



**information
matters**

Training Programme **for Online Courses**

Module 5

Media Literacy & Digital Well-Being



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Welcome to Module 5

Media Literacy & Digital Well-Being.

This module is specifically designed for older individuals to understand and navigate the complex relationship between digital media consumption and our overall well-being. By the end of this module, participants will have a nuanced understanding of the impact of media on mental health and will be equipped with strategies for engaging with media mindfully, thus enhancing their digital well-being.



Key concepts and examples include:



Media and Social Media: Understanding different communication forms like television, radio, newspapers, and internet platforms, and their influence on our daily lives.



Digital Well-Being (Physical and Psychological):

Focusing on the impact of digital technologies on both physical and psychological health. This includes addressing issues such as cognitive problems and emotional well-being.



Digital Ethics and Control over Technology: Exploring the moral principles governing technology use and how individuals can manage their technology use to maintain a healthy balance in life.



Awareness, Focus, and Attention Span: Emphasizing the importance of being conscious of our digital habits and strategies to enhance focus and maintain attention in the face of digital distractions.

Evolving Technologies:

Advancements in technology, such as social media, artificial intelligence, and augmented reality, have transformed the way information is disseminated and consumed. Media literacy becomes crucial in navigating this complex and fast-paced digital landscape.

Technology facilitates the rapid spread of information, enabling real-time communication and global connectivity. This dynamic has implications for the way news and other content are produced, distributed, and consumed.

Platforms like social media empower users to create and share content. Media literacy is vital for distinguishing between credible and unreliable sources, especially in an environment where anyone can contribute to the information flow.

Learning Outcomes:

As technology gathers vast amounts of personal data, understanding and implementing privacy measures become paramount. Media literacy includes being aware of one's digital footprint and taking steps to safeguard personal information.



Cybersecurity Practices:

Understanding the Health Implications of Digital Media Consumption:

Participants will explore the effects of media on mental health, the risks of excessive screen time, and the concept of information overload.

Developing Strategies for Digital Well-Being:

The module will guide participants on how technologies alter self-perception, the ethical issues related to data privacy, and strategies for protecting personal data online.

Activity – Digital Well-Being Card Game:

This engaging activity will help participants understand the impact of media consumption on well-being and learn strategies for mindful digital engagement. Through the facilitation of discussions on each concept and the encouragement of personal experience sharing, the learners will acknowledge the importance of mindful digital consumption.

Validation of the Module

Upon completion, learners will understand the impact of digital media on well-being and recognise key concepts like digital ethics. They will gain skills in engaging with digital media mindfully and applying strategies for informed digital consumption, as well as making informed decisions about technology use to enhance health and well-being and adapting digital media use for positive personal and social impact.

In conclusion, Module 5 - Media Literacy & Digital Well-Being aims to empower elderly learners with the knowledge and tools necessary to navigate the digital world in a way that preserves and enhances their well-being. It focuses on creating an awareness of how digital media consumption affects mental, emotional, and physical health and equips learners with strategies to manage these effects positively.

Congratulations on taking this important step towards understanding and improving the issue of digital well-being. We encourage you to continue with the sixth lesson, good luck!



Introduction

The module is designed to offer reflections to older people about the effects on health when they are exposed to digital media and how to preserve and enhance their well-being. While these technologies provide numerous benefits, it is crucial to understand their potential impact on mental, emotional, and physical well-being.

Learning Outcomes

Participants will therefore learn about the impact of media consumption on mental health, how to be more able to engage with the media mindfully and have a sense of how to make informed choices about their digital consumption as well as discover what is good for them.

Keywords

Well-being, ethical issues, healthcare, media and social media, depression, entertainment, control over technology, awareness, focus and social inequality, benefits and risks.

Subjects

Understanding how the use of technology and digital media impacts our health, our feelings, our idea of ourselves, and our relationships with other people.

Media and Social Media definitions:

- **Media:** Refers to various means of communication, such as television, radio, newspapers, and the internet, that are used to convey information to the public.
- **Social Media:** Platforms on the internet that allow users to create, share, and exchange content, as well as engage in social networking. Examples include Facebook, Twitter, Instagram, and LinkedIn.
- **Screen time:** the total amount of time an individual spends looking at screens, including smartphones, tablets, computers, and TVs. Monitoring screen time is often considered important for maintaining a healthy balance between digital and offline activities.

