sound directors. Professionally recorded stories for children that are science-based, created by experts based on emotional education research, are easy to listen to, engaging, and easily integrated into the educational process.

Figure 33. *Website Extract Presenting the a Tool for Emotional Development* (Mybe, 2025, mybe.lt)

The practice is implemented by a teacher working with children with special needs. This practice is designed to help students calm down, manage their emotions and relax. It is organized every week on the same day and at the same time, maintaining consistency, rhythm and routine, which are very important for students with special needs. Observations indicate that consistent implementation helps sustain students' interest and engagement, preventing boredom and thereby maintaining the effectiveness of the activity. In addition, it has been noted that for learners of a particular age group with specific needs, just listening

to a story is insufficient; changes in lighting and imagery are also required to support engagement.

From the interview:

"It's a big plus to maintain consistency with children. I don't know, maybe parents do the same thing at home. They have a story time in the evening. I used to do that at the institution, and it was once a week, for an hour, always on the same day at the same time, because they would come and say, "Tomorrow there will be a story," so I would stick to it. I wanted to keep it that way so that it wouldn't be unbalanced, so that whenever I wanted it, it would be, because then it wouldn't be interesting."

During the lesson, a teacher selects and plays an audio story from the MYBE application, depending on the topic (e.g., seasons) or the current need and situation. The stories are designed to be calming, soothing and include therapeutic tunes and guided breathing exercises. Also, they are narrated in clear and coherent Lithuanian, using a consistent and soothing tone.

To support a relaxing atmosphere, the teacher adjusts the lights accordingly. While listening to the story, students demonstrate signs of relaxation, improved emotional regulation, and imagination engagement. It has been noticed that children with special needs really like the story "The Train," which asks them to imagine a moving train and encourages them to come up with the story's ending themselves. The teacher always concludes the practice with a reflection.

In addition, while listening to the stories, relaxing and at the same time concentration-requiring activities are sometimes organized according to the themes of the stories. For example, while listening to a story about clay, students knead clay and mold objects.

From the interview:

"Even if he fell asleep, it showed that the child was really tired after a whole day at school, and listening to an interesting story and a calm voice, he really calmed down, because I let them do it too. Well, when the groups sat down as they wanted, as the storyteller said, to make themselves comfortable there, and well, those who didn't fall asleep while watching the fairy tale, we reflected on it."

The students eagerly await the sessions and ask when the next story time will be. Noticing that these sessions help the students relax, the teacher developed a pedagogical strategy on how to organize them as effectively as possible to ensure the well-being of the students. A poster with the phrase "Story Time" was created to let students know a story would be

read that day. In addition, to avoid distractions, a "Do Not Disturb" sign is put on the classroom door so no one else interrupts the educational process. Students respond positively to the stories: they relax, lie down on the carpet, sometimes fall asleep, or listen while doing other activities that require concentration.

Positive impact for digital well-being

On a cognitive level, this practice can help address challenges related to reduced attention span. By engaging students through guided storytelling and sensory elements, the activity helps maintain focus and stimulates imagination and fantasy.

In terms of social and emotional challenges, the practice helps reduce emotional fatigue and prevent decreased motivation or learning satisfaction. Calming activities create conditions for emotional stability, while predictable and repetitive learning experiences support emotional regulation and a sense of security, helping to cope with psychological challenges such as anxiety and panic.

In the area of physical and mental health, this practice is associated with the prevention of challenging behaviour, it supports sleep quality, and meets students' needs to rest, calm down and relax during the school day.

Practice also helps address person-specific and contextual factors related to the problems of irresponsible use of technology and information, and knowledge overload. Addressing the lack of structured support systems for teachers and students, this practice supports teachers by offering simple, targeted, and supportive digital activities and prevents a mismatch between EdTech solutions and pedagogical goals, as the digital tool is chosen to be easily aligned with curriculum and pedagogy.

Teachers noticed that students eagerly await the story time and that it helps students relax. A pedagogical strategy was developed on the teacher's initiative: a poster with the inscription "Story Time" was created to inform students that a fairy tale would be read that day, and a "Do Not Disturb" sign hung on the classroom door to prevent distractions.

During the lesson, the teacher selects and plays an audio story from the MYBE app based on the topic or students' needs. The stories, with therapeutic sounds and breathing exercises, are calming and told in clear, coherent Lithuanian. Activities can be integrated according to the story being listened to: e.g., modelling, drawing, making appliqués. For example, while listening to the story "The Baker," children can mold buns and cakes, thus encouraging their creativity and imagination. After listening to the story "The Train," children can draw a train or mold it out of plasticine or modeling clay.

Improvement opportunities

This tool is easy to integrate into the curriculum and plan educational activities. So, this could be a great tool for all schools, helping create a safe, calming, and emotionally supportive environment for students. Implementing the practice requires an Internet connection, audio equipment, additional lighting equipment (lights, etc.), and access to the entire tool's content.

The involvement of local authorities, a more systematic approach, and agreement that such practices should become part of the educational process, not only for children with special needs but also for other pupils, is required.

3.18 Wordwall Platform

Giedrė Tamoliūnė, Vytautas Magnus University, Lithuania
Giedrė Tamoliūnė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Wordwall Platform	Website: https://wordwall.net/
Implemented by	
• Kaunas "Vyturys" gymnasium, https://vyturys.kaunas.lm.lt/ • Kaunas, Lithuania	
Type of practice	
• A method and an instrument	
Digital well-being strategy applied	
• Managing digital divides • Critical awareness on the use of technologies • Psychological resilience • Socio-emotional state	
Context	
• The practice is implemented in a gymnasium over one year, with a teacher applying the practice across different grade levels according to pedagogical and students' needs.	
Description	
• The *Wordwall* platform is an innovative platform of various digital resources designed to help teachers prepare interactive tasks. The website offers numerous examples of tasks: quizzes, wheel of fortune, grouping, fill-in-the-blank, etc. • The personal initiative to look for other attractive educational platforms and use this program arose when the insufficient flexibility of the *Kahoot* educational platform was noticed. The key advantages that *Wordwall* has compared to other tools are related to contextual (the application itself and content available in different languages), financial (free access for students, only teachers buy a	

license) and technological features (e.g., students' learning progress monitoring, AI features).
Challenges addressed
• This practice mainly addresses socio-emotional challenges related to students' emotional fatigue, inter-personal conflicts, social stress, and reduced learning/ job satisfaction • It also responds to psychological challenges related to feeling bad or being afraid of cybersecurity, and prevents risks related to cognitive challenges when it comes to information retention, attention span, and flexibility of thinking.
Impact on digital well-being
• The use of *Wordwall* tool simplifies lesson planning and task adaptation, which saves time and reduces the stress of managing digital content. This allows teachers to focus more on creative lesson planning and teaching. • By using gamification elements and interactive tasks, the tool keeps students engaged and motivated, and encourages quick decision-making.
Recommendations for practice sustainability
• Sustainable implementation of this practice requires reliable funding to pay for software licenses, updates, and provide technological support for teachers and students.

The practice focuses on the application of the *Wordwall* platform as a main digital tool for creating interactive learning activities. Implemented for over one year across different gymnasium classes, this practice emerged as a response to the need for more pedagogical flexibility than other tools, like *Kahoot*, could provide. The teacher outlines the main benefits of the platform, one of which is its broad linguistic availability, as well as the ability to create or adapt other teachers' learning resources, localising them to curriculum needs and different learner profiles. The platform itself suggests an extended list of activities that can be adapted to different pedagogical goals, needs, and contexts (see fig. 34). The platform promotes digital equity by providing free access to students. Moreover, AI-driven task creation and students' individual progress monitoring reduce teachers' cognitive load and technostress.

In this case study example, *Wordwall* functions as both a method and an instrument since it provides digital infrastructure for interactive gamified tasks, and it is a method because it enables specific pedagogical strategies, such as gamification, promoting active student engagement.

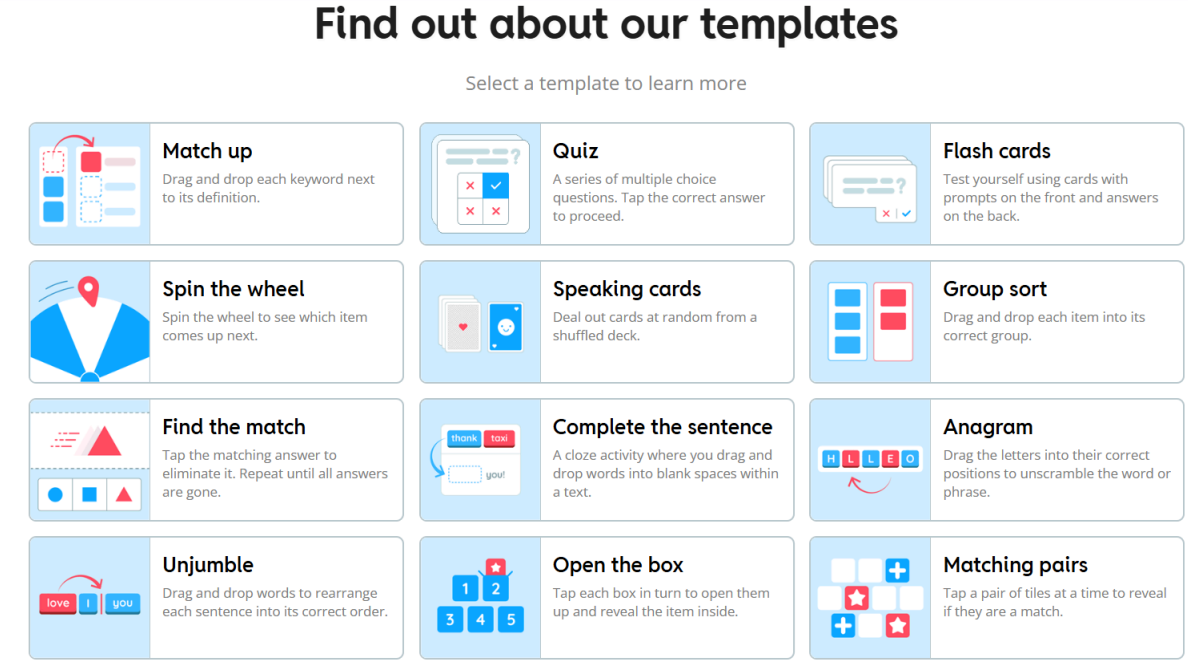

Figure 34. *Website Extract Presenting List of Interactive Learning Activities* (Wordwall, 2025, https://wordwall.net/)

Through the appropriate and responsible choice of the tool and its application in classes, this practice seeks to prevent teachers and students from the irresponsible use of technologies, at the same time overcoming the lack of digital competences. This is addressed by using a tool that is easy to use and requires no log-ins for students, in such a way, saving a lot of class time. Moreover, as already mentioned, the decision to use *Wordwall* is related to context-specific factors, including a lack of support systems for teachers and students and an inadequate infrastructure - it was found to be the best option responding to teachers' needs.

This practice supports digital well-being within the gymnasium by managing digital divides through free access for learners and a multilingual model that ensures equitable participation for all learners. Also, it fosters critical awareness on the use of technologies by allowing teachers to monitor individual student progress in class or remotely, and organizing and designing assessment activities through short and focused assignments. By ensuring that tasks are implemented in-class mainly or having the option to print out the templates for the 'screen-free' learning, teachers and students develop their digital competence of balancing their online and offline learning activities, keeping the right 'to switch off'. This closely aligns with another digital well-being strategy addressed in this case study example: fostering psychological resilience. As a digital tool, *Wordwall* supports psychological resilience by offering features that help establish digital boundaries and help both teachers and learners overcome the constant pressure to remain connected.

Finally, by transforming routine lessons into gamified, engaging and motivating learning experiences, this tool is seen as contributing to the enhancement of learners' and teachers' socio-emotional state.

Positive impact for digital well-being

Easy to use, multilingual and providing free access for learners, the tool addresses cognitive challenges related to information retention, attention span, and flexibility of thinking. Designing or adapting short, different types of interactive tasks encourages learners' quick decision-making and strengthens their motivation to learn.

The practice mitigates socio-emotional challenges such as emotional fatigue and social stress by suggesting a simple and "low-stakes" gamified environment. This is seen as helping to reduce the fear of public performance in front of the classroom or meeting new people. It also helps to minimize inter-personal conflicts by shifting the focus to a more individualised or even collaborative learning approach. The variety of activity types and templates, such as 'Speaking cards', 'Unjumble', and 'Group sort', prevents learners' boredom, directly increasing their learning satisfaction and engagement, and maintaining a positive socio-emotional state. Finally, by using a platform that requires no log-ins or licence purchases and no personal data entry, this case study example addresses the psychological challenge of feeling bad and being afraid of cybersecurity, instead, building a sense of digital security and trust.

Improvement opportunities

The teacher implementing the practice described recommends using this tool as contributing to digital well-being, since it allows for easily adapting tasks to the needs of students, encourages active participation, gamified learning, and boosts students' motivation. In addition, the tool saves teachers' time and allows them to organize their lessons creatively. However, to ensure this tool is used as effectively as possible and contributes to the continuity and sustainability of digital well-being practices, it is important to secure financing. This is because, although the license is free for students, in order to use all the features of this tool, each teacher must purchase a license independently, and in most cases, from their own personal funds.

3.19 Workplace Exercise

Giedrė Tamoliūnė, Vytautas Magnus University, Lithuania
Indrė Oleškevičienė, Vytautas Magnus University, Lithuania

Practice summary card

Title	
Workplace Exercise	Website: N.A.
Implemented by	
• Asta Mockienė • Vytautas Magnus university, https://www.vdu.lt/en • Kaunas, Lithuania	
Type of practice	
• A method	
Digital well-being strategy applied	
• Healthy habits • Socio-emotional state • Physical and mental health	
Context	
• This practice is carried out by the Vytautas Magnus University Physical Education trainer and healthy lifestyle experts and focuses on fostering and maintaining a healthy lifestyle and wellness of the University's academic and non-academic staff. The practice has been in place for about 4 years now. Throughout the working week, from Monday to Thursday, different training sessions are available for University members during their lunch break, i.e., from 12:00 to 13:00 LT time.	
Description	
• The practice is called *WORKPLACE EXERCISE: How to engage your muscles with easy, effective exercises?* It defines regular physical activities taking place at the VMU Sports center. These 1-hour training sessions take place during the lunch break, Monday to Thursday. University members may select from a list of training options, including pilates, badminton, physical training, and basketball. • This initiative is based on the recent scientific research results emphasizing that people working in sedentary jobs spend about 80% of their working day sitting, which is directly related to an increased risk of health issues, including obesity, cardiovascular and mental illnesses.	
Challenges addressed	
This practice addresses: • cognitive challenge of reduced attention/ attention deficit • socio-emotional challenge of emotional fatigue • physiological challenge of experiencing thought and body discomfort too often, without an obvious physical reason (anxiety and panics)	

• physical and mental health expressed through worse health conditions and posture issues
Impact on digital well-being
The practice impacts digital well-being by: • improved posture, balance, body stability, and shoulder mobility • improved concentration, and focus • a more efficient work after breaks • less fatigue near the end of work • improved blood circulation, heart function, tissue respiration • normalized fascial tension
Recommendations for practice sustainability
• The practice implementation requires the appropriate personal attitude - desire, finding time, motivation, etc., and adequate infrastructure - adapted workplaces.

This practice is another initiative carried out by Vytautas Magnus university, aiming to foster and improve university members' well-being. It is implemented as a structured wellness and well-being method that integrates physical activity into the professional daily routine, utilizing lunch break as a strategic interval to transition from sedentary and cognitive work to active recovery. VMU is a member of the Health Promoting Universities (HPU) network, aiming to create a learning environment and organizational culture among network members that would strengthen the health, well-being and sustainability of the university community and society, provide individuals with opportunities to achieve full personal expression and adhere to health-promoting lifestyle principles.

The need for workplace exercise practices is also based on the results of recent research studies, emphasising that people who work in sedentary jobs spend about 80 percent of their working day sitting. When in a long-term static sitting position, employees experience discomfort, fatigue, and back pain. Prolonged sitting during work is associated with an increased risk of developing cardiovascular and respiratory diseases, obesity, diabetes, and mental illnesses. Sedentary work and prolonged sitting during leisure time negatively affect muscle mass and strength, as well as bone mineral density. Scientists say sedentary work may increase the risk of oncological diseases. To respond to these challenges, VMU Sport Center offers not only free-of-charge training sessions but also invites members to check their physical health every year. This practice has been implemented for nearly four years and is well accepted by the university staff, reaching the maximum number of registered participants each time. In addition, the renewed, expanded, and modernised infrastructure (see fig. 35) should be considered as one of the success factors of this practice, allowing the organisation to organise and offer different types of training to respond to community needs. As a result, a wide range of training sessions is offered to promote staff health and well-being, including badminton, physical training, pilates, and basketball.

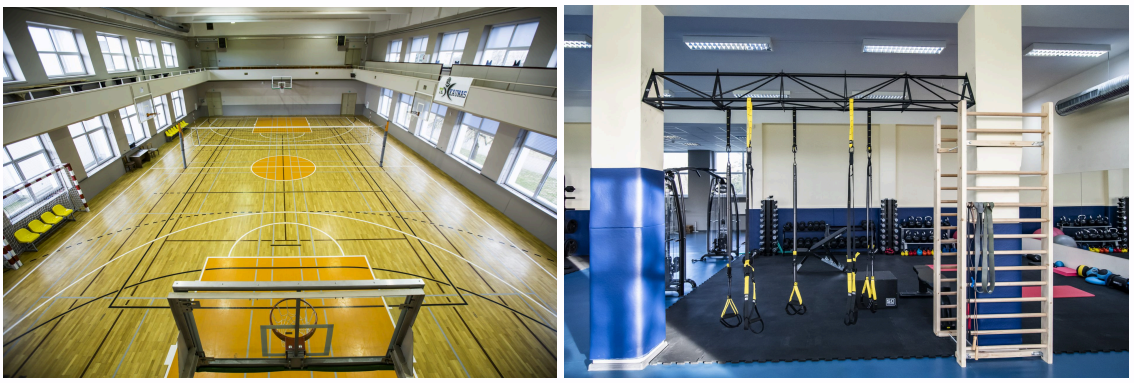

Figure 35. *VMU Sports Center Facilities* (VMU Sports Center, 2025, https://sportas.vdu.lt/)

The practice is seen to prevent the negative effects of multitasking by providing a dedicated hour that forces a clear and single focus on physical movement, allowing the brain to recover from the fragmentation of digital tasks. Additionally, physical activity helps balance against information and knowledge overload by creating a cognitive break, enabling employees to be more efficient and process work more effectively after a period of physical movement.

Positive impact for digital well-being

The Workplace Exercise example directly mitigates physical and health challenges by improving posture and reducing the risk of chronic diseases through physical activities. Moreover, by breaking the cycle of static sitting, it addresses cognitive and socio-emotional exhaustion, restoring attention spans and reducing emotional fatigue associated with prolonged desk work. Furthermore, regular physical activities help to release the psychological tension, helping to reduce the anxiety symptoms and thoughts and body discomfort too often, without an apparent physical reason.

Implementation of this digital well-being practice leads to positive changes, such as improved posture, more efficient work after breaks, better concentration, better balance, and less fatigue near the end of the workday. Also, it claims to improve blood circulation, heart function, tissue respiration, normalise fascial tension, improve body stability, and shoulder mobility.

Improvement opportunities

The practice implementation requires the appropriate personal attitude - desire, finding time, motivation, etc., and adequate infrastructure - adapted workplaces.

3.20 KU Leuven Healthy

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Elena Trepulė, EDEN Digital Learning Europe, Estonia

Practice summary card

Title	
KU Leuven Healthy	Website: KU Leuven Healthy
Implemented by	
• An Bogaerts, Stephan Marchant and other KU Leuven partners • KU Leuven university, https://www.kuleuven.be/english/kuleuven/ • Leuven, Belgium	
Type of practice	
• An instrument • A training material • Other	
Digital well-being strategy addressed	
• Healthy habits • Psychological resilience • Physical and mental health • Socio-emotional state • Sustainable and high-quality EdTech selection	
Context	
• A university-level well-being initiative that encourages staff members and students to stay healthy. • It is applied by university administration from 2021.	
Description	
• It is an instrument (a platform on a website) and resources that provides practical tips, training material and specific initiatives to stay healthy. • The main focus is on physical health, mental health and social health.	
Challenges addressed	
• KU Leuven Healthy primarily wants to inform and raise awareness about healthy living and provide knowledge about physical, mental and social health. With that objective in mind, this preventive measure addresses themes like stress, burnout, resilience, sleep, disconnection, suicide, sports, ergonomics, food and social connection.	
Impact on digital well-being	
• Well-being is becoming a more open, shared topic within university culture.	
Recommendations for practice sustainability	

- Closer cooperation within the university
- Collaboration with local institutions
- Involvement of a broader range of stakeholders

This case study example is analysed as an institution-wide practice that aims to support physical, mental and social well-being, including aspects of digital well-being. The practice is implemented in Belgium, at KU Leuven University, and is applied on a university-wide scale. The initiative is aimed at students, lecturers, administration and university management. KU Leuven Healthy acts as a centralized platform that combines information and services provided by various university departments, such as Student Services, Human Resources, KU Leuven Sport and Health, Safety & Environment Services. The platform is publicly available and it is constantly updated.

