

# A Praxis Model of Digital Wellbeing for Physical Education

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**Learning to be human in a digital world**



























# Education for a Digital Age

- No tabula rasa exists. We are like sailors who must rebuild their ship on the open sea, never able to dismantle it in dry-dock and to reconstruct it there out of the best materials

(Neurath, 1959, p.201)

- We are building the raft while swimming

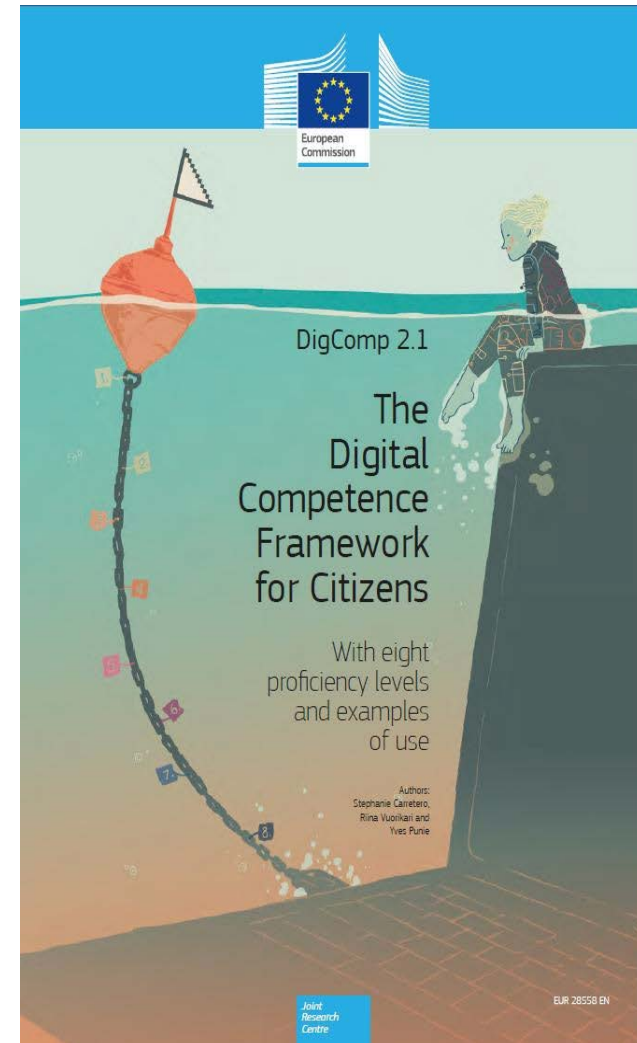
(Floridi, 2015, p.23).

CATEGORY	BUILDERS	BABY BOOMERS	GENERATION X	GENERATION Y	GENERATION Z	GEN ALPHA
	 <p>We prefer proper English if you please</p> <p>Born: &lt; 1946 Age: 73+</p>	 <p>Be cool Peace Groovy Way out</p> <p>Born: 1946-1964 Age: 54-72</p>	 <p>Dude Ace Rad As if Wicked</p> <p>Born: 1965-1979 Age: 39-53</p>	 <p>Bling Funky Doh Foshizz Whassup?</p> <p>Born: 1980-1994 Age: 24-38</p>	 <p>idk Legit Squad Totes Whateus</p> <p>Born: 1995-2009 Age: 9-23</p>	 <p>Lit Fam Hundo Yas RN Lel</p> <p>Born: from 2010 Age: under 9</p>
Social markers	World War II 1939-1945	Moon landing 1969	Stock market crash 1987	September 11 2001	GFC 2008	Trump / Brexit 2016
Iconic cars	 Model T Ford Final, 1927	 Ford Mustang 1964	 Holden Commodore 1978	 Toyota Prius 1997	 Tesla Model S 2012	 Autonomous cars 2020s
Iconic toys	 Roller skates	 Frisbee	 Rubix cube	 BMX bike	 Folding scooter	 Fidget spinner
Music devices	 Record player LP, 1948	 Audio cassette 1962	 Walkman 1979	 iPod 2001	 Spotify 2008	 Smart speakers Now
Leadership style	 Controlling	 Directing	 Coordinating	 Guiding	 Empowering	 Inspiring
Ideal leader	Commander	Thinker	Doer	Supporter	Collaborator	Co-creator
Learning style	Formal	Structured	Participative	Interactive	Multi-modal	Virtual
Influence/advice	Officials	Experts	Practitioners	Peers	Forums	Robo-advice
Marketing	Print (traditional)	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)	In situ (real-time)



# DigComp 2.1 (2017)

1. Information and data literacy
2. Communication & collaboration
3. Digital content creation
4. Safety
5. Problem solving



**USING DESIGN THINKING TO  
DEFINE THE PROBLEM AND, *THEN*,  
DEVELOP A SOLUTION?**

It addresses the biases  
and behaviors that  
hamper innovation.