Digital Well-Being (Physical and Psychological) Definitions:

- » **Physical Digital Well-Being:** focuses on the impact of digital technologies on physical health, including issues such as eye strain, sedentary behaviour, and the promotion of healthy habits.
- » **Psychological Digital Well-Being:** addresses the emotional and mental aspects of one's relationship with technology, emphasising a healthy balance, mindful usage, and strategies to prevent digital stress and addiction.
- » **Digital Ethics:** the moral principles and guidelines that govern the use of digital technologies. This includes considerations for privacy, security, equality, and responsible use of information and communication technologies.
- » **Control over Technology:** the ability of individuals to manage and regulate their use of technology. This involves setting boundaries, being mindful of usage patterns, and having the capability to make conscious decisions regarding the role of technology in one's life.
- » **Awareness:** in the context of digital well-being, awareness refers to the conscious understanding and recognition of one's digital habits, the potential impact of technology on well-being, and the need for intentional and mindful use of digital tools.

Focus and Attention Span:

- **Focus:** The ability to concentrate on a task or activity without being easily distracted. Digital well-being emphasises techniques and practices to enhance focus and prevent constant interruptions.
- **Attention Span:** the length of time an individual can remain focused on a particular task or stimulus. Digital well-being considers strategies to maintain and improve attention spans in the face of digital distractions.



Understand the implications on the health of digital media consumption

- Discuss the impact of media on mental health and well-being;
- Recognise the potential negative effects of excessive screen time and addiction;
- Understand the concept of information overload and its impact on health
- Recognise the impact of social media on self-esteem
- Understand the implication of filter bubbles, polarisation and echo chambers.

Develop strategies to promote digital well-being

- Discuss how technologies alter the understanding of own identity, how social media could enhance more positive feelings and interpersonal relationships;
- Explore ethical issues related to data collection, privacy policies and targeted profiled advertising.
- Understand the importance of protecting personal data online.



Useful resources

The Ethics of Digital Well-Being: A Thematic Review – Chris Burr:

 <https://link.springer.com/article/10.1007/s11948-020-00175-8>

Google Screen Time:

 <https://wellbeing.google/for-everyone>

ITU Agency Ageing in a digital world – from vulnerable to valuable:

 https://www.itu.int/hub/publication/d-phcb-dig_age-2021

EAVI Conversations:

Christopher Burr at EAVI Conversations 2020:

 [Digital Well-being - YouTube](#)

EAVI Conversations with Myles Dyer:

 [Digital Empathy Gap - YouTube](#)

EAVI Conversations with Dr. Christopher Burr:

 <https://www.youtube.com/watch?v=iZdISIW8RdE>


EAVI Conversations on Digital Empathy Gap


 <https://www.youtube.com/watch?v=R64sWe4pPDY>

 [CONNECTIVI-TEA AND A SLICE OF PIE - EAVI](#)

How can we ensure digital inclusion for older adults?

 [World Economic Forum \(weforum.org\)](https://www.weforum.org)

 [Digital Inclusion: Bridging Divides - Cumberland Lodge Report - Cumberland Lodge](#)

 [Media and information literacy curriculum for teachers - UNESCO Digital Library](#)

 [Reducing social isolation and loneliness among older people \(who.int\)](#)

The Ethics of Digital Well-Being: A Thematic Review:

 <https://link.springer.com/article/10.1007/s11948-020-00175-8>

Using Android digital wellbeing tools:

 <https://www.youtube.com/watch?v=N1SQR9sri5c>

Digital Wellbeing: Technology and our daily lives:

 https://www.youtube.com/watch?v=L7rB_lwlh8M

Digital Wellbeing: Unplug more often:

 <https://www.youtube.com/watch?v=svRzFYlu75U>

Digital wellbeing: Minimize distraction:

 <https://www.youtube.com/watch?v=BnrBwAg-Z4E>



Activity 1#: Digital Well-Being Card Game!

Learning objectives:

- Participants will understand the impact of media consumption on mental, emotional, and physical well-being.
- Participants will learn how to engage with digital media mindfully.
- Participants will discover strategies for making informed choices about their digital consumption to enhance their well-being.

