MICROCREDENTIALS FOR SAFETY
COMPETENCE 4.3:
PROTECTING HEALTH AND WELL-BEING

DSW
DIGITAL SKILLS WALLET

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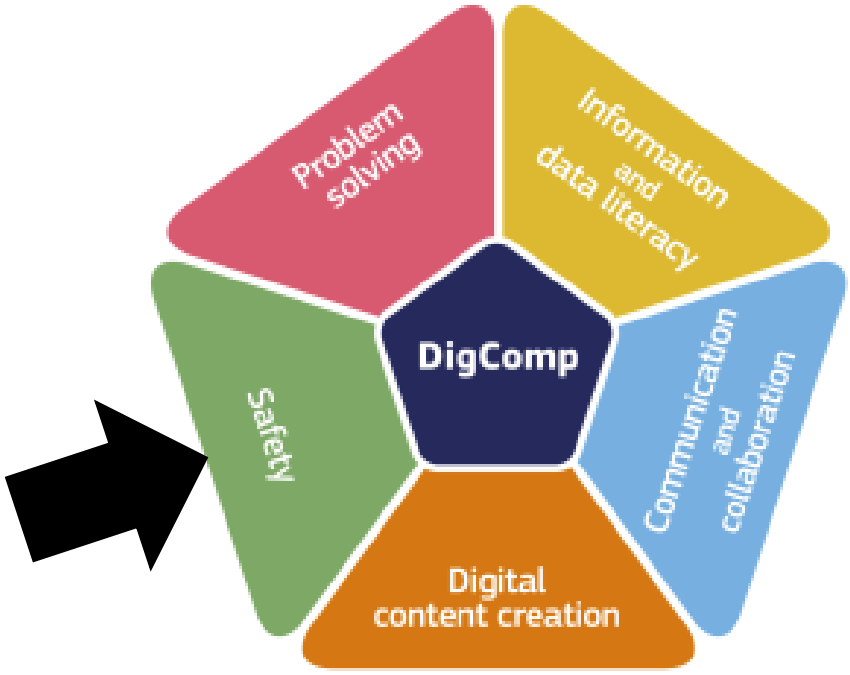
Problem solving
Information and data literacy
DigComp
Communication and collaboration
Safety
Digital content creation

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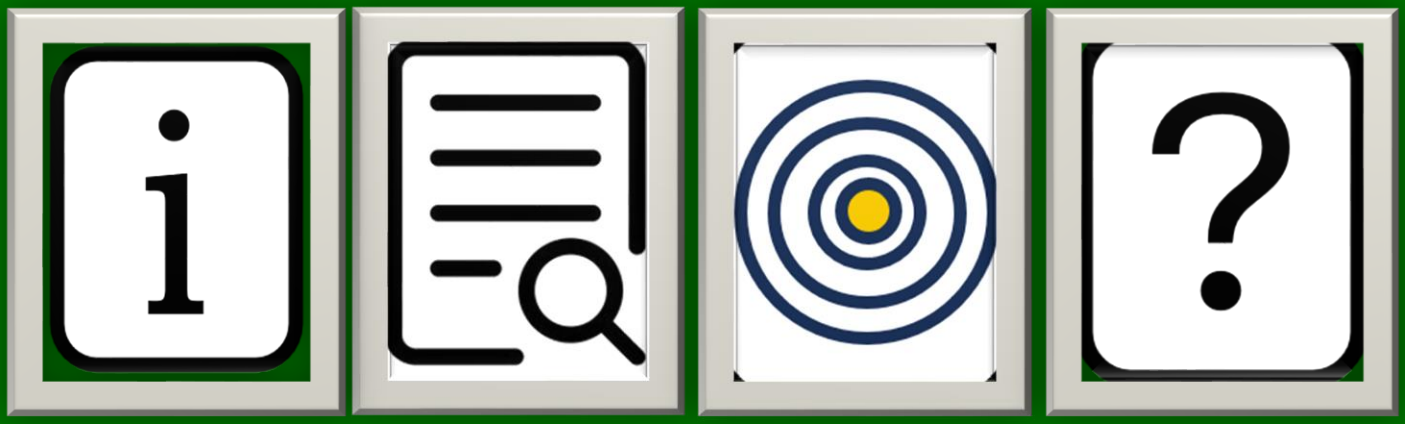
FOUNDATION LEVEL

(Level 1 and Level 2)



Optimizing Workplace Health: Strategies for Posture, Blue Light Management, and Active Breaks (MC 4.3.A.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Optimizing Workplace Health: Strategies for Posture, Blue Light Management, and Active Breaks **Code: MC 4.3.A.1**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.1, 4.3.2 and 4.3.3):

- Identify and understand the concept of proper posture, recognizing the importance of maintaining a physically healthy and comfortable body position.
- Understand the importance of avoiding blue light exposure during nighttime hours.
- Interpret the relevance of regular breaks from sitting help prevent prolonged sedentary behavior, promoting physical comfort and well-being.

Description

This Micro Credential in safety and security is a comprehensive and detailed course aimed at enhancing physical health and comfort in contemporary work settings. It provides learners with deep insights and practical skills across three fundamental areas: adopting proper posture, managing exposure to blue light, and recognizing the need for regular breaks from prolonged sitting.

The course begins by focusing on the importance of proper posture. Here, learners explore the biomechanics of the human body, learning about the necessity of maintaining a posture that promotes health and comfort. This segment goes beyond just theoretical concepts; it helps learners appreciate the long-term benefits and potential risks associated with various postures, whether at work, in leisure, or during daily activities.

Following this, the program addresses the issue of blue light exposure, particularly in the evenings. Learners are educated about the physical and psychological impacts of blue light, understanding how it affects the body's natural sleep-wake cycle. The course provides more than just information; it offers practical methods to effectively manage blue light exposure in everyday life.

The third section of the Micro Credential deals with the dangers of extended periods of sitting. It underscores the importance of taking regular breaks to prevent prolonged sedentary behavior, highlighting its role in ensuring physical comfort and overall health. This part of the course blends scientific research with practical solutions, teaching learners about the link between sedentary lifestyles and health risks and guiding them in incorporating more physical activity into their daily schedules.

This Micro Credential is presented in an engaging, human-centric narrative style, making the content approachable and interesting for learners. It is meticulously structured to provide a thorough examination of each topic, ensuring participants come away with a holistic understanding of maintaining safety and security amidst the challenges of modern lifestyles.

Questions

1. What fundamental techniques are essential for good posture in an office environment?
2. How does extended blue light exposure affect one's sleep cycle and general health?
3. What methods can be employed to minimize exposure to blue light during the evening?
4. Why are frequent breaks from prolonged sitting necessary, and what health advantages do they offer?
5. Can you explain ergonomic methods that aid in maintaining correct posture while working?
6. How does maintaining a proper posture benefit long-term physical health and efficiency at work?
7. What advice would you give for reducing exposure to blue light from electronic devices?
8. How does exposure to blue light interact with the body's natural sleep-wake cycle?

9. What are the health risks linked to continuous sitting for long periods?
10. How do regular intervals for movement contribute to mental and physical health in a workplace setting?
11. What are effective ways to incorporate movement breaks into a hectic workday?
12. What is the importance of good posture in preventing occupational musculoskeletal issues?
13. Could you discuss the mental effects of blue light exposure and its overall impact on health?
14. What kinds of exercises or activities are recommended during break times to counter sedentary habits?
15. How can the design of a workplace and ergonomic considerations promote correct posture and regular physical activity?

Digital Citizenship: Creating Safer Online Spaces (MC 4.3.A.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Citizenship: Creating Safer Online Spaces **Code: MC 4.3.A.2**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.4, 4.3.5 and 4.3.6):

- Interpret the relevance of reducing unnecessary screen time promotes a healthier balance between digital and non-digital activities, contributing to overall well-being.
- Explain the utility of using tools to interrupt the reception of notifications.
- Identify suitable lighting options for reading.

Description

The Micro Credential on digital safety and security is an extensive and richly detailed course, thoughtfully designed to bring together a variety of educational topics into one comprehensive learning journey. The MC is weaving a narrative that resonates with learners personally, without resorting to direct addresses or listing formats.

Central to this course is a deep dive into the importance of reducing excessive screen time. This segment thoroughly examines how a lifestyle dominated by digital devices affects mental and physical health. It stresses the necessity of striking a balance between digital and non-digital activities for overall well-being. The curriculum here is enriched with research and real-world examples, demonstrating the benefits of a moderated approach to digital consumption. It also provides practical tips for achieving this balance, making the content not only insightful but also applicable to daily life.

The MC explores the effective use of tools to manage digital notifications. This part focuses on the impact of constant digital interruptions on focus, stress levels, and productivity. It introduces various methods and technologies to help control digital notifications, covering digital wellness tools, application management strategies, and habit-building practices for a less intrusive digital presence.

The course also includes a crucial section on choosing the right lighting for reading. It emphasises the role of proper lighting in preventing eye strain and enhancing the reading experience. Various lighting options, such as natural light, ambient lighting, and task lighting, are discussed, providing guidance on selecting the most suitable lighting for different reading settings. Factors like light intensity, color temperature, and individual reading preferences are considered to offer tailored advice.

The Micro Credential expands into areas like ergonomic setups for digital work environments, strategies for digital detox, and enhancing digital literacy. These additional discussions ensure a more personal understanding of digital safety and security.

This Micro Credential is a comprehensive educational package, equipping learners with in-depth knowledge and practical skills for navigating the digital realm safely and effectively. The course is crafted to be engaging, relatable, and easy to understand, ensuring learners are well-prepared to balance their digital lives, enhancing their safety, security, and well-being in today's digital-focused world.

Questions

1. What are the key themes covered in the Digital Citizenship: Creating Safer Online Spaces Micro Credential?

2. How does the course address the issue of managing excessive screen time?
3. In what ways does the course describe the effect of digital device overuse on mental and physical well-being?
4. Why does the course emphasize the need for a balance between digital and real-world activities?
5. What types of research and practical examples are used in the course to illustrate the advantages of controlled digital use?
6. Can you identify some of the strategies suggested in the course for maintaining a balance between digital and offline life?
7. What is the role of digital notification management in this Micro Credential?
8. How are focus, stress, and productivity impacted by continuous digital interruptions, as discussed in the course?
9. What are some of the tools and methods introduced in the course to handle digital notifications effectively?
10. Why is selecting appropriate lighting for reading emphasized in the course?
11. What advice does the course give for choosing the right lighting for various reading scenarios?
12. What are the key considerations when selecting lighting for reading purposes?
13. How does the Micro Credential address ergonomic setups in digital work environments?
14. What are the recommended approaches for digital detoxification in the course?
15. In what ways does the course suggest improving digital literacy?
16. How is the Micro Credential designed to prepare learners for safe and effective navigation of the digital world?
17. What approach does the course take to make its content engaging and understandable for learners?

Digital Harmony: Crafting a Healthier Life with Technology (MC 4.3.A.3)

Basic Information

Identification of the learner	Any Citizen
Title of the micro-credential	Digital Harmony: Crafting a Healthier Life with Technology **Code: MC 4.3.A.3**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.7, 4.3.8, 4.3.9 and 4.3.10):

- Explain the concept of apps that encourage physical activity.
- Utilize simple digital technologies to foster social inclusion.
- Recognize the potential risks associated with prolonged exposure to high volumes of sound.
- Explain the potential risks of prolonged headphone usage.

Description

"Digital Harmony: Crafting a Healthier Life with Technology" is a thoughtfully built Micro Credential course that delves into the intersection of digital technology with aspects of physical fitness, social engagement, and hearing preservation. This expansive course is presented in a friendly language, engaging learners through a storytelling approach filled with relatable scenarios and actionable tips, avoiding the conventional lecture-style format.

At the outset, the course takes a deep dive into apps that are designed to encourage physical activity. This section does more than just introduce these apps; it explores the creative thought process behind their development and examines their psychological effects on users. It also looks at how these apps can be seamlessly integrated into daily routines to promote healthier living. Each module in this section is complemented with real-world success stories and easy-to-follow suggestions, illustrating the role of technology as a supportive ally in the journey towards better physical health.

Moving forward, the course sheds light on how digital tools can be leveraged to strengthen social bonds and foster inclusivity. It explores the various digital platforms and tools that connect people from varied cultures and backgrounds, blending academic theories with real-life applications. This part of the course underscores the transformative power of technology in building more inclusive, supportive communities.

A significant portion of the course is dedicated to understanding the risks of prolonged exposure to loud sounds. Here, learners are guided through the fundamentals of auditory health, the dangers posed by long-term exposure to high volume levels, and strategies for enjoying digital media in a way that protects hearing. This part is important for striking a balance between indulging in digital audio pleasures and maintaining long-term auditory health, complete with practical advice for healthy listening practices.

The course also thoroughly addresses the topic of headphone usage. It examines different types of headphones, their potential impacts on our hearing, and how to use them safely and responsibly. This section is packed with valuable insights, guiding learners on how to enjoy their favorite audio content without risking their hearing health.

Beyond these core topics, the course includes comprehensive modules on the psychological impacts of digital technology, effective digital consumption management, and methods for utilizing technology for mindfulness and relaxation. These additional sections offer a wider perspective on digital wellness, touching on aspects like digital detoxing, mental health in the age of technology, and employing technology for stress relief and mental well-being.

The MC "Digital Harmony: Crafting a Healthier Life with Technology" is a rich course that covers a wide array of subjects, all tied together by the overarching theme of integrating digital technology in a manner that supports

physical health, social connections, and hearing safety. The course is designed to be both educational and engaging, ensuring that learners gain a comprehensive understanding and practical strategies for a balanced, health-focused digital lifestyle.

Questions

1. What are the main goals of the "Digital Harmony: Crafting a Healthier Life with Technology" course?
2. How does the course address the use of apps that promote physical activity?
3. What insights does the course offer about the mental effects of using fitness apps?
4. In what manner does the course recommend incorporating fitness apps into everyday life for improved health?
5. How are real-life success stories utilized within the course modules?
6. How does the course discuss the impact of technology on strengthening social connections and promoting inclusivity?
7. What methods does the course describe for using digital tools to create more inclusive communities?
8. What are the essential topics related to auditory health and the risks of loud sound exposure covered in the course?
9. How does the course suggest maintaining a balance between enjoying digital media and protecting hearing health?
10. What information does the course provide regarding the use of different headphone types and their effects on hearing?
11. How are safe headphone practices explained in the course?
12. What are some of the other topics covered in the course, particularly concerning the psychological effects of digital technology?
13. How does the course equip learners with a thorough understanding and practical techniques for a digital lifestyle focused on health?

Smart Tech Habits: Comfort and Safety in the Digital Age (MC 4.3.A.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Smart Tech Habits: Comfort and Safety in the Digital Age **Code: MC 4.3.A.4**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.11, 4.3.12 and 4.3.13):

- Recognize the advantages of the use of an e-reader as an alternative to the tablet.
- Recognize the use of tools designed to limit the absorption of electromagnetic waves.
- Explain the importance of using suitable equipment such as a mouse, chair, and keyboard to maintain proper posture.

