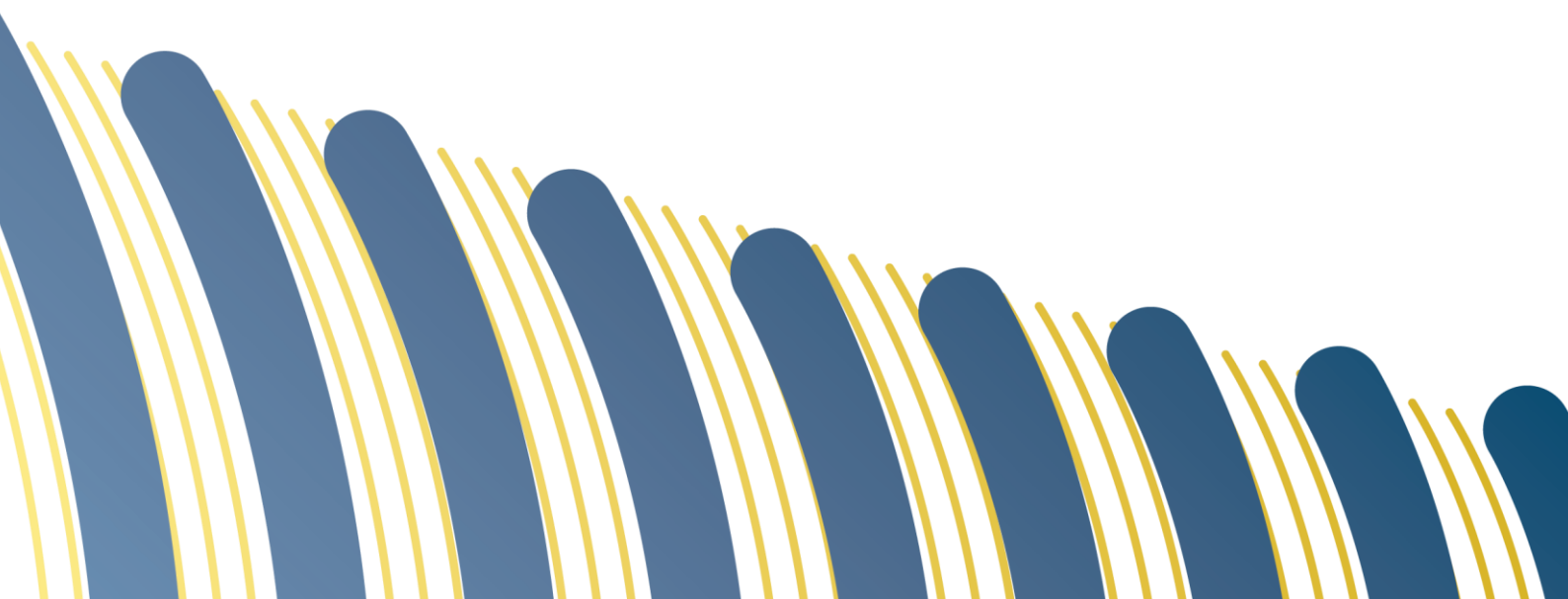


Students' Digital Well-Being: Striking a Balance in a Wired World



EUN innovatED

December 2023



About the webinar series

European Schoolnet (EUN), is launching a new series of webinars aiming to facilitate an open exchange between relevant actors in education on what works and what does not – and most importantly on how to move forward together.

The webinar series will address a range of topics around innovation in education. Guest experts will share insights and expertise on issues around **digital well-being** and **inclusion, artificial intelligence in education, digital safety**, and the **role of private actors in education**. The webinar series is planned to take place between November 2023 and May 2024.

The webinars are run for European Schoolnet's Steering Committee members and other relevant stakeholders. They remain open to invitation only, but Steering Committee members play a key role to forwarding the invitation to any colleagues in and outside of their organisation. They are 60'-90' long in duration and the summary of the discussions will be published shortly after on www.eun.org

Anyone who wishes to receive information about the webinar series can subscribe to the mailing list using this [google form](#). To unsubscribe from the mailing list, please send an email to k.andronikidis@eun.org.