Settings/materials/duration

- **Settings:** Any comfortable meeting space with access to a screen for presentations.
- **Materials:** Cards, markers, or digital devices for marking concepts, handouts, and a projector for presentations.
- **Duration:** Approximately 1.5 to 2 hours.

Implementation of the activity:

Step 1 - Preparation:

- » Gather materials: Create cards (print or digital) with different digital well-being and media literacy-related concepts on them. Concepts may include terms like “Screen Time Limit,” “Fake News Awareness,” “Mindful Scrolling,” “Online Community Engagement,” and “Tech-Free Zone.” ([see annex](#): cards for the trainers)
- » Create a list of digital well-being tips and explanations for each concept on the card.

Step 2 - Introduction:

(15 minutes)

- » Welcome participants and explain the purpose of the activity: to raise awareness about the impact of digital media on well-being.
- » Provide a brief overview of digital well-being and media literacy concepts.

Step 3 – The Game:

(30-45 minutes)

- » Distribute cards to participants.
- » Explain that they need to mark each concept on their cards as they discuss or learn about it during the session.
- » Facilitate discussions on each concept, sharing tips and strategies for maintaining digital well-being. ([see annex](#))
- » Encourage participants to share personal experiences and insights related to each concept.
- » If needed, use real-life examples and stories, short videos to illustrate concepts (see annex)

Step 4 - Debrief

(15 minutes)

- » After the game, lead a group discussion to review what participants have learned about digital well-being and media literacy.
- » Ask participants to share which concepts they found most relevant or eye-opening.
- » Summarise key takeaways and emphasise the importance of mindful digital consumption.

Recommendations for implementation

- Keep the atmosphere relaxed and friendly to encourage open discussions.
- Provide handouts summarising digital well-being tips for participants to take home.
- Use the real-life examples and stories to illustrate concepts (see annex)
- Consider including multimedia elements like short videos or infographics to enhance engagement. (see annex)



Reflective questions

Screen Time Limit:

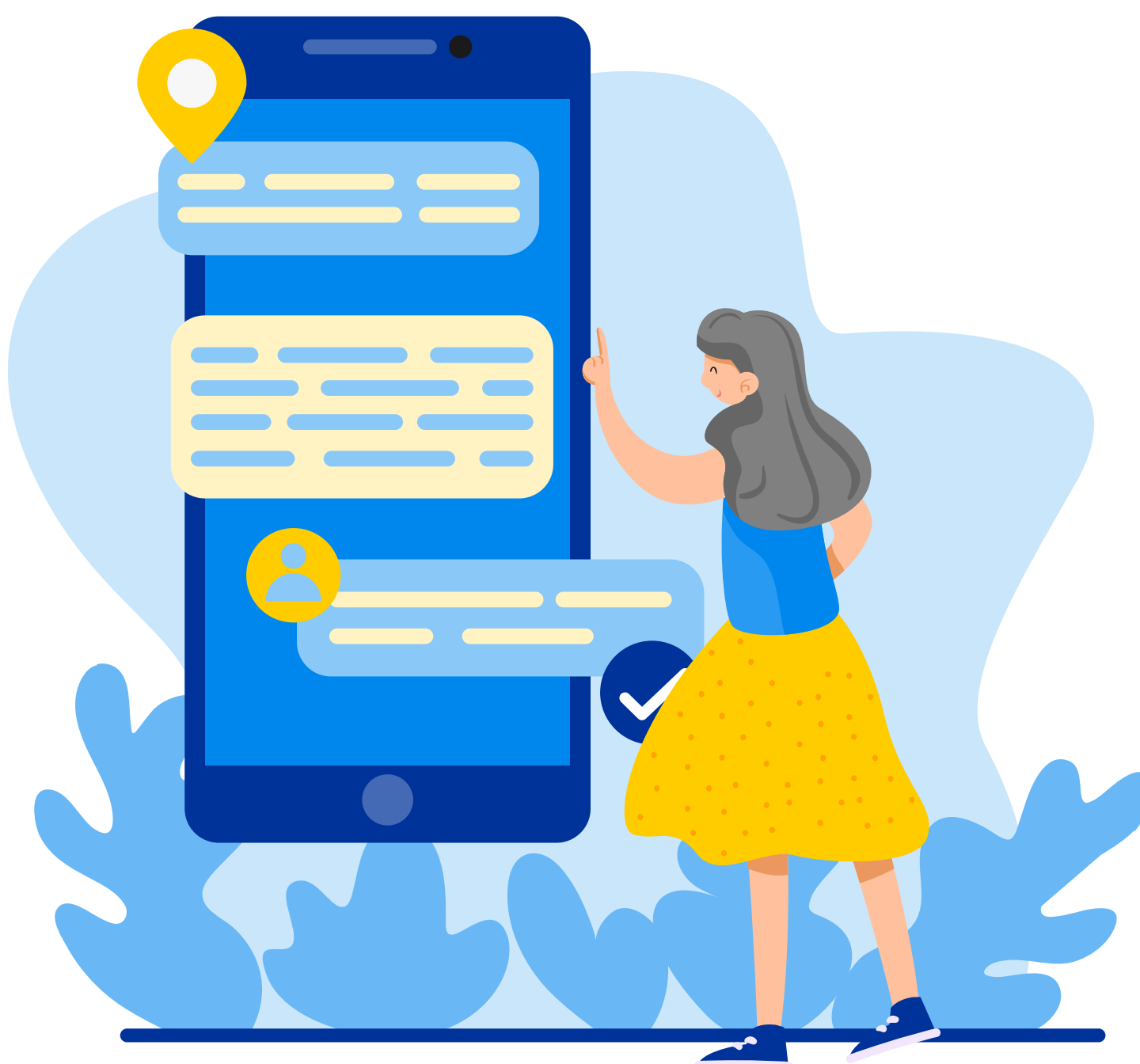
- How has implementing a screen time limit impacted your daily productivity and overall well-being?
- Can you identify specific situations where you found it challenging to adhere to your screen time limits, and what strategies can you employ to overcome those challenges?
- In what ways do you think setting screen time limits contributes to a healthier balance between your digital and offline activities?