Description

"Smart Tech Habits: Comfort and Safety in the Digital Age" is a Micro Credential that offers in-depth guidance on using technology in ways that are both safe and comfortable for everyday use. This program stands out with its narrative approach, featuring easy-to-understand stories and tips that seamlessly fit into daily routines, moving away from the more formal styles of traditional education.

In this program, learners explore how to use digital tools and devices in a mindful and user-friendly manner. It's tailored to not just teach but also to resonate with the everyday experiences of its learners, ensuring that the content is relevant and immediately applicable. Each part of the Micro Credential includes real-life examples and scenarios, assisting learners in seeing how they can adapt these concepts to their own life.

What really makes this Micro Credential valuable is its emphasis on clear, straightforward advice. It demystifies complex technology topics, making them accessible to a wide range of people. This approach helps make the often complicated world of technology more approachable and less intimidating for the everyday user.

The "Smart Tech Habits: Comfort and Safety in the Digital Age" is a practical and helpful Micro Credential that focuses on navigating the digital world in a way that prioritizes your well-being and safety. It's an excellent resource for anyone wanting to enhance their understanding of technology and integrate it into their lifestyle in a positive and effective manner.

One of the key areas the course explores is the comparison between e-readers and tablets, particularly for those who enjoy reading digitally. It digs into why e-readers might be a more suitable option, focusing on their eye-friendly features and user-friendly design. The course paints a clear picture of how e-readers can enhance the digital reading experience by being less straining on the eyes compared to the typical tablet screens.

The MC also explains technologies that help reduce the absorption of electromagnetic waves from digital devices. It breaks down these concepts in a way that’s easy to grasp, explaining how these innovations work and their importance in protecting our health when we’re surrounded by technology.

A significant part of the MC is about the importance of ergonomic equipment like the right kind of chairs, keyboards, and mice. It stresses how choosing the correct tools in order to prevent physical discomfort and enhance productivity while using digital devices. The MC is filled with actionable advice on creating a workspace that is both comfortable and efficient, catering to the needs of those who spend considerable time with technology.

The MC expands to cover broader topics such as managing digital usage effectively, the psychological impact of constant connectivity, and maintaining a balanced digital life. These sections provide a deeper understanding of digital wellbeing, discussing the importance of digital detoxing and strategies for maintaining mental health in our technology-driven world.

The MC "Smart Tech Habits: Comfort and Safety in the Digital Age" is a rich and experiential course. It covers various topics, all focused on integrating technology into our lives in a way that maximizes comfort and safety. The course is thoughtfully designed to give learners the necessary tools and knowledge for a healthy, tech-savvy lifestyle, making it a valuable resource for anyone looking to improve their interaction with digital devices.

Questions

1. What is the main focus of the Micro Credential "Smart Tech Habits: Comfort and Safety in the Digital Age"?
2. How does this Micro Credential stand out in terms of its educational approach?
3. In what ways does the Micro Credential help learners use digital tools more mindfully?
4. Why is it important for the content of the Micro Credential to resonate with learners' everyday experiences?
5. Give an example of how real-life scenarios are incorporated into the Micro Credential.
6. What sets this Micro Credential apart in terms of providing advice and guidance?
7. How does the Micro Credential make complex technology topics more accessible?
8. Why is making the world of technology less intimidating important for everyday users?
9. What is the primary focus when comparing e-readers and tablets in this program?
10. How do e-readers enhance the digital reading experience according to the program?
11. What is the significance of explaining technologies that reduce electromagnetic wave absorption?
12. How does the Micro Credential simplify complex concepts related to technology?
13. What is the emphasis when discussing ergonomic equipment in the program?
14. Why is choosing the correct ergonomic tools important for digital device users?
15. What actionable advice does the Micro Credential offer regarding workspace setup?
16. What are the broader topics covered in the Micro Credential besides ergonomic considerations?
17. How does the Micro Credential address the psychological impact of constant digital connectivity?
18. What is the importance of digital detoxing in the context of digital well-being?
19. Who would benefit the most from enrolling in the Micro Credential "Smart Tech Habits: Comfort and Safety in the Digital Age"?

Digital Well-being and Mindfulness (MC 4.3.A.5)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Well-being and Mindfulness **Code: MC 4.3.A.5**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.14, 4.3.15 and 4.3.16):

- Practice mindfulness techniques to reduce stress and anxiety caused by digital interactions.
- Understand the dual nature of the effects of digital tools, creating opportunities for inclusion, as well inadvertently contribute to the contrary.
- Explain the potential risks associated with overreliance on digital technologies, including reduced physical activity, diminished social interactions, and decreased overall well-being

Description

The proposed MicroCredential, titled "Digital Well-being and Mindfulness," encompasses an exploration of the special relationship between digital technology usage and personal health. This program develop arguments into the delicate dynamics of how digital tools simultaneously foster inclusivity and, paradoxically, perpetuate exclusion. It scrutinises the dichotomous nature of digital tools, which are instrumental in creating avenues for broader societal inclusion but can also inadvertently exacerbate exclusionary practices.

A significant portion of the MC is dedicated to the art and practice of mindfulness techniques. These techniques are specifically tailored to address and mitigate the stress and anxiety stemming from digital interactions. The curriculum introduces these techniques, and also provides a deeper understanding of their relevance in the context of our complicated digital world interactions.

The MicroCredential rigorously examines the potential pitfalls of an overdependence on digital technologies. It looks into the varied ways this reliance can adversely impact physical health, diminish the quality and quantity of social interactions, and lead to a general decline in overall well-being. By investigating these risks, the MC calls for a critical awareness among participants, enabling them to approach the digital landscape more thoughtfully and healthily.

The style of delivery is carefully curated to resonate with a wide audience, encouraging participants to reflect on their personal digital habits and the broader societal implications of our collective digital engagement.

The "Digital Well-being and Mindfulness" offers an in-depth examination of the complex space between digital technology and individual health, advocating for a more mindful and informed approach to digital engagement.

Questions

1. How does the "Digital Well-being and Mindfulness" MicroCredential define the relationship between digital technology usage and personal health?
2. In what ways do digital tools foster inclusivity, according to the MicroCredential's framework?
3. Can you explain how digital tools might inadvertently perpetuate exclusion, as discussed in the MicroCredential?
4. What are the key mindfulness techniques taught in the MicroCredential, and how do they address digital-induced stress?
5. How does the curriculum of the MicroCredential relate mindfulness practices to digital world interactions?
6. What are the potential risks associated with overreliance on digital technologies as identified in the

MicroCredential?

7. How does excessive digital technology use impact physical health, according to the MicroCredential's findings?
8. What effects does digital technology overuse have on the quality and quantity of social interactions?
9. In what ways does the MicroCredential propose to mitigate the decline in overall well-being due to digital technology overuse?
10. How does the MicroCredential promote critical awareness among participants regarding digital technology use?
11. What strategies does the "Digital Well-being and Mindfulness" MicroCredential suggest for a healthier digital lifestyle?
12. How does the MicroCredential address the dichotomous nature of digital tools in society?
13. What audience is the "Digital Well-being and Mindfulness" MicroCredential primarily aimed at, and why?
14. How does the MicroCredential propose to balance digital technology usage with personal well-being?
15. In what ways does the MicroCredential encourage participants to reflect on their personal digital habits?
16. How does the MicroCredential contribute to a broader societal understanding of the implications of digital engagement?
17. What are the long-term goals of the "Digital Well-being and Mindfulness" MicroCredential in terms of impacting digital behavior and mindfulness?

Digital Citizenship and Mindful Technology Use (MC 4.3.A.6)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Citizenship and Mindful Technology Use **Code: MC 4.3.A.6**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.17, 4.3.18, 4.3.19 and 4.3.20):

- Formulate a basic list of online etiquette and digital citizenship guidelines to promote social well-being.
- Identify common health risks associated with excessive screen time, such as eye strain and poor posture.
- Recall the definition of cyberbullying
- Demonstrate an attitude of mindfulness regarding the balance between digital technology use and non-use.

Description

This MicroCredential, named "Digital Citizenship and Mindful Technology Use," represents an educational program designed to equip learners with the essential skills and knowledge for walking through the digital world responsibly and healthily. This MC is meticulously thought to address several critical learning outcomes, each contributing to a better understanding of digital interaction and its implications on personal and social well-being.

The first part of this program involves the formulation of a foundational understanding of online “netiquette” and digital citizenship guidelines. This component of the curriculum goes into the principles that govern respectful and responsible behaviour in the digital sphere. It implies a broad range of topics, from basic netiquette to the complicated world of digital rights and responsibilities, aiming to reinforce a sense of social well-being among digital community members. The learning programme extends to cover the ethical considerations and societal norms that should guide one's behaviour online, underlining the importance of maintaining a respectful and empathetic presence in digital interactions.

An important aspect of this MicroCredential is the identification and understanding of common health risks associated with excessive screen time. This includes a thorough exploration of physical health issues such as eye strain, often a result of prolonged exposure to digital screens, and poor posture, which can arise from extended periods of device usage. The course materials goes into the physiological mechanisms behind these health risks, providing learners with the needed knowledge in order to recognise symptoms and the strategies to mitigate these effects. This part of the program informs participants about the risks, and also empowers them with practical solutions, such as ergonomic practices and eye health exercises.

The program of the MC also covers the fundamental topic of cyberbullying, ensuring participants can accurately recall and understand its definition. This involves examining the various forms and manifestations of cyberbullying, its psychological impact on individuals, and the broader implications for online communities. The curriculum is designed to give a deep understanding of what constitutes cyberbullying, the reasons behind its prevalence in digital spaces, and the legal and ethical considerations surrounding it. By exploring this topic, the MC aims to cultivate a safe and supportive online environment for all users.

The MicroCredential places a strong emphasis on cultivating an attitude of mindfulness regarding the balance between digital technology use and non-use. This involves teaching learners to develop a conscious and deliberate approach to their digital interactions, encouraging them to critically assess their digital habits and their impact on overall well-being. The MC guides participants in reflecting on their personal technology use, understanding the value of digital detoxes, and learning to strike a healthy balance between online and offline lives.

The human style of discourse employed throughout the MicroCredential makes the complex topics accessible and compelling, allowing a personal connection with the matters.

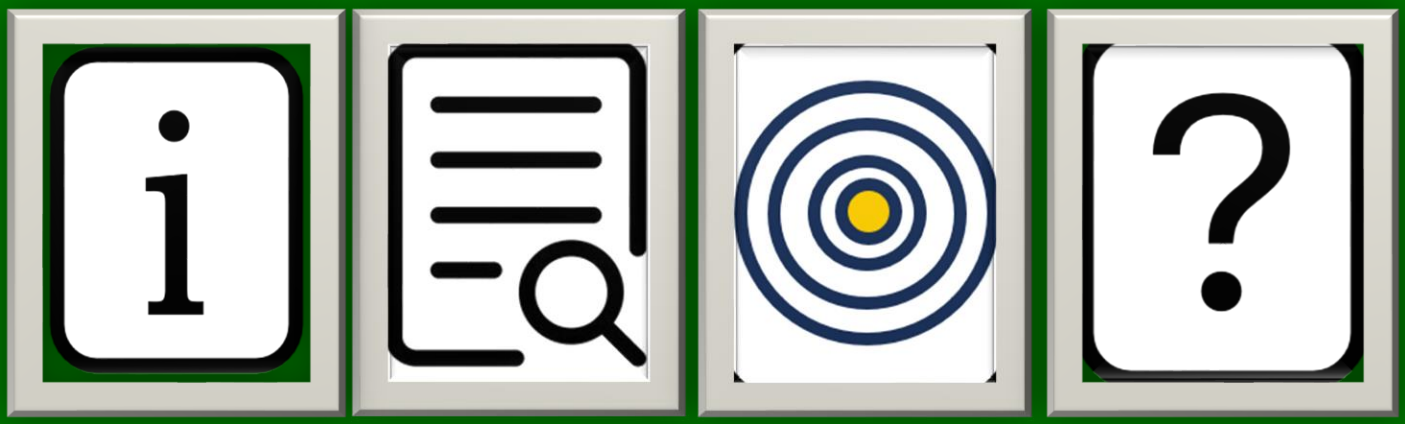
The "Digital Citizenship and Mindful Technology Use" MicroCredential offers a comprehensive and multidimensional approach to understanding and managing the various aspects of digital life. It provides learners with the skills and knowledge necessary to approach the digital world in a healthy, respectful, and mindful manner, thus promoting both personal and social well-being in the digital age.

Questions

1. What is the primary objective of the "Digital Citizenship and Mindful Technology Use" MicroCredential?
2. How does the MicroCredential contribute to a better understanding of digital interaction and its impact on personal and social well-being?
3. What topics are covered under the foundational understanding of online netiquette in the program?
4. How does the curriculum address the principles of respectful and responsible behavior in the digital sphere?
5. What range of topics is included in the discussion of digital rights and responsibilities?
6. How does the MicroCredential aim to reinforce social well-being among digital community members?
7. What are the key ethical considerations and societal norms emphasized for online behavior in this program?
8. Which common health risks associated with excessive screen time are addressed in the MicroCredential?
9. What are the physiological mechanisms behind health risks like eye strain and poor posture as discussed in the program?
10. How does the course material empower learners to mitigate the effects of prolonged digital screen exposure?
11. In what ways does the program address the issue of cyberbullying?
12. How does the curriculum facilitate an understanding of the various forms and implications of cyberbullying?
13. What legal and ethical considerations surrounding cyberbullying are covered in the MicroCredential?
14. How does the MicroCredential encourage mindfulness in balancing digital technology use and non-use?
15. What strategies are taught for assessing and managing digital habits for overall well-being?
16. How does the program guide participants in reflecting on their personal technology use?
17. What is the significance of the human style of discourse employed in this MicroCredential?
18. How does the MicroCredential approach the management of various aspects of digital life?
19. In what ways does the "Digital Citizenship and Mindful Technology Use" MicroCredential promote personal and social well-being in the digital age?

INTERMEDIATE LEVEL

(Level 3 and Level 4)



Digital Discipline and Academic Productivity (MC 4.3.B.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Discipline and Academic Productivity **Code: MC 4.3.B.1**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	INTERMEDIATE
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs LOs 4.3.21, 4.3.22, 4.3.23 and 4.3.24):

- Explain the concept of setting usage schedules for electronic devices.
- Recognize the utility of using electronic devices for studying purposes.
- Explain the importance of setting a daily limit on social media usage.
- Explain the function of apps designed to block phone usage at regular intervals.

Description

The Micro Credential entitled "Digital Discipline and Academic Productivity" encapsulates the thematic focus about the exploration of the Interrelation between technology usage and personal productivity. The MC emphasises the strategic use of electronic devices in fostering effective study habits and ensuring overall well-being.