JEANNE  
LIEDTKA

Professor, Darden  
School of Business

# Why Design Thinking Works

Harvard Business Review October 2018





# Iterative Design Thinking

(adapted from Goligorsky, 2012)

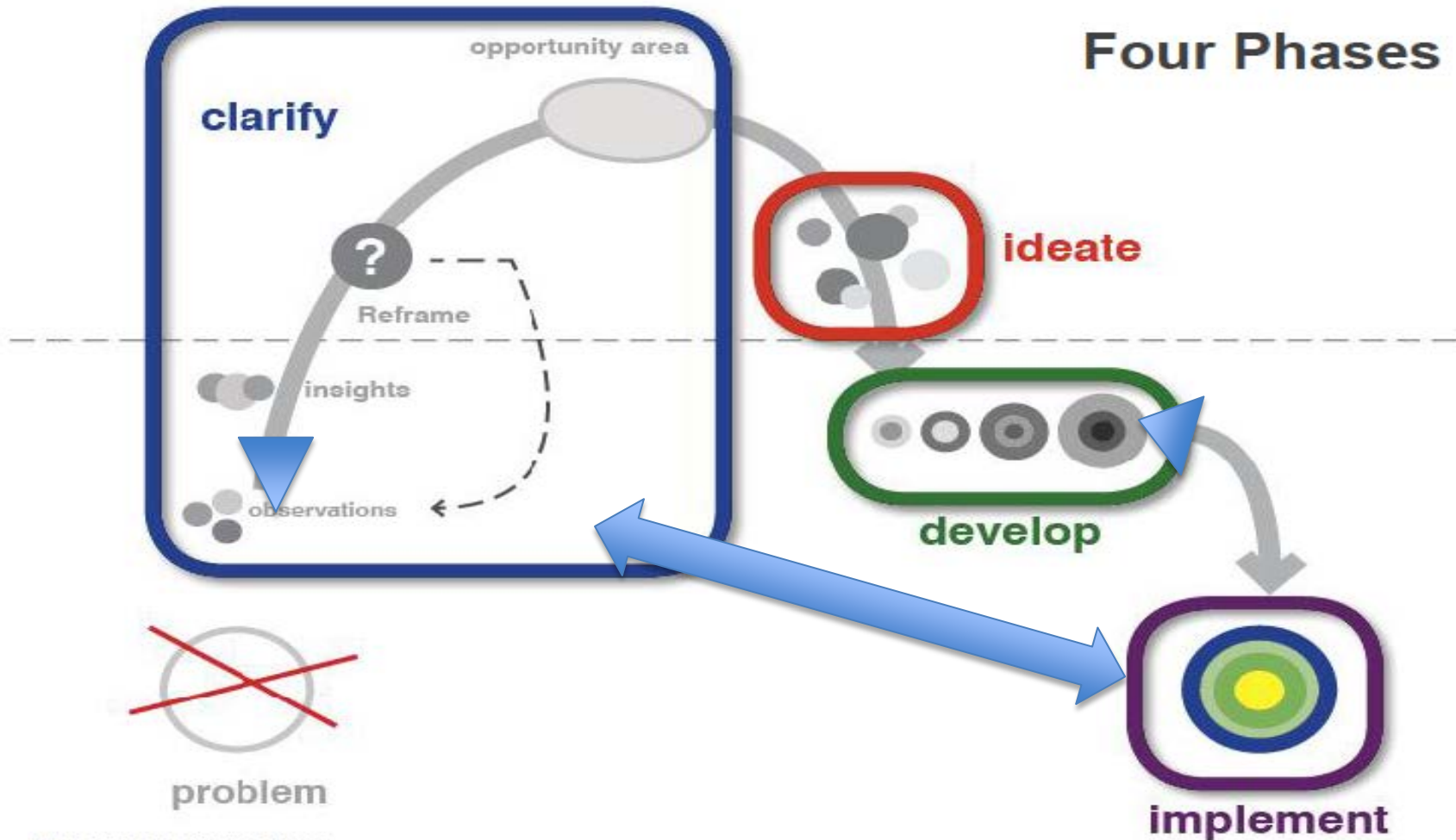


Figure adapted from following sources:

Goligorsky, D 2012 Dec 8, 'Empathy and Innovation: The IDEO Approach,' Lecture, Harvard Business School, Boston, MA.  
Puccio, GJ, Mance, M, and Murdock, MC 2010, *Creative Leadership: Skills That Drive Change*, 2nd ed., SAGE Publications, Inc., Woburn



C  MPASSION



# *John*

**Description:** John is 14. Generation Z. Gets bored easily. Plays or watches sport. Thinks school is okay but not that exciting.

**Needs:** To be engaged in school. To understand if, when and how to take risks. To connect safely with friends in real or virtual time. To be liked by peers.

**Insight:** Unsure of himself, his appearance, his opinions, his masculinity. Only concerned with present. Does not think of future.



***Wicked Problem: How do we educate John to enjoy digital wellbeing?***



**DUPLICATION OF SPACE**



**IDENTITY**



# FUSION





# FLOW







# Connectivism



# Principles of Research with, for and by Youth

**C**onnections

**R**eflexivity

**E**mpathetic

**A**dherence

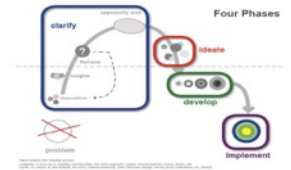
**T**ransparency

**E**mpowerment





# Data Collection Design



## Clarification [EMPATHY]

Persona Development