Students' Digital Well-Being: Striking a Balance in a Wired World

Date: Friday, 08 December 2023 at 14:00-15:30 CET

Registration

Anyone who would like to join the webinar can [fill in this short form](#) by Wednesday, 06 December 2023

Description

In today's constantly connected world, students are facing unprecedented challenges when it comes to their digital well-being. Young people have never lived in a disconnected world and need to be aware of the risks associated with online activities, including privacy breaches and cyber threats. As we live in a world where one's physical identity exists in tandem with their digital footprint, students need to understand how to be conscious users of digital. The constant presence of screens and devices can lead to students suffering from **information overload and digital fatigue**. The impact of **social media** on mental health is also a growing concern in times where anyone can seek recognition and self-fulfilment from others online, but also can anonymously bully or harass others with little or no repercussions. Social media use often leads to students finding it challenging to focus on their studies due to **digital distractions**. However, regardless of the challenges and threats, the internet is a powerful **tool for personal and professional development** and one that young people will use more and more as years pass and thus, they need understand and **build strategies** from early on in order to develop competences to self-regulate their learning online and thrive in a wired world while maintaining a **healthy and balanced life** both online and offline. During the webinar the following questions will be addressed: How can students effectively manage their screen time to prevent burnout and what techniques can they employ to enhance concentration and productivity? How can they protect their personal data while staying engaged online? How can students balance their online social lives with their mental well-being? What strategies can students use to build a positive online presence while avoiding the pitfalls of cyberbullying and harassment?

Webinar Speakers



Gareth Cort is an independent online safety expert. He has been part of the Digital Citizenship Team at European Schoolnet since January 2021 and also provides regular consultancy and services for South West Grid for Learning (SWGfL) and the UK Safer Internet Centre. Gareth regularly works in schools and other education settings with youth, parents/carers and educators to build awareness and skills around online safety, positive and healthy use of technology and digital citizenship. He is also regularly involved in initiatives at both national and European level, creating and developing educational materials for use by educators and youth. These include ProjectEVOLVE (SWGfL/UK Safer Internet Centre), Facts4All: Schools tackling disinformation (EUN) and the KID_ACTIONS cyberbullying project (EUN). Gareth is a qualified primary school teacher and holds a Bachelor's degree in Psychology from the University of Surrey, UK.



Kasia Kostyrka-Allchorne is a developmental psychologist and lecturer in the Department of Psychology at Queen Mary University of London. Broadly, she is researching risks and opportunities of growing up in a digital world. Her current research cuts across the disciplines of child and adolescent development, mental health, clinical interventions, and human-computer interactions and has two main strands.

First, she examines whether digital interventions can provide a solution to the growing problem of the lack of psychological support for parents, who may have a difficult time bringing up their children. Within this strand, she works with parents, clinicians, app developers and other researchers on developing and testing digital applications supporting parents both in the community (see the [SPARKLE](#) project) as well as in the clinical services (see the [OPTIMA](#) study).

Second, her research investigates whether, why and for whom digital engagement is a risk or protective factor for mental health (see the [DIORA](#) study). This strand of research aims to provide a comprehensive characterisation of the associations between adolescent digital activity and mental health and identify some of their underpinning mechanisms.



Representative from European Commission (tbc)

Relevant material

Better Internet for Kids Teacher corner <https://www.betterinternetforkids.eu/teacher-corner>

Kostyrka-Allchorne, K., Cooper, N. R., & Simpson, A. (2017). The relationship between television exposure and children's cognition and behaviour: A systematic review. *Developmental Review*, 44, 19–58. <https://doi.org/10.1016/j.dr.2016.12.002>

Kostyrka-Allchorne, K., Cooper, N. R., Simpson, A., & Sonuga-Barke, E. J. S. (2020). Children's mental health and recreation: Limited evidence for associations with screen use. *Acta Paediatrica*, 109(12), 2648–2655. <https://doi.org/10.1111/apa.15292>

Kostyrka-Allchorne, K., Stoilova, M., Bourgaize, J., Rahali, M., Livingstone, S., & Sonuga-Barke, E. (2022). Review: Digital experiences and their impact on the lives of adolescents with pre-existing anxiety, depression, eating and nonsuicidal self-injury conditions – a systematic review. *Child and Adolescent Mental Health*. <https://doi.org/10.1111/camh.12619>

The full articles can be [accessed here online](#), provided by the author.



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