The conceptual framework of this Micro Credential revolves around the appropriate management of electronic device usage, acknowledging both the benefits and potential drawbacks of digital technology in academic and personal spheres. It begins with a thorough elucidation of the concept of setting usage schedules for electronic devices. This concept is rooted in the understanding that while electronic devices are integral to modern life, their unchecked usage can lead to detrimental effects such as digital distraction, reduced productivity, and potential impacts on mental health. The MC goes into the methodologies for establishing structured schedules, which involve delineating specific time slots during the day for the use of devices, thereby ensuring a harmonious balance between digital engagement and other life activities. The focus in the MC is on cultivating self-regulation and discipline in device usage, which can enhance concentration, improve sleep patterns, and foster a healthier lifestyle.

The second part of the Micro Credential explores the utility of electronic devices for studying purposes. This segment underscores the transformative role that digital devices play in the realm of education. It examines how laptops, tablets, and smartphones have become indispensable tools for accessing information, facilitating learning through interactive platforms, and enabling connectivity with educational resources worldwide. The discussion encapsulates how these devices, when used strategically, can enhance research capabilities, enable access to a plethora of educational materials, and support diverse learning styles. However, it also critically assesses the need for moderation, emphasising that the efficacy of these tools is contingent upon their disciplined use.

The third part of this MC is devoted to explicating the importance of setting a daily limit on social media usage. In an era where social media platforms have become ubiquitous, this section delves into the psychological and cognitive implications of excessive social media engagement. It presents research findings on how unregulated use of social media can lead to issues such as decreased attention spans, heightened anxiety, and a disruption in academic focus. The curriculum advocates for the establishment of daily limits on social media usage as a means to mitigate these risks, promoting a more balanced and mindful approach to digital consumption.

In the fourth part the Micro Credential addresses the function of apps designed to block phone usage at regular intervals. This part of the content is particularly focused on tools and technologies that aid in managing screen time. It includes a detailed analysis of various applications that help users to temporarily disable device

functionalities, thereby curbing the urge to engage with devices incessantly. The discussion evaluates how these tools can be leveraged to cultivate self-discipline, reduce digital addiction, and enhance productivity, particularly in academic contexts.

The narrative of the MC is crafted to resonate with an audience seeking deeper insights into managing digital engagement in a way that supports academic success and personal well-being.

The "Digital Discipline and Academic Productivity" is a Micro Credential that offers an in-depth investigation into the strategic use of electronic devices. It aims to equip learners with the knowledge and tools necessary to navigate the digital world judiciously, fostering academic excellence and a balanced digital lifestyle.

Questions

1. What is the primary focus of the "Digital Discipline and Academic Productivity" Micro Credential?
2. How does setting usage schedules for electronic devices contribute to digital discipline?
3. Describe the potential impacts of unchecked electronic device usage on personal well-being.
4. In what ways can electronic devices enhance academic research and learning?
5. Discuss the importance of self-regulation in the use of digital devices for educational purposes.
6. How can excessive social media use affect attention spans and academic focus?
7. What are the psychological implications of unregulated social media engagement?
8. Explain the role of apps designed to block phone usage in managing screen time effectively.
9. How does the Micro Credential address the balance between digital engagement and other life activities?
10. What strategies are suggested for establishing structured schedules for device usage?
11. Discuss the relationship between digital device usage and sleep patterns.
12. How does the curriculum advocate for a balanced approach to digital consumption?
13. Explain the concept of digital addiction and its impact on academic productivity.
14. What are the benefits of setting daily limits on social media usage?
15. How do blocking apps contribute to cultivating self-discipline in digital contexts?
16. Discuss the interplay between technology usage and personal productivity as explored in the Micro Credential.
17. Describe how the Micro Credential equips learners to navigate the digital world for academic success and personal well-being.

Digital Health and Well-being: Regulatory and Practical Perspectives (MC 4.3.B.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Health and Well-being: Regulatory and Practical Perspectives **Code: MC 4.3.B.2**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	INTERMEDIATE
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.25, 4.3.26 and 4.3.27):

- Explain the distinction between the regulatory frameworks governing traditional medical practices and the comparatively less regulated landscape of digital health applications.
- Describe the importance of setting time limits for digital device use to maintain overall well-being.
- Select appropriate sources of information related to digital well-being and health.

Description

The MC "Digital Health and Well-being: Regulatory and Practical Perspectives" is constructed with the aim of giving a thorough understanding on how health care is changing in the digital age. The MC is designed to manage the varied world of digital health, as it is accessible to general public, focusing on the rules that guide it and the everyday habits that can help people to stay healthy and balanced in a technological environment.

The first part of the MC is taking into account traditional medical practices, which are strictly controlled by Health authorities, to the more free digital health apps and tools, which often have fewer regulations. Traditional medical treatments go through lots of testing and approval processes to guarantee their safety, but digital health is rather new and much less regulated. The present MC goes into why this happens and what it means in terms of health data privacy, accuracy of online health advice and how much we can trust health apps.

The second part of the MC looks at why it's important to limit screen time. In a common situation where everyone is very often overrunning online time, it's easy to abuse screen time and to forget to take a proper break. Too much screen time can lead to various problems, like eye problems, posture issues, and sleep disorders. This part of the MC offers practical views and suggestions in order to manage screen time, like setting schedules, alerts about taking breaks, and monitor the device use.

The third part of the MC is built on about learning how to identify trustworthy health information online. With so much information out there, it's tough to know what's reliable. The course covers how to recognise credible health information, examining things like the source of the advice, the evidence supporting their claims, and the difference between scientific advice and personal anecdotes or tales.

The MC is delivered in a friendly, engaging style. It's goals set mainly about providing the knowledge and tools students need to navigate digital health and well-being in an informative and enjoyable way. There is strong use of real-life examples and straightforward language to make the content relatable and easy to understand.

Questions

1. What are the main topics covered in the "Digital Health and Well-being: Regulatory and Practical Perspectives" course?
2. How does the course differentiate between the regulations of traditional medical practices and digital health applications?
3. What are the reasons behind the less stringent regulations in the digital health sector?
4. Can you describe the potential risks associated with the regulatory gap in digital health?
5. How does excessive screen time affect physical health, according to the course?

6. What strategies does the course suggest for managing screen time effectively?
7. Why is it important to limit time spent on digital devices?
8. How can one identify credible sources of health information online?
9. What role do evidence and credentials play in assessing online health advice?
10. How does the course address the challenge of digital health misinformation?
11. What are the implications of the 'Wild West' nature of digital health regulation?
12. How does the course propose to use technology to monitor and limit device usage?
13. What are the psychological impacts of excessive digital device use as discussed in the course?
14. How does the course suggest balancing digital engagement with other life activities?
15. What are the key skills taught for navigating the digital health landscape?
16. How does the course approach teaching about digital addiction and its management?
17. What is the significance of understanding the disparity in regulations between traditional and digital health practices?
18. How does the course help in developing critical thinking regarding digital health information?
19. Can you explain how the course integrates real-world examples to illustrate its key concepts?

Digital Well-being and Online Engagement (MC 4.3.B.3)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Well-being and Online Engagement **Code: MC 4.3.B.3**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	INTERMEDIATE
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.28, 4.3.29 and 4.3.30):

- Learn how to implement practices while using digital devices to protect physical and psychological health.
- Demonstrate the skill of proficiently identifying and participating in well-established online communities that promote social well-being and inclusion.
- Identify potential dangers of sharing personal information online and its impact on physical and psychological well-being.

Description

The microcredential, named "Digital Well-being and Online Engagement", offers understanding and application of practices that ensure physical and psychological health while living with digital devices. It further focuses the proficiency in identifying and actively participating in established online communities that form social well-being and inclusion. It includes the critical analysis of the potential risks associated with sharing personal information online and the consequent effects on an individual's physical and mental health.

The first part of the present MC focuses on the delicate balance between the digital world and personal well-being. It begins by addressing the methods through which individuals can implement healthy practices while using digital devices. This section goes into ergonomic issues, screen time management, and mental health awareness, aiming to teach learners with practical strategies to protect their physical health and to assure psychological well-being in a digital context.

The second aspect aspect of the curriculum is the skill of proficiently identifying and participating in online communities. This part of the MC emphasises the importance of digital inclusivity and social well-being. It guides learners through the process of recognising and participating in online platforms that promote positive social interaction, support networks, and inclusive environments. The course material is designed to enable learners to discern between constructive and harmful online spaces, encouraging active contribution to communities that uphold values of inclusivity and social well-being.

The third part of the MC addresses the critical issue of personal information sharing in the digital realm. It educates learners about the various risks and impacts of sharing personal information online, including identity theft, privacy invasion, and the potential psychological implications of digital footprints. This part pursue the effort to raise awareness about digital privacy and security, giving learners the knowledge to make appropriate decisions about their online activity.

The "Digital Well-being Online Engagement" microcredential is designed to give a better understanding of digital engagement. It aims to empower learners with skills and knowledge that promote responsible and healthy use of digital technology, proposing a balanced approach to the digital world.

Questions

1. What is the primary focus of the "Digital Well-being Online Engagement" microcredential?

2. How does the microcredential address the balance between digital world interactions and personal well-being?
3. What are the key areas covered in the first part of the microcredential regarding the use of digital devices?
4. How does the microcredential propose to manage screen time effectively?
5. What strategies does the microcredential suggest for maintaining psychological well-being in a digital context?
6. What is the significance of ergonomic considerations in the use of digital devices, as discussed in the microcredential?
7. What skills are taught in the second part of the microcredential related to online communities?
8. How does the microcredential emphasise the importance of digital inclusivity?
9. What are the characteristics of positive online communities that the microcredential encourages participation in?
10. How does the microcredential guide learners in distinguishing between constructive and harmful online spaces?
11. What role does social well-being play in the context of online communities as per the microcredential?
12. What are the risks associated with sharing personal information online, as highlighted in the third part of the microcredential?
13. How does the microcredential educate learners about the implications of digital footprints?
14. What measures are suggested to enhance digital privacy and security?
15. How does the microcredential contribute to learners' decision-making regarding online activity?
16. In what ways does the microcredential aim to empower learners in the realm of digital technology?
17. What approach does the microcredential propose for a balanced digital engagement?
18. How does the microcredential integrate mental health awareness with digital device usage?
19. What is the overall goal of the "Digital Well-being Online Engagement" microcredential in terms of learner development?

Sustainable Digital Practices and Well-being (MC 4.3.B.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Sustainable Digital Practices and Well-being **Code: MC 4.3.B.4**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	INTERMEDIATE
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.30, 4.3.31, 4.3.32 and 4.3.33):

- Plan and implement energy-efficient settings on digital devices to reduce power consumption and contribute to a greener environment.
- Infer the potential long-term consequences of digital addiction on overall well-being.
- Modify digital device settings to reduce blue light exposure and improve sleep quality.

Description

The microcredential, titled "Sustainable Digital Practices and Well-being", is a learning program designed to educate learners about implementing energy-efficient settings on digital devices, understanding the long-term consequences of digital addiction, and adjusting device settings to reduce blue light exposure for improved sleep quality. This MC is detailing each aspect with precision and a human-centric approach.

The first part of this microcredential focuses on the environmental aspect of digital device usage. It educates learners on how to plan and implement energy-efficient settings on various digital devices. This part teaches the practical steps that can be taken to reduce power consumption, thereby contributing to a greener and more sustainable environment. The first part of the MC provides information on the different ways digital devices consume power and offers guidelines on how to adjust settings to minimise consumption.

The second part of the microcredential addresses the issue of digital addiction and its potential long-term effects on the well-being of individuals. This part provides a detailed analysis of how excessive use of digital devices can impact mental and physical health. It offers insights and visions into the symptoms and the consequences of a possible digital addiction, providing an understanding of the importance of a balanced style approach to digital devices.

The third part of the microcredential is dedicated to the topic of blue light exposure from digital devices. It provides a thorough understanding of how blue light affects sleep quality and overall health. The MC teaches learners through the process of modifying digital device settings in order to reduce blue light exposure, especially during evening hours. The general aim of this learning part of the MC is to teach how to improve sleep quality and to enhance well-being.

Throughout the microcredential, the emphasis is placed on responsible and health-informed use of digital technology. The MC is presented in a way that is both attractive and informative, ensuring that students gain the necessary knowledge and also they will be able to develop the necessary skills to utilise this knowledge in their daily lives.

The "Sustainable Digital Practices and Well-being" microcredential offers a notable approach built to understanding and managing the impact of digital device usage on a varied of aspects, such as the environment, personal health, and well-being.

Questions

1. What is the primary focus of the "Sustainable Digital Practices and Well-being" microcredential?
2. How does the microcredential guide learners in implementing energy-efficient settings on digital devices?
3. What are the environmental benefits of adjusting digital device settings for energy efficiency?
4. How does the microcredential address the issue of digital addiction and its long-term effects?
5. What strategies are suggested to identify and manage digital addiction?
6. In what ways can digital addiction impact an individual's overall well-being?
7. What role does blue light play in sleep quality, as discussed in the microcredential?
8. How can learners modify their digital device settings to reduce blue light exposure?
9. What is the importance of balancing digital engagement, according to the microcredential?
10. How does the microcredential propose to enhance learners' awareness of their digital device usage?
11. What are the key symptoms of digital addiction highlighted in the program?
12. How does the course suggest mitigating the negative health impacts of excessive digital device use?
13. What practical steps can be taken to create a more sustainable digital environment?
14. How does the microcredential integrate mental health considerations into digital device usage?
15. What are the long-term benefits of adhering to the practices taught in the microcredential?
16. How is the concept of a greener environment linked to digital device usage in the course?
17. What are the overall goals of the "Sustainable Digital Practices and Well-being" microcredential in terms of learner development and digital responsibility?

Digital Harmony and Eco-Conscious Practices (MC 4.3.B.5)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Harmony and Eco-Conscious Practices **Code: MC 4.3.B.6**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	INTERMEDIATE
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.34, 4.3.35, 4.3.36 and 4.3.37):

- Describe the impact of excessive social media use on social well-being.
- Identify eco-friendly digital practices in everyday life.
- Recall how cyberbullying can affect social well-being in digital environments.
- Understand the impact of digital distractions on personal productivity and well-being.

Description

The microcredential, named "Digital Harmony and Eco-Conscious Practices", is designed to address several aspects of human interaction with online technology and its impact on personal and collective well-being. This MC enforces a broad range of topics, including the effects of excessive social media use, the adoption of eco-friendly digital habits, understanding and addressing cyberbullying, and managing digital distractions to enhance personal productivity and overall well-being.

The first part of this program goes into the impact of excessive social media use on an individual's social well-being. It teaches the basics of the ways in which prolonged utilisation of social media platforms can affect interpersonal relationships, self-esteem, and real-world social interactions. The MC provides insights into recognising unhealthy social media habits and also showing strategies to obtain a more balanced online use.

Incorporating environmental consciousness into digital habits forms the second part of the MC. This section educates on identifying and adopting eco-friendly practices in daily digital use. It covers topics like energy-efficient device usage, responsible e-waste disposal, and minimising digital carbon footprints. The aim is to gain a sense of digital environmental responsibility among learners of the MC.

The third part examines the phenomenon of cyberbullying and its effects on social well-being. The MC offers a deep understanding of what constitutes cyberbullying, its various forms, and the psychological impact it can have on individuals. It also provides tools for recognising, preventing, and addressing cyberbullying in digital social media.