## IDEATION

1. Anchor Questions

2. Through the Eyes

3. Provocations



## DEVELOPMENT

2D Modeling

16 Secondary School Teachers

4 CPD Providers

April 2017





# Centre for Recovery and Social Inclusion

100 service providers

May 2017



# State of Mind Ireland Industry Forum

IBM, Bank of Ireland, KPMG

30 participants

September 2017





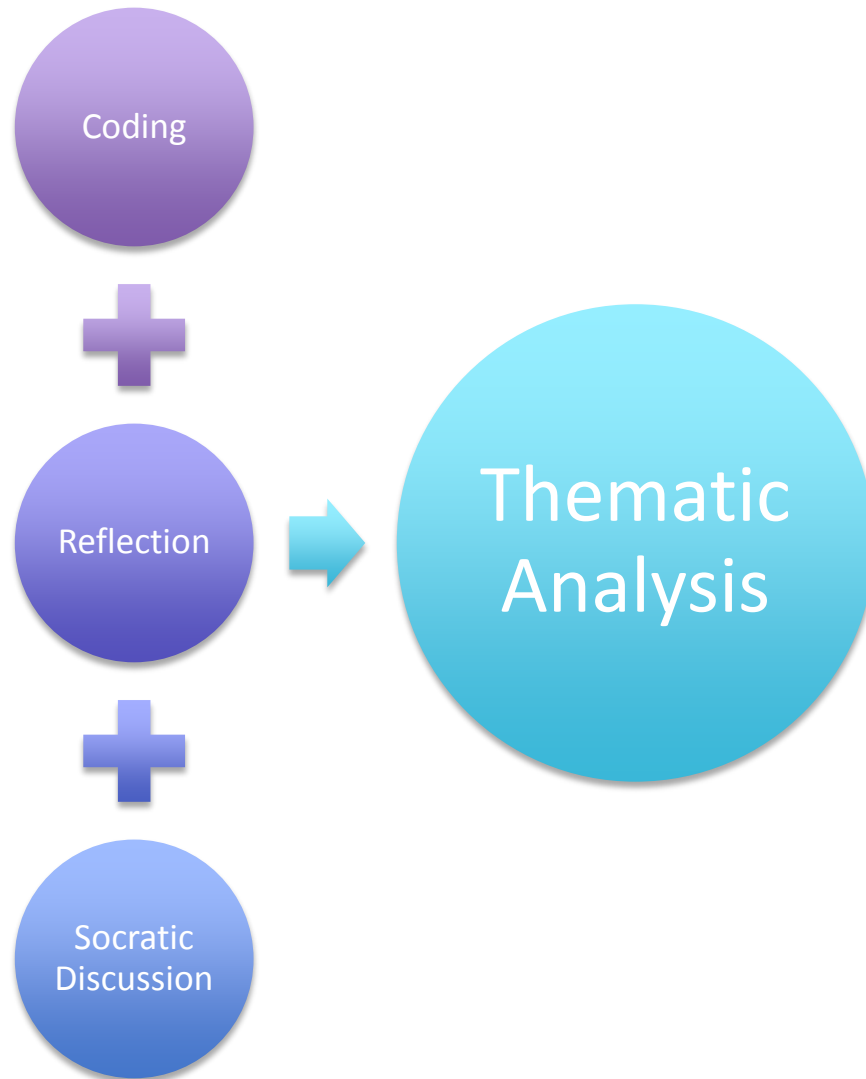
# 2017 EERA Specialist Seminar

9 Countries

30 participants [Young People, Principals, Researchers, Teachers]



# Data Analysis





## **KEY FINDING 1**

**RETURN TO THE PURPOSE OF EDUCATION I.E.  
*GLOBAL AND CONNECTED CITIZENS WHO  
ENACT PRO-SOCIAL VALUES***

**(1) Feeling safe online vs  
Feeling safe face to face:**  
Students felt safer online.

**(2) Impact of being hurt by  
technology**  
death, self-harm

**(3) Apps most used by  
students:**  
Snapchat.

**(4) The best things about  
technology** include -  
Connectivity, Pornography,  
Anonymity;

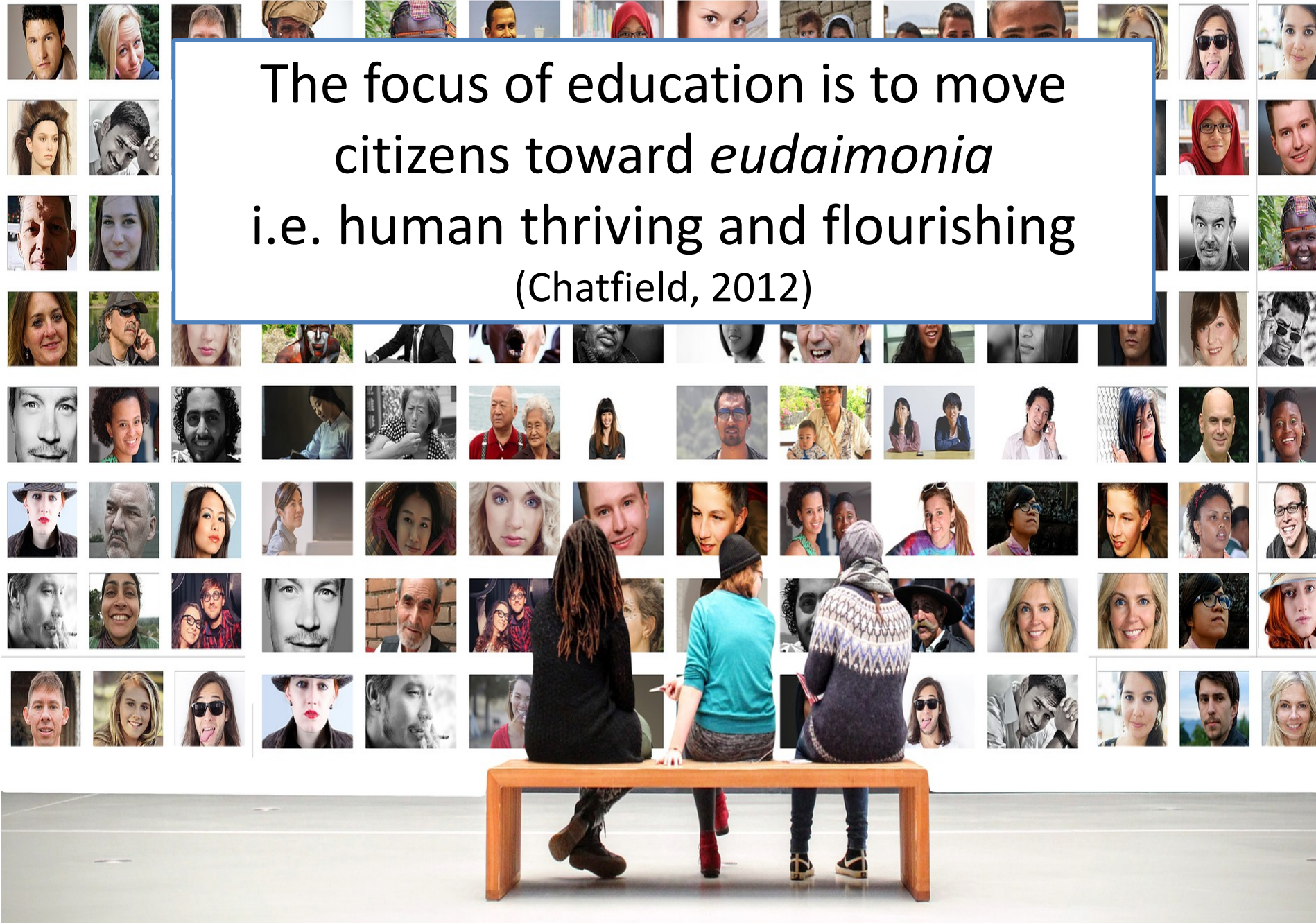
**(5) The worst things about  
technology** include Cyber  
bullying, It's Dangerous,  
Addictive;

