# High-quality digital education practices that enhance digital well-being

## Best practice description template

*WINDEE project consortium implements research with the aim to define high quality digital education practices that enhance digital well-being of teachers and students. Best practices within school communities and teacher training HE institutions will be collected and compiled into the case study report. A comprehensive report will highlight successful case studies and best practices in promoting digital well-being within educational settings, providing insights and examples for educators and policymakers.*

*WINDEE project is following the Van den Abeele (2020) model which indicates three key categories of factors influencing well-being in the digital education ecosystem: person-specific factors, context-specific factors, and device-specific factors.*

*The practices we are looking for should be applied by the pre-primary/primary/ lower- secondary/ secondary /VET school or HE institutions to:*

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| --- |
| 1. *manage digital demands* |
| 1. *maintain high quality digital learning and teaching practices* |
| 1. *ensure that teachers and students have digital competences* |
| 1. *measure critical awareness on the balanced use of digital technologies* |
| 1. *nurture healthy habits* |
| 1. *foster psychological resilience* |
| 1. *maintain physical and mental health* |
| 1. *monitor and enhance socio-emotional state* |
| 1. *assess the added value of digital technologies to academic achievements and academic integrity* |
| 1. *select high quality sustainable and supportive EdTech solutions for learning, teaching and assessment* |

*If your school or HE institution applies some practices to address any of these strategies at school or on classroom level and you can share them with WINDEE consortium, we would be most grateful for your openness to disclose your practices as this would feed into the digital well-being of students and teachers, as well as would highlight and determine the gaps and areas that require policy-level intervention on regional, national and European policy intervention.*

I agree to participate in this research study:

* yes
* no

### Demographics and context

1. **A school or HE institution (with teacher training)**

|  |  |
| --- | --- |
| 1. Country |  |
| 1. Town |  |
| 1. School / HEI Name (Please also indicate the education level if applicable) |  |
| 1. Website |  |
| 1. Unit/ department (if the strategy is applicable only on the department level) |  |
| 1. Responsible for practice application (*administration, teachers, students, parents, other)* | parents |
| 1. The practice that is applied | managing digital demands |
| h) how long is the practice applied? | Sep 1, 2025 |
| i) how often is the practice applied? | once per semester |

1. **Practice (1 out of 10) description**

|  |  |
| --- | --- |
| How do you call this practice at school/ HEI? |  |
| What is it? | Other |
| Does it have a theory/ initiative behind? Please, indicate if you know it (who created it, who introduced this practice to you, etc.) |  |
| Please, provide the link to openly available description and resources (if any) |  |
| Who implements this practice? Who leads the process? (teachers, students, parents, other: psychologists, researchers, trainers, EdTech developers, etc) |  |
| Who is it targeted at? | Teachers |
| Please, provide short description |  |
| Which **cognitive** challenges does this practice prevent from? | * Reduced attention/ attention deficit * Reduced cognitive capacity * Educational gaps * Personalisation of learning (for teachers) * Hybrid teaching * Digital competences * Autonomy skills shortage * Self-regulation needs * Other \_\_\_\_\_\_\_\_\_\_\_ |
| Which **socio-emotional** challenges does this practice prevent from? | * students get tired from bursting out (Emotional fatigue) * Inter-personal conflicts * Students are afraid to perform in front of the classroom or meeting new people (Social stress) * Thinking about social status and belonging to social groups based on that (Inequalities) * Feeling board, not motivated or disinterested (Reduced learning/ job satisfaction) * Other \_\_\_\_\_\_\_\_\_\_\_ |
| Which **psychological** challenges does this practice prevent from? | * Feeling bad and being afraid of cybersecurity (Vulnerability to cybersecurity) * Experiencing thought and body discomfort too often, without obvious physical reason (Anxiety and panics) * Off-task behaviour * Other \_\_\_\_\_\_\_\_\_\_\_ |
| Which **physical** and **mental** **health** challenges does this practice prevent from? | * Worse health conditions * Addiction * challenging behaviour * Sleep quality * Posture issues * Other \_\_\_\_\_\_\_\_\_\_\_ |
| Which **person specific factors** does this practice prevent from? | * Irresponsible use of technologies * Lack of digital competences * Excessive use of technologies for personal reasons * Multitasking * Home habits * Over-reliance on technologies * Ill-use and mis-use of technologies * Other \_\_\_\_\_\_\_\_\_\_\_ |
| Which **context specific factors** does this practice prevent from? | * ill-use and mis-use of technologies in classroom * Overload of digital resources in curriculum * Excessive use of technologies for learning and teaching * Poor infrastructure * Inadequate infrastructure * Socio-cultural differences * Lack of competence to choose IT solutions * Lack of IT admin competences * Overload of information and knowledge * Digital divide * Lack of support system to teachers and students * Other \_\_\_\_\_\_\_\_\_\_\_ |
| Which **device specific factors** does this practice prevent from? | * Poor infrastructure * Inadequate infrastructure * Inadequate EdTech solutions * EdTech is chosen in a wrong way, not following curriculum and pedagogy (mismatch with pedagogy) * Excessive and various EdTech solutions * Data privacy * Uncertainty and vulnerability of EdTech solutions * Other \_\_\_\_\_\_\_\_\_\_\_ |
| Which positive changes the practice supports that you already can notice?  Why would you recommend this practice to other schools and their stakeholders? |  |
| What **resources** are needed for this practice application for digital well-being monitoring and interventions? |  |
| Would you recommend better stakeholder involvement into this practice? Who would they be? |  |
| Would you see policy actions needed that would facilitate this practice to be more beneficial for schools and the community? Please, let us know which ones you would see. |  |
| Which other schools do you know that applied this practice? |  |
| Any other comments and reflections |  |
| Would you agree to be interviewed more on your best practice? Please, provide your contact email if yes. This would be highly appreciated. Your school would also benefit from the potential visibility on the EU level, with your consent and agreement only, of course. |  |

Please, send the form to [ilona.tandzegolskiene-bielaglove@vdu.lt](mailto:ilona.tandzegolskiene-bielaglove@vdu.lt) after it is filled in with your responses