The fourth part of the microcredential pertains to the problematic digital distractions and their impact on personal productivity and well-being. The MC looks at the varied ways digital interruptions can disrupt focus and productivity, offering techniques for creating a more disciplined digital work environment. This includes time management strategies, the use of productivity tools, and developing a mindful approach to digital multitasking.

The MC "Digital Harmony and Eco-Conscious Practices" aims to equip learners with a well-rounded understanding of the complexities of digital life. It encourages the development of healthy, sustainable digital habits that positively impact personal well-being and the broader environment. The course is designed not just to impart knowledge, but also to inspire meaningful change in the way individuals interact with the digital world.

Questions

1. What is the main objective of the "Digital Harmony and Eco-Conscious Practices" microcredential?
2. How does the program address the impact of excessive social media use on social well-being?

3. In what ways can prolonged social media use affect interpersonal relationships and self-esteem?
4. What strategies does the microcredential offer for achieving a balanced online presence?
5. How does the course propose to incorporate environmental consciousness into digital habits?
6. What eco-friendly practices are covered in the microcredential for daily digital use?
7. How does the program address the issue of responsible e-waste disposal?
8. What is the significance of minimizing digital carbon footprints, as discussed in the microcredential?
9. How does the course define cyberbullying and its various forms?
10. What psychological impacts of cyberbullying are explored in the microcredential?
11. What tools does the program provide for recognizing, preventing, and addressing cyberbullying?
12. How does the microcredential suggest managing digital distractions to enhance personal productivity?
13. What techniques are offered for creating a disciplined digital work environment?
14. How does the course approach the development of a mindful multitasking strategy in the digital realm?
15. What are the long-term goals of the "Digital Harmony and Eco-Conscious Practices" microcredential for learners?
16. How does the program encourage the development of sustainable digital habits?
17. In what ways does the microcredential aim to impact the broader environment positively?
18. How does the course equip learners to handle digital interruptions effectively?
19. What overall change does the microcredential seek to inspire in the way individuals interact with the digital world?

Cyberbullying Awareness and Digital Well-being Integration (MC 4.3.B.6)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Cyberbullying Awareness and Digital Well-being Integration **Code: MC 4.3.B.6**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	INTERMEDIATE
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.38, 4.3.39 and 4.3.40):

- Assess simple tips for recognizing and addressing cyberbullying on digital platforms.
- Generalize principles of digital well-being to various contexts, such as educational settings or healthcare organizations.
- Point out safety features on social media platforms that can be used to prevent cyberbullying.

Description

The proposed microcredential, entitled "Cyberbullying Awareness and Digital Well-being Integration", is crafted to address the essential aspects of recognizing and addressing cyberbullying, along with generalizing principles of digital well-being across various contexts like educational institutions and healthcare organizations. The program focuses on providing learners with the tools and knowledge necessary to identify and mitigate the impacts of cyberbullying on digital platforms and to understand the safety features of social media that can prevent such occurrences.

The first part of the microcredential focuses on cyberbullying. It aims to equip learners with simple yet effective tips for recognizing signs of cyberbullying and how to address them effectively. This needs the understanding the psychological aspects of cyberbullying, identifying the common patterns in which it occurs, and learning how to respond to incidents in a constructive and empathetic manner.

The second part of the program extends the concept of digital well-being beyond personal use, applying it to various organizational contexts such as educational settings and healthcare. This involves adapting the principles of digital well-being to suit the unique demands and challenges of these environments. The course material explores how digital practices can be optimized to enhance learning experiences, patient care, and overall organizational efficiency.

The third part of the microcredential delves into the safety features available on social media platforms. It educates learners on how to utilize these features to create a safer online environment. This includes understanding privacy settings, reporting mechanisms, and community guidelines that are designed to prevent instances of cyberbullying and protect users from potential harm.

The "Cyberbullying Awareness and Digital Well-being Integration" microcredential aims to provide a comprehensive understanding of the complexities associated with digital interactions. It focuses on the positive applications of digital well-being principles in various professional and personal contexts. The MC is structured to promote a safe, responsible, and health-conscious approach to digital technology use, aiming to bring about a significant change in the way individuals and organizations engage with the digital world.

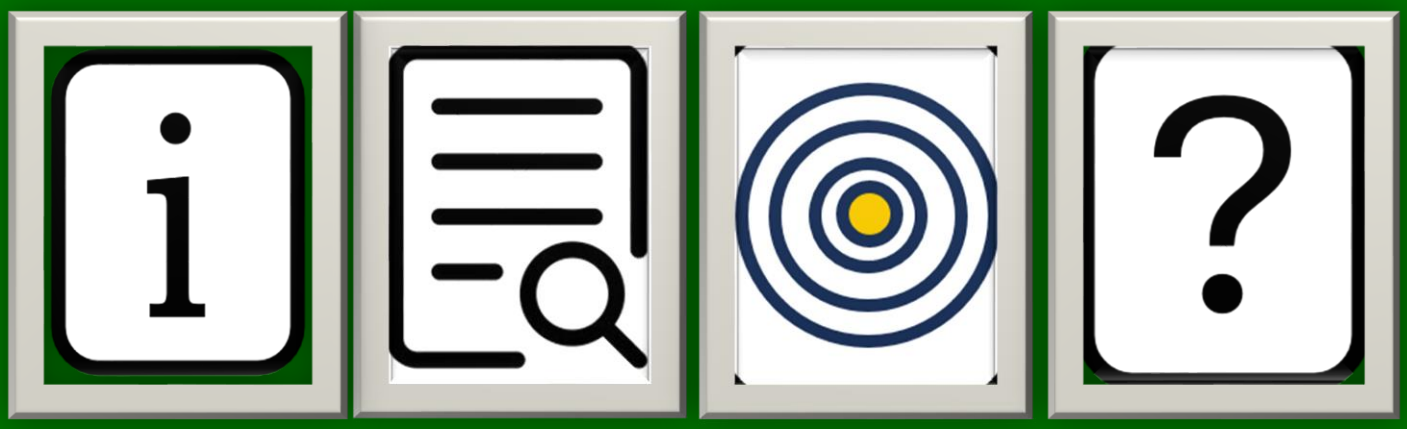
Questions

1. What is the primary goal of the "Cyberbullying Awareness and Digital Well-being Integration" microcredential?
2. How does the program address the recognition and effective management of cyberbullying?
3. What psychological aspects of cyberbullying are explored in the microcredential?

4. How does the course teach learners to identify common patterns of cyberbullying?
5. What strategies are provided for responding constructively and empathetically to cyberbullying incidents?
6. How does the program extend the concept of digital well-being to organizational contexts such as educational institutions and healthcare organizations?
7. What principles of digital well-being are adapted for use in professional environments, according to the microcredential?
8. How does the course suggest digital practices can enhance learning experiences and patient care?
9. What are the key safety features on social media platforms highlighted by the microcredential?
10. How does the program guide learners in using social media privacy settings and reporting mechanisms effectively?
11. What impact does the microcredential aim to have on the way individuals and organizations engage with the digital world?
12. How does the program address the optimization of digital practices for organizational efficiency?
13. What overall change in digital technology use does the "Cyberbullying Awareness and Digital Well-being Integration" microcredential seek to promote?

ADVANCED LEVEL

(Level 5 and Level 6)



Digital Well-being and Responsible Online Engagement (MC 4.3.C.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Well-being and Responsible Online Engagement **Code: MC 4.3.C.1**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	ADVANCED
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.41, 4.3.42, 4.3.43, 4.3.44 and 4.3.45):

- Practice responsible social media usage
- Understand the variables used to understand the effectiveness of digital well-being initiatives
- List common signs of digital addiction and its potential impact on physical and psychological health.
- Maximize the use of digital tools for improving mental well-being, such as meditation apps or digital therapy platforms.
- Verify the effectiveness of online resources and support networks for promoting well-being and social inclusion.

Description

The microcredential, named "Digital Well-being and Responsible Online Engagement", is meticulously designed to encompass various crucial aspects of digital interaction and its impact on mental and social health. This program covers a wide spectrum, including responsible social media use, understanding the effectiveness of digital well-being initiatives, recognizing and addressing digital addiction, maximizing the benefits of digital tools for mental well-being, and evaluating online resources for well-being and social inclusion.

The first part of the microcredential is dedicated to practicing responsible social media usage. It focuses on imparting knowledge and skills to use social media platforms in a way that is mindful and beneficial to one's social and psychological health. This includes understanding the impact of digital interactions on real-life relationships and mental state, and learning to create a balanced and healthy online presence.

The second part goes into understanding the variables that determine the effectiveness of digital well-being initiatives. This segment provides an in-depth exploration of the criteria and metrics used to assess the success of various digital wellness programs and initiatives. It encourages learners to critically analyze and understand how these initiatives can be tailored to meet individual and collective needs effectively.

The third part component of the microcredential is identifying common signs of digital addiction and understanding its potential impact on physical and psychological health. This part of the course is crucial for developing an awareness of the signs and symptoms of digital addiction and offers guidance on how to address and manage these issues effectively.

The fourth part of the MC also emphasizes maximizing the use of digital tools for improving mental well-being. This includes an exploration of various digital resources such as meditation apps, digital therapy platforms, and other online tools that can aid in enhancing mental health. The course aims to provide learners with practical knowledge on how to integrate these tools into their daily lives for better mental health outcomes.

The fifth part of the microcredential covers verifying the effectiveness of online resources and support networks in promoting well-being and social inclusion. This involves teaching learners how to critically assess various online platforms and resources, ensuring that they are reliable, effective, and conducive to fostering a sense of community and inclusion.

The MC "Digital Well-being and Responsible Online Engagement" is a complete program that seeks to empower learners with the knowledge and skills necessary to navigate the digital world responsibly and healthily. It aims

to encourage a more informed, balanced, and proactive approach to digital engagement, emphasizing the importance of mental health and social inclusion in the digital age.

Questions

1. What is the main objective of the "Digital Well-being and Responsible Online Engagement" microcredential?
2. How does the program approach the concept of responsible social media usage?
3. In what ways does the microcredential suggest social media use can impact an individual's social and psychological health?
4. What does the microcredential teach about creating a balanced and healthy online presence?
5. How does the course enable learners to understand the effectiveness of digital well-being initiatives?
6. What criteria and metrics are discussed for assessing the success of digital wellness programs?
7. How does the microcredential address the issue of digital addiction?
8. What are the common signs and symptoms of digital addiction as outlined in the program?
9. What strategies are provided for managing digital addiction effectively?
10. How does the microcredential propose to maximize the use of digital tools for mental well-being?
11. What types of digital resources are explored for enhancing mental health in the program?
12. How does the course teach learners to evaluate the effectiveness of online resources and support networks for well-being and social inclusion?
13. What overall change in digital engagement does the "Digital Well-being and Responsible Online Engagement" microcredential aim to promote among learners?

Digital Well-being and Influencer Impact Analysis (MC 4.3.C.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Well-being and Influencer Impact Analysis **Code: MC 4.3.C.2**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	ADVANCED
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.46, 4.3.47, 4.3.48, 4.3.49 and 4.3.50):

- Rank the impact of social media influencers on promoting positive well-being behaviours.
- Demonstrate a vigilant approach to assessing digital recommendations, regularly questioning the credibility.
- List potential health dangers related to specific digital platforms or apps commonly used in your life.
- Network with other proficient users to share experiences and best practices for digital well-being.
- Validate the effectiveness of digital well-being apps and tools available for smartphones or tablets.

Description

The "Digital Well-being and Influencer Impact Analysis" microcredential offers an extensive exploration into the interplay between digital media, the influence of social media figures, and personal well-being, structured to cover several key areas.

The program begins by exploring the impact of social media influencers on promoting positive well-being behaviours. This involves an in-depth study of various case studies and research findings that highlight the significant role influencers play in shaping public perceptions and behaviours regarding health and well-being. Learners will understand how influencers can drive positive change and the dynamics of their message dissemination and reception.

An essential part of the curriculum focuses on developing a vigilant approach to assessing digital recommendations. Learners will cultivate skills to critically evaluate the credibility of information encountered on digital platforms. This includes learning about information sources, understanding biases, and identifying reliable, evidence-based recommendations, fostering a critical mindset in navigating the digital world, especially concerning health and well-being advice.

The course also includes a comprehensive analysis of potential health dangers associated with specific digital platforms or apps. This analysis covers a range of digital platforms and their potential impact on physical and mental health, equipping learners to make informed decisions about their digital interactions.

Additionally, the microcredential emphasizes the importance of networking with other proficient digital users. This component encourages sharing experiences and best practices for digital well-being, fostering a community of practice and continuous learning in digital well-being.

Finally, the program addresses the validation of the effectiveness of digital well-being apps and tools available for smartphones or tablets. Learners will engage in a detailed evaluation of popular digital well-being tools, assessing their features, user experience, and overall impact on health.

The "Digital Well-being and Influencer Impact Analysis" microcredential is meticulously designed to offer learners a comprehensive understanding of the complexities of digital media and its impact on well-being, blending theoretical knowledge with practical application for responsible and effective navigation of the digital world.

Questions

1. What is the primary objective of the "Digital Well-being and Influencer Impact Analysis" microcredential?
2. How does the program explore the impact of social media influencers on well-being?
3. What type of case studies and research findings are included in the microcredential to understand influencer impact?
4. In what ways do social media influencers shape public perceptions and behaviors regarding health and well-being?
5. How does the course teach learners to critically evaluate digital recommendations?
6. What skills are developed for assessing the credibility of information on digital platforms?
7. How does the microcredential address the understanding of biases in digital information?
8. What are the methods taught for identifying reliable, evidence-based digital recommendations?
9. How does the course analyze the potential health dangers of specific digital platforms or apps?
10. What range of digital platforms is covered in the health danger analysis?
11. How does the microcredential equip learners to make informed decisions about their digital interactions?
12. What is the significance of networking with other proficient digital users in the program?
13. How does the course facilitate the sharing of experiences and best practices for digital well-being?
14. What approach does the microcredential take to validate the effectiveness of digital well-being apps and tools?
15. How are the features, user experience, and impact of digital well-being tools evaluated?
16. What overall understanding of digital media and its impact on well-being does the program aim to provide?
17. How does the microcredential integrate theoretical knowledge with practical application?
18. What kind of change in digital engagement does the program aim to promote among learners?
19. How does the program guide learners in navigating the complexities of digital media responsibly and effectively?

Global Digital Well-being and Communication Excellence (MC 4.3.C.3)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Global Digital Well-being and Communication Excellence **Code: MC 4.3.C.3**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	ADVANCED
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.51, 4.3.52, 4.3.53, 4.3.54 and 4.3.55):

- Cite examples of successful digital well-being interventions implemented in different countries or communities.
- Improve existing online support systems to promote social well-being.
- Rate the effectiveness of sharing health and well-being tips on digital platforms to raise awareness.
- Explain how to employ common digital instruments to enhance the clarity and effectiveness of their communication in various contexts.
- Point out best practices for the use of social media to fellow users.