**(6) Skills of someone who  
is good with technology**  
hacking, developing  
software or making lots of  
money.

**(7) There is an unwritten  
phone/device etiquette.**  
Knowing friends passwords  
but not invading privacy on  
phone



The focus of education is to move  
citizens toward *eudaimonia*  
i.e. human thriving and flourishing  
(Chatfield, 2012)

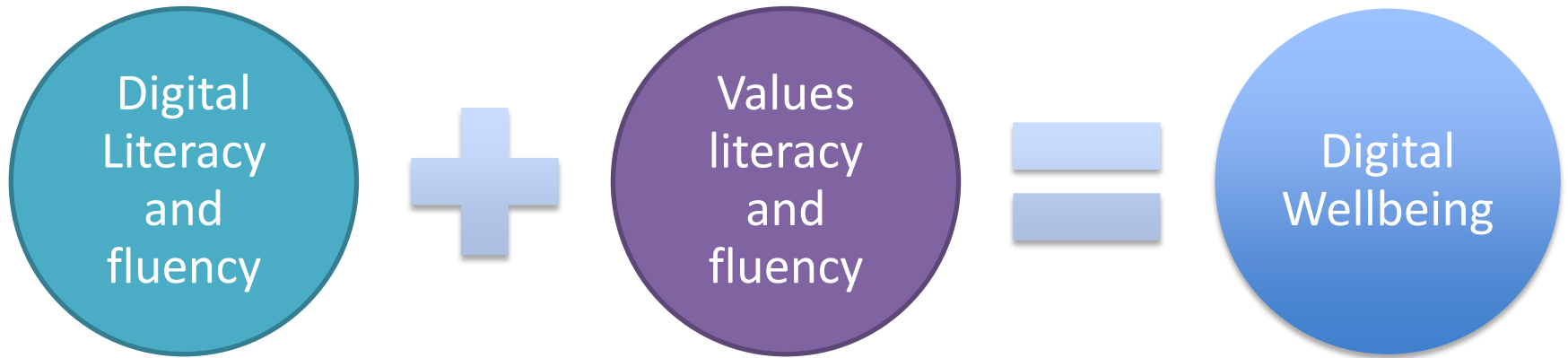


## KEY FINDING 2:

The Praxis of Digital Wellbeing must comprise BOTH *'values fluency education'* and *'digital fluency education'*