Why KU Leuven Healthy?

Our core values

› KU Leuven Healthy believes in prevention. People who feel good mentally and physically are more energetic, positive and resilient. Not only on the work floor and in the auditorium, but also at home and in student housing.

› KU Leuven Healthy has a positive outlook on health. Health is not an obsession, but a lever towards a richer, more balanced, more vital life.

› KU Leuven Healthy advocates a holistic approach. Healthy living is a complex combination of factors. Physical discomfort has an impact on our mental health and vice versa.

Our objectives ▼

› KU Leuven Healthy primarily wants to **inform and raise awareness** about healthy living and provide knowledge about physical, mental and social health. We also promote a visible, accessible, high-quality and campus-wide offer on various health topics. KU Leuven has many departments that, each from their own perspective, offer information and services about health. The KU Leuven Healthy platform bundles all that information.

› KU Leuven Healthy wants to **inspire & facilitate** in taking local health initiatives. To this end, KU Leuven Healthy offers a platform where ideas and best practices are exchanged, and where material is also made available to get started yourself.

› KU Leuven Healthy is also committed to create a **connecting** and stimulating community of staff and students, but also of actors and stakeholders with a health offer or expertise in the field of health with a view to better cooperation. This is how we create a pool of knowledge and innovative health initiatives that are at the service of everyone.

Figure 36. *Website Extract Presenting the Mission and Vision of KU Leuven Healthy* (KU Leuven Healthy, 2025, https://www.kuleuven.be/healthy/en)

The context of the practice is based on the premise that studies and academic work require a lot of effort, both mentally and physically. The initiative recognizes that taking care of health and well-being is a prerequisite for successful learning and working on healthy habits may mean different decisions for different individuals.

KU Leuven Healthy is defined as a university-level instrument and initiative that combines information resources from many services of the university and aims to set up a community of staff and students with health and well-being in target. The practice is an umbrella program with offerings of diverse KU Leuven partners to promote a healthy lifestyle and well-being.

The practice is applied continuously from 2021 and is not limited to a specific time interval or one-time interventions. It is targeted for students, teachers and management staff. KU Leuven Healthy primarily wants to inform and raise awareness about healthy living and provide knowledge about physical, mental and social health. There is a visible, accessible, high-quality and campus-wide offer on various health topics provided on the platform (see fig. 37).

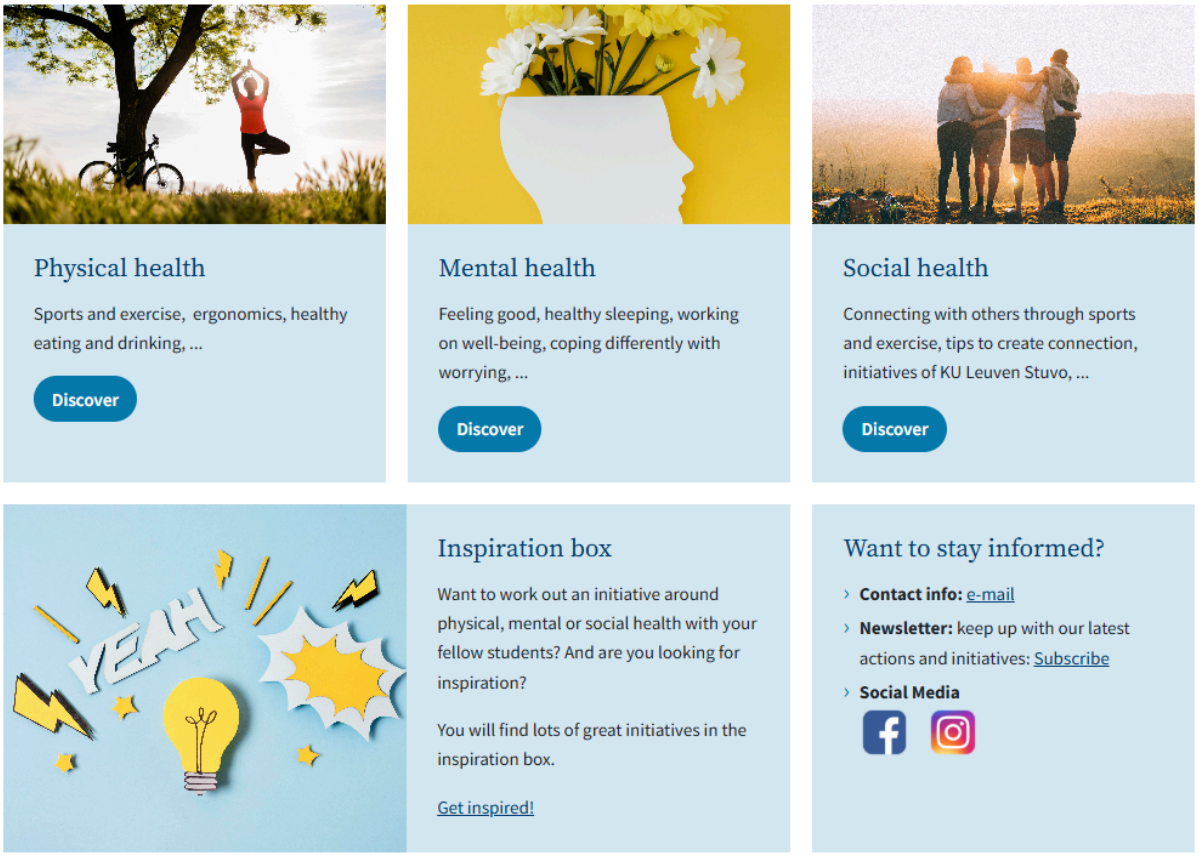

Figure 37. *Website Extract Presenting KU Leuven Healthy Platform* (KU Leuven Healthy, 2025, https://www.kuleuven.be/healthy/en)

A platform is a place where ideas and best practices are exchanged, and where material is also made available to get started yourself.

From interview:

"KU Leuven Healthy is more an umbrella of all the initiatives that we have regarding well-being <...> every initiative that we launch no matter where it's coming from, whether it's from HR department, from Student services or from the KU Leuven Sport, so that it always has this label of KU Leuven Healthy."

Positive impact for digital well-being

The case reveals that the KU Leuven Healthy practice prevents various challenges of general and digital well-being. At the cognitive level, this includes prevention from reduced attention and reduced cognitive capacity and addresses self-regulation needs. At the socio-emotional level, the practice prevents emotional fatigue, reduced motivation and satisfaction with studies or work. At the psychological level, it prevents anxiety and panics, and off-task behaviour, while in the area of physical and mental health, a prevention from worse health conditions, risk of addiction, sleep quality and posture problems is identified.

KU Leuven Healthy offers support regarding disconnection (letting people reflect about their own disconnection styles and supporting them to find ways to heighten their work-life agility) but doesn't go into e.g. details of technologies, rather creating awareness of overusing for example apps, notifications, etc.

From interview:

"Talking about well-being, you feel anxiety rising not just because of these new technologies, but also because of the speed of it and what I see from my perspective is the overload of information.'

"We also invited an expert to give a specific expert talk on digital well-being and tools and how to work with it besides for example working on sleep, dealing with rumination and preventing burnout.'

'In the whole field of well-being, digital well-being and disconnection is one of the topics that we approach."

The analysis shows that KU Leuven Healthy contributes to better visibility and coordination of well-being initiatives across the university. It brings all information and services on well-being into one accessible platform for students and staff. In addition, the initiative promotes community engagement by encouraging both students and staff members to become

well-being ambassadors and start their own health-related project. As a result, well-being becomes a more open and shared discourse in the university culture.

Improvement opportunities

While KU Leuven Healthy already functions through coordinated efforts and shared resources within the university community, the initiative could benefit from closer cooperation with student unions, faculty and departmental well-being coordinators, HR and IT teams, and the university's data protection officer to ensure both relevance and safety in digital initiatives. Closer collaboration with local health professionals, community organizations, and academic researchers in psychology or education could also be considered to strengthen the connection between university campus well-being initiatives and broader community health, creating a more connected and supportive ecosystem for everyone involved. It could be recommended involving a broader range of stakeholders to make KU Leuven Healthy even more effective and inclusive.

The case shows that the sustainability of this type of initiative does not depend on the creation of new digital infrastructure, but on the consistent coordination of existing resources and services, and institutional support.

3.21 Trainings, Workshops and Tutorials for Teachers and Students in Digital Competences

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Elena Trepulė, EDEN Digital Learning Europe, Estonia

Practice summary card

Title	
Trainings, Workshops and Tutorials for Teachers and Students in Digital Competences	Website: https://elearning.upt.ro/en/educatie-digitala/
Implemented by	
• N.A. • Politehnica University of Timisoara, https://www.upt.ro/ • Timisoara, Romania	

Type of practice
• A method • A training material
Digital well-being strategy addressed
• Teacher and student digital competences
Context
• A university-level initiative in Romania, Timisoara, based on institutional strategy and faculty needs • It is applied for about 25 years
Description
• It is a method and training material for teachers, management staff and students • The main focus is on digital competences of teachers and students
Challenges addressed
• The practice primarily prevents cognitive challenges such as educational gaps, personalisation of learning, hybrid teaching, and digital competences. • The enhanced digital competences contribute to the development of appropriate technology use skills and address device-specific factors related to poor infrastructure, inadequate EdTech solutions, technology–pedagogy mismatch, data privacy, and uncertainty of digital tools.
Impact on digital well-being
• The number of teachers and students with increased digital competences is growing every year. • Added value to the students.
Recommendations for practice sustainability
• Stakeholders involvement already exists. • Activities that would facilitate this practice to be more beneficial for schools and the community are included in the institutional strategy and the strategy of the responsible department.

This practice of digital competence training, seminars and consultations (trainings, workshops and tutorials) at Politehnica University of Timisoara is a long-term university-level initiative aimed at strengthening the digital competences of both teachers and students.

An initiative aimed at improving digital skills, which has been running for around 25 years at the Politehnica University of Timisoara in Romania, can be considered a well-established and mature initiative in a university context. The training is organized by the Digital and Distance Education Department, based on the overall institutional strategy and considering the specific needs and requirements of the faculties. The university has developed a true digital education ecosystem, based on a strategy with clear objectives.

This practice is defined as a combination of methods and learning materials, including training, workshops and tutorials aimed at developing digital competences. It is applied at the university level and is focused on main target groups: lecturers, students and management.

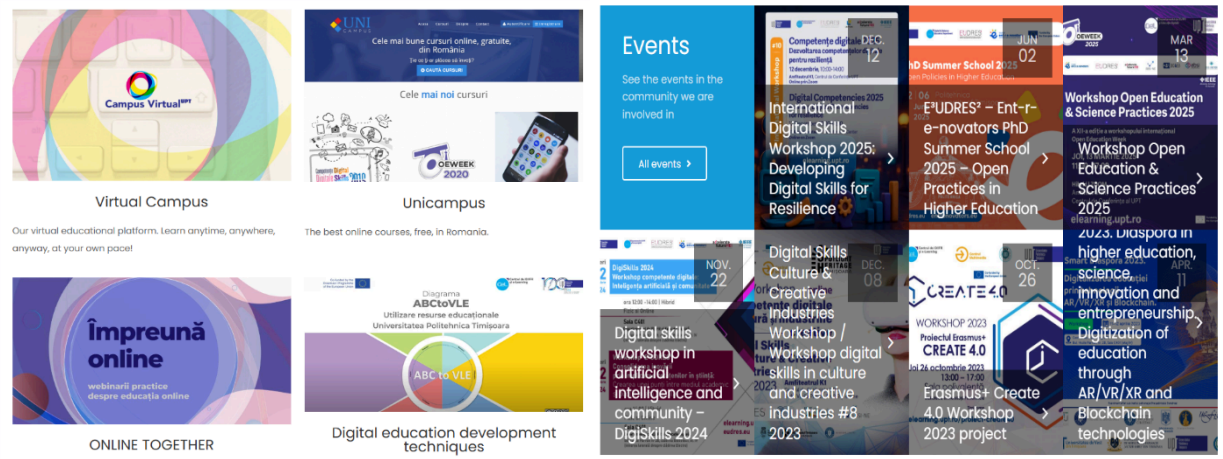

Figure 38. *Trainings, Workshops and Tutorials for Teachers' and Students' Digital Competence Development* (The ID / IFR and e-Learning Center, 2025, https://elearning.upt.ro/en/educatie-digitala/)

The practice is implemented periodically: some training takes place once per semester, while others are organized as needed in response to technological changes or faculty requests. The declared strategic direction of the practice is to strengthen the digital competences of teachers and students. Trainers and training materials are required for this practice application, and training can take place both online or face to face (see fig. 38).

Positive impact for digital well-being

The case study shows that this practice is primarily associated with cognitive challenges in the learning process. It focuses on digital competences, hybrid teaching, personalisation of learning and educational gaps. Enhanced digital competences among teachers, together with the effective use of digital tools in the study process, generate added value for students by improving teaching methodologies and learning materials. Although socio-emotional, psychological or health challenges are not directly identified as the main focus of the practice, it was indicated that this practice helps prevent reduced learning or job motivation and social stress when students are afraid to perform in front of the classroom or meeting new people.

Increased digital competences of teachers and students contributes to the development of appropriate technology use skills and prevents from fear of cybersecurity, anxiety, off-task

behaviour, addiction. Prevention of person specific factors involves preventing irresponsible use of technologies, excessive use of technologies for personal reasons, multitasking, over-reliance on technologies, and the Ill-use and mis-use of technologies.

The improvement of digital competences is linked to the prevention of several context specific factors related to the application of digital technologies in the teaching and learning process. Appropriate digital competences contribute to reducing the inappropriate use of technology in classrooms, managing the excess of digital resources in study programs, and preventing the excessive use of technology in teaching and learning.

This practice addresses device-specific factors related to poor or inadequate infrastructure, inadequate EdTech solutions, technology–pedagogy mismatch, excessive and various EdTech solutions, data privacy, and uncertainty of digital tools, in order to help make more informed decisions and use digital technologies pedagogically.

It is noted that this practice is successful and the number of teachers and students with increased digital competences is growing each year. Digitally competent teachers create added value for students in the teaching and learning process.

Improvement opportunities

This is a long-standing practice, based on an institutional strategy, consistent activities, competent trainers, training, and teaching materials. Usually, stakeholders, teachers and researchers from other institutions, industry, NGOs, public authority representatives are invited to make presentations. The university already has a variety of activities that would facilitate this practice to be more beneficial for schools and the community and it is included in the institutional strategy and the strategy of the responsible department.

3.22 Coexistence Commission

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Isabella Riccò, Open University of Catalonia, Spain

Practice summary card

Title	
Coexistence Commission	Website: N.A.
Implemented by	
• N.A. • Eixample School, Ieeixample.cat • Barcelona, Spain	

Type of practice
• A method • A training material
Digital well-being strategy addressed
• Managing digital demands • Critical awareness on the use of technologies • Healthy habits
Context
• The practice is implemented at Eixample school in Barcelona, Spain. It was developed in response to increasing concerns within the educational community regarding the use of digital devices, particularly following the introduction of a ban on mobile phone use at school.
Description
• This practice is based on participatory method of decision making. This is a commission that focuses on addressing the use of digital devices within the school community and makes decisions, considering all members of the educational community. The commission is led by the head of studies and meets twice per month.
Challenges addressed
This practice addresses: • Cognitive challenges related to reduced attention / attention deficit and self regulation needs. • Socio-emotional challenges related inter-personal conflicts and reduced motivation or disconnection due to overuse • Psychological challenges (feeling bad and being afraid of cybersecurity, emotional distress associated with continued use of screens) • Physical and mental health challenges (worse health conditions, sleep quality)
Impact on digital well-being
• It is still the initial phase. The aim is to create a space for genuine dialogue between families, students and teachers, enabling us to address the issue of digital well-being together.
Recommendations for practice sustainability
• To involve more students (classroom representatives), families and psychopedagogical guidance. • Digital well-being frameworks and educational materials to accompany the regulations on devices are needed.

This practice is implemented in a secondary school context in Barcelona, Spain, at Eixample School. It emerges in response to increasing concerns within the educational community regarding the use of digital devices, particularly following the introduction of a ban on

mobile phone use at school. The practice is situated within a broader school context where digital well-being is recognised as shared responsibility involving students, teachers, families, and school management.

The practice takes the form of a participatory decision-making method implemented through the reactivation of the Coexistence Commission. The commission operates at the school level and meets twice per month. It is led by the head of studies and involves the school management team, teachers, students, and families through the coexistence committee.

The commission is currently in its initial phase (2025/26) and focuses on addressing the use of digital devices within the school community. The ban on mobile phones prompted the school community to rethink rules, restrictions, and opportunities. The commission began discussing common criteria, best practices, and protocols for communicating with families in order to turn the discussions into an educational opportunity about responsible use of digital devices, digital coexistence, and emotional well-being.

Positive impact for digital well-being

On a cognitive level, this practice addresses the need for reduced attention and self-regulation by establishing agreed norms and rules for technology use. At the social and emotional level, it addresses interpersonal conflicts and reduced motivation or disengagement associated with excessive use of digital technologies by creating space for dialogue and collective decision-making among members of the educational community. The practice also addresses psychological, physical, and mental health challenges related to feelings of vulnerability and emotional stress, as well as concerns about poorer health and sleep quality.

At the level of person-specific factors, the practice addresses irresponsible use of technologies, over-reliance on digital devices, and ill-use or mis-use of technologies. Contextually, it responds to socio-cultural differences and the lack of structured support systems for teachers and students when addressing digital well-being issues. No specific device-related factors are explicitly addressed.

It is early to assess the impact of the initiative, because it is still the initial phase, but it is an opportunity to transform a ban into shared learning about the critical and balanced use of technology.

Improvement opportunities

The sustainability of the practice depends on the availability of time for regular meetings and shared spaces for documentation and communication. Increased involvement of

students (such as classroom representatives), families, and psychopedagogical guidance services is identified as an important issue. In addition, the provision of reference frameworks and educational materials at the policy level could support the sustainability and effectiveness of the commission's work.

3.23 Critical Use of GAI in the UOC's Digital Competences Course

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Isabella Riccò, Open University of Catalonia, Spain

Practice summary card

Title	
Critical Use of GAI in the UOC's Digital Competences Course	Website: https://iag.recursos.uoc.edu/en/
Implemented by	
• Montse Guitert • Universitat Oberta de Catalunya (UOC)/HEI, https://www.uoc.edu/en • Barcelona, Spain	
Type of practice	
• Application of a resource and an online discussion on the use of GAI in an online university	
Digital well-being strategy addressed	
• Managing digital demands • Ensure that teachers and students have digital competences • Critical awareness on the use of technologies	
Context	
• The rapid integration of generative artificial intelligence (GAI) into higher education creates a strong need for targeted training within digital competence courses. Within this context, digital competence courses provide an appropriate framework for addressing responsible and critical use of GAI technologies.	
Description	
• This practice is based on application of a resource and an online discussion on the use of GAI in an online university. The practice is implemented by the teacher responsible for the transversal course 'ICT Competences', which is mandatory for all UOC students.	
Challenges addressed	

This practice addresses: • Cognitive challenges (digital competences, online teaching) and Physical and mental health challenges (challenging behaviour)
Impact on digital well-being
• The specific training on GAI improves knowledge in this field, helps to gain an informed and conscious insight into its potential and key aspects, while improving the elements of the subject related to GAI.
Recommendations for practice sustainability
• Resources are needed to implement the practice. • It would be great to study teachers' attitudes towards this subject in order to identify their problems and improve the quality of their teaching. • The good practice could be incorporated into future public policy.

Recent research highlights that the rapid integration of generative artificial intelligence (GAI) into higher education creates a strong need for targeted training within digital competence courses. (Romeu et al., 2025). The practice is implemented in a higher education context in University Oberta de Catalunya, in Spain. Starting from the 2024/2025 academic year, digital competence courses help students understand not only the technical capabilities of IAG, but also provide an appropriate framework for the responsible and critical use of these technologies. The practice addresses the management of digital demands by strengthening teachers' and students' digital competences and fostering critical awareness of the use of digital technologies.