Description

The microcredential titled "Global Digital Well-being and Communication Excellence" is an innovative program designed to provide comprehensive insights into the realm of digital well-being, focusing on successful interventions across the globe, improving online support systems, evaluating health and well-being initiatives on digital platforms, employing digital tools for effective communication, and highlighting best practices in social media use.

The program begins with an exploration of successful digital well-being interventions implemented in various countries and communities. This part of the course offers a global perspective, showcasing diverse strategies and programs that have been effective in enhancing digital well-being. Learners will explore a range of case studies that demonstrate how different cultures and societies have approached the challenges of the digital age, highlighting the adaptability and effectiveness of these interventions.

Moving forward, the course emphasizes the improvement of existing online support systems to promote social well-being. This segment delves into the anatomy of current online support mechanisms, scrutinizing their strengths and weaknesses. Learners are guided through innovative methods to enhance these systems, focusing on increased accessibility, user-friendliness, and the integration of features that encourage positive social interactions and support.

An integral part of the curriculum involves rating the effectiveness of sharing health and well-being tips on digital platforms. This includes assessing various digital strategies used to disseminate information related to health and well-being. Learners will engage in evaluating the reach, impact, and reception of such digital campaigns, understanding the nuances of crafting messages that resonate with diverse audiences.

The program also covers how to employ common digital instruments to enhance clarity and effectiveness in communication. This includes practical training in using digital tools and platforms to convey messages succinctly and effectively. The focus is on adapting communication styles to suit different contexts, ensuring that the intended message is conveyed accurately and impactfully.

Lastly, the course points out best practices for the use of social media. Learners will gain insights into responsible and effective social media usage, focusing on how to leverage these platforms positively. This includes understanding the implications of digital footprints, privacy considerations, and the influence of social media on public perception and personal well-being.

The "Global Digital Well-being and Communication Excellence" MC is a microcredential designed to equip learners with the skills and knowledge necessary for navigating the digital world more effectively and responsibly. It aims to instill a deep understanding of global digital well-being practices, effective communication strategies, and responsible social media usage, fostering a well-rounded approach to digital engagement.

Questions

1. What are the key objectives of the "Global Digital Well-being and Communication Excellence" microcredential?
2. How does the program explore successful digital well-being interventions from various countries?
3. What types of case studies are included to showcase global strategies for digital well-being?
4. How does the course approach the improvement of online support systems for social well-being?
5. What methods are taught for enhancing the accessibility and user-friendliness of online support systems?
6. How does the microcredential guide learners in evaluating health and well-being tips shared on digital platforms?
7. What criteria are used to rate the effectiveness of digital health campaigns?
8. How does the course ensure learners understand the impact of digital campaigns on diverse audiences?
9. What practical training is provided for using digital tools to enhance communication?
10. How does the program address adapting communication styles to different digital contexts?
11. What best practices for social media use are highlighted in the course?
12. How does the microcredential teach the responsible use of social media?
13. What insights does the course provide into managing digital footprints and privacy on social media?
14. How is the global perspective integrated into the learning of digital well-being?
15. What strategies are shared for encouraging positive social interactions through digital platforms?
16. How does the program address the challenges of crafting effective digital messages?
17. What is the significance of understanding cultural differences in digital well-being interventions?
18. How does the course facilitate critical thinking about digital communication strategies?
19. What role does the microcredential play in shaping learners' approach to digital engagement?
20. How are learners encouraged to apply the knowledge gained from the microcredential in real-world scenarios?
21. What overall change in digital behavior does the "Global Digital Well-being and Communication Excellence" microcredential aim to promote among its learners?

Digital Influence and Mindful Technology Engagement (MC 4.3.C.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Influence and Mindful Technology Engagement **Code: MC 4.3.C.4**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	ADVANCED
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.56, 4.3.57, 4.3.58, 4.3.59 and 4.3.60):

- Identify embedded user experience techniques, such as clickbait, gamification, and nudging, that are intentionally designed to influence and potentially weaken one's ability to control their decisions.
- Facilitate group discussions on the impact of digital devices on sleep quality and overall health.
- Explain the needs of taking breaks from digital work or digital social networks to have a physical interaction with colleagues and friends.
- Cultivate a responsible and mindful attitude toward the use of electronic devices by children.
- Describe how to properly adopt measures to protect both self-health and well-being, as well as that of others.

Description

The microcredential, entitled "Digital Influence and Mindful Technology Engagement," is a comprehensive program designed to address key aspects of digital interaction and its impact on decision-making, health, social behavior, and responsible device usage. This program delves into various dimensions, such as the intricacies of user experience techniques, the relationship between digital devices and sleep quality, the importance of balancing digital and physical interactions, responsible usage of electronic devices by children, and the adoption of measures for self and communal well-being in the digital realm.

The program commences by examining embedded user experience techniques like clickbait, gamification, and nudging, which are often designed to influence online behavior and decision-making. This segment focuses on identifying and understanding these techniques, exploring how they are employed across different platforms to potentially weaken an individual's control over their decisions. The aim is to empower learners with the ability to recognize and critically evaluate these digital strategies, fostering a more informed and autonomous approach to digital consumption.

Following this, the course addresses the impact of digital devices on sleep quality and overall health. This includes facilitating group discussions to explore the various ways in which digital device usage, especially before bedtime, can affect sleep patterns and, subsequently, physical and mental well-being. The discussions aim to promote a deeper understanding of the relationship between technology use and health, encouraging learners to reflect on their habits and consider healthier practices.

The microcredential also emphasizes the importance of taking breaks from digital work or digital social networks to engage in physical interactions with colleagues and friends. It explores the need for a balanced digital-physical lifestyle, highlighting the benefits of face-to-face interactions and physical activity. The program provides insights into how regular breaks from digital screens can enhance social connections and overall well-being.

An essential component of the course is cultivating a responsible and mindful attitude toward the use of electronic devices by children. This segment explores strategies and best practices for guiding children in healthy technology usage, focusing on establishing boundaries, promoting age-appropriate content, and encouraging non-digital activities. The aim is to equip learners with the skills necessary to foster a balanced digital environment for children's development.

Lastly, the program covers the adoption of measures to protect both self-health and the well-being of others in the digital sphere. This includes learning how to adopt responsible digital habits that safeguard personal health and contribute positively to the digital community. The course material guides learners in developing a comprehensive understanding of digital wellness and implementing practices that benefit both themselves and those around them.

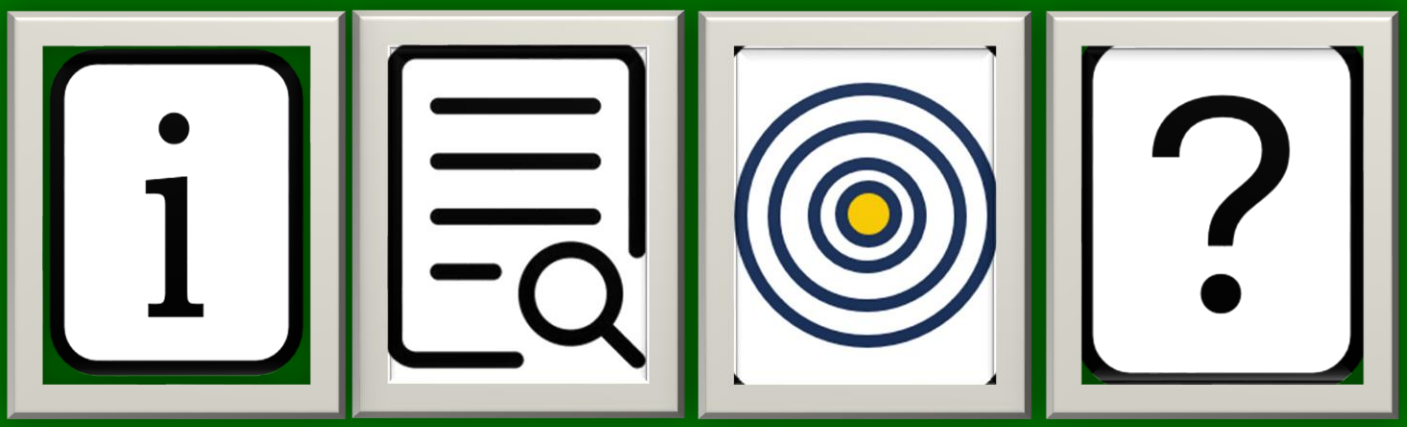
The MC "Digital Influence and Mindful Technology Engagement" is a meticulously designed microcredential that aims to provide learners with a holistic understanding of the complexities of digital life. It encourages the development of mindful and responsible digital habits, emphasizing the importance of personal autonomy, health, and social well-being in the digital age.

Questions

1. What is the main aim of the "Digital Influence and Mindful Technology Engagement" microcredential?
2. How does the program address the use of user experience techniques like clickbait and gamification in digital platforms?
3. What strategies are taught to identify and critically evaluate digital influencing techniques?
4. How does the course facilitate discussions on the impact of digital devices on sleep quality?
5. In what ways does digital device usage affect physical and mental health, as explored in the microcredential?
6. What are the benefits of balancing digital and physical interactions, according to the program?
7. How does the program emphasize the importance of taking breaks from digital activities?
8. What are the key practices suggested for fostering face-to-face interactions in a digital-dominated environment?
9. How does the microcredential guide the responsible use of electronic devices by children?
10. What strategies are recommended for establishing boundaries in children's digital device usage?
11. How can one encourage healthy, non-digital activities for children, as per the course content?
12. What measures does the course suggest for protecting self-health in the digital sphere?
13. How does the program propose to contribute positively to the digital community's well-being?
14. What skills are developed for fostering a mindful approach to technology engagement?
15. How does the course teach learners to manage their digital consumption autonomously?
16. What role does critical thinking play in the context of digital influence, as covered in the microcredential?
17. How are the concepts of digital wellness and personal autonomy integrated into the program?
18. What are the implications of digital strategies like nudging on decision-making, as discussed in the course?
19. How does the program address the concept of digital-physical lifestyle balance?
20. What insights does the course provide into the relationship between technology use and social connections?
21. How can learners apply the knowledge gained from the microcredential in their daily lives?
22. What overall change in digital behavior does the microcredential aim to promote among its learners?
23. How does the program prepare learners to navigate the complexities of digital media responsibly and effectively?

EXPERT LEVEL

(Level 7 and Level 8)



Digital Health Management and Interaction Awareness (MC 4.3.D.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Health Management and Interaction Awareness **Code: MC 4.3.D.1**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	EXPERT
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.61, 4.3.62, 4.3.63, 4.3.64 and 4.3.65):

- Recognize potential health risks associated with excessive digital technology usage.
- Determine strategies to minimize health threats related to prolonged digital technology use.
- Figurate out the ability to educate others about health risks and promote responsible digital device usage.
- Differentiate between interactions with humans and interactions with artificial agents in digital environments.
- Identify behaviours characteristic of artificial agents (bots or chatbots) and distinguish them from human behaviours.

Description

The "Digital Health Management and Interaction Awareness" microcredential is a thoughtfully designed educational journey, diving deep into the intricate world of digital technology and its multifaceted impact on our lives. It weaves a narrative that not only highlights the health aspects of digital usage but also enlightens on the increasingly blurred lines between human and artificial interactions in our digital experiences.

Within the MC programme the learners first explore the landscape of health risks associated with our ever-growing digital engagement. This exploration isn't just about listing the hazards; it's about understanding how our day-to-day interactions with screens and devices shape our physical and mental well-being. From the strain in our eyes to the posture we hold and even the subtle psychological effects of digital overindulgence, the course paints a holistic picture of digital health.

The MC then shifts to a proactive stance – how can we, as frequent users of digital technology, minimize these health risks? Here, the course doesn't just offer strategies; it shares a philosophy of balanced digital living. Learners are guided through ways to integrate ergonomic practices, mindful screen time, and digital habits that align with a healthy lifestyle. It's about empowering individuals to take control of their digital well-being.

A key chapter in this MC is about spreading this knowledge – being able to educate and influence others in our circles about responsible digital device usage. It's not merely about relaying information; it's about becoming a story-teller, an influencer in our own right, who can inspire change in digital habits among friends, family, and communities.

As the MC go deeper, the course takes a fascinating turn into the realm of human and artificial interactions. In this digital age, where conversations and connections are often mediated through screens, understanding the difference between a chat with a human and an interaction with a bot becomes crucial. This part of the course is akin to learning a new language – the language of digital communication, where one learns to discern the human touch amidst a sea of algorithms.

Finally, the course culminates in mastering the art of identifying the characteristics of these artificial agents. It's about developing a keen eye – or perhaps a keen mind – to notice the patterns, the nuances, and the subtle (and sometimes not-so-subtle) signs that differentiate a bot from a human being. It's about becoming fluent in the language of digital interactions, where one can navigate the complex web of human and machine communication with ease and awareness.

The "Digital Health Management and Interaction Awareness" microcredential is more than just a course; it's a journey into the heart of our digital existence. It's about understanding, managing, and enhancing our relationship with technology, in a way that cherishes our health, our connections, and our humanity.

Questions

1. What overarching goal does the "Digital Health Management and Interaction Awareness" microcredential aim to achieve?
2. How does the program address the health risks associated with excessive digital technology use?
3. What are some physical and psychological impacts of digital overuse highlighted in the course?
4. How does the microcredential guide learners in developing healthier digital habits?
5. What strategies does the course suggest for managing screen time effectively?
6. In what ways does the program encourage learners to apply ergonomic practices in their digital usage?
7. How does the microcredential equip learners to educate others about responsible digital device usage?
8. What teaching and communication skills are emphasized for spreading digital health awareness?
9. How does the course distinguish between human and artificial interactions in digital environments?
10. What insights does the program provide into the nuances of communication with bots or chatbots?
11. How are the characteristics of artificial agents in digital platforms explored in the course?
12. What skills are developed to discern automated responses from genuine human interaction?
13. How does the microcredential foster a balanced approach to digital engagement?
14. What role does mindfulness play in managing digital health as taught in the program?
15. How does the course propose to influence community digital habits positively?
16. What are the challenges in differentiating between human and artificial digital interactions?
17. How does the program integrate the concept of digital well-being into everyday life?
18. What practical applications of the course content are suggested for real-world scenarios?
19. How does the "Digital Health Management and Interaction Awareness" microcredential aim to enhance the overall digital experience of its learners?

Digital Interaction and Well-being Mastery (MC 4.3.D.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Interaction and Well-being Mastery **Code: MC 4.3.D.2**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	EXPERT
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.66, 4.3.67, 4.3.68, 4.3.69 and 4.3.70):

- Compare the effects of different interaction styles (e.g., scroll addiction, ephemeral videos) on cognitive and sensory aspects.
- Assess the consequences of specific interaction styles on time management and overall well-being.
- Develop strategies to protect oneself and others from cyberbullying and online harassment.
- Identify signs of cyberbullying and take appropriate actions to report and combat it.
- Determine and anticipate the potential speed and reach of content dissemination in social networks.