# Components of Digital Wellbeing



# Digital Literacy and Fluency

**Digital literacy** - A digitally literate person knows how to use digital technologies and what to do with them.

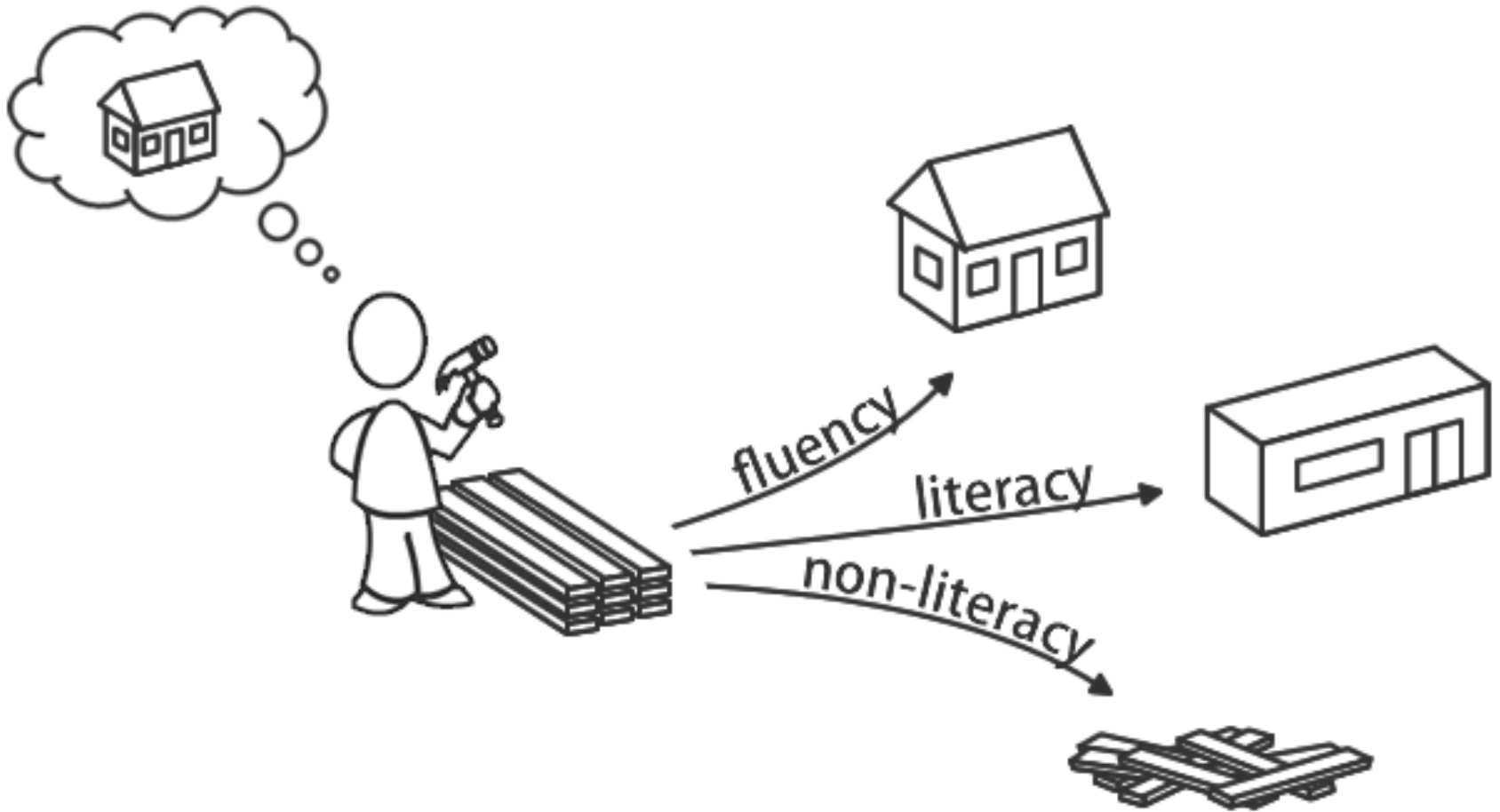
**Digital fluency** - A digitally fluent person can decide when to use specific digital technologies to achieve their desired outcome. They can articulate why the tools they are using will provide their desired outcome.

(The New Zealand Curriculum, 2016)

# Values Literacy and Values Fluency

- **Values literacy** – A values literate person can to read a situation (real or virtual), make a value judgment on it and then enact that value judgment (Chambers & Sandford, 2016).
- **Values fluency** – A values fluent person can articulate why they enact particular values in real and virtual settings and gauge the consequences of such actions (Chambers & Sandford, 2017).





**Figure 1: Values Literacy & Fluency**  
(adapted from 'Digital literacy and fluency', Briggs & Makice, 2012)

# Digital Wellbeing

Digital Wellbeing is the powerful combination of being **digitally fluent** and **values fluent** in **real and virtual settings**. A citizen who enjoys digital wellbeing will **thrive** and **flourish** as s/he is empowered to be **compassionate, connected, curious, creative** and **critically reflexive** in a digital society.