The practice is implemented by the online teacher, and led by the responsible teachers for the transversal course 'ICT Competences', which is mandatory for all UOC degrees. Teachers of the mentioned course share the resource with students. It is structured in the following elements:

1. What is generative artificial intelligence (GAI) and how can it benefit us?
2. GAI tools
3. How to interact with AI
4. Ethical criteria for the use of AI
5. Most common uses of AI in learning

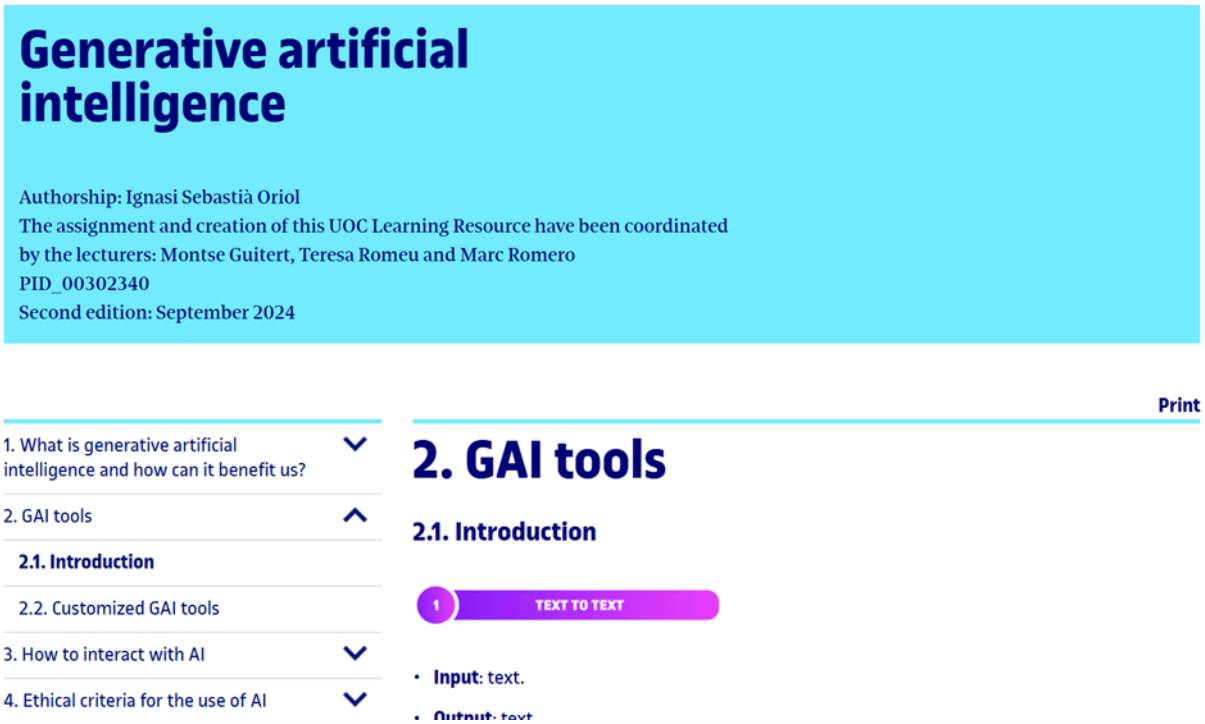

Figure 39. *Example of Resources* (Sebastià, 2024)

Subsequently, teachers facilitate an online discussion centred on a practical case, encouraging reflection on the implications of integrating artificial intelligence into academic education. Generative AI is examined through a reflective lens, while its possible applications in academic activities are also explored.

From the interview:

"Well, two years ago, when AI appeared, we realized that it was a key moment to rethink all this. The first thing we did was a teaching material, a learning resource which defines what AI is and how it could be used. We took for granted that students would have used AI anyway.

During the course, students perform a debate on a case study of inappropriate use of GAI and work in groups. Through this debate (which is supported by the mentioned resource), they become aware of what the critical use of AI entails."

Positive impact for digital well-being

This practice addresses a range of challenges related to digital well-being at both the individual and contextual levels. At the cognitive level, it focuses on strengthening digital competences and supporting online learning practices, while addressing physical and mental health issues related to challenging behaviour in digital learning environments.

Furthermore, this practice responds to person-related factors, including irresponsible use of technology, insufficient digital competences and inappropriate use of digital tools. Particular attention is paid to promoting critical and ethical use of technology.

From the interview:

"Well, to sum up, good practice makes the students aware of what it means to use the AI, the material explains how to make a prompt, etc. Therefore, we also explain how to use it and then make them reflect on it during the process. Hence, a use they have made."

At the contextual level, this practice addresses issues related to inappropriate use of technology during learning activities, aspects of the digital divide and issues related to data privacy. Together, these elements reflect an integrated approach to support the responsible and competent AI-based use of technologies.

From the interview:

"Well-being is linked to this idea of not having anxiety and being aware of what it means to use the AI. I think that in general, when AI appears, it creates a little distress. This is because there are many doubts, will it help me or not? Will it be my data? If you have a certain knowledge of all this, it gives you relaxation when using it or when deciding I don't want to use it. "

Two groups of students were asked to complete an online questionnaire on AI knowledge and its use in academic education. The first group did not include best practice (introduction of resource and online discussion), but the second group did.

The results indicate that focused training on GAI strengthens students' comprehension of the technology, enabling more critical and informed assessment of its opportunities and limitations. Moreover, the findings support the refinement of GAI-related course components, encouraging a more reflective and responsible use of the technology (Romeu et al., 2025)

Improvement opportunities

A study involving 6,106 students showed a positive impact on more responsible use of GAI. It would be interesting to investigate teachers' attitudes towards this subject in order to identify their problems and improve the quality of their teaching.

The good practice will be forwarded to the Vice-Chancellor to assess whether it could be incorporated into future public policy.

From the interview:

"The key point is to do this training, not only at the university level, it would also be important to do at secondary school, especially for teachers. In other words, if we want students to have a more critical, civic use of AI, teacher training must be done. "

3.24 App for Monitoring Students Well-being

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Kadri Mettis, Tallinn University, Estonia

Practice summary card

Title	
App for Monitoring Students Well-being	Website: https://ftp.clanbeat.com/
Implemented by	
• N.A. • Several general education schools • Tallinn, Estonia	
Type of practice	
• It is a method and training material	
Digital well-being strategy addressed	
• Healthy habits • Physical and mental health	
Context	
• N.A.	
Description	
• Clanbeat app provides well-being check-ins that give real time data on the emotional status of the group who are using it.	
Challenges addressed	
The practice addresses: • cognitive challenges (self-regulation needs) • socio-emotional challenges (inter-personal conflicts, reduced learning / job satisfaction) • physical and mental health challenges (challenging behaviour, sleep quality)	
Impact on digital well-being	

- Monitoring student well-being helps identify students who are in poor psychological condition and need help. Positive communication between students in the same class has also improved.

Recommendations for practice sustainability

- The ClanBeat service is paid, but all Schools in Tallinn have the opportunity to use it for free.
- Although such support greatly helps improve students' well-being, it has increased teachers' workload.

This case study example is the app for monitoring students well-being Clanbeat. The app provides check-ins that give real time data on the emotional status of the group who are using it. A classroom teacher can get a quick update, a homeroom teacher can review a snapshot of the students emotional status. The capacity to respond gives communities the opportunity to respond to needs quickly. (Clanbeat, n.d.). Teachers implement this practice with their students. Using this app, teachers can bring everyone together to the same virtual space, which is separate from everyone's personal social platforms. The app allows teachers to identify who needs specialized emotional support using insights into well-being – saving time and directly supporting those in need.

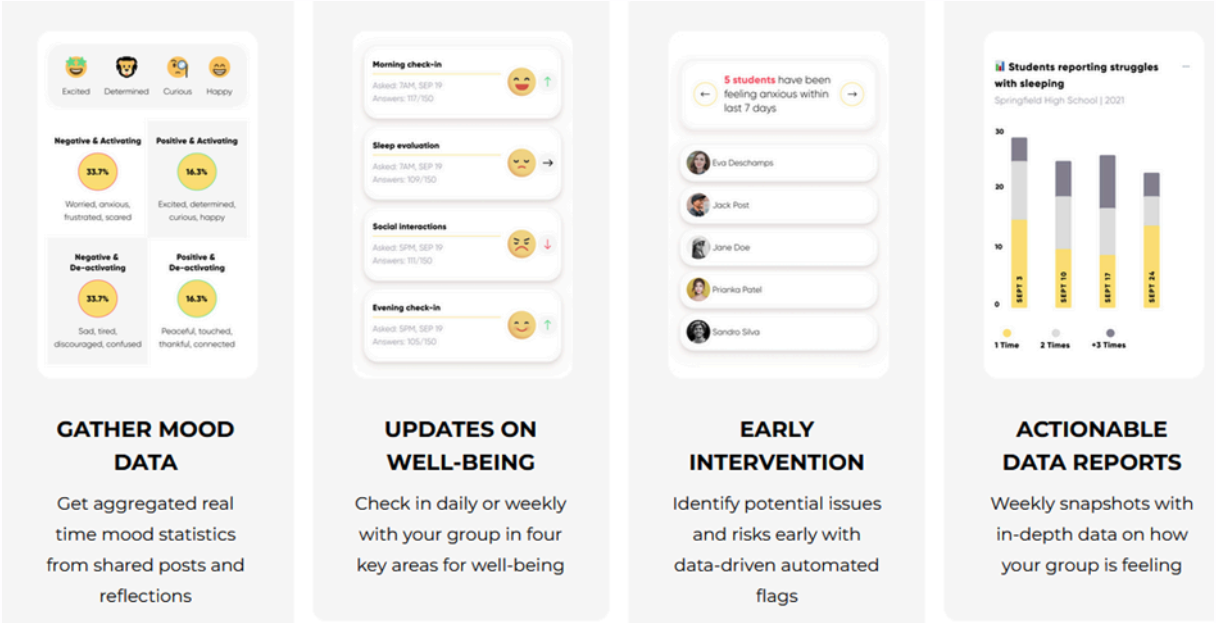

Figure 40. *Example from Clanbeat App Presentation* (Clanbeat, 2025, https://clanbeat.com/app/help-me-evidence-my-groups-emotional-wellbeing/)

Positive impact for digital well-being

The app aims to help students develop positive learning habits through regular reflection prompts, work planning and goal setting features. Meanwhile, actionable insights and data

on student mood and well-being are collected from students' interactions with the app and provided to teachers. Any potential issues can be identified and addressed before they arise. In this way, monitoring student well-being helps identify students who are in poor psychological condition and need help. It was observed that positive communication between students in the same class also improved.

This app is a great help for increasing students' well-being. All Schools in Tallinn have the opportunity to use this app for free.

Improvement opportunities

Although such support greatly helps improve students' well-being, it has increased teachers' workload.

3.25 Student Support Centre

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Kadri Mettis, Tallinn University, Estonia

Practice summary card

Title	
Student Support Centre	Website: https://www.tlu.ee/en/student-support-centre
Implemented by	
• N.A. • Talinn University, www.tlu.ee • Tallinn, Estonia	
Type of practice	
• A method and training material	
Digital well-being strategy addressed	
• Physical and mental health • Socio-emotional state	
Context	
• N.A.	
Description	
• The student support centre provides several different counselling areas (Careers counselling, psychological support, etc.)	
Challenges addressed	

The practice addresses: • cognitive challenges (self-regulation needs) • socio-emotional challenges (inequalities, reduced learning / job satisfaction) • psychological (anxiety and panics, off-task behaviour)
Impact on digital well-being
• It reduces student dropout rates.
Recommendations for practice sustainability
• The implementation of the practice requires human resources. • Students could also be part of the development activity.

Tallinn University has a Student Support Center, where students can receive advice on planning their careers and academic studies, or maintaining strong mental balance. Career, academic or psychological counseling and support for students with disabilities are provided to university students. All services are strictly confidential and free of charge.

Positive impact for digital well-being

The Student Support Center operates as an institutional practice aimed at providing counseling and support services to students. The counseling provided by the center can help solve cognitive challenges related to self-regulation needs, social and emotional challenges related to social inequality, reduced satisfaction with studies, psychological challenges related to anxiety and panic, and off-task behavior.

Individual counseling provides opportunities to reflect on one's learning habits, difficulties in motivation for studies, sources of stress, manage socio-emotional state and find ways to overcome difficulties.

The Student Support Center can help to overcome challenges related to person-specific and contextual factors: excessive use of technology, multi-tasking and unbalanced home habits, socio-cultural differences, information and knowledge overload, and lack of structured student support systems.

Through institutional support for students, the Center supports student well-being, which has an impact on the reduced rate of student dropout.

Improvement opportunities

In order to ensure the efficiency of the center's operations, a variety of specialists are needed, working full-time and available to all students. Students could also be part of the development activity.

This sort of support is a great help for increasing students' well-being, including digital -well-being, and reducing dropout for different reasons.

3.26 Support for E-learning

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Kadri Mettis, Tallinn University, Estonia

Practice summary card

Title	
Support for E-learning	Website: https://oppevara.edu.ee/ekursus/#ekursus
Implemented by	
• N.A. • Tallinn University, www.tlu.ee • Tallinn, Estonia	
Type of practice	
• A method • An instrument • A training material	
Digital well-being strategy addressed	
• High quality digital pedagogy	
Context	
• The initiative is created by the Agency of Higher and Vocational education 2021, developing the guide to creating a high-quality e-course.	
Description	
• The Tallinn University Learning and Teaching Center provides support for e-learning, including proposals for teaching development grants, training for staff, support in developing the program, creating conditions for cooperation, support for the development of e-learning.	
Challenges addressed	
The practice addresses: • cognitive challenges (digital competences) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity)	
Impact on digital well-being	
• The quality of e-learning materials is good, and teachers are more confident.	
Recommendations for practice sustainability	

- The practice requires an EdTech mentor or assistant to support and train teachers, with possible involvement of students in improvement activities.

When planning an e-course, it is recommended to follow the general rules and stages of learning design. Since there are many learning design models, the Estonian Quality Agency for Higher and Vocational Education developed the guide to creating a high-quality e-course and proposed the ADDIE model, which consists of five important stages:

- analysis stage - analysis of needs, target group and context;
- design design - formulation of learning objectives, selection of media types to be used, preparation of course structure and content, and preparation of a learning process plan;
- development stage - preparation of e-courses, including learning materials and learning instructions; Implementation stage - use of the e-course in a real learning process with real learners;
- evaluation stage - evaluation of the e-course and its learning process, which is not a one-time activity, but is a process that occurs throughout the ADDIE model. As a separate stage, it is presented as the last one, intended to evaluate the entire created course. (Eesti Kõrg- ja Kutsehariduse Kvaliteediagentuur, 2021).

These guidelines are used in the development of e-learning courses at Tallinn University. By implementing this practice and striving for high quality digital pedagogy, the Tallinn University Learning and Teaching Center provides support for e-learning:

- organizes the offer of teaching development grants starting in 2025,
- offers training and support in teaching and supervision, including supporting employees undergoing certification in preparing self-analysis of teaching activities,
- supports the development of curricula with the Curriculum Laboratory program,
- creates opportunities for collaborative learning and exchange of experiences in teaching activities,
- supports the development of e-learning.

The support system is developed with the goal to help university teachers with designing and developing e-learning courses, introducing not just a set of recommended tools but also a 'mentor' who would help teachers to design or improve the course in a way that is clear for both - teachers and students.

From the interview:

"In some ways, I also speak on behalf of the student. I might say, "If you put this here, from an outside perspective it seems like this, and I'm not sure it's the best option."

If they're already competent, we might focus more on the student journey — I'll act as the student and say, "Here I get confused, here I get stuck. How can we improve this?""

When setting up a new e-supported course, teachers are encouraged to critically reflect on the design of the course and tool selection, aiming to ensure that the use of technologies is well balanced and aligned with the didactical goals.

From the interview:

"Regarding new tools — I always ask: What do you actually want to give students? Then we choose two or three tools maximum and use those consistently. We don't add every shiny new tool. That only creates stress and confusion for both lecturers and students.

Part of my role is lowering unrealistic expectations. You don't need everything. Think practically."

Finally, this practice identifies the need for setting clear boundaries when it comes to the availability of teachers to be always available and online. Even though the availability and functionality of technologies is not always sufficient for implementing needed availability settings, at least the main information, agreements or rules should be emphasised and set when it comes to the students' and teachers' communication. This is something that mentors of this support system help teachers to implement.

"One major issue is availability. In courses, we can adjust notifications — how many, which ones. We also encourage lecturers to clearly state their availability in the course guide, for example: "The lecturer responds within five working days." That way, students don't expect constant availability.

I also include my own email for technical issues so students don't burden the lecturer with those. I can fix technical problems quickly and reduce stress for everyone".

Positive impact for digital well-being

The university's e-learning support practice primarily addresses challenges related to the lack of digital competences among academic staff. By organizing training, the digital competences of lecturers are improved and uncertainty related to cyber security is mitigated. This practice addresses contextual challenges related to the difficulties of choosing the most appropriate IT and EdTech solutions for e-learning courses, contributes to closing gaps in IT administration competencies, and helps mitigate information overload.

The support provided also addresses device-related challenges such as inappropriate EdTech solutions and helps align digital tools with pedagogical needs.

A positive change has been observed: the quality of e-learning materials is good, and teachers are more confident. This support for e-learning is a great help for increasing teachers' digital competence and helps to reduce stress and ineffective use of digital tools.

Improvement opportunities

To implement this practice, an EdTech mentor or assistant is needed to help teachers and train them. Students could also participate in improvement activities.

3.27 Annie Advisor

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Marie Nõgisto, Educraftor, Finland

Practice summary card

Title	
Annie Advisor / Annie support bot / Annie	Website: https://annieadvisor.com
Implemented by	
• Joonas Merikko • Annie Advisor, https://annieadvisor.com • Helsinki, Finland	
Type of practice	
• A method • An instrument	
Digital well-being strategy addressed	
• Teachers and students have digital competences • Critical awareness on the use of technologies • Healthy habits • Psychological resilience • Physical and mental health • Socio-emotional state • Added value of technologies for learning outcomes • Sustainable and high-quality EdTech selection	
Context	
• It is an EdTech solution for student support, applied in educational institutions in Finland. • Administration and teachers are responsible for practice application.	

Description
• It is classified as a method, an instrument and a training material for student support applied when there is the need. • The practice addresses teachers and student digital competences, monitoring critical awareness on the use of technologies, nurturing healthy habits, fostering psychological resilience, maintaining physical and mental health, enhancing socio-emotional state, assessing added value of technologies for learning outcomes, and selecting sustainable and high-quality EdTech solutions.
Challenges addressed
• The practice addresses cognitive challenges related to reduced attention, educational gaps, digital competences, autonomy skills shortage and self-regulation needs. • Socio-emotional, psychological, physical and mental health challenges can be addressed though the Annie Advisor support chat bot.
Impact on digital well-being
• The number of students using support bot has increased and the overall well-being of students has improved. • It has been observed that addressing well-being and study issues promptly has led to improved academic performance and engagement.
Recommendations for practice sustainability
• Sustainable funding for digital well-being initiatives. • Clear guidelines and standards for AI in student support. • Involvement of right stakeholders: school leadership, student support staff, teachers, parents and guardians, external stakeholders. • Involvement of policy makers aimed to integrate digital well-being support as a part into national / regional strategies, to support training programmes or school staff on digital well-being. • Inclusion of digital well-being strategies in teachers training curriculum. • Encourage knowledge sharing and communities of practice.

The Annie Advisor practice was developed by a Finnish EdTech team and is grounded in research on help-seeking behavior and human-computer interaction. The creators drew on the idea that lowering the threshold for asking for help would improve outcomes. It aligns with theories of preventive intervention and self-regulated learning support, aiming to reach students before minor issues become major. The initiative was introduced to schools through pilots and has since spread by demonstrating positive impact. In essence, Annie operationalises research insights by using an AI chatbot to prompt reflection and help-seeking at just the right times (see fig. 41).