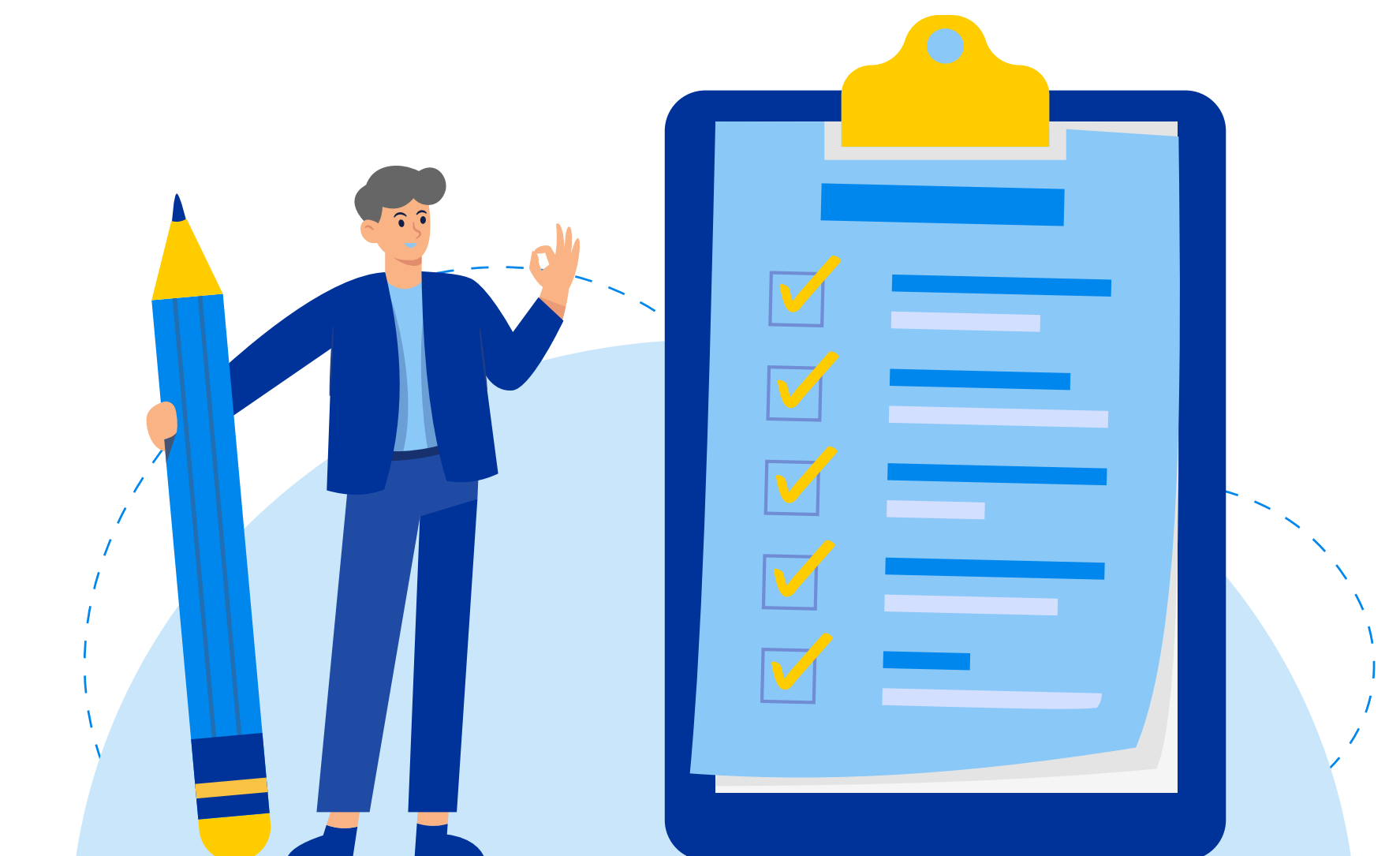
Fake News Awareness

- Share an experience where you successfully identified and avoided sharing fake news. What steps did you take to verify the information?
- How can the development of critical thinking skills contribute to improved fake news awareness?
- In what ways can individuals contribute to promoting fake news awareness within their social circles?

Mindful Scrolling

- Reflect on a time when practising mindful scrolling positively influenced your online experience. What did you notice about your behaviour and mindset?
- How can mindful scrolling contribute to a more positive and fulfilling use of social media platforms?
- What strategies can you employ to break the habit of mindless scrolling and become more intentional about your online activities?





Evaluation of the Module

Quiz for Self-Assessment

To be answered by learners at the end of the module. For a printable version please see the annex.

Questionnaire

To be answered by learners at the end of the module to measure the overall impact of the training program.

Validation of the Module

At the end of the Module, learners will have acquired

Knowledge:

The learners are able to

- Understand the impact of digital and media consumption on mental, emotional, and physical well-being, particularly in older adults.
- Recognize the importance of screen time management and its effects on digital well-being, both physically and psychologically.
- Identify key concepts of digital ethics and the importance of maintaining control over technology use.

Skills:

The learners are able to

- Engage with digital media mindfully, practising awareness and focus to enhance their attention span.
- Apply strategies to make informed choices about digital consumption, identifying what is beneficial for their well-being.
