

Practical** Strategies to Empower Positive Digital Citizenship

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Road map for the next 40 mins

PART 1:

explore some of the nuances when it comes to **understanding and interpreting the science and research** on technology use and mental health

PART 2:

- Introduce digital citizenship, literacy and intelligence **models**
- a range of **innovative strategies for fostering digital wellbeing** and for helping ~~young people~~ all humans maintain a happy, healthy relationship with their online world.



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Unpacking the impacts of digital devices on mental health: the research, data and stats



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The course correction has arrived....

Facebook has lost 1.8m Aussie users since the Cambridge Analytica privacy scandal

By Harry Domanski 8 hours ago World of Tech

2.25 million more have changed their privacy settings

Delete Facebook: The company is 'more toxic than banks'

Smartphone ban in NSW schools an option, as Government launches study into phone use
'Schools need to react quickly': Education expert urges smartphone ban

Banning Smartphones 'Not The Answer' To Tackling Cyber Bullying In Schools



The pathologisation of modern behaviours

Nick Haslam (2016) **Concept Creep: Psychology's Expanding Concepts of Harm and Pathology.**

Psychological Inquiry, 27:1, pp1-17

Polemicalising and pathologising

ZOMBIE APOCALYPSE

WHAT WE THINK IT LOOKS LIKE:

WHAT IT REALLY LOOKS LIKE:



Would you like moral panic with that?

Reclaim
your
KIDS!

Magazine



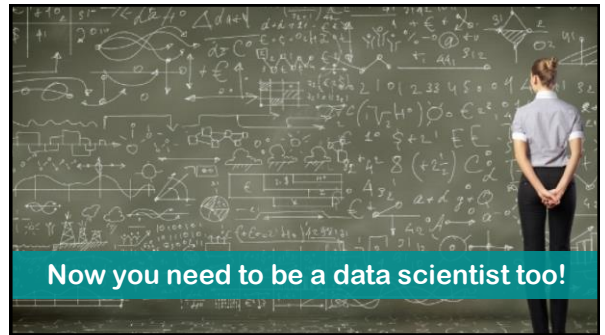
Giving your child a smartphone is like giving them a gram of cocaine, says top addiction expert

It's 'digital heroin': How screens turn kids into psychotic junkies

By Dr. Nicholas Kardaras

August 27, 2016 | 7:54pm

Banning children as young as four from using the internet is like 'child abuse', claims controversial professor



Now you need to be a data scientist too!

Information literacy: not just kids' stuff



Here's a critical media literacy example



The Today Show
It's proven that VIOLENT games like Fortnite increase aggressive behaviour and a lack of empathy in players. Will you let your kids continue to play? #9Today
8:17 AM - Jun 13, 2018

The drive for 'likes' (isn't just a teen thing)



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Key concepts of good science: quick refresher

- Correlation ≠ causation: consider wider context and factors
- The plural of anecdote ≠ data: beware of confirmation bias
- No cherry-picking results: view the whole tree and orchard



The plural of anecdote is not data. The plural of anecdote is not data.



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Additional ways to spot good reporting

- The article refers to the **original (peer-reviewed) journal article**
- The research might be **pre-registered** (intro, hypotheses, methods are published prior to data collection)
- **Conflicts of interest** are declared
- Commentary is by an actual **subject matter expert**
- Sensational, emotional, **provocative language is avoided**
- Wild extrapolation and **speculation is avoided**



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Is the sky falling?



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Are the kids alright?



Social Media has the "Exact Same Negative Effect on Depression" as Eating Potatoes

The effect size?
0.036%
Smaller than the font I am using
#ironic



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What does the evidence *really* say?

- UNICEF Innocenti discussion paper by Daniel Kardefelt-Winther (2017)
- TL:DR – It's complicated, but **effect size is minimal**, we need to proceed with **excellence in research methodology** (pre-registration) and multidisciplinary approaches.

How does the time children spend using digital technology impact their mental well-being, social relationships and physical activity?
An evidence-focused literature review

Innocenti Discussion Paper 2017-02



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But are *devices* 'addictive'?

- Can you be addicted to a device? Is a heroin user addicted to the syringe?
- Do we simply use the word as short-hand for anything pleasurable/ guilty pleasures?
- What are the implications of calling it addictive, yet expecting its use in school!?

No, you're probably not 'addicted' to your smartphone – but you might use it too much

February 23, 2018 6:11am AEST



Notice how you make judgements

Context & content are vital considerations



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Context & content are vital considerations



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Are we listening to young people?

adults: record numbers of teens are depressed, we must find out why

teens: school is more stressful than ever, our parents screwed over the economy, the earth is on a path to total environmental destruction, and now we have to deal with actual fuckin nazis

adults: it's the iphones isn't it

Healthy, safe and savvy:
models for digital skills

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What is Digital Citizenship?