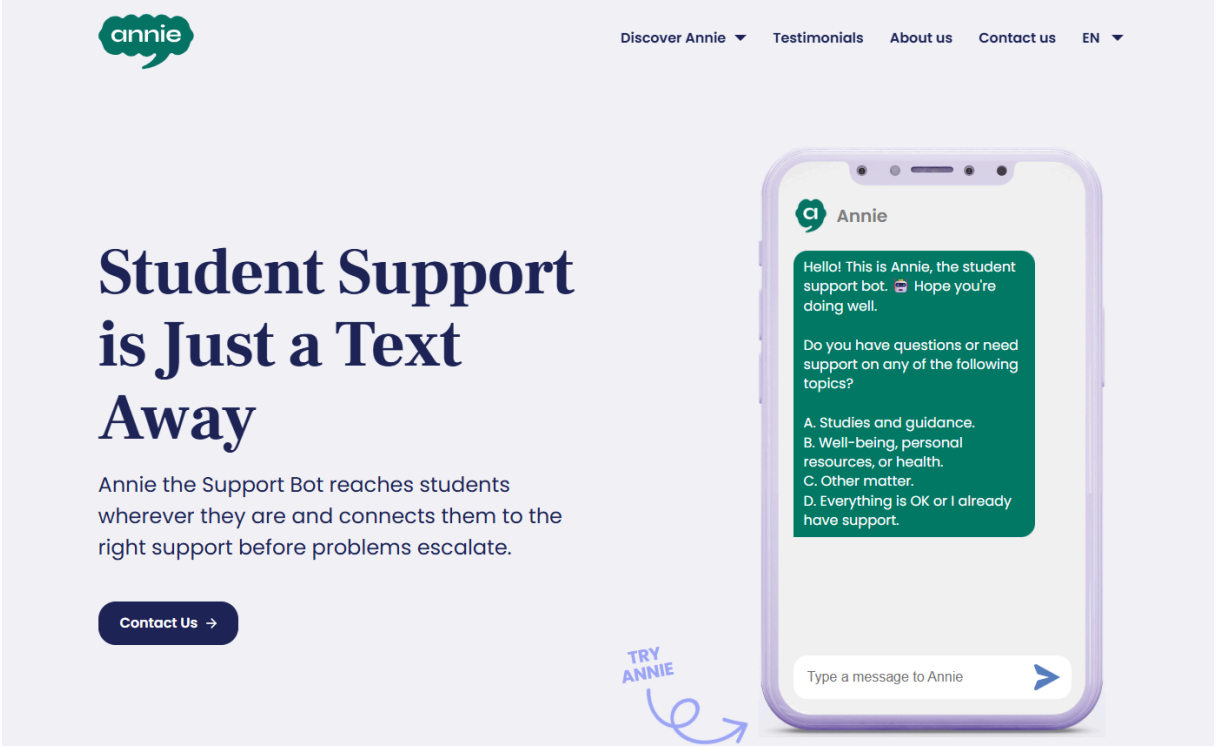

Figure 41. *Website Extract Presenting Annie Advisor for Student Support* (Annie Advisor, 2025, https://annieadvisor.com/)

Annie Advisor was started in 2021 and has expanded to over 40 educational institutions, including schools and universities.

Annie is a chatbot that nudges students at the right times via text/instant message to offer them help, lowering the threshold to ask and receive support. When barriers to learning are removed, students' well-being improves and their studies proceed. The Annie chatbot sends a text message to students and directs them to the right person, service or information through the conversation with the bot and based on their situation. It can also help them reflect on their situation without giving advice on what to do.[1]

Annie Advisor is classified as a method, an instrument and a training material for student support applied when there is the need. The practice addresses teachers and student digital competences, monitoring critical awareness on the use of technologies, nurturing healthy habits, fostering psychological resilience, maintaining physical and mental health, enhancing socio-emotional state, assessing added value of technologies for learning outcomes, and selecting sustainable and high-quality EdTech solutions.

[1] Annie Advisor. (n.d.) https://hundred.org/en/innovations/annie-advisor

The practice is implemented by the school's support staff in partnership with the Annie Advisor service. Typically, a guidance counsellor, student well-being team, or similar department takes charge of running the chatbot programme. They coordinate with the Annie Advisor developers especially during setup. Administrators are involved in providing student contact data and ensuring privacy compliance. Teachers and tutors have a supporting role: when Annie identifies a student in need, it directs that student to a specific staff member or service, so those humans then step in to provide the actual counselling or guidance. In summary, school leadership and support personnel lead the process, with technical support from the EdTech provider. There is minimal burden on classroom teachers beyond being aware of the system and responding if contacted as part of a support case.

The target audience is students – primarily at the secondary school and higher education levels (roughly age 15 and up). Annie's content is tailored to student concerns, ranging from academic guidance to well-being and health topics. While the tool directly engages students, it indirectly benefits teachers and administrators as well: by surfacing student issues early, it allows staff to intervene more effectively, improving overall teaching-learning conditions. However, proactive messages are sent to students (not parents), respecting the student's ownership of their educational well-being.

Annie Advisor is developed by collaboration between the school using it and the team of Annie Advisor.

From the interview with EdTech provider:

> *"There have been interactions between schools, but also us as a team of Annie Advisor. Working as kind of a hub, like seeing with its collaboration which which has to been the best way to deploy this kind of innovation and recommending the best ways to the other schools like often we might try something that doesn't work so well, so then we won't promote that to the other schools and we'd like to promote the cases that have worked the best way."*

The school needs to procure the Annie Advisor service. This gives access to the chatbot platform. No dedicated hardware is needed on-site. Because Annie uses common channels, it works even on basic phones via SMS, but if WhatsApp or similar is preferred, students need smartphones with data access. Human resources and training are needed to manage the practice. Administrative support is also important.

Positive impact for digital well-being

Although the practice is designed to support the overall well-being of the student, it contributes to solving digital well-being challenges. The practice addresses cognitive

challenges related to reduced attention, educational gaps, lack of digital competences, autonomy skills shortage and self-regulation needs. Socio-emotional, psychological, physical and mental health challenges can also be addressed though the Annie Advisor support chat bot. In the socio-emotional domain, the practice addresses emotional fatigue, social stress, social inequalities linked to social belonging, and reduced motivation or engagement in learning activities. Psychological challenges, including anxiety-related discomfort and off-task behaviour, as well as physical and mental health issues related to overall health and sleep quality, may be issues that can be addressed with Annie Advisor.

From the interview with EdTech provider:

"Our basic idea is that together with different professionals in the school – they might be teachers, they might be special education teachers, they might be guidance counsellors, they might be social workers, they might be study psychologists – we define in workshops what problems do you think students most often experience when they come to you? Your help, for example. Then we model these like prevalent support topics inside any tool and give the professionals the ability to control in which cases which of these support topics are the kind of topics that we can actually instruct AI."

The Annie Advisor can reduce many person, context and device specific factors related to inappropriate use of technology (irresponsible use of technologies, excessive use of technologies for personal reasons, over-reliance on technologies), lack of digital competences, lack of competences to choose IT solutions, overload of information, digital divide, inadequate EdTech solutions, etc. Although Annie Advisor is a digital tool, the most important thing is that it helps you access the right help at the right time.

From the interview with EdTech provider:

"We use the digital channels only as an entry point for students to enter the support infrastructure."

"Trying to base our success on the amount of time a student spends on their device interacting with our solution, we want to measure our success with impact metrics.
So what kind of a difference does it make? Not how much are the students using the service? They kind of have "this just enough, just-in-time philosophy" and the deployment of Annie is best when it comes at the right time and works as fast as possible so that you can get your things. You could get some help, you don't need to initially spend much time with our solution. The less is actually better in many cases."

The positive changes were noticed that the number of students using support bot has increased and the overall well-being of students has improved. Students find the support helpful and comforting. The culture has shifted toward one where seeking help is normal and students have a stronger safety net for their mental health.

It has been observed that addressing well-being and study issues promptly has led to improved academic performance and engagement. Students who engage with Annie tend to catch up on credits and stay in school. There's also evidence of improved academic performance for some, as students are guided to tutoring or time-management help sooner – preventing small learning gaps from widening. School staff noticed that relationships and trust between students and staff improved.

Improvement opportunities

The success of Annie Advisor is supported by coordinated involvement of key stakeholders, including school leadership, student support staff, teachers, and external partners. School leadership provides strategic support and legitimises the initiative, while student support staff - counsellors, psychologists, school nurse, health specialists and other support staff - are central stakeholders and play a central role in monitoring and responding to emerging student needs. Teachers contribute by encouraging students to respond to Annie's messages and supporting in academic issues. External stakeholders, such as system developers and community services, ensure technical sustainability. Parental involvement remains limited due to confidentiality, but awareness of the initiative supports broader acceptance.

Since school well-being projects are often based on short-term funding, state funding is needed for the sustainability of digital well-being initiatives. As AI chatbots and digital tools become more common, there is a need for clear guidelines to ensure they are used ethically, safely, and effectively. Governments and educational bodies can develop standards on data privacy, consent, and duty of care for AI-based support systems, in order to protect students and build trust in such innovations. Digital well-being integration into national / regional strategies will be a proactive well-being support.

Policies could support training programmes for school staff on digital well-being and the use of support tools. By equipping educators with the knowledge of how and why to use practices like Annie, this can ensure better implementation. Moreover, teacher training institutions (universities) could be encouraged to include digital well-being strategies in their curriculum, so new teachers enter the workforce already aware of best practices.

On a policy level, creating platforms for schools to share their experiences with digital well-being tools would accelerate adoption. National education agencies might organise

regular forums or publish case studies of successful interventions to guide others. When best practices are highlighted and made visible, it reduces the perception of risk for school leaders considering them.

3.28 AI Chatbot for Teaching Staff

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Eirini Symeonidou, European Schoolnet, Belgium

Practice summary card

Title	
AI Chatbot for Teaching Staff	Website: https://3sek-an-attik.att.sch.gr/
Implemented by	
• Aristeidis Paliouras • 3rd Laboratory Center of Eastern Attica , https://3sek-an-attik.att.sch.gr/ • Rafina, Eastern Attica, Greece	
Type of practice	
• An instrument	
Digital well-being strategy addressed	
• Managing digital demands	
Context	
• An AI chatbot was developed to support administrative burden at school level.	
Description	
• It is an instrument for both teaching and administrative staff. They can now access the information they need with just a few messages through the chatbot.	
Challenges addressed	
The practice addresses: • cognitive challenges related to personalisation of learning (for teachers) and self-regulation needs • socio-emotional, psychological, physical and mental health challenges related to inter-personal conflicts, relations between teaching staff, teachers administrative task workload that lead to anxiety and worse health conditions	
Impact on digital well-being	
• Teachers' well-being and efficiency in performing administrative tasks have noticeably improved.	
Recommendations for practice sustainability	
• The implementation of the practice requires digital infrastructure (software, secure data storage) and human resources to maintain it, as well as training for teachers. • The development and application of the tool at regional levels would be beneficial.	

This practice is implemented by the 3rd Laboratory Center of East Attica (Rafinas), which aims to improve the quality of laboratory practice provided to students from schools that are included in the laboratory centers. Teachers, especially those working in two different schools in the same academic year, used to spend a lot of time searching for the necessary administrative information. In order to help both teachers and administrative staff quickly find reliable information, an artificial intelligence chatbot was created to reduce this administrative burden. The practice is applied at the school level when there is the need.

From the interview with the School headmaster:

"The AI chatbot provides fast and accurate access to key information, reducing delays and eliminating repetitive tasks. It ensures that staff do not have to navigate multiple platforms or contact colleagues for routine questions, which significantly decreases stress and administrative burden. Moreover, the solution is flexible and continuously improved based on staff feedback, ensuring that it remains relevant, intuitive, and aligned with real school workflows. This strong user-centred approach has led to high acceptance and consistent use by the teaching community."

Positive impact for digital well-being

It has a positive impact on teachers' digital well-being, as they can now access the information they need with just a few messages through the chatbot. On a cognitive level, this practice addresses challenges related to personalising teaching and supports teachers' self-regulation needs. By enabling them to easily find the information and documents they need, AI chatbot helps teachers manage administrative tasks more efficiently. Teachers do not need to ask colleagues for documents and information, thus this practice addresses social and emotional, physical and mental health challenges through the prevention of interpersonal conflicts, poorer health and anxiety due to administrative workload, and contributes to maintaining healthier professional relationships among teachers.

From the interview with the School headmaster:

"The use of the AI chatbot has noticeably improved the efficiency and well-being of teaching staff. Teachers can now quickly access essential documents and school information through the chatbot, without spending valuable time searching across platforms or requesting support from the school management. This significantly reduces daily stress and improves efficiency, especially for educators working across multiple school sites."

In terms of person-specific and contextual factors, the practice addresses the problem of multitasking, excessive digital resources, information and knowledge overload. In addition, it

addresses device-specific factors by limiting the excessive and uncoordinated use of multiple EdTech solutions.

Improvement opportunities

The use of an AI chatbot saves teachers a lot of time on administrative tasks. It is a simple and effective digital solution and can be developed at the regional level to address the most common administrative challenges in schools. However, the implementation of this practice requires basic digital infrastructure (AI chatbot software, secure data storage) and a small team for setup and monitoring. Teachers and staff also need short training sessions on how to use the tool effectively and support digital well-being.

From the interview with the School headmaster:

"The chatbot is something we can develop internally, and it is a simple tool that can support us in many processes. However, as with everything, there are financial implications. We need to identify a suitable platform, configure it properly, and ensure it remains user-friendly. Yet, most platforms are only free up to a certain point, and beyond that, the costs can become significant."

3.29 Human-Centred Technology

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Eirini Symeonidou, European Schoolnet, Belgium

Practice summary card

Title	
Human-Centred Technology / Cilvēcīgi par Tehnoloģijām	Website: https://cilvecigipartehnologijam.lv/
Implemented by	
• N.A. • Multiple primary and secondary schools • Latvia	
Type of practice	
• A training material	
Digital well-being strategy addressed	
• Teachers and students digital competences	
Context	
• The programme has been developed in cooperation with Riga TechGirls and the IT education foundation. It's based on EU DigComp.	
Description	
• It is a three month training for teachers and education staff to improve digital skills.	

Challenges addressed
The practice addresses: • cognitive challenges (educational gaps, personalisation of learning (for teachers) and digital competences) • socio-emotional challenges (emotional fatigue, reduced learning / job satisfaction) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity) • physical and mental health challenges (worse health conditions, addiction, challenging behaviour, sleep quality)
Impact on digital well-being
• The confidence and knowledge regarding digital competences and digital well-being have been improved.
Recommendations for practice sustainability
• The implementation of the practice requires digital infrastructure (online platform) and human resources for training. • A strong cooperation between IT experts and education experts is required. • A cross-sectoral responsibility for digital well-being must be recognized.

This practice is a digital skills masterclass programme *"Human-Centred Technology /* Cilvēcīgi par tehnoloģijām" implemented in Latvia. The programme provides teachers with both theoretical and practical knowledge about everyday digital skills and tools. It is based on EU DigComp.

The programme was developed through cooperation between Riga TechGirls and the IT Education Foundation. Riga Techgirls and IT education foundation run this initiative. Trained teachers or other trained staff implement three-month training for teachers and education staff. This is training for teachers on digital tools that would help teachers prepare lessons more effectively and integrate them meaningfully into the teaching and learning process when working with students in the classroom, thus encouraging students to acquire digital literacy skills.

The training covers digital literacy and online safety, lesson and teaching material development, digital tools for collaboration, student support and feedback, and student project work (source: https://cilvecigipartehnologijam.lv/).

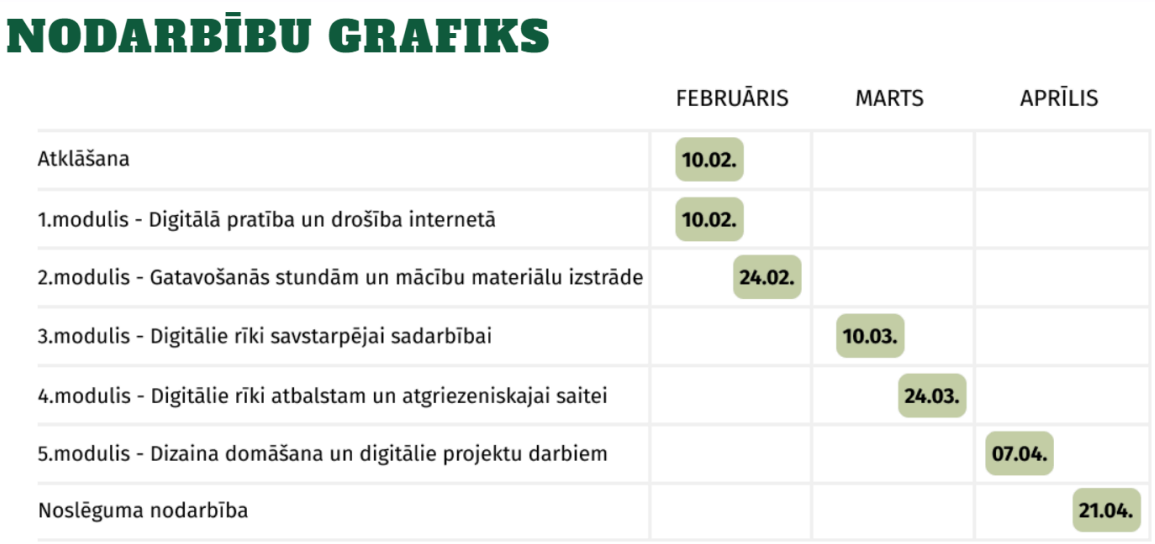

Figure 42. *Example of Training Programme Schedule* (Riga techgirls, 2025, https://cilvecigipartehnologijam.lv/)

The programme aims to improve digital skills and promote technology integration in schools following a human-centred approach in teaching practices, with an emphasis on well-being.

Positive impact for digital well-being

The implementation of the teacher digital competence improvement program addresses key cognitive challenges related to the lack of digital competence among teachers and educational gaps among students, helping teachers to better personalize student learning and develop students' digital competences. By providing teachers with knowledge on how to integrate digital technologies into the classroom teaching process, it helps teachers adapt their teaching activities and choose appropriate digital tools to create a better learning experience for students. In this way, this practice addresses social-emotional and psychological challenges, preventing emotional fatigue, reduced motivation, or learning satisfaction, and addressing cyber security concerns. It also addresses physical and mental health issues such as worse health, addictive behavior, challenging behavior, and sleep-related problems by promoting a more balanced and responsible use of digital technologies.

Improving digital skills addresses the person-specific and the context-specific factors contributing to reducing irresponsible use of technology, lack of digital competence, and inappropriate use of digital tools. It is also part of the support system for teachers.

Finally, this practice addresses device-specific factors by reducing the risk of pedagogical mismatch when choosing educational technologies, reducing the excessive use of multiple digital tools, and raising awareness of data privacy, uncertainty, and vulnerability associated with digital solutions.

In summary, it can be stated that this practice has a positive impact on teachers. Self-assessment was conducted after the training (1447 participants) in 2025, which shows a real increase in teachers' and students' self-confidence and knowledge about digital competences and well-being.

Improvement opportunities

The strength of this practice is that the program is implemented in close collaboration between IT and education experts. The implementation of the practice requires an online platform/academy, pedagogic and IT experts. However, policy actions are needed to recognize digital well-being as a cross-sectoral responsibility.

3.30 Media Coach Programme

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Eirini Symeonidou, European Schoolnet, Belgium

Practice summary card

Title	
Media Coach Programme	Website: https://www.mediawijs.be/nl/mediacoach-onderwijs-jeugdhulp-jeugdwerk-bibs
Implemented by	
• N.A. • Regional practice • Brussels, Namur, online, Belgium	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• High quality digital pedagogy	
Context	
• This is originally a Flemish public initiative named DigiSprong and partly funded by the EU.	
Description	

- This practice is a training in digital media and media literacy course that provides professionals from the education sector with the necessary knowledge to become training specialists for their colleagues in their school community.

Challenges addressed

The practice addresses:

- cognitive challenges (educational gaps, personalisation of learning (for teachers) and digital competences)
- socio-emotional challenges (inter-personal conflicts, reduced learning / job satisfaction, digital addiction)
- psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics)
- physical and mental health challenges (addiction, challenging behaviour)

Impact on digital well-being

- By introducing technologies, the school community is encouraged to use them consciously, in a balanced and confident manner.

Recommendations for practice sustainability

- The implementation of the practice requires a classroom, certified trainers / experts, materials and tools or media creation.
- The program is supported by the State and EU. The involvement of stakeholders already exists.

Media couch program is a training in digital media and media literacy originally designed to better understand young people's media use, and to teach conscious, critical, and creative use of media in class while supporting colleagues in implementing these practices. This practice is originally a Flemish public initiative named DigiSprong and partly funded by the EU. It was initiated by Mediawjis and then extended to the French speaking part of Belgium through Media Animation.

Initially aimed at the education sector, the programme has expanded to include professionals in social and cultural sectors. Now training is aimed for teachers of primary classes, secondary classes, special needs teachers in primary and secondary education, pedagogical ICT coordinators, pedagogical support staff, youth workers and youth officers, youth supervision specialists, library staff. Regardless of the diversity of the target group, the program is adapted to the needs of the participants, tips and examples from various sectors are provided. This training is a basic media literacy and coaching training that does not require any prior knowledge.