- Implement practical methods to manage screen time effectively, balancing digital engagement with other aspects of life.

Competencies:

The learners are able to

- Make informed decisions about their use of technology and media to preserve and enhance their health and well-being.
- Adapt and utilise digital media in ways that positively impact their feelings, self-perception, and relationships with others.
- Apply knowledge of digital well-being and media literacy to foster a healthier, more balanced interaction with technology and digital media.



ANNEX For Module 5

Media Literacy & Digital Well-Being

Entry Level Test - Media Literacy & Wellbeing

Question 1: Excessive screen time can have negative effects on our physical and mental health.

- a. True
- b. False

Question 2: What is the term used to describe the phenomenon of being exposed to an overwhelming amount of information?

- a. Information overload
- b. Technological dependence
- c. Digital addiction
- d. Social media influence

Question 3: Which of the following is a potential negative impact of social media on self-esteem?

- a. Increased social connections
- b. Enhanced self-confidence
- c. Peer comparison and feelings of inadequacy
- d. Improved body image perception

Question 4: What are filter bubbles, polarisation, and echo chambers associated with?

- a. Technological advancements
- b. Online privacy concerns
- c. Digital well-being
- d. Information bias

Correct answers:

Question 1: a) True. Excessive screen time has been linked to various health issues, including eye strain, sleep disturbances, sedentary behaviour, and mental health problems such as anxiety and depression.

Question 2: a) Information overload. It refers to the difficulty in processing and making sense of excessive information, which can lead to stress, confusion, and reduced productivity.