- A digital citizen is a person with the **skills and knowledge** to *effectively use digital technologies* to **participate** in society, **communicate** with others and *create and consume digital content*.
- Three core principles that responsible digital citizens should practice are
 - **ENGAGE** positively
 - **KNOW** your online world
 - **CHOOSE** consciously

source: www.safety.gov.au

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#DigCit is wholistic



9 Elements of Digital Citizenship

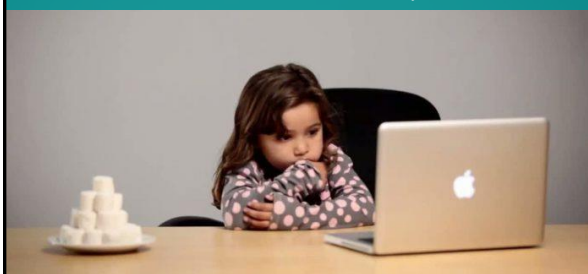
Source: www.iste.org



Digital Intelligence = #DQ



So what does that mean in practice?



Practical strategies for positive digital citizenship and wellbeing



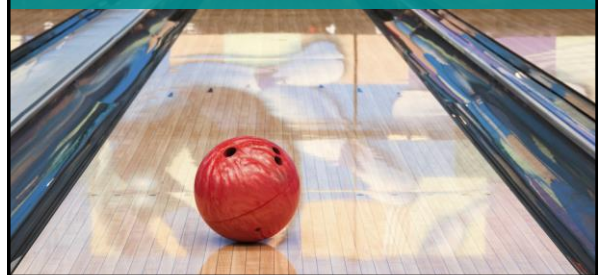
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Ditch the notion of 'balance'!?

Fictional fantasy?



Instead: think bowling lane



Embed #digcit in a meaningful way



Embed #digcit in a meaningful way

- Meaningful = **Relevant and useful**, practical to young people (NOW)
- The problem of BYOD contracts, anti-bullying policies and wellbeing strategies being **separate, isolated and static**.
- Need to move beyond the occasional guest speaker to address one-off topics towards having **whole-school/organisation commitment to embedding the values of excellent digital citizenry** (its more than just being 'good').
- Include positive ways of **framing goal behaviour** rather than a long list of misdemeanors, that have no scaffolding or support to achieve.
- Develop a culture of 'choose to use' rather than 'ban'.



How do we reach the kids most 'at risk'?



THE REALLY GOOD KIDS



THE MAJORITY OF TEENAGERS

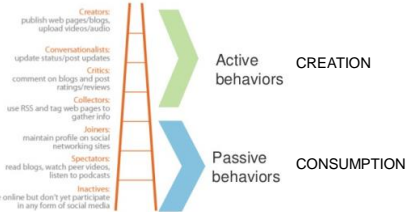


THE KIDS WHO PUSH BOUNDARIES



Encourage deeper digital engagement

The Social Technographics® ladder

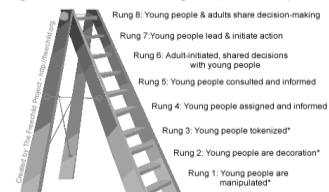


PSSST:
It's not the
iPhones

Amplify the #stuvoice

From Tokenism to Citizenship

Roger Hart's Ladder of Young People's Participation




Note: Hart explains that the last three rungs are non-participation.
Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocent Research Centre.



Champion social-emotional learning



Champion social-emotional learning #SEL


- Embedded in the curriculum as the **social-personal capability** (aka Emotional Intelligence – EQ), increasingly recognised as important in parenting.
- Emotion coaching helps **regulate feelings** and responses, improves **ability to cope** using adaptive strategies.
- The **goal is not 'happiness'** but being skillful in managing the proverbial bumps in the road (building resilience, distress tolerance and problem solving).
- Understanding the nature of adolescence, identity formation and need to **learn through experiences** (not theory).
- Willingness to **'be there'** and **hold the space** as they learn (and sometimes fail).

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HOW???

Leading a Digitally Intelligent School


- 12 hour/ 2 day course, NESA endorsed at Lead teacher Level
- Brings together resources and research on digital citizenship/literacy and helps schools develop a process of implementing change to address their specific needs.
- Collaborative across schools, includes small action research project, coached to implement change.
- Email me to find out more.  

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Demand more from developers & big tech

Apple's new 'digital wellbeing' tools aim to help reduce screen time

Screen Time app show how long you spend on each app and lets people set daily limits.



© Apple Inc. 2019. All rights reserved. Apple, Screen Time, and other trademarks are the property of Apple Inc., registered in the U.S. and other countries. iPhone is a trademark of Apple Inc., registered in the U.S. and other countries.

Nutritional labels for apps, games & data?