The media coaching training program includes thematic sessions on conceptual understanding of media literacy, digital well-being and digital inclusion, using practical tools, reflective coaching methods and practical experimentation with digital technologies. Participants explore key challenges in the digital environment, including online risks (e.g. cyberbullying, sexting, impersonation, disinformation), ethical and critical use of artificial

intelligence and data, and responsible media production. It includes practical tools such as using a microphone to produce a radio show or a podcast.

Table 5. *Example of the Media Couch Program* (Media Coach, 2025, https://www.mediawijs.be/nl/mediacoach-onderwijs-jeugdhulp-jeugdwerk-bibs)

Session	Theme of the Session
Session 1	**What is media literacy and an introduction to coaching?** In the first introductory session, we'll break down the concept of media literacy. Using the Media Literacy Competency Model (Mediawijs Competentiemodel), we'll highlight the various aspects of media literacy. You'll also learn the basic principles for getting started as a coach in your organization. Finally, we'll inspire you with practical examples of successful media coaching projects. You'll go home with plenty of inspiration for your own project!
Session 2	**Digital Wellbeing** During this second day of training, we'll delve into the online world of children and young people. We'll use data to provide an overview. We'll then inspire you with tools and insights to help you promote the digital well-being of children and young people. Finally, you'll receive tips on how to maintain a digital balance for yourself and your colleagues.
Session 3	**Online relationships and media literacy policies** A media literacy policy is a guiding principle and a guideline for your organization. But how do you get started? We'll guide you through several tools to help you develop one. During the second part of the day, we'll protect you against online pitfalls such as sexting, cyberbullying, and problematic gaming.
Session 4	**AI & Data** What role can artificial intelligence play in your organization? You'll learn about the opportunities and pitfalls of AI for you, your colleagues, and your target audience. You'll then gain insight into online pitfalls like phishing. How can you protect yourself against these? Finally, you'll gain a foundational understanding of how to measure the impact of your media coaching project.
Session 5	**Peer review and tools**

	Time for peer review and further development of your coaching skills. How have you been working as a media coach in your media literacy project so far? During the second half of the day, we'll focus on some apps and tools you can use in your work.
Session 6	**Communicating with Social Media - Computational Thinking and Media Creation** In this session, you'll learn the basics of developing a strong communications plan to increase your organization's visibility. Or would you prefer to delve deeper into computational thinking and test the latest educational materials? The foundation of copyright and image rights will also be covered. This will be combined with tips and tricks for creating engaging online content, such as podcasts, stop-motion videos, or a Scratch game.
Session 7	**Media and Games** Here you'll learn the power of (digital) game elements and can experiment with VR & AR or try out a digital game.
Session 8	**News and Digital Inclusion** News literacy is a key component of media literacy. In this session, we'll guide you through the world of information, disinformation, and misinformation. In the afternoon, you'll gain tools to implement digital inclusion in your organization.
Session 9	**Presentation** Today you'll present your project to the jury. They'll assess your success as a media coach. You'll also gain inspiration by attending presentations by your colleagues. Note: Each sector has its own presentation on a different date.

Positive impact for digital well-being

The Media Coaching training program addresses various challenges related to digital well-being by combining media literacy education, reflective coaching practices and practical work with digital tools. The program addresses other cognitive challenges through the development of digital competencies of educators and other education professionals: it empowers teachers to reduce educational gaps and apply more personalised learning methods. By strengthening teachers' understanding of digital technologies, media systems and artificial intelligence-driven tools, threats posed by technology, and digital well-being,

this practice helps teachers address social and emotional challenges such as reduced learning satisfaction, interpersonal conflicts, and digital addiction.

By introducing participants to online risks such as cyberbullying, misinformation, and problematic media use, and by providing practical strategies for managing these risks, the program strengthens participants' knowledge of how to address psychological challenges related to the digital environment, including anxiety, cyber security-related insecurity, and emotional stress.

In terms of physical and mental health, the program provides teachers with the knowledge to contribute to the prevention of problematic technology use, addiction, and challenging behavior among students.

The knowledge and skills acquired enable teachers to address person-specific and contextual challenges related to irresponsible and excessive use of technology, lack of digital competence, and over-reliance on digital tools. Participants in the training program are prepared as media consultants who would promote ethical, critical, and responsible use of digital tools. The program also acts as a tool for a support system for teachers.

Finally, the program addresses device-related factors, helping teachers to choose appropriate, pedagogically aligned EdTech solutions to overcome the uncertainty associated with digital tools.

This practice fosters digital well-being champions within the school community. Such a trained coach acts as a trusted mentor to both colleagues and students, helping to demystify the mysteries of technology and promote conscious, balanced and confident use of it throughout the school community.

Improvement opportunities

Infrastructure and human resources are required to implement the practice: a classroom, certified training leaders/experts leading the sessions, and media creation materials and tools.

The sustainability of the program is ensured by state and EU support for the implementation of the program. The program is implemented by media professionals in cooperation with educators and other important community actors, such as youth care institutions or libraries. The involvement of stakeholders strengthens the impact of the program on enhancing digital well-being in schools.

3.31 Digi.well

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Eirini Symeonidou, European Schoolnet, Belgium

Practice summary card

Title	
Digi.well	Website: https://digiwell.eun.org/
Implemented by	
• N.A. • Secondary school level • EU level	
Type of practice	
• A method • An instrument	
Digital well-being strategy addressed	
• Healthy habits	
Context	
• This is a new initiative developed by EU funded project called DIGIWELL, which develops digital well-being self-assessment tools, training, resources and action plans for schools, involving a variety of stakeholders, to improve online safety infrastructure, policies and practices.	
Description	
• A questionnaire designed to assess the effectiveness of existing leadership, infrastructure, policies and practices governing the use of digital technologies in school, with a particular focus on their impact on student well-being.	
Challenges addressed	
The practice addresses: • cognitive challenges (educational gaps, self-regulation needs) • socio-emotional challenges (emotional fatigue) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity)) • physical and mental health challenges (worse health conditions, addiction, challenging behaviour, sleep quality, posture issues, stress)	
Impact on digital well-being	
• Not applicable yet.	
Recommendations for practice sustainability	
• Digital well-being is a cross-sectoral responsibility that requires the involvement of public and private stakeholders at European and national levels. The private sector, in particular providers of large online platforms and educational technologies, should also take responsibility for the impact of the products they develop on digital well-being.	

This practice is a digital well-being self-assessment tool developed as part of the digi.well project, which aims to explore, develop and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of children, young people, teachers and a wider range of school professionals, while developing and implementing a set of self-assessment, capacity building and outreach tools.

Concerns about the impact of digital technology and social media on children's and young people's mental health and well-being have been central to public, policy, and academic debates. In this context, the digi.well project will focus on: providing a platform for exchange on well-being in a digital world; developing a self-assessment tool for schools on digital well-being; offering training, guidance and easy-to-use materials; exploring innovative models to involve a wider range of stakeholders in a whole-school approach to well-being in digital world (see fig. below).

Figure 43. *Website Extract Presenting the Digi.well Project* (Digi.well, 2025, https://digiwell.eun.org/)

This practice complements initiatives such as the SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies) tool developed by the EC, designed to help schools integrate digital technologies into teaching, learning and

assessment, or the eSafety Label (eSL) initiative, which was created to ensure safe access to online technologies as part of the teaching and learning experience in schools.

This practice aims to evaluate the effectiveness of the existing leadership, infrastructures, policies and practices which govern the use of digital technology in school, with a specific focus on its impact on pupil well-being. The questionnaire will be accompanied with an evaluation rubric to enable end users to determine the strengths and shortcomings of their school setting as well as possible risks to the well-being of students and opportunities to improve the current situation.

Positive impact for digital well-being

This questionnaire is an evolving practice that will identify cognitive challenges - educational gaps and self-regulation needs, socio-emotional and psychological challenges - emotional fatigue, stress, anxiety and insecurity related to cybersecurity. This should contribute to a greater awareness of the emotional and psychological aspects of digital engagement, which are often overlooked in formal educational settings.

In terms of physical and mental health, the questionnaire will identify risk factors associated with problematic technology use, including addiction, sleep disorders, posture-related problems and challenging behaviours.

This practice could contribute to addressing personal factors such as excessive or inappropriate use of technology and overreliance on digital tools. At the contextual and device-related levels, the questionnaire would help to uncover structural challenges, including an excess of digital resources in curricula, inadequate infrastructure, lack of institutional support systems and uncertainty surrounding EdTech solutions and data privacy.

As the practice is still developing, its real impact on digital well-being cannot be assessed.

Improvement opportunities

This practice does not require additional resources. As the questionnaire is a project outcome, the project proposes a holistic, whole-school approach to teaching and learning and collaboration between all school participants, as well as with families and other external stakeholders.

Digital well-being is a cross-sectoral responsibility that requires exchanges between public and private stakeholders at European and national levels, spanning multiple sectors and perspectives (e.g. formal education, digital service and educational technology providers, online media regulators, health and guidance services, other types of civil society organisations, etc.). This requires a proper appreciation of the policy work already being

carried out by various education ministries and educators across Europe. It also requires holding the private sector, in particular large online platforms and educational technology providers, accountable, given their significant impact on children and young people's online experiences, both in and out of school.

3.32 Digital Well-being

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ksenija Frelih, Knowledge Innovation Centre, Malta

Practice summary card

Title	
Digital Well-being	Website: https://hpdp.gov.mt/hpu/digital_well_being
Implemented by	
• N.A. • The Health Promotion and Disease Prevention Directorate (HPDP) of Malta's Ministry for Health • Malta	
Type of practice	
• Other	
Digital well-being strategy addressed	
• Managing digital demands	
Context	
• This is an initiative of the HPDP in Malta under the Ministry of Health.	
Description	
• The initiative aims to raise awareness about digital well-being through prepared materials, digital well-being campaigns, and the provision of resources and advice.	
Challenges addressed	
The practice addresses: • cognitive challenges (reduced attention / attention deficit, reduced cognitive capacity, educational gaps, digital competences, autonomy skills shortage, self-regulation needs) • socio-emotional challenges (emotional fatigue, inter-personal conflicts, social stress, inequalities, reduced learning / job satisfaction) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics, off-task behaviour) • physical and mental health challenges (worse health conditions, addiction, challenging behaviour, sleep quality, posture issues)	
Impact on digital well-being	
• The improved awareness of screen/device habits, better posture and sleep routines. • More intentional digital use and greater focus on real-life interactions, reduced screen-time stress and improved mood in users.	

- The support for healthier lifestyles with better mental & physical health outcomes.

Recommendations for practice sustainability

- The implementation of this initiative primarily requires human resources, materials and digital self-monitoring tools, and organisational buy-in (schools, parents, workplaces).
- Wider involvement of School leadership, teachers, ICT coordinators, parents/families, health/ PE teachers, counsellors/psychologists and community organisations.
- Policy actions are proposed: national guidelines for screen-time in schools and homes; integration of digital well-being education into school curriculum; teacher training on digital well-being; funding for school; device-break protocols in classrooms; monitoring of digital well-being; equitable access to healthy digital use support.

This case study is an HPDP initiative by the Ministry of Health of Malta, based on the theory of public health promotion: promoting healthy lifestyles, preventing non-communicable diseases and mental health problems. Digital habits are part of a healthy lifestyle. The initiative uses an awareness-raising/educational approach rather than direct therapy. By increasing awareness of habits, encouraging conscious behavior, providing self-control tools, and encouraging the replacement of harmful patterns with healthier alternatives, the aim is to change the digital behavior of adults and youth.

The Health Promotion and Disease Prevention Directorate (HPDP) of the Ministry of Health of Malta provides specialized materials and implements the Digital Well-being Campaign, and provides resources and guidelines on how to practice digital well-being, with the aim of raising public awareness of digital well-being. The resources are available on a website, so schools, families, and workplaces can use these resources as part of their own environment (although the website is general in nature).

These guidelines, as part of personal health promotion measures, are appropriate for anyone who uses digital devices throughout their lives: students, school-age children, parents, working adults, families, and perhaps educational/training institutions.

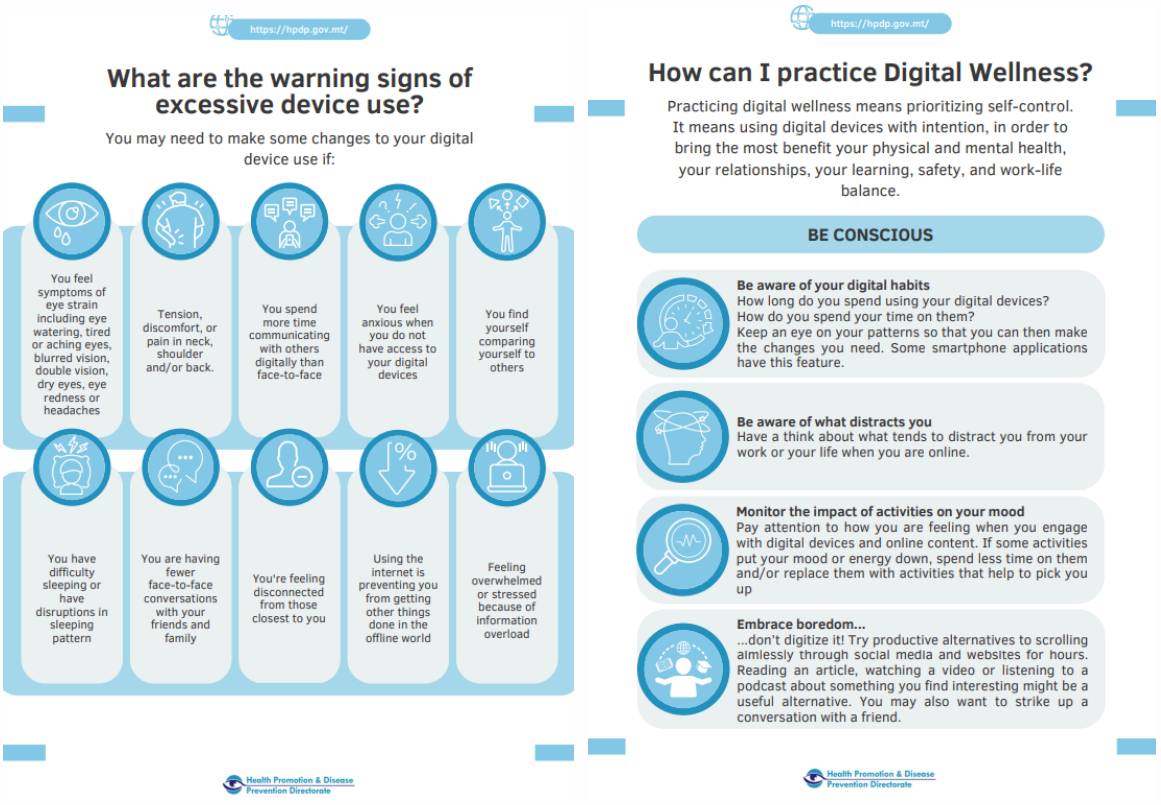

Figure 44. *Website Extract Presenting an Example of Material Provided by HPDP* (HDPD, 2025, https://hpdp.gov.mt/hpu/digital_well_being)

Positive impact for digital well-being

The Digital Well-being Initiative supports better awareness of screen/device habits, better posture and sleep patterns, more mindful use of digital technologies, greater focus on real-world interactions, less stress from screen time, and better consumer mood, as well as supporting healthier lifestyles and better mental and physical health outcomes. The initiative focuses on mitigating the negative effects of digital devices, such as eye strain, tension, discomfort, or pain in neck, shoulder and / or back, sleeping difficulty, burnout, and stress, encouraging users to adopt healthier and more intentional technology habits.

This initiative reflects a holistic approach to digital well-being, which is embedded in the public health prevention system and is designed to address multiple digital behavior and well-being challenges simultaneously, creating favorable conditions for healthier digital technology usage habits.

Improvement opportunities

The HPDP provides only informational materials - easy-to-read guides in several languages, and recommendations on the use of digital self-monitoring tools/apps to prevent the

negative effects of technology use. However, supporting digital well-being at the organizational level requires organizational buy-in (schools, parents, workplaces), time for reflection and implementation of device break procedures, training or information sessions to share guidelines, supportive environments (e.g. device-free zones, physical activity alternatives) and promotion of posture, sleep, device break procedures.

In order to promote digital well-being at school level, individual involvement is not enough. In addition to individuals, it is recommended to directly involve: school management, teachers, ICT coordinators, parents/families, health/physical education teachers (to integrate device disconnection routines into physical education), counsellors/psychologists (to monitor screen addiction issues) and community organisations (youth clubs, digital literacy groups). This ensures that the digital well-being message is embedded in school, at home and in the community.

Furthermore, integrating digital well-being education into school curricula, setting national guidelines for screen time in schools and at home, requiring teachers to develop digital well-being skills, funding schools to implement device-free zones, mandating device-free protocols in classrooms, systematically monitoring students' digital well-being outcomes, and ensuring equal access to healthy digital use support for all socio-economic groups would undoubtedly enhance the real impact of this practice at the school level.

3.33 Logout

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ksenija Frelih, Knowledge Innovation Centre, Malta

Practice summary card

Title	
Logout	Website: https://www.logout.org/sl/
Implemented by	
• N.A. • Logout.org / Centre for Digital Well-being • Slovenia	
Type of practice	
• Other	
Digital well-being strategy addressed	
• Managing digital demands	
Context	
• Logout is a Slovenian non-profit organisation, dedicated to digital well-being and addressing what is often termed "non-chemical addictions" (digital, gaming, screen-overuse).	

Description
• The practice is grounded in psychological counselling theory, addiction prevention frameworks, and media-use research. It also engages in policy advocacy (e.g., recommending digital-literacy programme for schools).
Challenges addressed
The practice addresses: • cognitive challenges (reduced attention / attention deficit, educational gaps, digital competences, autonomy skills shortage, self-regulation needs) • socio-emotional challenges (emotional fatigue, inter-personal conflicts, social stress, inequalities, reduced learning / job satisfaction) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics, off-task behaviour) • physical and mental health challenges (worse health conditions, addiction, challenging behaviour, sleep quality)
Impact on digital well-being
• The increased awareness among youth, families and schools about the risks and impacts of excessive screen use and gaming. • Schools and families are given access to clearer tools and interventions to manage digital well-being.
Recommendations for practice sustainability
• The implementation of this initiative primarily requires human resources, materials and tools. • Time and space are also needed in school curricula for awareness-raising and other activities. • Wider involvement of School counsellors/psychologists and special-education staff, Sports coaches and physical-education teachers, Youth-work organisations and community centres, Teacher-training institutions and higher-education providers, and EdTech vendors and policymakers are required. • Policy actions are proposed: national guidelines for screen-time and digital well-being for schools; integration of digital well-being education into school curriculum; funding for school based digital well-being programs; Standards for screening and early detection of problematic digital use among students; data collection and monitoring; partnerships with the technology industry.

Logout is a specialized help center dedicated to addressing various risky online behavior problems, and aims to improve the well-being of everyone, especially children and adolescents, in the digital environment by providing treatment, support, assistance, information, education and awareness about the balanced and healthy use of digital media and screen technologies.

The center runs various programs for individuals experiencing technology overload (e.g., "Disconnect and Reboot," "Digital Detox Program", "Logout week-summer camp") and addiction (e.g., "Digital Diet – Digital Reboot"), as well as support programs for victims of online violence (e.g., "Disconnect and Speak Up!"). Preventive assistance is provided to individuals and families to create family rules regarding the use of digital technologies.

Supportive and educational group meetings for parents, children and adolescents can be organized.