Question 3: c) Peer comparison and feelings of inadequacy. Social media can sometimes lead to negative comparisons with others, which may contribute to lower self-esteem and feelings of inadequacy.

Question 4: d) Information bias. Filter bubbles, polarisation, and echo chambers are related to the way online algorithms personalise content, potentially limiting exposure to diverse viewpoints and fostering information bias.

Exit Level Test - Media Literacy & Wellbeing

Question 1: Excessive screen time can have negative effects on mental health and overall well-being.

- a. True
- b. False

Question 2: Which of the following best describes information overload?

- a. The overwhelming amount of information available on the internet
- b. The tendency to rely on social media for news and information
- c. The feeling of being overwhelmed and unable to process a large amount of information
- d. The increase in online advertisements and sponsored content

Question 3: Social media can have a negative impact on self-esteem.

- a. True
- b. False

Question 4: What is the term used to describe the phenomenon where individuals are only exposed to information and viewpoints that align with their own beliefs?

- a. Filter bubbles
- b. Echo chambers
- c. Polarisation
- d. All of the above

Correct answers:

Question 1: a) True

Question 2: c) The feeling of being overwhelmed and unable to process a large amount of information

Question 3: a) True

Question 4: d) All of the above



Activity 1#: Digital Well-Being Card Game!

Cards for the trainers / Step 1

The cards should include the following concepts on them:

- “Screen Time Limit”
- “Fake News Awareness”
- “Mindful Scrolling”
- “Online Community Engagement”
- “Tech-Free Zone”



Digital well-being tips and explanations for each concept on the cards:

“Screen Time Limit”

Explanation: A predetermined duration set by individuals or parents to restrict the amount of time spent on digital devices, such as smartphones, tablets, or computers. Screen time limits are often established to promote a healthy balance between digital engagement and other offline activities.

Tips:

- **Set Clear Boundaries:** Establish specific time limits for different activities on your devices, including social media, entertainment, and work.
- **Use Screen Time Tracking Apps:** Many smartphones have built-in features or apps that track your screen time. Utilise these tools to monitor and manage your usage effectively.
- **Schedule Tech-Free Breaks:** Intentionally plan breaks throughout the day where you disconnect from screens to engage in other activities, such as physical exercise, reading, or spending time with loved ones.

“Fake News Awareness”

Explanation:

The ability to recognize and critically evaluate information, especially news stories, circulating on digital platforms that are intentionally misleading, inaccurate, or false. Fake news awareness involves being vigilant about the sources of information and fact-checking before sharing or believing content.

Tips:

- **Verify Sources:** Cross-check information by verifying it with multiple reliable sources before believing or sharing it.
- **Fact-Checking Tools:** Use fact-checking websites and tools to verify the accuracy of news stories and information.
- **Critical Thinking:** Develop critical thinking skills to question the credibility of information, consider the source’s bias, and be cautious of sensationalised content.

“Mindful Scrolling”

Explanation:

The practice of using digital devices, particularly on social media platforms, with intentional awareness and attention. Mindful scrolling encourages individuals to be conscious of their online behaviours, engage meaningfully with content, and avoid mindless or compulsive scrolling that can contribute to feelings of digital overwhelm.

Tips:

- **Set Time Limits:** Allocate specific time slots for social media and stick to them. Set a timer to remind yourself to stop scrolling when your allotted time is up.
- **Unfollow Unnecessary Accounts:** Simplify your social media feeds by unfollowing accounts that contribute to mindless scrolling or negatively impact your well-being.
- **Practice Intentional Engagement:** Before scrolling, identify your purpose—whether it’s staying informed, connecting with friends, or seeking inspiration. Focus on meaningful content rather than endless scrolling.

“Online Community Engagement”

Explanation:

It involves actively participating in and contributing to virtual communities or social groups on the internet. This engagement can take various forms, including discussions, sharing information, collaboration on projects, and building connections with like-minded individuals. Positive online community engagement is a key aspect of digital well-being.

Tips:

- **Choose Communities Wisely:** Join online communities that align with your interests and values to ensure a positive and supportive environment.
- **Contribute Meaningfully:** Actively participate by sharing insights, asking questions, and contributing valuable content. Avoid passive consumption without engagement.
- **Be Respectful:** Practise online etiquette and treat others with respect, especially in disagreement. Foster a positive and inclusive atmosphere within the community.

