



Responsible use

To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.

Activities







To relay to learners a positive attitude towards digital technologies, encouraging their creative and critical use.

To enable learners:

- ◆ To protect devices and digital content, and to understand risks and threats in digital environments.
- ◆ To understand safety and security measures.
- ◆ To protect personal data and privacy in digital environments.
- ◆ To understand how to use and share personal information while being able to protect oneself and others from damages.
- ◆ To understand that digital services use a "Privacy policy" on how personal data is used.
- ◆ To avoid health risks and threats to physical and psychological well-being while using digital technologies.
- ◆ To protect oneself and others from possible dangers in digital environments (e.g. cyberbullying).
- ◆ To be aware of digital technologies for social wellbeing and social inclusion.
- ◆ To be aware of the environmental impact of digital technologies and their use.

To monitor student behaviour in digital environments in order to safeguard their wellbeing.

To react immediately and effectively when learners' wellbeing is threatened in digital environments (e.g. cyberbullying).

Progression		Proficiency statements
Newcomer (A1) 	Making little use of strategies fostering learners' digital wellbeing.	I am aware that digital technologies can positively and negatively affect learners' wellbeing.
Explorer (A2) 	Encouraging learners to use digital technologies safely and responsibly.	<p>I foster learners' awareness of how digital technologies can positively and negatively affect health and wellbeing, e.g. by encouraging them to identify behaviour (of their own or of others) that makes them happy or sad.</p> <p>I foster learners' awareness of the benefits and drawbacks of the openness of the internet.</p>
Integrator (B1) 	Implementing measures to ensure learners' wellbeing.	<p>I give practical and experience-based advice on how to protect privacy and data, e.g. using passwords, adjusting the settings of social media.</p> <p>I assist learners in protecting their digital identity and managing their digital footprint.</p> <p>I advise learners on effective measures to confine or counter the impact of inappropriate behaviour (of their own or their peers).</p>
Expert (B2) 	Pedagogically supporting learners' use of digital technologies to ensure their wellbeing.	<p>I develop strategies to prevent, identify and respond to digital behaviour that negatively affects learners' health and wellbeing (e.g. cyberbullying).</p> <p>I encourage learners to assume a positive attitude towards digital technologies, being aware of possible risks and limits, but also being confident that they can manage these in order to reap the benefits.</p>
Leader (C1) 	Strategically and critically developing learners' responsible and safe use of digital technologies.	<p>I enable learners to understand risks and threats in digital environments (e.g. identity theft, fraud, stalking, phishing) and how to react appropriately.</p> <p>I critically reflect on the suitability of my pedagogic strategies to foster learners' digital wellbeing and adapt my strategies accordingly.</p>
Pioneer (C2) 	Developing innovative approaches to fostering learners' ability to use digital technologies for their own wellbeing.	I reflect on, discuss, re-design and innovate pedagogic strategies to foster learners' ability to use digital technologies for their own wellbeing.