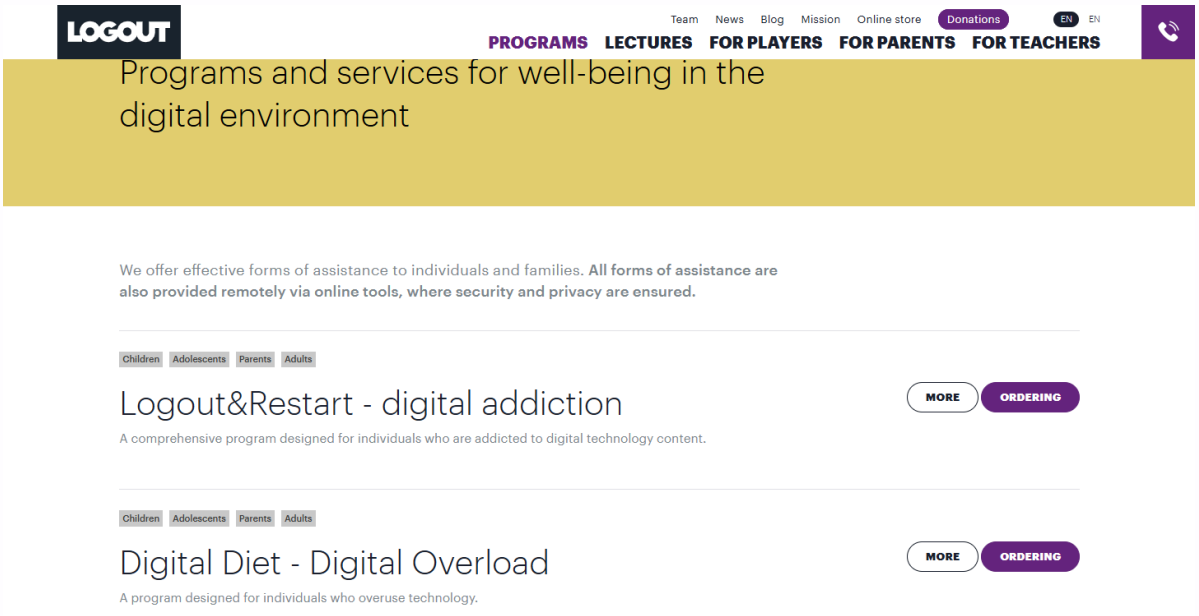

Figure 45. *Website Extract Presenting Logout* (Logout, 2025, https://www.logout.org/sl/svetovanja/)

Logout also engages in policy advocacy (e.g., recommending digital-literacy programme for schools). Teachers are offered preventive programs on guidelines for safe screen and internet use, digital addiction, risky online behavior, cyberbullying, online violence, online gambling, artificial intelligence, etc.

The organisation (Logout) leads and implements the practice, with a professional team of counsellors, researchers and therapists. The process involves:

- Individual clients (children, youth, adults) and families being counselled.
- Schools and educational staff through workshops and cooperation.
- Parents and families for family media plans and healthy habits.
- External stakeholders (sports bodies, e-sports federations, public health) as partners.

This practice is primarily focused on children, adolescents, young people and their families. Educational institutions (schools, teachers) and professional organizations related to digital media, games and sports can also use the center's services.

Positive impact for digital well-being

The Logout initiative addresses a wide range of cognitive, socio-emotional, psychological, health-related, contextual and technological challenges, but focuses on problematic and

excessive use of digital technologies. This practice has increased awareness among youth, families and schools about the risks and impacts of excessive screen use and gaming. This helps to better manage screen time, develop healthier habits (more physical activity, more sleep, social interaction) and reduce gaming/screen addiction.

This practice offers a comprehensive, evidence-based approach to digital well-being that goes beyond mere awareness: it includes counselling, tools, family involvement, research and school-friendly interventions. It helps schools proactively manage negative digital behaviour (rather than only reacting), supports students' mental and physical health, and fosters an environment where technology is used purposefully and healthily.

For stakeholders (teachers, parents, administrators), it is a strong resource to support digital well-being and healthy media habits across the whole community. Schools and families have access to clearer tools and interventions to manage digital well-being. The partnerships with the sports and public health sectors emphasize an integrated approach to digital well-being.

Improvement opportunities

The implementation of this practice primarily requires human resources. Programs, workshops, individual and group interventions can only be carried out by trained consultants and facilitators. Materials and tools are also needed, such as questionnaires, guides, research-based tools for assessing digital addiction. Schools need to allocate time and space for sessions, information workshops or family media planning.

The success of the practice requires the involvement of families and communities (parents, coaches, sports partners) to support holistic interventions. Partnerships with local organizations (sports, health, e-sports, youth organizations) help to integrate digital well-being into other areas. School leadership buy-in and policy support are required to integrate digital well-being into the curriculum or school culture.

To ensure the sustainability of the practice it would be valuable to involve:

- School counsellors/psychologists and special-education staff (for early detection of screen-overuse risks).
- Sports coaches and physical-education teachers (linking digital well-being with physical activity).
- Youth-work organisations and community centres (to reach vulnerable or out-of-school youth).
- Teacher-training institutions and higher-education providers (to embed digital well-being in educator preparation).
- EdTech vendors and policymakers (to embed healthier technology usage and safe design into tools).

Policy actions are proposed:

- National guidelines on screen-time and digital well-being for schools (similar to those Logout helped develop)
- Integrating digital well-being education into the school curriculum (not just technical skills but safe and balanced use)
- Funding for school-based digital well-being programmes and partnerships with health and sports sectors.
- Standards for screening and early detection of problematic digital use among students, with referral pathways to services.
- Professional development requirements for educators on digital well-being, online abuse, media literacy and screen-balance.
- Data collection and monitoring of digital well-being outcomes at school level to track progress and tailor interventions.

This practice demonstrates the importance of specialized support services to address digital well-being challenges related to excessive or inappropriate use of technology. This practice is particularly relevant in cases where preventive measures are not sufficient and more intensive support is needed.

3.34 SELFIE

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ksenija Frelih, Knowledge Innovation Centre, Malta

Practice summary card

Title	
SELFIE	Website: https://education.ec.europa.eu/selfie
Implemented by	
• N.A. • Schools • European Union	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• managing digital demands	
Context	
• The practice is based on the SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies) initiative, created and funded by the European Commission as part of the Digital Education Action Plan (DEAP).	

Description
• The practice is implemented as a whole-school process. Through teachers, students, and school leaders participation in the SELFIE self-reflection process, each group reflects on the role and impact of digital technologies in teaching and learning. The results help schools identify strengths, gaps, and improvement priorities in digital education practices.
Challenges addressed
The practice addresses: • cognitive challenges (reduced attention / attention deficit, reduced cognitive capacity, educational gaps, personalisation o learning, hybrid teaching, digital competences, autonomy skills shortage, self-regulation needs) • socio-emotional challenges (emotional fatigue, inter-personal conflicts, social stress, inequalities, reduced learning / job satisfaction) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics, off-task behaviour) • physical and mental health challenges (addiction, challenging behaviour, sleep quality)
Impact on digital well-being
• The SELFIE practice has strengthened digital awareness, collaboration, and shared responsibility in the school community.
Recommendations for practice sustainability
• The implementation of this practice needs basic digital infrastructure, a coordinating team, and minimal time resources. • For follow-up interventions, the school may need professional development opportunities, internal guidelines, and a simple action plan to support sustainable improvement in digital well-being. • Policy actions are proposed: National or regional guidelines encouraging schools to use SELFIE or similar tools; continuous teacher training on digital pedagogy, digital well-being, and safe technology use; clear standards for selecting EdTech tools; dedicated support structures to help schools implement SELFIE; Involvement of parents in digital well-being strategies; funding for infrastructure and inclusion.

The practice is based on the SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies) initiative, created and funded by the European Commission as part of the Digital Education Action Plan (DEAP). The tool was developed in cooperation with European education ministries, researchers, and school experts, to help schools systematically reflect on and improve their use of digital technologies in teaching, learning, and assessment.

SELFIE is a free tool designed to help schools embed digital technologies into teaching, learning and assessment. SELFIE anonymously collects opinions from students, teachers and school leaders about how technology is used in their school. The practice is implemented as a whole-school process. The school leadership team (management) coordinates and leads the process, while teachers and students actively participate by completing the SELFIE self-reflection questionnaires. Based on this data, the tool creates a report – a snapshot of

the school's strengths and weaknesses in the use of technology (European Commission, 2024).

Area F: Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
F1	Tailoring to students' needs	Our teachers use digital technologies to **tailor their teaching** to students' individual needs	I use digital technologies to **tailor my teaching** to students' individual needs	In our school, teachers give us **different activities** to do using technology that **suit our needs**
F3	Fostering creativity	Our teachers use digital learning activities that **foster students' creativity**	I use digital technologies to **foster students' creativity**	
F4	Engaging students	Our teachers set digital learning activities that **engage students**	I set digital learning activities that **engage students**	In our school, I **participate more** when we use technology
F5	Student collaboration	Our teachers use digital technologies to facilitate **student collaboration**	I use digital technologies to facilitate **student collaboration**	In our school, we use technology for **group work**
F6	Cross-curricular projects	Our teachers engage students in using digital technologies for **cross-curricular projects**	I engage students in using digital technologies in **cross-curricular projects**	

Figure 46. Fragment from the SELFIE Questionnaire (SELFIE, 2025, https://education.ec.europa.eu/sites/default/files/2022-07/SELFIE_Questionnaires_EN.pdf)

SELFIE can be used in any primary, secondary and vocational school in Europe and beyond, in more than 30 languages. It can be used by any school – not just those with advanced infrastructure, equipment and technology.

Each school can tailor the tool to their own needs by selecting and adding questions and statements. The questions are designed to match the participants' experiences as students, teachers or school leaders. After completing SELFIE, each school receives a personalized, interactive report that provides both detailed data and quick insights into strengths and weaknesses. The results obtained using the SELFIE tool are the property of the participating institution. This report serves as a basis for initiating discussions for strategic planning and evidence-based decision-making at school level. The leadership team oversees planning, organisation, and follow-up actions based on the SELFIE School Report.

The approach is grounded in whole-school digital maturity reflection, aligned with EU policy frameworks such as:

- DigCompEdu (European Framework for the Digital Competence of Educators)
- DigComp (Digital Competence Framework for Citizens)
- Digital Education Action Plan (2021–2027)

The SELFIE methodology is built on the idea that effective and balanced use of technology requires shared reflection, critical awareness, and stakeholder participation (students, teachers, and school leadership).

Positive impact for digital well-being

SELFIE provides a simple, structured, and evidence-based method for schools to understand their digital reality and make informed improvements. It is free, anonymous, inclusive, and easy to implement, giving a 360-degree perspective by involving students, teachers, and school leaders. The tailored SELFIE report helps schools identify strengths, gaps, and priorities, making it a powerful starting point for strategic planning, professional development, and healthier digital habits. It supports not only better digital practice, but also digital well-being, inclusion, and long-term school development.

The systemic and diagnostic nature of the SELFIE tool allows this practice to be linked to a range of digital well-being challenges. While the tool itself does not address specific cognitive, psychological or health challenges, it helps institutions identify the structural, pedagogical and organisational conditions that may contribute to such challenges.

The integration of digital technologies into teaching, assessment and professional development helps to reveal the cognitive challenges that arise for digital well-being related to digital competences, personalisation of learning, hybrid learning, the need for self-regulation, highlighting the mismatches between pedagogical goals and digital practices that may indirectly contribute to learning gaps, reduced engagement or insufficient learner autonomy. This tool can also provide insights into the context and device specific factors that influence the well-being of teachers and students and contribute to raising institutional awareness about a more balanced and conscious use of technology.

It was noticed that the SELFIE practice has strengthened digital awareness, collaboration, and shared responsibility in the school community. After the implementation of this practice, teachers, students and school management have a clearer understanding of how digital technologies support learning, which leads to more purposeful use of digital tools, reduced digital overload, and improved digital competences. The process has also encouraged reflection, open dialogue, and joint decision-making, resulting in a more balanced and purposeful approach to technology use in teaching and learning.

Improvement opportunities

To implement and monitor this practice, a school needs basic digital infrastructure (access to the internet and devices for students, teachers and school leaders to complete the SELFIE questionnaires) and a coordinating team (typically the school management, ICT coordinator or digital learning team). In addition, engagement with stakeholders is required to organise participation, followed by review of the SELFIE school report. This requires additional time, but time resources are minimal. For further interventions, the school may need professional development opportunities, internal guidelines and a simple action plan to support sustainable improvements in digital well-being.

The selfie tool is only a starting point to initiate change and support digital well-being at school level. In addition to teachers, students and school management, it would be useful to involve parents, ICT support staff, school counsellors and external digital education experts to support healthy digital habits. Parents can instill healthy digital habits at home, ICT staff can help make technical decisions, counsellors can monitor well-being aspects and external experts can help interpret the results and guide improvement actions. Wider involvement would ensure a holistic, more consistent and sustainable approach to digital well-being across the school community.

To increase the impact of this practice, it would be useful to put in place policies that encourage regular school-wide digital self-assessment and monitoring of digital well-being. Suggested actions:

- National or regional guidelines encouraging schools to use SELFIE or similar tools regularly (e.g. once a year) to achieve systematic improvement.
- Professional development policies ensure that teachers are continuously trained in digital pedagogy, digital well-being and safe use of technology.
- Clear standards for the selection of EdTech tools, aligned with curriculum, pedagogy, accessibility and data privacy requirements.
- Dedicated support structures (ICT coordinators, digital mentors, technical assistance) to help schools interpret SELFIE results and implement actions.
- Involving parents in digital well-being strategies to ensure school-home coherence.
- Funding for infrastructure and inclusion, especially to reduce the digital divide and ensure equal opportunities for all students.

Such a policy would make digital development more sustainable, inclusive, and strategic, supporting both school improvement and community well-being.

3.35 P.O.P.-Up (Promoting Online Protection)

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ksenija Frelih, Knowledge Innovation Centre, Malta

Practice summary card

Title	
P.O.P. – Up (Promoting Online Protection)	Website: https://mfws.org.mt/popup/
Implemented by	
• N.A.	

- Malta Foundation for the Wellbeing of Society (MFWS), in collaboration with national and international partners, including the International Telecommunication Union (ITU).
- Malta

Type of practice

- Other

Digital well-being strategy addressed

- Managing digital demands

Context

- This is a national-level initiative focused on the safety and well-being of children and young people online.

Description

- The initiative P.O.P.-Up aims to ensure that children and young people are healthy users of technology, and that their safety and well-being online are systematically strengthened.

Challenges addressed

The practice addresses:

- cognitive challenges (reduced attention / attention deficit, reduced cognitive capacity, educational gaps, digital competences, autonomy skills shortage, self-regulation needs)
- socio-emotional challenges (emotional fatigue, inter-personal conflicts, social stress, inequalities, reduced learning / job satisfaction)
- psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics, off-task behaviour)
- physical and mental health challenges (worse health conditions, addiction, challenging behaviour, sleep quality, posture issues)

Impact on digital well-being

- Raising awareness in schools about cyberbullying, online violence and the need for a safe digital environment.
- A network of trained trainers created to ensure sustainable capacities of the education system.

Recommendations for practice sustainability

- The implementation of this initiative requires material, human and time resources.
- Time and space are also needed in school curricula for awareness-raising and other activities.
- Wider involvement of School management and ICT coordinators, Sports clubs/youth clubs, Mental health counselors or child psychologists, Industry/tech companies, and Policy makers and local authorities are required.
- Policy actions are proposed: a national standard for child online protection in school and digital platforms; mandatory integration of this theme in school education and teachers training programs; support and funding; data collection; partnerships with the technology industry.

P.O.P.-Up (Promoting Online Protection) is a national-level initiative, implemented by Malta Foundation for the Wellbeing of Society (MFWS), in collaboration with national and

international partners, including the International Telecommunication Union (ITU). The initiative focuses on the safety and well-being of children and young people online. This practice is grounded in the theory of child online protection (COP) as per the ITU guidelines and the idea that digital technologies carry both opportunities and risks for young people; therefore a proactive, preventative, multi-stakeholder approach is needed to build safe and empowering digital environments. The aim is to make the Internet a safe means of communication that gives children the opportunity to acquire and improve digital literacy. It moves beyond simply teaching digital skills, to addressing online violence, digital rights, safe behaviour, and resilience in digital contexts.

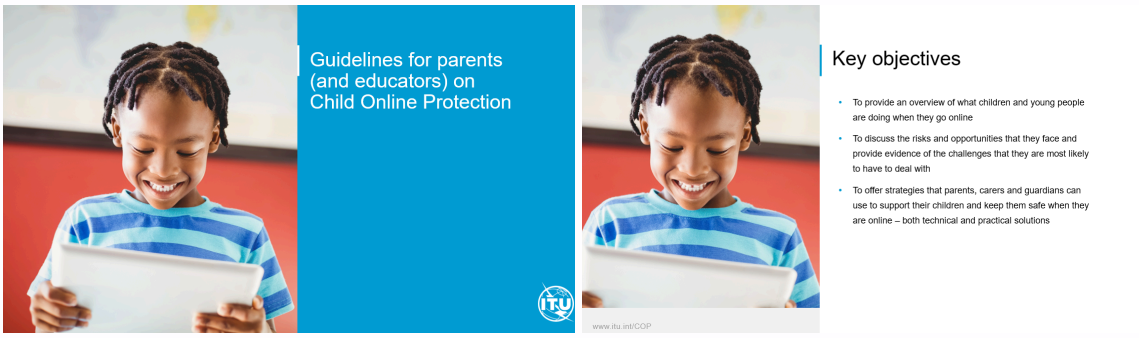

Figure 47. *Extract from the ITU Child Online Protection (COP) Guidelines* (International Communication Union, 2020)

The initiative is targeted at the whole ecosystem around young people's digital lives:

- Young students (primary and secondary);
- Parents, guardians;
- Educators and psycho-social staff;
- Industry and policy stakeholders concerned with child online safety.

Positive impact for digital well-being

The P.O.P.-Up initiative primarily addresses issues related to the safe, responsible and informed use of digital technologies by children and young people. By focusing on strengthening digital competences related to online safety, privacy and risk awareness, the initiative helps learners to recognise harmful online behaviour and understand the consequences of unsafe digital practices. Raising knowledge and awareness contributes to the prevention of unsafe or harmful online experiences.

While the primary goal of the P.O.P.-Up practice is online safety and awareness-raising, the initiative can indirectly address broader cognitive, socio-emotional, psychological, physical, and mental health challenges through promoting healthy, safe, and responsible use of technology.

In terms of person-specific, context-specific and device-specific factors, this practice addresses the irresponsible, excessive or inappropriate use of technology in educational and home settings, responds to social and cultural differences in digital literacy, and acts as a support system for children, parents and educators. From a device factor perspective, the practice focuses on risks related to data privacy, the uncertainty of digital tools and insecure online environments, rather than digital infrastructure itself.

This initiative has contributed to raising awareness in schools in Malta and Gozo about cyberbullying, online violence and the need for a safe digital environment. School brochures and educational resources are distributed to schools, showing specific coverage and practical tools for children and educators (see fig. 48).

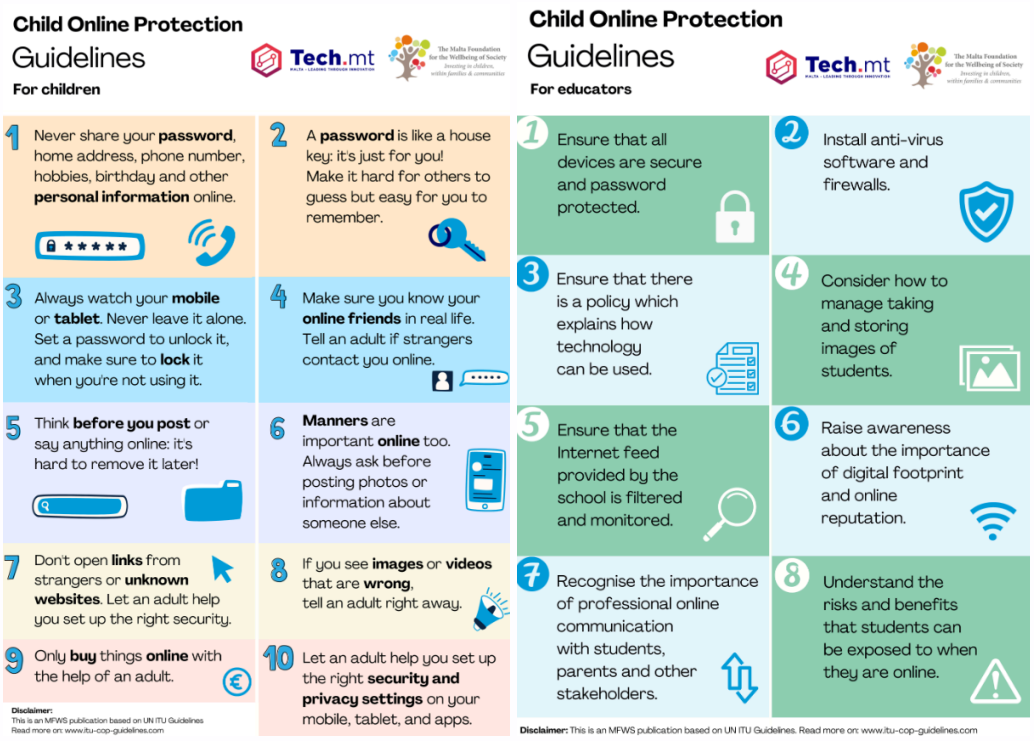

Figure 48. *Flashcards for Children and Educators* (MFWS, 2025, https://mfws.org.mt/resources/)

Also, training of psychosocial specialists and the creation of a network of trained trainers ensure sustainable capacities of the education system

Improvement opportunities

The implementation of this initiative requires material, human and time resources:

- to prepare and distribute educational materials for schools (e.g. cards, posters, guides in Maltese and English);
- to develop a network of trained professionals (psychosocial specialists, educators) to conduct sessions and training;
- to support collaboration with schools, ICT coordinators, policy makers, parents and children to implement the programme throughout the school/community;
- to implement monitoring and evaluation tools (statistical surveys, feedback forms) to monitor the prevalence of online abuse and misuse.