Description

The microcredential, christened "Digital Interaction and Well-being Mastery," presents a comprehensive exploration into the nuanced world of digital interactions and their broad spectrum of effects on individuals and communities. This program delves into various facets, from the cognitive and sensory impacts of different online interaction styles to the development of strategies for cyberbullying prevention and understanding the dynamics of content dissemination in social networks.

Embarking on this educational journey, learners first delve into the realm of different digital interaction styles, such as scroll addiction and ephemeral video consumption. The focus is not just on identifying these styles but also on comparing their effects on cognitive and sensory aspects. This segment of the program provides a rich analysis, offering insights into how various forms of digital engagement can shape thinking processes, attention spans, and sensory experiences.

Following this, the course transitions to assessing the consequences of these interaction styles on time management and overall well-being. This part is about understanding the broader implications of digital habits on daily life. Learners are encouraged to reflect on how their digital engagements affect their time allocation, productivity, and mental health. The goal is to foster a deeper awareness of the relationship between digital interaction patterns and personal well-being.

An essential component of the microcredential is the development of strategies to protect oneself and others from the perils of cyberbullying and online harassment. This section equips learners with practical tools and approaches for creating safer online spaces. Emphasis is placed on proactive measures, resilience building, and supportive practices to counteract the negative impacts of online harassment.

Additionally, the program encompasses identifying signs of cyberbullying and taking appropriate actions to report and combat it. This segment is about empowerment – enabling learners to not only recognize cyberbullying but also to confidently navigate the mechanisms available for reporting and addressing these incidents. The course underscores the importance of timely and appropriate responses to such online behaviors.

Lastly, the microcredential addresses the dynamics of content dissemination in social networks, focusing on determining and anticipating the potential speed and reach of content spread. Learners explore the factors that influence how quickly and widely content is shared across social platforms. This part of the course blends theory with practical insights, providing an understanding of the viral nature of digital content and the variables that contribute to its rapid spread.

The "Digital Interaction and Well-being Mastery" microcredential is a deeply engaging program designed to impart a sophisticated understanding of the multifaceted digital world. It aims to equip learners with the skills and knowledge to navigate digital spaces mindfully, understand the implications of their digital behaviors, and contribute positively to online communities. The course is a journey into enhancing digital well-being and promoting respectful, responsible digital interactions.

Questions

1. What is the primary focus of the "Digital Interaction and Well-being Mastery" microcredential?
2. How does the program compare the effects of different interaction styles, like scroll addiction and ephemeral videos, on cognitive processes?
3. What are the sensory impacts of various digital interaction styles explored in the course?
4. How does the microcredential assess the consequences of interaction styles on time management?
5. In what ways does the program link digital interaction styles with overall well-being?
6. What strategies are taught for protecting oneself from cyberbullying and online harassment?
7. How does the course guide learners in developing proactive measures against cyberbullying?
8. What are the key signs of cyberbullying identified in the microcredential?
9. How does the program instruct learners to report and combat cyberbullying effectively?
10. What methods are taught for anticipating the speed and reach of content dissemination on social networks?
11. How does the microcredential address the viral nature of digital content?
12. What insights does the course provide into the cognitive effects of continuous scrolling on digital platforms?
13. How are sensory experiences affected by different forms of digital engagement, according to the course?
14. What impact do digital interaction styles have on personal productivity, as discussed in the program?
15. How does the course approach the mental health aspects of digital interactions?
16. What are the essential components of a strategy to create safer online spaces?
17. How can individuals build resilience against online harassment?
18. What are the effective support practices suggested for those affected by cyberbullying?
19. How can learners distinguish between normal online interactions and cyberbullying?
20. What factors influence the rapid spread of content on social media platforms?
21. How does the program prepare learners to manage their digital footprint effectively?
22. What role does the microcredential play in fostering responsible digital citizenship?
23. How does the "Digital Interaction and Well-being Mastery" microcredential aim to impact the digital behavior of its learners?

Digital Content Dynamics and Wellness Communication (MC 4.3.D.3)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Digital Content Dynamics and Wellness Communication **Code: MC 4.3.D.3**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	EXPERT
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.73, 4.3.74, 4.3.75, 4.3.76 and 4.3.77):

- Detect factors that influence content propagation and forwarding within digital communities.
- Produce informational videos or infographics on best practices for digital well-being and share on social media.
- Investigate digital tools and platforms designed to enhance psychological and social well-being.
- Explain techniques for configuring digital tools to ensure a balanced and beneficial user experience.
- Identify and choose fonts specifically designed for high readability and easy comprehension.

Description

The "Digital Content Dynamics and Wellness Communication" microcredential is an immersive program designed to deepen understanding and enhance skills in the realm of digital content propagation, creation of wellness-focused digital media, exploration of digital tools for psychological and social well-being, and the optimization of user experiences in digital environments.

At the core of this MC is the exploration of factors that influence content propagation and forwarding within digital communities. This involves delving into the mechanics of how information spreads in digital spaces, understanding the elements that make content shareable, and analyzing the behavioral patterns of digital communities. The goal is to equip learners with the ability to detect and leverage these factors effectively.

Moving forward, the MC encourages learners to produce informational videos or infographics that focus on best practices for digital well-being. This segment is about harnessing creativity and communication skills to craft compelling, informative content. Learners are guided on how to effectively convey important messages about digital well-being and share them on social media platforms, aiming to engage and educate a wider audience.

Additionally, the microcredential delves into investigating digital tools and platforms designed to enhance psychological and social well-being. This involves a comprehensive analysis of various digital resources, assessing their effectiveness and exploring how they can be integrated into daily life to promote mental and social health.

An essential part of the MC is explaining techniques for configuring digital tools to ensure a balanced and beneficial user experience. Learners are taught how to tweak settings, customize interfaces, and use features in a way that maximizes the positive aspects of digital engagement while minimizing potential drawbacks. This segment aims to empower learners with the knowledge to create a more harmonious digital environment for themselves and others.

Lastly, the microcredential covers the identification and selection of fonts specifically designed for high readability and easy comprehension. This seemingly small aspect of digital content creation is crucial in ensuring that the message is accessible and easily digestible. Learners explore the world of typography, learning how to choose fonts that enhance the clarity and impact of their digital content.

The "Digital Content Dynamics and Wellness Communication" microcredential offers a comprehensive journey through the intricacies of digital content creation and dissemination, digital well-being tools, and user experience optimization. It aims to cultivate a generation of digital creators and users who are not only proficient in navigating the digital world but also committed to promoting wellness and balance in the digital age.

Questions

1. What is the primary aim of the "Digital Content Dynamics and Wellness Communication" microcredential?
2. How does the program explore the factors influencing content propagation in digital communities?
3. What elements are taught to make digital content more shareable?
4. How does the course guide learners in producing informational videos on digital well-being?
5. What techniques are provided for creating effective infographics related to digital health?
6. How does the microcredential suggest sharing wellness content on social media?
7. What criteria are used to evaluate digital tools and platforms for psychological well-being?
8. How are different digital resources assessed for their impact on social health?
9. What techniques are taught for configuring digital tools to improve user experience?
10. How does the program address the balance between digital engagement and user well-being?
11. What strategies are suggested for customizing digital interfaces?
12. How does the course guide the selection of fonts for high readability in digital content?
13. What importance is placed on typography in digital communication within the program?
14. How can learners apply the knowledge of content propagation to their digital interactions?
15. What key aspects are considered when creating digital content for well-being awareness?
16. How does the microcredential empower learners to be effective digital communicators?
17. What are the expected outcomes of applying the best practices taught in the course on social media?
18. How are psychological and social well-being interconnected in the context of digital tools?
19. What role does user customization play in digital tool usage, as per the program?
20. How can learners ensure their digital content is accessible and easily digestible?
21. What impact does font selection have on the comprehension of digital content?
22. How does the program contribute to creating a more informed digital community?
23. What overall impact on digital wellness and communication does the microcredential aim to achieve among its learners?

Inclusive Digital Typography and Content Accessibility (MC 4.3.D.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Inclusive Digital Typography and Content Accessibility **Code: MC 4.3.D.4**
Country(ies)/Region(s) of the issuer	IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 8 hrs
Level of the learning experience leading to the micro-credential	EXPERT
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning Outcomes

Learning Outcomes (ref. LOs 4.3.78, 4.3.79, 4.3.80, 4.3.81 and 4.3.82):

- Detect the effectiveness of different fonts in enhancing accessibility for users, including those with Specific Learning Disabilities (SLD).
- Incorporate typography choices that enhance comprehension for a wide range of users, regardless of their cognitive abilities.
- Support the adoption of easy reading fonts in digital communication to promote universal accessibility.
- Discuss important issues while dealing with disadvantaged users in order to recognise appropriate paths of digital content creation.
- Verify when people around you have needs of taking breaks from work and help them acknowledging it.

Description

The microcredential, entitled "Inclusive Digital Typography and Content Accessibility," is designed to immerse learners in the nuanced world of digital communication, focusing on enhancing accessibility through thoughtful typography and content creation. This program addresses the effectiveness of different fonts in aiding users, especially those with Specific Learning Disabilities (SLD), and advocates for universal accessibility in digital communications.

This comprehensive program begins by exploring the impact of various fonts on enhancing digital accessibility. Learners embark on a journey to understand how typography can significantly affect the readability and comprehension of digital content, especially for users with SLD. This exploration includes analyzing different font types, sizes, and styles, and assessing their effectiveness in improving the user experience for a diverse audience.

Next, the course delves into incorporating typography choices that bolster comprehension for users with varying cognitive abilities. This segment is about going beyond conventional design aesthetics to embrace inclusivity in typography. The program provides insights into how typographic choices can be optimized to cater to a broader user base, ensuring that digital content is accessible and comprehensible to everyone, regardless of their cognitive abilities.

A crucial part of the microcredential is advocating for and supporting the adoption of easy-reading fonts in digital communication. This involves understanding the principles of accessible typography and applying them to various digital platforms and formats. The goal is to promote universal accessibility, ensuring that digital content is not only visually appealing but also accessible to all users, including those with learning disabilities.

The program also includes a segment on discussing important issues when dealing with disadvantaged users in digital content creation. This involves recognizing the challenges faced by these users and identifying effective strategies to create content that is both inclusive and engaging. Learners are encouraged to engage in meaningful discussions and exchange ideas on how to make digital content more accessible and user-friendly.

Lastly, the course covers recognizing the need for breaks from work among peers and assisting them in acknowledging it. This segment addresses the importance of mental well-being in the digital workplace. Learners are taught how to identify signs of digital fatigue and the need for breaks, and how to support others in

maintaining a healthy balance between work and rest.

In summary, "Inclusive Digital Typography and Content Accessibility" is a forward-thinking microcredential that aims to empower learners with the skills and knowledge to create digital content that is accessible, inclusive, and empathetic. The program advocates for universal design principles in digital typography and content creation, fostering an environment where digital communication is accessible to all, regardless of their abilities or disabilities.

Questions

1. What is the primary goal of the "Inclusive Digital Typography and Content Accessibility" microcredential?
2. How does the program explore the effectiveness of different fonts in aiding users with Specific Learning Disabilities (SLD)?
3. What methods are taught for assessing the impact of typography on digital accessibility?
4. How does the course address the inclusion of users with varying cognitive abilities in typography choices?
5. What principles guide the selection of easy-reading fonts for digital communication?
6. How does the microcredential advocate for universal accessibility in digital content?
7. What strategies are provided for creating inclusive digital content for disadvantaged users?
8. How are learners encouraged to engage in discussions about digital accessibility issues?
9. What approaches does the course suggest for identifying the need for breaks among peers in a digital work environment?
10. How can learners assist others in recognizing the importance of taking breaks from work?
11. What impact do font choices have on the overall comprehension of digital content?
12. How does the program integrate accessibility considerations into digital content creation?
13. What role does empathy play in designing digital content, as taught in the course?
14. How are various digital platforms and formats addressed in the context of typography and accessibility?
15. What key indicators are identified for digital fatigue and the need for breaks?
16. How does the course promote a balance between aesthetics and accessibility in digital typography?
17. What challenges are discussed in making digital content accessible to users with learning disabilities?
18. How does the program encourage a culture of inclusivity in digital communication?
19. What overall impact on digital content creation and workplace well-being does the microcredential aim to achieve among its learners?

APPENDIX I: PROTECTING HEALTH AND WELL-BEING

4.3

COMPETENCE AREA: SAFETY (4) COMPETENCE: PROTECTING HEALTH AND WELL-BEING (4.3)			
Learning Outcome	Level	K – S - A	Explanation
1. Identify and understand the concept of proper posture, recognizing the importance of maintaining a physically healthy and comfortable body position.	L1	K - S	Learners can identify and comprehend the concept of maintaining proper posture. They recognize the significance of sustaining a physically healthy and comfortable body position to support overall well-being.
2. Understand the importance of avoiding blue light exposure during nighttime hours.	L1	S	Learners understand the importance of minimizing exposure to blue light during nighttime hours. They recognize that this practice can contribute to better sleep quality and overall well-being.
3. Interpret the relevance of regular breaks from sitting help prevent prolonged sedentary behavior, promoting physical comfort and well-being.	L1	K- A	Learners can Interpret the relevance of taking regular breaks from prolonged sitting is essential to prevent excessive sedentary behaviour. They understand that these breaks promote physical comfort and contribute to overall well-being by reducing the negative effects associated with prolonged sitting.
4. Interpret the relevance of reducing unnecessary screen time promotes a healthier balance between digital and non-digital	L1	K - A	Learners comprehend that limiting unnecessary screen time translates to a more balanced allocation of time between digital and non-digital activities. They interpret the relevance of the balanced approach that contributes significantly to overall well-being by reducing the potential negative impacts of excessive screen time on physical and mental well-being.

activities, contributing to overall well-being.			
5. Explain the utility of using tools to interrupt the reception of notifications.	L1	K - S - A	The use of tools to interrupt the reception of notifications serves a valuable purpose. Learners understand that these tools enhance digital well-being by helping individuals regain control over their digital experiences. By temporarily blocking notifications, individuals can focus on tasks, reduce distractions, and maintain a healthier balance between their digital and offline lives, ultimately contributing to improved overall well-being.
6. Identify suitable lighting options for reading.	L1	K - S	Learners can identify appropriate lighting choices for reading purposes. They understand that selecting suitable lighting options, such as adjustable lamps or natural daylight, is crucial for creating an optimal reading environment. This enhances reading comfort, minimizes eye strain, and contributes to an overall positive reading experience and well-being.
7. Explain the concept of apps that encourage physical activity.	L1	K - S - A	The concept of apps that encourage physical activity revolves around the use of digital tools to motivate and facilitate exercise. Learners understand that these apps are designed to promote physical well-being by providing features like workout routines, activity tracking, and goal setting. They recognize that such apps can inspire individuals to adopt a more active lifestyle, leading to improved physical health and overall well-being.
8. Utilize simple digital technologies to foster social inclusion.	L1	S	Utilizing simple digital technologies for social inclusion involves employing accessible digital tools to promote a sense of belonging and participation among diverse groups. Learners grasp that these technologies, such as social media or online forums, facilitate connections, communication, and collaboration, ultimately enhancing social well-being and inclusion.
9. Recognize the potential risks associated with prolonged exposure to high volumes of sound.	L1	K	Learners can identify the possible hazards linked to extended exposure to loud sounds. They understand that such exposure may lead to hearing damage, tinnitus, or other auditory issues. Recognizing these risks, individuals can take preventive measures to protect their hearing and overall well-being.