“Tech-Free Zone”

Explanation:

A designated physical space or period where the use of digital devices and technology is restricted or prohibited. Creating tech-free zones can be a deliberate strategy to promote face-to-face communication, relaxation, and focused activities without the distractions of screens. This practice contributes to a healthier balance between online and offline experiences.

Tips:

- **Define Tech-Free Spaces:** Designate specific areas in your home, such as the dining room or bedroom, as tech-free zones.
- **Establish Tech-Free Times:** Designate certain times of the day, like mealtime or before bedtime, as tech-free periods to encourage face-to-face communication and relaxation.
- **Lead by Example:** Encourage family members or housemates to participate in creating and respecting tech-free zones by modelling the behaviour yourself.

Here are some real-life-like examples and stories to illustrate the following concepts:

Screen Time Limit:

Example: Sarah, a college student, found herself spending long hours on social media and feeling drained. To establish a screen time limit, she decided to use a productivity app that allowed her to allocate specific time slots for studying, social media, and entertainment. By adhering to these limits, she noticed an improvement in her focus, grades, and overall well-being.

Fake News Awareness:

Story: Mark received a forwarded message claiming a new miracle cure for a common ailment. Instead of immediately sharing it, Mark took a moment to fact-check the information. He searched for reliable medical sources and found that the miracle cure was indeed a hoax. Mark, realising the importance of verifying information, chose not to contribute to the spread of fake news and instead educated his friends about the need for fact-checking.

Mindful Scrolling:

Example: Jessica noticed that she was spending excessive time mindlessly scrolling through her social media feeds, often comparing herself to others. To practise mindful scrolling, she implemented a routine: before opening any app, she asked herself why she was doing so and what she hoped to gain. By being intentional about her online activity, Jessica found that she enjoyed social media more and felt less negatively affected by it.

Online Community Engagement:

Story: Alex, a photography enthusiast, joined an online community dedicated to sharing and discussing photography tips. Instead of merely liking posts, Alex actively engaged by commenting with constructive feedback and sharing his own experiences. Over time, he developed meaningful connections with fellow photographers, learned new techniques, and even collaborated on a local photo exhibition—all thanks to his positive and engaged presence in the online community.



Tech-Free Zone:

Example: The Johnson family decided to create a tech-free zone in their living room. They implemented a rule that during family dinners, all devices were placed in a designated basket, encouraging face-to-face conversation. This simple act not only improved their communication but also allowed the family to appreciate and savour their time together without the distractions of screens.

Quiz for Self-Assessment:

1. Please rate your understanding of the following concepts on a scale of **1 (Low)** to **5 (High)**:

Screen Time Limit Awareness:

1	2	3	4	5
---	---	---	---	---

Fake News Recognition:

1	2	3	4	5
---	---	---	---	---

Mindful Scrolling:

1	2	3	4	5
---	---	---	---	---

Online Community Engagement:

1	2	3	4	5
---	---	---	---	---

Tech-Free Zones:

1	2	3	4	5
---	---	---	---	---

2. True or False:

Consuming excessive digital media can have negative effects on mental health.

- a. True
- b. False

Screen Time Limit:

- » Setting a screen time limit is only necessary for individuals with addictive behaviours towards technology.
 - a. True
 - b. False
- » The use of productivity apps for managing screen time is an effective strategy for improving focus and time management.
 - a. True
 - b. False
- » Screen time limits are rigid and cannot be adjusted based on different activities or circumstances.
 - a. True
 - b. False

Fake News Awareness:

- » Fact-checking is an unnecessary step, as most news sources are reliable and accurate.
 - a. True
 - b. False
- » Critical thinking is essential for distinguishing between credible and misleading information.
 - a. True
 - b. False
- » Once fake news is shared, there is little that can be done to mitigate its impact.
 - a. True
 - b. False

Mindful Scrolling:

- » Mindful scrolling involves scrolling through content quickly without paying much attention to individual posts.
 - a. True
 - b. False
- » Practising mindful scrolling requires setting strict time limits for social media use.
 - a. True
 - b. False
- » Mindful scrolling is a one-time activity and does not need to be consistently practised.
 - a. True
 - b. False

3. Please provide a brief reflection on one thing you've learned about digital well-being during this activity:



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