Time and space are also needed in school curricula for awareness-raising activities, reporting mechanisms and follow-up support.

In addition to children, educators and parents, the involvement of the following should be strengthened:

- School management and ICT coordinators (to integrate safe digital practices into school policies)
- Sports clubs/youth clubs (to reach children outside of school)
- Mental health counsellors or child psychologists (to support children experiencing online trauma)
- Industry/tech companies (to develop safer digital platforms and collaborate on raising awareness)
- Policy makers and local authorities (to ensure sustainable funding, standards and cross-sectoral coherence)

Proposed policy actions to help make this practice more useful for schools and the community: A national standard for child online protection in schools and on digital platforms, aligned with International Telecommunication Union (ITU) guidelines; mandatory integration of online safety and digital well-being into school curricula and teacher training; funding and support for schools to implement holistic digital well-being programmes (including awareness raising, prevention, reporting); collecting data on child exploitation online and digital well-being to monitor trends and inform practices; partnerships with the technology industry and regulators to ensure a safe and age-appropriate digital environment for children.

3.36 SAFE.SI

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ksenija Frelih, Knowledge Innovation Centre, Malta

Practice summary card

Title	
SAFE.SI	Website: https://safe.si/orodja

Implemented by

- N.A.
- Awareness Centre SAFE.SI (part of the Slovenian National Safer Internet Centre), https://safe.si/
- Slovenia

Type of practice

- Other

Digital well-being strategy addressed

- Managing digital demands

Context

- Awareness Centre SAFE.SI is a part of the European network Insafe of Slovenian National Safer Internet Centres.

Description

- Awareness Centre SAFE.SI serves as an information point on the safe use of the Internet and new technologies through various online and real-time activities, training, seminars, materials, advertising and media campaigns on how to use the Internet and mobile devices safely and responsibly.

Challenges addressed

The practice addresses:

- cognitive challenges (reduced cognitive capacity, educational gaps, digital competences, autonomy skills shortage)
- socio-emotional challenges (social stress, inequalities, reduced learning / job satisfaction)
- psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics, off-task behaviour)
- physical and mental health challenges (addiction, challenging behaviour, sleep quality)

Impact on digital well-being

- Improving digital literacy, raising awareness of children, parents and teachers about the risks and rights posed by the Internet, strengthening responsible behavior online, supporting the inclusion of vulnerable groups and creating a stronger culture of safe Internet use in schools and communities.

Recommendations for practice sustainability

- Implementation of the practice requires human resources, educational materials, and digital platforms if classes are held remotely. It also requires the commitment of school management to this initiative.
- It would be beneficial to involve school counsellors/psychologists, ICT coordinators, community youth workers, social services and industry partners.
- Policy actions are proposed: mandatory integration of online safety and digital well-being education into the national curriculum, funding for continuous professional development of educators in the field of digital well-being, school partnerships with national information centres, educational technology (EdTech) procurement standards with digital well-being criteria and mechanisms to monitor digital well-being outcomes at school level.

Awareness Centre SAFE.SI is a part of the European network Insafe of Slovenian National Safer Internet Centres. It is an information point on the safe use of the Internet and new technologies, which aims to raise awareness among target groups of children, adolescents, parents, teachers and social workers through various online and real-time activities, trainings, seminars, materials, advertising and media campaigns on how to use the Internet and mobile devices safely and responsibly (Center za varnejši internet, n.d.).

The initiative is grounded in the idea of empowering children and young people for safe, positive and effective use of Internet technologies, and involves shared responsibility among governments, educators, parents, industry and other actors. The practice is coordinated by a consortium of partners: University of Ljubljana – Faculty of Social Sciences (UL FDV), Academic and Research Network of Slovenia (ARNES), Slovenian Association of Friends of Youth (ZPMS), and Youth Information and Counselling Centre of Slovenia (MISSS). The process includes outreach to schools, provision of tools and training by these partners; the school side (teachers/students) participate in workshops.

Target groups are provided with tailored educational content and relevant information about the centre's activities (Awareness Centre SAFE.SI, n.d.):

- Children and adolescents are provided with interactive online and offline educational content, such as videos, games, quizzes and didactic tools, specifically designed to teach safe and responsible use of the internet and mobile devices. Seminars and interactive sessions are organised throughout the school year in primary and secondary schools. National campaigns are organised on the challenges of using technology. The Safe.si website provides age-appropriate guidelines, tips and activities to promote digital literacy and awareness of online risks.

- Parents and guardians are provided with practical advice, interactive materials and workshops to help parents understand online risks and help their children navigate the digital environment safely. Educational brochures, guides, leaflets and videos explain the most common online problems and suggest constructive strategies for parental counselling and supervision. awareness-raising campaigns and national initiatives are organised.

- Training sessions, workshops and professional development opportunities are offered to teachers to equip them with the knowledge and skills needed to address online safety and digital citizenship issues in the classroom. Access to educational materials is provided that can be integrated into school curricula to promote safer digital practices among students.

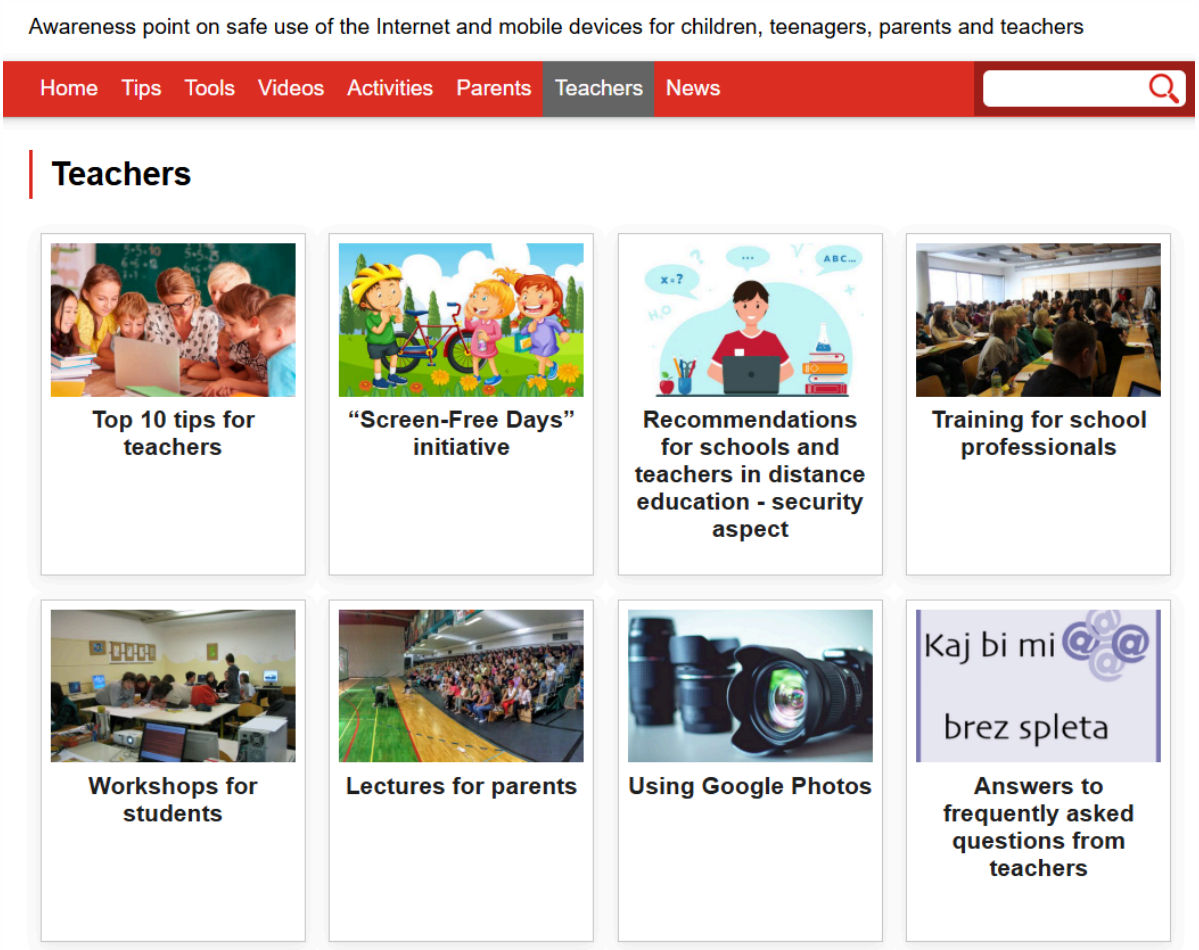

Figure 49. *Website Extract Presenting SAFE.SI* (SAFE.SI, 2025, https://safe.si/orodja)

Positive impact for digital well-being

The SAFE.SI Awareness Centre has improved digital literacy, raised awareness of online risks and rights among children, parents and teachers, strengthened responsible online behaviour and supported the inclusion of vulnerable groups. It has also supported a stronger culture of safe online use in schools and communities.

By supporting a more informed and purposeful use of digital technologies, this practice helps to address cognitive, socio-emotional and psychological challenges. In particular, the development of digital literacy helps to reduce the digital competence gap. By promoting a learner-friendly digital culture and responsible use of technology, this practice helps to mitigate the negative consequences of irresponsible, inappropriate or excessive use of digital technologies, such as social stress, feelings of inequality or insecurity, reduced learning satisfaction, problematic technology use and sleep-related difficulties, etc.

Providing evidence-based, easily accessible materials adapted to all interested groups, supporting prevention, and promoting a safer, more equitable digital environment for both

students and teachers contributes to increasing digital well-being. The SAFE.SI Awareness Centre is linked to support and resources at national and European level, making its work sustainable and easily scalable in schools.

Improvement opportunities

The implementation of the practice is supported by resources that include: educational materials (videos, quizzes, handouts); trained facilitators to conduct workshops; opportunities for communication with parents/teachers/students. Schools need to allocate time in the school timetable for information sessions, establish an initiative coordination team or unit in the school to liaise with the Information Centre, and school management must commit to promoting safer and responsible use of technology. Digital platforms are also needed to conduct online classes if sessions are held remotely.

Policy actions are needed to promote digital well-being in schools, including: mandatory integration of online safety and digital well-being education into the national curriculum, funding for continuous professional development of educators on digital well-being, systems for schools to collaborate with national information centres such as SAFE.SI, standards for educational technology (EdTech) procurement with digital well-being criteria, and mechanisms to monitor digital well-being outcomes at school level.

3.37 Teaching with ICT

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ilona Tandzegolskienė-Bielaglovė, EDEN Digital Learning Europe, Estonia

Practice summary card

Title	
Teaching with ICT	Website: https://ecourse.uoi.gr/course/view.php?id=690
Implemented by	
• N.A. • University of Ioannina, www.uoi.gr • Greece	
Type of practice	
• A method • A training material	
Digital well-being strategy addressed	
• Critical awareness on the use of technologies	
Context	

• A course on teaching with ICT in preschool education to develop critical awareness of the use of technologies. • Teachers are responsible for the practice application.
Description
• It is a method and training material on teaching with ICT in preschool education, implemented in the department of Early Childhood Education in university, in Greece • It is applied every month from September 1, 2022.
Challenges addressed
• The practice helps address socio-emotional challenges by engaging students and thus avoiding boredom and decreased motivation, and contributes to solving psychological challenges by preventing vulnerability to cybersecurity. The cognitive challenges were not identified. • The practice reduces the lack of digital competences and excessive use of technologies for personal reasons, ill-use and mis-use of technologies in the classroom, and technology mismatch with pedagogy.
Impact on digital well-being
• It helps use ICT in the classroom.
Recommendations for practice sustainability
• None

Almost all universities that train teachers offer students courses on the application of technologies in teaching, in order to increase their critical awareness on the use of technologies in the educational process. Such a course is being implemented at a Greek university, in the Department of Early Childhood Education, from September 1, 2022. The course is based on a reversed classroom educational model: students learn new content at home via digital devices, then use class time for discussions, interactive activities, etc. Such courses are provided by teachers.

According to the course description, the course *Educational Programs Using Computers I* is a 13-week course that introduces students to the use of new technologies and ICT in education, with an emphasis on preschool and special education contexts. The course examines the use of various technologies for educational purposes, as well as the development, use and evaluation of educational software. Students gain practical knowledge on how to integrate digital technologies into teaching, plan and manage ICT-based learning activities, use digital educational materials and create educational programs aligned with the preschool curriculum. It also develops an understanding of intellectual property rights and the responsible use of technology in the classroom (see fig. 50).

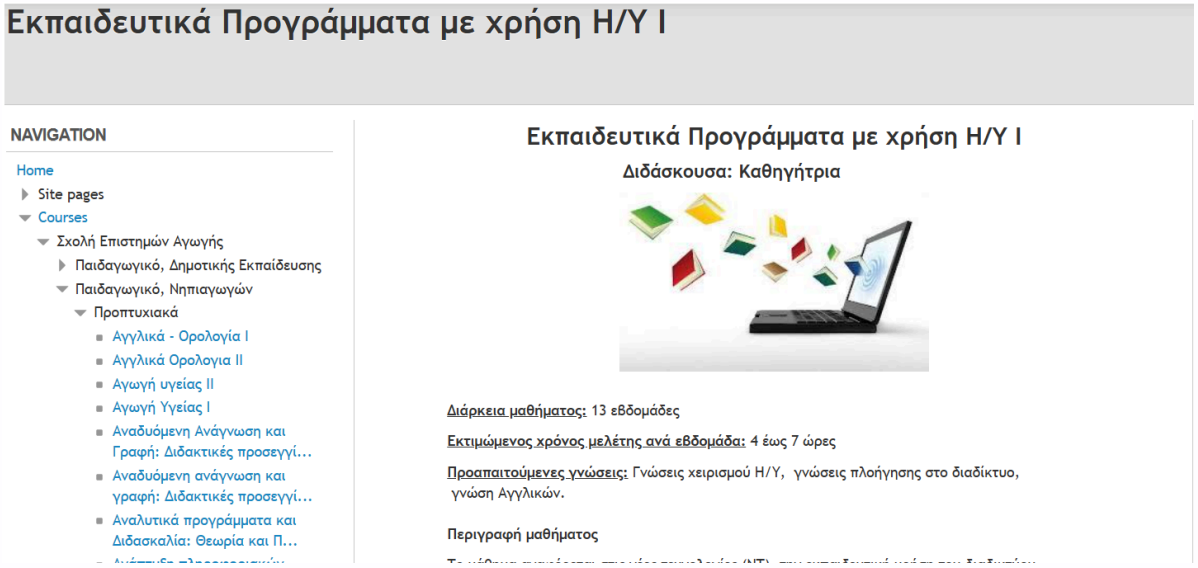

Figure 50. *Example of the Course on Teaching New Technologies* (University of Ioannina, 2025, www.uoi.gr)

The course is provided periodically, every month.

Positive impact for digital well-being

The proposed course provides future teachers with the necessary knowledge to use technology appropriately in preschool education. Appropriate use of technology is one of the conditions for achieving digital well-being. This practice helps address socio-emotional challenges by engaging students and thus avoiding boredom and decreased motivation, and contributes to solving psychological challenges by preventing vulnerability to cybersecurity. The cognitive challenges were not identified.

As the main focus are on raising awareness on the appropriate use of digital technologies in education, the practice reduces the lack of digital competences and excessive use of technologies for personal reasons (person specific factors), ill-use and mis-use of technologies in classroom (context specific factor), and EdTech is chosen in a wrong way, not following curriculum and pedagogy (device specific factor).

The positive changes were noticed that this course helps future teachers use ICT in the classroom.

Improvement opportunities

The university did not provide information about opportunities for practice improvement.

3.38 GreenTouch Digital Tool for EcoMind Development

Kristina Adomaitienė, Vytautas Magnus University, Lithuania
Ksenija Frelih, Knowledge Innovation Centre, Malta

Practice summary card

Title	
GreenTouch Digital Tool for EcoMind Development	Website: N.A.
Implemented by	
• Ines Kožuh • University of Maribor, Faculty of Electrical Engineering and Computer Science, https://feri.um.si/ • Slovenia	
Type of practice	
• A training material	
Digital well-being strategy addressed	
• Psychological resilience	
Context	
• The practice is based on the EcoMind theoretical framework developed within the Erasmus+ project GreenTouch: EcoMind Development for Higher Education Future, lead by Rīga Stradiņš University (Latvia).	
Description	
• Students complete self-guided modules (audio–visual exercises and reflection prompts) and participate in nature-based activities.	
Challenges addressed	
The practice addresses: • cognitive challenges (mental health and well-being) • psychological (anxiety and panics) • physical and mental health challenges (addiction, sleep quality, stress related fatigue and reduced mental resilience)	
Impact on digital well-being	
• Not applicable yet.	
Recommendations for practice sustainability	
• Not applicable yet.	

This practice is implemented by Maribor university students and teachers. The EcoMind practice e-course was developed within the Erasmus+ project GreenTouch: EcoMind Development for Higher Education Future, lead by Rīga Stradiņš University (Latvia). The course addresses students' mental well-being and sustainability awareness.

Students complete self-guided modules (audio–visual exercises and reflection prompts) and participate in nature-based activities to strengthen mental resilience, reduce stress, and promote healthier relationships with technology.

From the interview:

"At the same time, research shows that contact with nature plays an important role in maintaining good mental health, helping prevent depression, anxiety, and similar conditions. So, maintaining that connection to nature is essential. "

At its core, GreenTouch uses a digital tool (web application) that delivers short audiovisual modules focused on mindfulness, reflection, cognitive reset, and sustainable technology habits. Students work through the content autonomously and then engage in eco-oriented experiential tasks that re-establish attention, calm, and embodied presence—counterbalancing the cognitive load and stress created by constant digital demands. The approach supports psychological resilience, emotional balance, and healthier digital routines while linking personal well-being with environmental awareness.

From the interview:

" Now the first prototype has already been developed and tested. First, we carried out a formative evaluation of the prototype. After considering user feedback, we created the latest version of the prototype, which is now functional. We tested it again in all four partner countries. Now we are ready to publish the results in a scientific article.

In parallel, the programming of the tool is ongoing. In the next phase of the project, an online course will also be developed on Moodle, where users will be able to access all the materials. The digital tool will become part of this e-course."

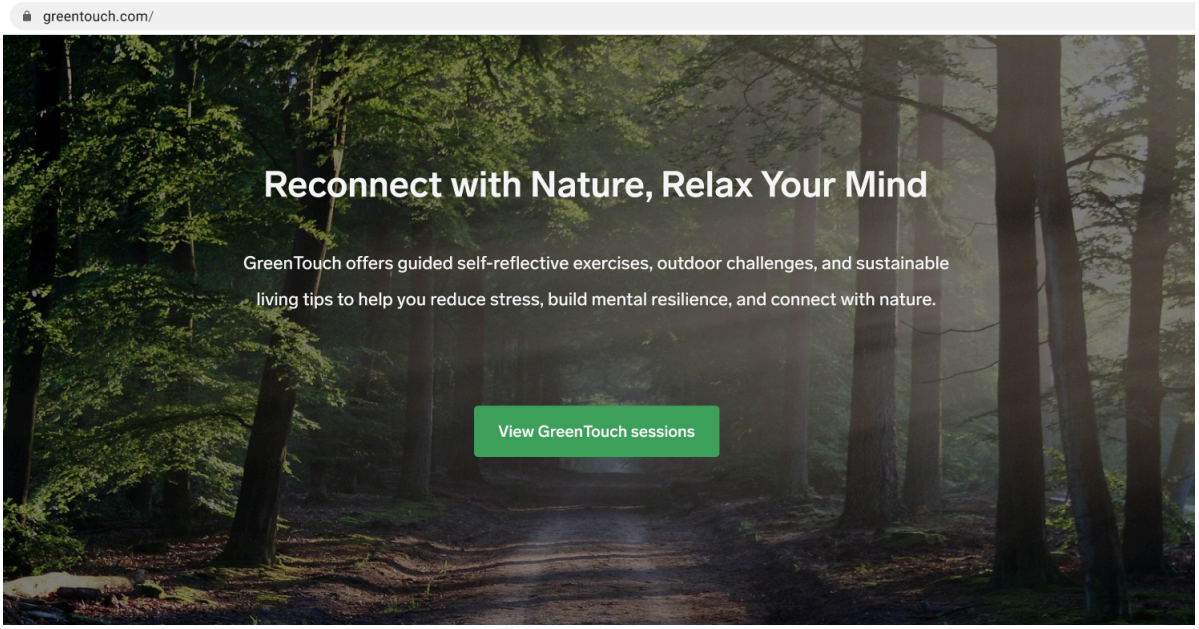

Figure 51. *Example of the Prototype on Greentouch Tool* (Ines Kožuh, 2025)

The practice is implemented by university teachers and students, runs for seven weeks, and is applied once per semester. It targets students directly but also serves as a foundation for broader well-being and digital-balance strategies within the institution. Although the large-scale implementation is planned for 2026, the framework clearly demonstrates the potential to support healthy tech habits, reduce cognitive overload, improve attention, and foster more sustainable relationships with digital technologies.