10. Explain the potential risks of prolonged headphone usage.	L1	K - S - A	Prolonged headphone usage carries certain risks that learners understand. They recognize that extended periods of headphone use can result in various health issues, such as hearing impairment, ear discomfort, or auditory fatigue. This awareness underscores the importance of responsible and mindful headphone use to mitigate these potential risks and promote overall well-being.
11. Recognize the advantages of the use of an e-reader as an alternative to the tablet	L2	K	Learners can identify the practice of using an e-reader with an e-ink screen instead of a tablet for specific purposes. They understand that e-readers are employed for reading digital content, offering advantages such as reduced eye strain and distractions. Recognizing this choice highlights how individuals adapt their digital device usage to enhance their reading experience and overall well-being.
12. Recognize the use of tools designed to limit the absorption of electromagnetic waves.	L2	K	Learners are capable of identifying the utilization of devices and tools specifically created to reduce the absorption of electromagnetic waves. They understand that such tools are designed to mitigate potential health concerns associated with prolonged exposure to electromagnetic fields. Recognizing the use of these tools reflects a proactive approach to maintaining digital well-being and physical health.
13. Explain the importance of using suitable equipment such as a mouse, chair, and keyboard to maintain proper posture.	L2	K - S - A	The importance of using appropriate equipment like a mouse, chair, and keyboard to maintain proper posture lies in promoting physical comfort and well-being. Learners understand that ergonomically designed tools reduce the risk of musculoskeletal issues and discomfort. By utilizing such equipment, individuals can maintain a healthy and comfortable posture, thus enhancing their overall well-being during digital activities.
14. Practice mindfulness techniques to reduce stress and anxiety caused by digital interactions.	L2	S	Practicing mindfulness techniques, such as deep breathing or meditation, can help individuals become more aware of their emotions and reactions during digital interactions. This awareness allows them to respond calmly to stressors, reduce anxiety, and maintain a healthier and more balanced approach to using digital devices, contributing to overall well-being.

15. Understand the dual nature of the effects of digital tools, creating opportunities for inclusion, as well inadvertently contribute to the contrary.	L2	K - A	Explain that while digital tools can create opportunities for participation and inclusion in society, they can also inadvertently contribute to isolation or exclusion for individuals who do not have access or do not use these tools. While digital tools have the potential to foster participation and inclusion in society, they can unintentionally lead to isolation or exclusion for individuals who lack access or choose not to use them. Learners understand this dual nature of digital tools, recognizing that while they offer opportunities for connectivity, they can inadvertently create barriers for those who are digitally underserved. This awareness underscores the need for inclusive digital practices to ensure that no one is left behind in an increasingly digital world.
16. Explain the potential risks associated with overreliance on digital technologies, including reduced physical activity, diminished social interactions, and decreased overall well-being	L2	K - S - A	The potential risks linked to excessive reliance on digital technologies are multifaceted. Learners comprehend that over-dependence on these technologies can lead to reduced physical activity, as people spend more time sedentary in front of screens. It can also result in diminished face-to-face social interactions, which may negatively impact mental well-being. Overall, learners understand that an imbalanced relationship with digital technologies can contribute to decreased physical and mental well-being, highlighting the importance of responsible and mindful usage.
17. Formulate a basic list of online etiquette and digital citizenship guidelines to promote social well-being.	L2	A	Cultivating a wholesome social environment, particularly online, is essential in our digital age. Decency and good manners should prevail in virtual interactions, and derogatory or harmful comments should be avoided. A moment's reflection before posting online can minimise negative repercussions, and it's crucial to respect others' privacy. Acting swiftly to report online harassment is imperative for maintaining a respectful space. Sensitivity to cultural differences and various viewpoints enriches the digital experience. Constructive conversation should be the aim, while pointless disagreements are best avoided. Ensuring shared information is accurate upholds the integrity of the online community. Championing an inclusive and welcoming atmosphere is vital, as is practising emotional intelligence. Being mindful of how actions affect others' emotional and psychological well–being is not just courteous, but a societal necessity.
18. Identify common health risks associated with excessive screen time, such as eye strain and poor posture.	L2	K - S	Excessive screen time can lead to various health risks, including eye strain, which causes discomfort, blurred vision, and headaches. Additionally, poor posture while using digital devices can result in neck and back pain, leading to musculoskeletal issues. Being aware of these risks can help individuals take necessary precautions and practice healthy habits while using screens.

19. Recall the definition of cyberbullying	L2	K	Cyberbullying is the act of using digital communication tools, such as social media, to harass, intimidate, or harm others online. It can negatively impact social well-being in digital environments by causing feelings of isolation, anxiety, and depression.
20. Demonstrate an attitude of mindfulness regarding the balance between digital technology use and non-use.	L2	A	Appreciate the importance of considering both options in their digital life, recognizing that various factors in the digital realm can have a significant impact on personal health, well-being, and life satisfaction.
21. Explain the concept of setting usage schedules for electronic devices.	L3	K - S - A	The concept of setting usage schedules for electronic devices involves establishing predetermined periods for device use. Learners understand that this practice is designed to promote digital well-being by regulating screen time and fostering a healthier balance between digital engagement and other activities. By adhering to usage schedules, individuals can reduce the potential negative impacts of excessive device usage on physical health, mental well-being, and overall quality of life.
22. Recognize the utility of using electronic devices for studying purposes.	L3	K	Learners can recognize the practicality of utilizing electronic devices for studying. They understand that these devices offer valuable tools for accessing educational resources, conducting research, and organizing study materials efficiently. Recognizing their utility underscores how electronic devices can enhance the learning process and contribute to academic success.
23. Explain the importance of setting a daily limit on social media usage.	L3	K - S - A	Setting a daily limit on social media usage holds significant importance for digital well-being. Learners understand that this practice helps individuals maintain a healthy balance between online and offline life. By limiting daily social media exposure, individuals can mitigate potential negative effects such as excessive screen time, reduced productivity, and the risk of addiction. This limitation promotes a more mindful and controlled approach to social media use, contributing to improved mental well-being, increased focus, and overall well-being.
24. Explain the function of apps designed to block phone usage at regular intervals.	L3	K - S - A	Apps designed to block phone usage at regular intervals serve the purpose of promoting digital well-being and productivity. Learners understand that these apps function by temporarily restricting access to the phone, helping individuals break the cycle of constant phone use and reduce distractions. This periodic interruption encourages users to focus on tasks, maintain a healthy digital-life balance, and ultimately improve their overall well-being.

25. Explain the distinction between the regulatory frameworks governing traditional medical practices and the comparatively less regulated landscape of digital health applications.	L3	K - S - A	The distinction between the regulatory frameworks governing traditional medical practices and the less regulated landscape of digital health applications lies in the level of oversight and control. Learners understand that traditional medical practices are subject to stringent regulations, involving licensure, clinical trials, and established standards to ensure safety and efficacy. In contrast, the digital health app landscape is often characterized by a lack of formal regulatory procedures, resulting in a more flexible and rapidly evolving environment. This distinction highlights the need for careful consideration of the potential risks and benefits associated with digital health applications, given their varying degrees of regulation.
26. Describe the importance of setting time limits for digital device use to maintain overall well-being.	L3	K	Setting time limits for digital device use is crucial for maintaining overall well-being as it helps prevent the adverse effects of excessive screen time. By limiting device usage, individuals can prioritize other activities such as physical exercise, social interactions, and restful sleep. This promotes a healthier balance between digital engagement and real-life experiences, reducing the risk of physical and psychological health issues associated with prolonged screen use. Moreover, setting time limits fosters mindfulness and self-awareness, empowering individuals to be more intentional with their digital behaviours and fostering a positive digital well-being mindset.
27. Select appropriate sources of information related to digital well-being and health.	L3	K - S - A	Select credible and reputable sources of information, such as official health organizations, academic institutions, and established experts in the field of digital well-being and health. This ensures accurate and reliable guidance to make informed decisions, promoting positive digital habits for overall well-being.
28. Learn how to implement practices while using digital devices to protect physical and psychological health.	L3	A	In today's screen-centric lifestyle, safeguarding one's physical and mental well-being has become essential. Adopting the 20-20-20 rule, taking brief breaks to look away from your screen and focus on a distant point, can significantly lessen eye fatigue. Additionally, imposing sensible time constraints on device use helps create a more balanced daily routine. Utilising blue light filters or night mode features can enhance sleep quality. Complementing sedentary screen time with regular physical activity offsets health risks, while interspersing mindful breaks relieves stress and improves mental wellness. Designating a technology-free zone at home fosters relaxation and quality time with loved ones. Setting your devices to 'Do Not Disturb' during specific times aids focus and ensures periods of rest. Meanwhile, moderating social media engagement wards off the perils of negative self-comparison. Periodic digital detoxes provide a refreshing break from constant notifications, and adopting a digital minimalist strategy, like decluttering apps, can reduce mental clutter, thereby enhancing focus. These collectively contribute to a balanced, healthy relationship with technology.

29. Demonstrate the skill of proficiently identifying and participating in well-established online communities that promote social well-being and inclusion.	L3	S	Identify Supportive Online Communities: Learners are proficient in identifying and participating in well-established online communities that promote social well-being and inclusion, while understanding their role in fostering a supportive digital environment.
30. Identify potential dangers of sharing personal information online and its impact on physical and psychological well-being.	L3	K - S	Potential dangers of sharing personal information online include identity theft, cyberstalking, and phishing attempts. Such sharing can lead to financial loss, emotional distress, and compromised safety. The impact on physical well-being may manifest through increased stress and anxiety, while psychological well-being may suffer due to loss of privacy and feelings of vulnerability. Being aware of these risks can prompt individuals to adopt measures to protect their personal information and maintain their overall well-being.
31. Plan and implement energy-efficient settings on digital devices to reduce power consumption and contribute to a greener environment.	L4	A	By adjusting energy-efficient settings on digital devices, such as laptops and smartphones, users can minimize power consumption, prolong battery life, and actively contribute to a greener environment through reduced energy usage and carbon emissions.
32. Infer the potential long-term consequences of digital addiction on overall well-being.	L4	K - S	Analyse case studies, expert opinions, and existing research to draw insights and infer potential long-term consequences of digital addiction on physical, mental, and social well-being.
33. Modify digital device settings to reduce blue light exposure and improve sleep quality.	L4	S - A	Adjust device display settings or use blue light filter apps based on research-backed recommendations to reduce blue light exposure and enhance sleep quality.

34. Describe the impact of excessive social media use on social well-being.	L4	K	Excessive social media use can have a profound impact on social well-being. Constant exposure to curated content and comparison with others' seemingly perfect lives can lead to feelings of inadequacy, anxiety, and depression. Moreover, excessive screen time may reduce face-to-face interactions, leading to social isolation and a decline in overall social well-being. Setting healthy boundaries with social media and fostering genuine connections can help mitigate these negative effects and promote better mental and social well-being.
35. Identify eco-friendly digital practices in everyday life.	L4	K - S	Identify eco-friendly digital practices in everyday life include using energy-saving settings on devices, opting for digital receipts instead of paper, recycling old electronic gadgets, and supporting companies that prioritize sustainable digital strategies. These practices help reduce energy consumption and electronic waste, contributing to a greener environment.
36. Recall how cyberbullying can affect social well-being in digital environments.	L4	K	Victims of cyberbullying may experience a decline in self-esteem and withdraw from online interactions, leading to a sense of social exclusion and disconnection from their peers. Recognizing the definition of cyberbullying and its effects on social well-being can prompt individuals to intervene and create safer digital spaces for everyone.
37. Understand the impact of digital distractions on personal productivity and well-being.	L4	K	The impact of digital distractions on personal productivity and well-being can be significant. Constant notifications and excessive screen time can lead to reduced focus, procrastination, and decreased efficiency in tasks. Moreover, digital distractions may cause increased stress and mental fatigue, affecting overall well-being and contributing to a sense of being overwhelmed. By recognizing and managing digital distractions, individuals can reclaim their productivity and improve their overall sense of well-being.
38. Assess simple tips for recognizing and addressing cyberbullying on digital platforms.	L4	A	Recognising signs of cyberbullying, such as negative comments, threats, and exclusion, is paramount. It's advised to document the abuse for reporting, limit exposure by blocking the perpetrator, and report the incident to platform administrators or authorities. Additionally, seeking support from friends, family, or counsellors is crucial for emotional well-being. Addressing cyberbullying involves a multi-faceted approach, including acknowledging the abuse, limiting contact with the perpetrator, reporting the incident, and seeking emotional support.

39. Generalize principles of digital well-being to various contexts, such as educational settings or healthcare organizations.	L4	K - A	Recognising universal tenets and tailoring them to various settings is key to tackling unique obstacles and enhancing digital well–being across an array of environments. By taking a flexible approach, one can address the particular challenges inherent to different digital spaces, whether they are educational, professional, or social. This adaptive methodology not only fosters a healthier relationship with technology but also promotes well–being in a multitude of digital landscapes.
40. Point out safety features on social media platforms that can be used to prevent cyberbullying.	L4	S	Safety features on social media platforms to prevent cyberbullying include reporting and blocking options, content moderation tools, and privacy settings that allow users to control who can interact with their posts and messages. These features empower users to take swift action against harassment and create a safer online environment.
41. Practice responsible social media usage	L5	S	Students will acquire the necessary abilities and mindset for sensible and aware use of social media. They will use this knowledge to minimise their interaction with elements such as infinite scrolling, thereby creating a healthier, more stable connection with social media services to protect their mental well-being.
42. Understand the variables used to understand the effectiveness of digital well-being initiatives.	L5	K	To understand the impact of these learning programmes, use surveys and interviews for qualitative insights and monitor metrics (quantitative) like screen time data. Combining both will offer a rounded assessment of the initiative's efficacy in promoting healthier digital habits and improving overall well-being, informing adjustments for future programmes.
43. List common signs of digital addiction and its potential impact on physical and psychological health.	L5	K	Digital addiction is characterized by compulsive device use, neglect of responsibilities, difficulty in reducing device use, withdrawal symptoms, and decline in social interactions. It affects both physical health, through sleep disturbances, eye strain, and musculoskeletal issues, and psychological health, leading to anxiety, depression, and social isolation. It is a multifaceted issue requiring comprehensive management and treatment, involving addressing underlying causes, acknowledging impacts, and seeking appropriate support.