Content Facts

	% of content
Quantifiable facts	20%
Deliberate falsehoods	12%
Inadvertent errors	06%
Filler (organic)	38%
Sugars	3%
Harmful hydrocarbons	3%
Superficial images	28%
Questionable values	33%
Pure bullshit	20%
Good intentions	10%
Trendy graphics	28%
Stolen ideas	22%

The Information Diet

A Guide for Conscious Consumption

Source: The Science of Media Habits (2018)

Category	% of Daily Consumption
History	1%
Activism	1%
Research	1%
Science	1%
Public Affair	1%
Advice and Inspiration	1%
News and Opinions	1%
Comics	1%
Entertainment	1%
Business and Economics	1%
Education	1%
Health	1%
Travel	1%
Technology	1%
Art	1%
Religion	1%
Politics	1%
Environment	1%
Law	1%
Science Fiction	1%
Other	1%

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Broadband Facts

Source: Broadband Facts (2018)

Category	Value
Global broadband penetration	55%
Global broadband speed	10 Mbps
Global broadband cost	\$100 per month
Global broadband availability	95%
Global broadband quality	85%
Global broadband security	75%
Global broadband privacy	65%
Global broadband ethics	55%
Global broadband sustainability	45%
Global broadband inclusivity	35%
Global broadband accessibility	25%
Global broadband interoperability	15%
Global broadband portability	10%
Global broadband flexibility	10%
Global broadband innovation	10%
Global broadband leadership	10%
Global broadband excellence	10%
Global broadband impact	10%
Global broadband legacy	10%
Global broadband future	10%
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Consume 'digital superfoods', regularly!

- Use science-backed mindfulness, productivity tools and apps
- Try Games for Change & indie games, diversify your digital diet
- Get resourced: GameAware and CheckPoint.org.au



The role of parents as digital mentors

- *This is a 90 minute presentation in itself!*
- Setting guidelines and expectations **early and consistently**.
- Understanding the **risks and benefits** of the online activities and **cognitions** that accompany them.
- Appreciating online worlds as **valid and meaningful for young people**.
- **Willingness to participate** in and/or play games and understand the attraction/passion (fake it til you make it).



Remember the power of role modelling

FAMILY The Dangers of Distracted Parenting

When it comes to children's development, parents should worry less about kids' screen time—and more about their own.

ERIKA CHRISTAKIS JULY/AUGUST 2018 ISSUE



Ditching #screentime (alone)



Advising on screen time in Australia: Is the evidence up to the task?

How do the Australian Department of Health and Ageing's new screen time guidelines sit with the latest research about screen time? In this blog, Jane Maisey highlights the problems around a lack of robust evidence informing official guidelines. Policy falls behind the latest push to focus on content and context of screen time, rather than just quantity of hours. (June 9 & 11, ...)

- Latest screen time guidelines are still fairly arbitrary (2 hours a day)
- Ignore the complexities of screen use and contextual factors
- Methodologies excluded key research using tablet technology
- Reference: <http://blogs.lse.ac.uk/parenting4digitalfuture/2018/04/18/advising-on-screen-time-in-australia/>



Ask these Q's about media use instead

Time online is just one (outdated, simplistic) way to consider the impacts of digital devices. Here are some other ways to think about the issues relating to technology use/overuse.

CONTENT

What information is being consumed or activities engaged in? Are they developmentally appropriate?

CONTEXT

What is the **situation** the tech use is occurring in? Is it the classroom, bedroom, alone or with others?

COGNITIONS

What **thoughts, motivations & intentions** are present? Are they adaptive, maladaptive, helpful or negative?

FUNCTION

What is the **reason** for the tech use? Is it to avoid social interaction, to study etc?



Getting creative with setting limits and developing healthy habits



You don't need to 'ban' anything! There are lots of solutions...

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Apply the 3M's Digital Nutrition

Want to have a healthier, more considered relationship with technology? Keep these 3 principles in mind and apply them to your online activities.

// MINDFUL

Be present to your actions, have awareness of, and responsibility over your activities online. Try pausing & thinking more broadly about how what you do, say, click on & scroll through impacts your overall wellbeing.



// MEANINGFUL

Have a sense of purpose and clarity in regard to what you're reading, commenting on or participating in. When you're 'screen facing' are you aligned to your goals and values?



// MODERATE

Consider both using technology in moderated amounts of time, but also your ability to moderate or temper what you say and how you react to things that show up in your online world.



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Go to trusted resources

- Office of the e-safety commissioner
- Common Sense Media
- International Society for Technology in Education (ISTE) – Digital Citizenship PLN (professional learning network)



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TL;DR

- Any change and **introduction of new technology can feel threatening** and confusing.
- We tend to focus on the digital catastrophes (retrospectively) more than we capitalize on the possibilities (proactively).
- The machines that drive science, journalism and media publication are complex – we need **digital literacy skills to navigate** them and **maintain our mastery over devices** and platforms.
- Digital citizenship and literacy need to be **meaningfully embedded** in school and home values and **modelled authentically (not perfectly) by adults**.
- **There is no playbook/rulebook** for this, we need to be considered, responsive/adaptive and creative!

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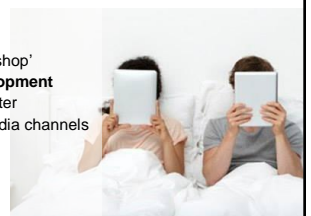
TMI? Press escape, relax and unplug!



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