GreenTouch is also a collaborative opportunity. It provides an excellent foundation for future cooperation—whether in joint training, shared research, co-developed learning materials, or cross-institutional evaluation. The initiative is versatile and can be adapted or expanded with minimal resources, making it attractive for further collaboration at the school, faculty, or EU level.

Positive impact for digital well-being

A course is planned that covers aspects of technology use and stress management to address challenges related to mental health, well-being and sustainability. This course will contribute to emotional fatigue, reduced motivation to learn, which can be associated with constant stress and an unbalanced digital routine.

In terms of psychological challenges, the planned practice may address anxiety, panic-related symptoms and stress-related fatigue. The practice also envisages addressing physical and mental health challenges related to problematic technology use, including addiction, sleep disorders and reduced mental resilience.

In terms of person and context specific factors, the course will act as a prevention against excessive personal use of technology and overreliance on digital tools, and information and knowledge overload, which are recognized as significant factors of stress and decreased well-being in a digitally saturated environment. As this practice is still under development, the actual impact of the practice on digital well-being is unknown.

Improvement opportunities

The course implementation is planned for 2026.

3.39 Unplug. Play. Grow.

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Ksenija Frelih, Knowledge Innovation Centre, Malta

Practice summary card

Title	
Unplug. Play. Grow.	Website: https://unplug-play-grow.splashthat.com/
Implemented by	
• N.A. • San Anton School • Malta	
Type of practice	
• Other	
Digital well-being strategy addressed	
• Managing digital demands	
Context	
• "Unplug. Play. Grow." Is a part of a wider international movement focused on protecting children's well-being by delaying exposure to smartphones and social media.	
Description	
• The "Unplug. Play. Grow." practice is primarily implemented and led by parents, supported by schools and educators who advocate for delayed smartphone and social media use among children.	
Challenges addressed	
The practice addresses: • cognitive challenges (reduced attention / attention deficit, reduced cognitive capacity, autonomy skills shortage, self-regulation needs, mental and emotional overload caused by early digital exposure) • socio-emotional challenges (emotional fatigue, inter-personal conflicts, social stress, inequalities, reduced learning / job satisfaction, increased anxiety and emotional dysregulation linked to early smartphone / social media exposure)	

- psychological (anxiety and panics, off-task behaviour, increased stress related to social comparison, online pressure, and fear of missing out (FOMO))
- physical and mental health challenges (addiction, challenging behaviour, sleep quality, posture issues, eye strain and headaches related to excessive screen exposure)

Impact on digital well-being

- Improved attention span, calmer behavior, and increased engagement in class.
- Children play more creatively, spend more time outdoors and interact with others, have stronger social skills, and have healthier emotional balance.
- Fewer conflicts in schools related to group chats, online drama, and social media comparisons.
- Better sleep patterns, reduced stress, and more meaningful interactions at home.
- Improved concentration, self-confidence, and overall well-being of children.

Recommendations for practice sustainability

- The practice implementation requires a combination of organisational, human, and informational resources.
- Teachers and school staff require basic training.
- Parents need access to evidence-based recommendations, workshops, or Q&A sessions.
- Simple tools can be used for monitoring.
- It would be beneficial to involve school counsellors, psychologists, and child-development specialists, school leadership, paediatricians, local health services, and youth organisations. Older students could be included in awareness campaigns.
- Policy actions are proposed: national or regional guidelines on healthy digital development; policies encouraging regulated smartphone access during the school day; digital well-being training integration into teacher professional development; awareness campaigns; funding for community initiatives; policy incentives promoting collaboration between schools, parents, psychologists, and researchers.

This practice is a part of a wider international movement focused on protecting children's well-being by delaying exposure to smartphones and social media. Although the campaign itself was launched by San Anton School (Malta), its philosophy is rooted in established child-development research and in globally recognised initiatives such as the "Wait Until 8th" movement in the United States, which encourages parents to collectively delay giving children smartphones until adolescence. The approach is also informed by a growing body of digital-well-being research, including work by psychologists, educators, and organisations like the American Psychological Association and OECD, which highlight the negative effects of early digital exposure on children's mental health, attention, social development, and emotional resilience. In this sense, "Unplug. Play. Grow." does not stand alone—it draws from contemporary evidence and international practices aimed at prioritising play, face-to-face connection, and a healthier, less digitised childhood. Most parents and educators are

introduced to this initiative through schools, community networks, or awareness campaigns promoting the "Childhood First, Screens Later" philosophy.

From the interview:

" So, this initiative came from the early years, and when we say early years, it's from years, 3 years up till 6, 7. They're in, sort of, year two, and for us it's grade 3, you know? In those areas, and the parents there were very, showed a concern that the children are being exposed to a lot of social media, social platforms. And, they were discussing, sort of, the pressures that a family would have to buy devices or digital, you know, equipment for their child, even though they would not necessarily believe in it. But then, if, you know, the friends and the peers are getting it, then they feel obliged that they would have to commit. So they came up with this idea, what if, as, you know, as a cohort, as peers, we decide: Okay, let's postpone this. Let's all agree. "

The **"**Unplug. Play. Grow." initiative is primarily aimed at parents and caregivers of school-aged children, especially early and middle-aged children who do not yet have a smartphone or access to social media. It is primarily implemented and led by parents, supported by schools and educators who advocate for delayed smartphone and social media use among children. Practice's implementation relies on a collaborative approach: parents commit to the pledge, teachers reinforce the philosophy within the school environment, and school leadership coordinates communication and awareness activities. Psychologists, child-development experts, and researchers indirectly influence the process through the evidence base that informs the campaign, while educational institutions serve as facilitators who organise events, distribute materials, and guide families in creating a healthier digital ecosystem for children. In essence, the practice is parent-driven, school-supported, and grounded in insights from digital well-being research.

Positive impact for digital well-being

The "Unplug. Play. Grow." practice already shows several positive changes in the school community. Teachers report improved attention span, calmer behaviour, and increased engagement during lessons, as students are less distracted by the pressure or anticipation of smartphone use. Parents note that children play more creatively, spend more time outdoors, and interact more with siblings and peers, showing stronger social skills and healthier emotional balance. Schools observe fewer conflicts related to group chats, online drama, and social-media comparison, resulting in a more harmonious and inclusive classroom environment. Families also report better sleep routines, reduced stress, and more meaningful communication at home. Overall, the early outcomes indicate a noticeable improvement in children's focus, mood regulation, social confidence, and overall well-being.

The "Unplug. Play. Grow." initiative is a preventive, community-based response to various digital well-being challenges related to early and intensive use of smartphones and social networks. Delaying smartphones and social networks addresses cognitive, socio-emotional and psychological challenges associated with intensive smartphone use, including reduced attention and cognitive abilities, autonomy skills shortage, self-regulation needs, emotional fatigue, social stress, anxiety, emotional state, reduced academic satisfaction, off-task behavior, and etc. It also helps prevent increased stress related to social comparison, online pressure and fear of missing out (FOMO), and helps prevent physical and mental health problems, including problematic technology use, sleep disorders, posture problems, eye strain and headaches associated with excessive screen time. In essence, this practice allows to avoid the digital well-being risks posed by smartphones and social media use at an early age.

This practice promotes healthier child development, better learning conditions and a more balanced digital culture. By delaying smartphones and social media, schools create an environment where students can concentrate better, communicate more openly, and build essential social and emotional skills without the constant pressure of digital comparison or distraction. It also supports teachers by reducing classroom disruptions, improving behaviour, and fostering deeper engagement with learning activities. For parents, the initiative provides a structured, community-wide approach that removes the fear of their child being "the only one without a phone," allowing families to make healthier choices together. From a systemic perspective, the practice strengthens child safety, protects mental health, and cultivates a positive school climate.

The ease of implementation and research-based benefits of this practice for children's cognitive, emotional and physical well-being make it a strong and valuable model for other schools and stakeholders across Europe.

Improvement opportunities

Implementing the "Unplug. Play. Grow" practice requires a combination of organizational, human, and information resources. Schools need clear communication materials (guidelines, brochures, parent information sheets, pledges) that explain the reasons for delaying smartphones and the expected benefits. Teachers and school staff need basic training or briefings to recognize signs of digital overload, monitor behavioral changes, and guide students toward healthier habits. Parents need access to evidence-based recommendations, workshops, or Q&A sessions that can help them consistently apply digital well-being practices at home. Schools can use simple tools such as periodic surveys, classroom observation, and feedback forms to monitor digital well-being, rather than sophisticated EdTech systems. In some cases, the help of psychologists or counselors can

help interpret behavioral patterns and intervene when digital stress, anxiety, or sleep problems arise. In general, resources are inexpensive, requiring common understanding, coordinated communication, and consistent monitoring.

Broader stakeholder involvement would enhance the impact and sustainability of the "Unplug. Play. Grow" practice. In addition to parents and teachers, schools would benefit from involving school counselors, psychologists, and child development specialists who can help monitor students' emotional and behavioral responses to reduced digital technology exposure. School leaders and boards play a key role in establishing consistent policies, supporting communication and aligning the practice with the school's well-being strategy. Community stakeholders, such as paediatricians, local health services and youth organisations, can reinforce the message by offering additional guidance on sleep, mental health and healthy lifestyles. Involving researchers or digital well-being experts could provide ongoing evidence, help to evaluate outcomes and refine interventions. Finally, involving students themselves, especially older students, in awareness campaigns and peer support initiatives ensures ownership and helps normalise healthier digital habits across the school community. This multi-stakeholder approach increases coherence, consistency and long-term effectiveness.

Several policy actions could increase the impact and long-term sustainability of the practice. First, national or regional guidelines for healthy digital development could provide schools and parents with a clear framework for age-appropriate smartphone and social media use, similar to existing recommendations for physical activity or sleep. Policies that encourage "school phone-free hours" or regulated access to smartphones during the school day could help create consistent expectations across institutions. Local education authorities could integrate digital well-being training into teacher professional development, empowering staff to recognise early signs of digital overload and more effectively support students. Public health policies could include awareness campaigns about the risks of early smartphone use, supported by paediatricians and mental health professionals. Funding community initiatives such as parent workshops, alternative after-school activities or school-based well-being programmes would further reinforce this practice. Finally, policy incentives that encourage collaboration between schools, parents, psychologists and researchers would help integrate digital well-being into broader education and child protection strategies, ensuring a cohesive and supportive ecosystem for children.

3.40 AI Academy for Teachers

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Ilona Tandzegolskienė-Bielaglovė, EDEN Digital Learning Europe, Estonia

Practice summary card

Title	
AI Academy for Teachers	Website: https://www.ugdymomeistrai.lt/
Implemented by	
• N.A. • Kaunas Jurgis Dobkevicius Progymnasium, https://www.dobkevicius.kaunas.lm.lt/ • Lithuania	
Type of practice	
• A method and training material • An instrument	
Digital well-being strategy addressed	
• Managing digital demands; • High quality digital pedagogy; • Teacher and student digital competences; • Critical awareness on the use of technologies; • Healthy habits; • Psychological resilience; • Physical and mental health; • Socio-emotional state; • Added value of technologies for academic achievements; • Sustainable and high-quality EdTech selection	
Context	
• The long-term training program is organized by Ugdymo meistrai — an accredited organization that creates high-quality qualification development content and is able to adapt the most innovative global educational trends and technologies to the Lithuanian educational community.	
Description	
• This is a long-term competency development program on the use of AI tools in teaching.	
Challenges addressed	
The practice addresses: • cognitive challenges (reduced attention / attention deficit, reduced cognitive capacity, educational gaps, digital competences, autonomy skills shortage, self-regulation needs) • socio-emotional challenges (emotional fatigue, inter-personal conflicts, social stress, inequalities, reduced learning / job satisfaction) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics, off-task behaviour)	

• physical and mental health challenges (worse health conditions, addiction, challenging behaviour, sleep quality, posture issues)
Impact on digital well-being
• Increased digital competence of teachers regarding the use of AI tools in the educational process.
Recommendations for practice sustainability
• N.A.

This is a 40-academic hour program for teachers and specialists in general, vocational, formal and non-formal education. During the program, teachers learn to use the most popular AI tools — ChatGPT, Copilot, Canva, Midjourney, gain knowledge about the possibilities of these tools to help save time and improve work efficiency, and how to apply them in the educational process, automating task assessment, creating educational materials, and personalizing students' learning experiences. During the training, attention is paid to the topic of data security, in order to safely and conveniently share information with students, colleagues, and parents of students using various digital tools.

Positive impact for digital well-being

The competency development program is primarily designed to strengthen teachers' digital skills and support more effective integration of AI into their daily work. Thus, this practice addresses cognitive challenges related to educational gaps, teachers' lack of digital skills and limited pedagogical use of AI tools for teaching, learning and assessment.

Strengthening teachers' ability to use AI tools increases teachers' ability to personalize learning processes with these tools. The training also responds to challenges related to the need for autonomy skills.

From a socio-emotional perspective, this practice addresses the challenge of reduced job satisfaction. As AI is being deployed in educational settings, teachers demonstrate reduced job satisfaction, which may arise from uncertainty, overload or lack of self-confidence when working with new technologies. Improved AI competence and a clearer understanding of the application of AI in education can contribute to greater professional confidence, thus supporting teachers' socio-emotional well-being in digitally intensive teaching environments.

This practice directly addresses teachers' lack of digital competences, both in applying and selecting appropriate AI tools for education. Challenges related to anxiety, feelings of insecurity, fears about cybersecurity and data protection arising from the use of AI technologies are addressed by providing structured knowledge and guidance on the ethical, safe and responsible use of AI tools, through practical introduction to the use of AI tools.

Overall, this practice contributes to digital well-being primarily through capacity building, helping teachers to use AI technologies more confidently, critically and responsibly.

Improvement opportunities

Implementing this practice requires digital resources so that the teacher can apply AI tools in their work.

3.41 Technology to Reflect Ideas

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Daiva Urmonienė,Lithuanian Association of Distance and e-Learning (LieDM), Lithuania

Practice summary card

Title	
Technologies to Reflect Ideas	Website: N.A.
Implemented by	
• N.A. • Tauragė Tarailių Progymnasium, www.tarailiai.lm.lt • Tauragė, Lietuva	
Type of practice	
• A method • An instrument • A training material	
Digital well-being strategy addressed	
• Managing digital demands • Teacher and student digital competences • Critical awareness on the use of technologies • Healthy habits • Psychological resilience • Physical and mental health	
Context	
• N.A.	
Description	
• The progymnasium uses technology that helps students and teachers feel comfortable, and we capture good ideas that we can later apply to improve learning.	
Challenges addressed	

The practice addresses: • cognitive challenges (reduced attention / attention deficit, reduced cognitive capacity, educational gaps, digital competences, autonomy skills shortage, self-regulation needs) • socio-emotional challenges (emotional fatigue, inter-personal conflicts, social stress, inequalities, reduced learning / job satisfaction) • psychological (feeling bad and being afraid of cybersecurity (vulnerability to cybersecurity), anxiety and panics) • physical and mental health challenges (worse health conditions, addiction, sleep quality, posture issues)
Impact on digital well-being
• N.A.
Recommendations for practice sustainability
• Appropriate EdTech tools, quality materials, teacher competencies, and a support system for students are needed to monitor needs and ensure timely interventions.

Conclusions

Education institutions all over the world are facing the challenges of the digital age and digital well-being proves to be one of the critical elements when it comes to finding a balance among the digital technologies, didactics and health. There are many discussions happening on the need to foster and implement digital well-being strategies schools, however, finding the right solutions are not always easy as adaptation of different models or frameworks are limited to a certain cultural or institutional context. This report serves as one of the guiding documents for educational stakeholders introducing not just strategies supporting or maintaining digital well-being in schools but also listing out a number of different cases demonstrating a variety of pedagogical scenarios and strategic institutional decisions on how digital well-being might be maintained in schools.

This report, including the digital well-being framework elements, is based on the European Frameworks defining Digitally Competent Organisation (DigCompOrg), Digitally Competent Educator (DigCompEdu) and Digitally Competent Citizen (DigComp). These frameworks serve as a prerequisite for designing successful well-being policies or actions at the classroom, school or policy level. These frameworks work as pre-requisites for responsible digital transformation in education, which requires a holistic approach that includes strategic management, changes in organizational culture, and the continuous development of competencies for all stakeholders. It emphasizes that digital competencies are dynamic and must evolve with technology, necessitating ongoing professional

development and the integration of digital skills into all aspects of teacher training. Leadership can never be underestimated, as some of the teachers and participants of the research stated repeatedly, and it should be visible and available on the school level, classroom level and within an out-of-school informal learning environment, where parents and us, society members should be examples for young people and their behaviour models.

Case studies and best practices in promoting digital well-being within educational settings are highlighted in this comprehensive report, providing insights and examples for educators and policymakers. Collected practices address at least one of the following strategies: manage digital demands, maintain high quality digital learning and teaching practices, ensure that teachers and students have digital competences, measure critical awareness on the balanced use of digital technologies, nurture healthy habits, foster psychological resilience, maintain physical and mental health, monitor and enhance socio-emotional state, assess the added value of digital technologies to academic achievements and academic integrity, or select high quality sustainable and supportive EdTech solutions for learning, teaching and assessment. These strategies were initially identified in the Digital Well-Being Framework which was developed on the basis of the Literature review and desk research report and Assessment report of digital tools and technologies developed as part of the WINDEE project.

41 best practice case studies in total, collected from various European educational institutions, disclose that effective digital well-being practices require a holistic approach addressing cognitive, socio-emotional, psychological and physical dimensions of the use of technologies in education. Presented case examples prioritize healthy physical habits, such as fostering movement, exercise, digital breaks, and forest therapy, recognizing that the body's physical state is inevitably linked to its digital experience. The report suggests that the emphasis on digital well-being is not just a technical upgrade but requires a shift in organizational culture and strategic management to remain sustainable.

Initial insights demonstrate that digital well-being is addressed either by individual teachers who implement classroom-level activities to manage screen time and foster emotional balance, or by school administration who follow a more comprehensive systemic approach and integrate digital well-being into their administrative, support, or teaching structures.

This analysis reveals that digital devices (programs, tools, platforms etc.) are used for well-being practices in different ways. First, multiple case examples highlight that when educational tools are used in innovative ways, they tend to reduce cognitive load and increase engagement, leading to enhanced teachers' and learners' well-being. Second, some of the tools, like mybe.It or Annie Advisor are designed to support well-being, foster emotional balance and mental health per se. Third, virtual learning and educational

platforms, like Moodle, have built-in features supporting users' well-being, for example, accessibility features. Finally, a list of practices is introduced disclosing institutional support and strategic decisions, like Logout or Digi.well, for maintaining community members' well-being. Understanding these different approaches might be important for multiple stakeholder groups since it demonstrates that high-quality digital education practices are dependent mostly on the intentionality of the digital tool application within the teaching and learning process, and not on the selection of the technology. Moreover, the report discloses the dualistic practices existing. On the one hand, they refer to activities designed in a way to balance the impact of technology and restore personal balance. On the other – tools are used to foster engagement, social interaction, navigate complex tasks and similar, that are also significant factors for successful and positive education experience.

To conclude, a list of high-quality digital education best practice examples, enhanced with researchers' and practitioners' insights, and theoretical digital well-being framework, as well as the Digital Well-Being Framework designed within WINDEE project (available on the WINDEE website), helps stakeholders to identify elements that can be adapted across different educational settings suggesting the potential for broader dissemination of effective approaches towards well-being. Therefore, the report is highly important for policymakers who may use these results for providing recommendations for the practice sustainability and improvement possibilities, since they may direct the decision making when it comes to the support systems for teachers' and students' digital well-being.

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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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