44. Maximize the use of digital tools for improving mental well-being, such as meditation apps or digital therapy platforms.	L5	S	Learners will gather skills about promoting the idea that digital mental well-being resources should be readily accessible and effective, targeting a more expansive and varied audience. The goal is to enhance mental well-being across different communities, making it a priority to offer substantial and easy-to-use support options. This advocacy serves as an essential step towards a more inclusive mental well-being care approach.
45. Verify the effectiveness of online resources and support networks for promoting well-being and social inclusion.	L5	A	Get people's thoughts on how well online platforms and support groups are doing at boosting well-being and being inclusive. The idea is to find out if these online tools are really helping a diverse range of folks. By digging into this feedback, we can get a better sense of what's working and what needs a tune-up, making these online spaces even better for everyone's well-being.
46. Rank the impact of social media influencers on promoting positive well-being behaviours.	L5	A	Conduct surveys and analyse engagement metrics to rank the effectiveness of social media influencers in promoting positive well-being behaviours.
47. Demonstrate a vigilant approach to assessing digital recommendations, regularly questioning the credibility.	L5	S	Learners at this level demonstrate a vigilant approach to evaluating digital recommendations. They consistently question the credibility (K) of the sources, recognizing the importance of critical thinking in the digital realm. This attitude reflects a commitment to making informed decisions and safeguarding their well-being in the face of digital information and advice.
48. List potential health dangers related to specific digital platforms or apps commonly used in your life.	L5	K	Learners can list the multifaceted impact of excessive digital platform use across different environment of life. Overuse of social media can lead to sleep disturbances, stress, and social comparison in the community. Prolonged video conferencing can result in eye strain, musculoskeletal issues, and reduced productivity in the professional sphere. Frequent gaming can induce sedentary behaviours, addiction, and mental well-being issues in the gaming community. The response emphasises the need for appropriate interventions and moderation across different fields of use.

49. Network with other proficient users to share experiences and best practices for digital well-being.	L5	A	Create online communities and forums for like-minded individuals to share insights and support each other in their digital well-being journeys.
50. Validate the effectiveness of digital well-being apps and tools available for smartphones or tablets.	L5	A	To validate the effectiveness of digital well-being apps and tools, individuals can consider factors like user reviews, research studies, and professional recommendations. Assessing the app's features, ease of use, and impact on users' habits and overall well-being can provide valuable insights into its effectiveness in promoting positive digital behaviours and improving users' digital experiences.
51. Cite examples of successful digital well-being interventions implemented in different countries or communities.	L6	K	Citing examples of successful initiatives, such as South Korea's "Smartphone Detox" camps, which helped participants overcome digital addiction and improve overall well-being.
52. Improve existing online support systems to promote social well-being.	L6	A	Collaborate with mental well-being professionals and experts to enhance online support systems, integrating resources that foster a sense of social belonging.
53. Rate the effectiveness of sharing health and well-being tips on digital platforms to raise awareness	L6	A	Sharing health and well-being tips on digital platforms is highly effective in raising awareness due to the wide reach and accessibility of online content. It allows for rapid dissemination of information, fostering positive behavioural changes, and encouraging individuals to adopt healthier practices for their overall well-being.
54. Explain how to employ common digital instruments to enhance the clarity and effectiveness of their communication in various contexts.	L6	K - S - A	Learners understand how to utilize everyday digital tools to improve the clarity and effectiveness of their communication across different contexts. They can, for example, use formatting options in emails or documents, incorporate multimedia elements like images or videos, and adjust their tone and style to suit the audience and purpose. This skill ensures that their digital communication is more compelling, understandable, and suitable for diverse communication scenarios, contributing to better overall well-being.

55. Point out best practices for the use of social media to fellow users.	L6	S	Learners possess the skill to effectively highlight best practices for the use of social media to fellow users. They can identify and communicate key recommendations to promote responsible, safe, and positive social media engagement. This skill enables them to play a constructive role in fostering a healthier and more considerate digital community, ultimately contributing to the well-being of others in the online sphere.
56. Identify embedded user experience techniques, such as clickbait, gamification, and nudging, that are intentionally designed to influence and potentially weaken one's ability to control their decisions.	L6	K - S	Learners have the skill to identify embedded user experience techniques, including clickbait, gamification, and nudging, which are intentionally crafted to sway and potentially undermine an individual's control over their decisions. They can recognize these techniques in digital interfaces and understand their potential effects on behaviour. This skill empowers them to make informed choices, maintain autonomy, and safeguard their digital well-being in the face of persuasive design tactics.
57. Facilitate group discussions on the impact of digital devices on sleep quality and overall health.	L6	A	Organize focus groups and panel discussions with sleep specialists and health experts to facilitate open conversations on the effects of digital devices on sleep patterns and overall health.
58. Explain the needs of taking breaks from digital work or digital social networks to have a physical interaction with colleagues and friends.	L6	K - S - A	Individuals understand the importance of periodically taking breaks from digital work or social networks to engage in physical interactions with colleagues and friends. They recognize the need for face-to-face communication (K) to build relationships, foster collaboration, and promote well-being. This understanding is accompanied by an attitude (A) of prioritizing meaningful personal connections over digital interactions, highlighting the significance of maintaining a healthy balance between the two realms for overall well-being.
59. Cultivate a responsible and mindful attitude toward the use of electronic devices by children.	L6	A	At this level, individuals cultivate a responsible and mindful attitude toward children's use of electronic devices. They prioritize the well-being and development of young users, understanding the potential risks and benefits of digital technologies. This attitude drives their actions to promote safe, balanced, and age-appropriate device usage among children, contributing to their overall well-being.

60. Describe how to properly adopt measures to protect both self-health and well-being, as well as that of others.	L6	K	To properly adopt measures to protect both self-health and well-being, as well as that of others, individuals should practice safe device usage habits. This includes maintaining ergonomically sound postures to prevent physical strain, taking regular breaks from screen time to reduce eye fatigue, and setting time limits for device use to prioritize rest and mental well-being. Emphasizing responsible digital citizenship and respecting others' privacy online fosters a safer and healthier digital environment for all users.
61. Recognize potential health risks associated with excessive digital technology usage.	L7	K	Outline how extended screen time can lead to physical issues like eye strain, poor posture, and disrupted sleep patterns, and how it can also contribute to mental well-being concerns like increased stress and anxiety.
62. Determine strategies to minimize health threats related to prolonged digital technology use.	L7	S - A	Evaluate methods to reduce physical strain such as employing ergonomic setups and adhering to regular breaks; assess strategies to manage screen time and blue light exposure to mitigate potential eye discomfort and sleep disturbances; and consider ways to foster a healthy balance between digital engagement and offline activities to promote overall well-being.
63. Figurate out the ability to educate others about health risks and promote responsible digital device usage.	L7	S	Showcase the capability to effectively communicate and educate others on the physical and mental well-being implications associated with excessive digital technology engagement, emphasising the importance of moderation, proper ergonomics, and mindful screen time. Additionally, demonstrate the ability to guide individuals in adopting responsible habits for maintaining a healthy balance between digital interaction and real-world activities.

64. Differentiate between interactions with humans and interactions with artificial agents in digital environments.	L7	K - S	Analyse and distinguish between interactions with humans and artificial agents within digital settings, understanding the unique characteristics and nuances that define each interaction type.
65. Identify behaviours characteristic of artificial agents (bots or chatbots) and distinguish them from human behaviours.	L7	K - S	Discern and categorize behaviours specific to artificial agents, enabling clear differentiation from human behaviours across various digital platforms.
66. Compare the effects of different interaction styles (e.g., scroll addiction, ephemeral videos) on cognitive and sensory aspects.	L7	K – S - A	Evaluate and contrast the impact of diverse interaction styles like scroll addiction and ephemeral videos on cognitive faculties and sensory perception, understanding their influence on digital users.
67. Assess the consequences of specific interaction styles on time management and overall well-being.	L7	S	Evaluate and appraise the effects of erroneous interaction styles on time management and overall well-being, considering factors that influence digital engagement patterns.

68. Develop strategies to protect oneself and others from cyberbullying and online harassment.	L7	A	Formulate effective approaches to safeguard oneself and others from cyberbullying and online harassment, emphasizing preventive and responsive strategies.
69. Identify signs of cyberbullying and take appropriate actions to report and combat it.	L7	K - S	Recognize indicative signs of cyberbullying and initiate appropriate actions, including reporting and addressing the issue effectively in digital environments.
70. Determine and anticipate the potential speed and reach of content dissemination in social networks.	L7	S - A	Calculate and foresee the likely speed and reach of content propagation within social networks, considering various contributing factors.
71. Use a shared forum with colleagues for the purpose of disseminating best practices and attitudes aimed at understanding and avoiding risks associated with digital tools. EXTRA LO Level7	*L7*	*S*	*At this level, individuals have the practical skills to create and utilize a shared forum with colleagues. They can effectively establish, manage, and moderate this platform, using it to disseminate valuable insights, best practices, and attitudes aimed at understanding and mitigating risks associated with digital tools like cyberbullying, social exclusion, and grooming. This skill contributes to fostering a safer and more informed digital environment among peers, promoting well-being in the digital sphere.*

72. Add skills in handling cyberbullying situations, including reporting inappropriate behaviour. EXTRA LO Level7	*L7*	*K*	*Individuals at this level not only can create and manage a shared forum but also possess skills in handling cyberbullying situations. They can effectively recognize and respond to inappropriate behaviour, including the capacity to report such incidents appropriately. These skills contribute to the forum's function as a safe and supportive digital space, promoting digital well-being by addressing and preventing cyberbullying and related risks.*
73. Detect factors that influence content propagation and forwarding within digital communities.	L8	S	Identify and analyse the factors influencing the dissemination and forwarding of content within digital communities, encompassing social dynamics and technological elements.
74. Produce informational videos or infographics on best practices for digital well-being and share on social media.	L8	A - S	Utilize engaging visuals and relatable content to create shareable materials that disseminate best practices and encourage positive digital behaviours.
75. Investigate digital tools and platforms designed to enhance psychological and social well-being.	L8	S	Explore and analyse digital tools and platforms specifically engineered to improve psychological and social well-being, understanding their potential benefits and limitations.
76. Explain techniques for configuring digital tools to ensure a balanced and beneficial user experience.	L8	K	Elaborate on techniques to configure digital tools, optimizing the user experience to maintain a balanced and beneficial interaction with the digital environment.

77. Identify and choose fonts specifically designed for high readability and easy comprehension.	L8	K - S	Be mindful when choosing fonts, aiming for those specifically designed for ease of reading and understanding. These fonts often have particular typographic traits that make them more legible, like consistent stroke width and easily distinguishable characters. By opting for such fonts, you're not just making a stylistic choice, but also enhancing the reader's experience. It ensures that your message is not only visually appealing but also easily digestible, thereby making communication more effective.
78. Detect the effectiveness of different fonts in enhancing accessibility for users, including those with Specific Learning Disabilities (SLD).	L8	S	Examine the impact of different fonts on improving accessibility, especially for those with Specific Learning Disabilities (SLD). Consider factors like legibility and readability to assess how each font aids or hinders the user experience. The goal is to identify which fonts are best suited to make content more accessible for individuals with SLD, thus enhancing overall usability.
79. Incorporate typography choices that enhance comprehension for a wide range of users, regardless of their cognitive abilities.	L8	A	Integrate typography choices that improve comprehension for a diverse audience, prioritizing universal accessibility irrespective of cognitive abilities.
80. Support the adoption of easy reading fonts in digital communication to promote universal accessibility.	L8	A	Advocate for the use of easy reading fonts in digital communication to enhance universal accessibility, emphasizing the importance of clear and inclusive typography practices.

81. Discuss important issues while dealing with disadvantaged users in order to recognise appropriate paths of digital content creation.	L8	K	When addressing the needs of disadvantaged users, it's crucial to discuss key challenges to determine the most effective strategies for digital content creation. Factors like accessibility, ease of navigation, and clear language should be top priorities. These discussions aim to identify the best approaches to make digital platforms more inclusive, ensuring that content is not only available but also easily digestible and meaningful for users who may face various barriers.
82. Verify when people around you have needs of taking breaks from work and help them acknowledging it	L8	A	Individuals at this level have the skill to recognize when colleagues or peers need to take breaks from work or digital activities. They not only identify these needs but also possess the ability to approach and assist these individuals in acknowledging the importance of taking breaks. This skill reflects a commitment to promoting well-being and productivity in the workplace or digital environment by fostering a culture of self-care and balance.
83. Add skills in managing time spent on social media, including limiting the use of features like endless scrolling. *EXTRA LO LEVEL 8*	*L8*	*K*	*In addition to their comprehensive understanding of health dangers related to professional Twitter usage, individuals at this level also possess skills in managing their time spent on social media. They can effectively limit the use of features like endless scrolling and implement time management strategies to maintain a healthy balance between their professional online presence and overall well-being. These skills contribute to responsible and mindful Twitter usage within a professional context.*
84. Clarify that cyberbullying is a form of bullying that utilizes digital technologies, involving repetitive behaviours intended to intimidate, anger, or shame the targeted individuals. *EXTRA LO LEVEL 8*	*L8*	*K*	*Individuals possess a clear understanding of cyberbullying as a form of bullying that utilizes digital technologies. They can explain that cyberbullying involves repetitive behaviours intentionally aimed at intimidating, angering, or shaming the targeted individuals. This knowledge enables them to recognize and address cyberbullying effectively, promoting a safer and more inclusive digital environment.*

85. Examine the interplay between physical and digital environments in promoting overall well-being. *EXTRA LO LEVEL 8*	*L8*	*S*	*Investigating how digital interactions affect physical well-being, such as sleep patterns, and exploring strategies to maintain balance in the digital age.*
86. Understand how the concept of the "online disinhibition effect" can lead to online flaming and inappropriate behaviours. *EXTRA LO LEVEL 8*	*L8*	*K*	*Individuals can recognize and comprehend the concept of the "online disinhibition effect." They understand that this phenomenon is characterized by reduced restraint in online communication when compared to in-person interactions. Furthermore, they grasp how this effect can lead to online flaming and inappropriate behaviours, recognizing the potential consequences of online disinhibition for digital interactions and well-being.*
87. Describe the importance of communicating and disseminating best practices for psychophysical digital well-being. *EXTRA LO LEVEL 8*	*L8*	*K*	*Communicating and disseminating best practices for psychophysical digital well-being is crucial to empower individuals with the knowledge and skills needed to maintain a healthy balance between digital and offline life. These practices promote mental and physical health, mitigate digital addiction, and enhance overall well-being in our increasingly digital-centric world.*
88. Apply highly developed problem-solving skills to create innovative solutions that effectively address complex digital well-being challenges. *EXTRA LO LEVEL 8*	*L8*	*S*	*These solutions should consider the interplay of numerous factors and prioritize inclusivity and social well-being.*

89. Develop the ability to advocate for policies and practices that prioritize and protect the psychophysical well-being of individuals in the digital age. *EXTRA LO LEVEL 8*	*L8*	*A*	*Start by grabbing information on the impact of technology on mental and physical health, as well as existing policies and initiatives aimed at promoting well-being. Engage with organizations and communities that prioritize digital wellness and participate in advocacy campaigns. Build relationships with policymakers and industry leaders and communicate the importance of digital wellness using compelling data and personal narratives. Finally, model healthy digital habits and encourage others to do the same, setting a positive example for your community.*

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Co-funded by the European Union

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