**KEY FINDING 3:**

**THE PRAXIS OF DIGITAL WELLBEING**



# PRAXIS

MODEL FOR  
DIGITAL  
WELLBEING

CURRICULUM



**BDT**

BLOOM'S DIGITAL TAXONOMY

CRITICAL  
REFLECTION

ENGAGEMENT

ASSESSMENT

EXPOSITION

DIGITAL LITERACY  
& DIGITAL FLUENCY

VALUES LITERACY  
& VALUES FLUENCY

LEARNER-CENTRED

SELF

VALUES



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Critical Prosumer of Knowledge

## **Strategy One**

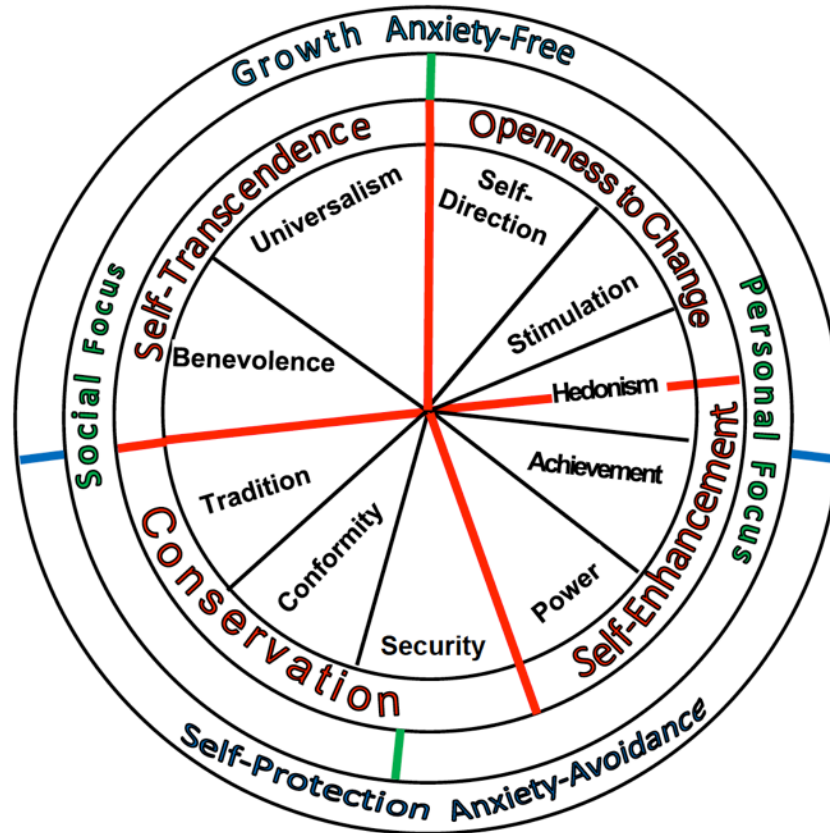
**DEVELOPING THE PERSONAL VALUES COMPASS:  
*RELATIONSHIPS AND REFLECTION***

# Developing the Personal Values Compass: Component parts

Ecological lock	Key		Focus
Ontological Microsystem Macrosystem	<b>1. Personal Mission</b> <i>Personal Mission Statement</i>		Why are you here? What is your purpose? To what larger whole do you feel committed?
Ontological Microsystem Macrosystem	<b>2. Personal Identity</b> <i>Myers Briggs Test</i>		Who are you? What is your personality?
Ontological Microsystem Macrosystem	<b>3. Personal Beliefs and Values</b> <i>Portrait Values Questionnaire</i>		What do you believe in? What are your values?



# Personal Values Compass: *Where are you located?*



(Circular motivational continuum of 10 values in the refined value theory, Schwartz et al., 2012)

## **Strategy Two**

**IMPLEMENTING THE PERSONAL VALUES COMPASS:  
APPLICATION TO VALUES DILEMMAS**

# What is a Values Dilemma?

- A values dilemma is a real-life **value-centred problem**.
- An authentic **case study** highlighting one of the five DigComp 2.1 digital competencies.



# The Values Dilemma

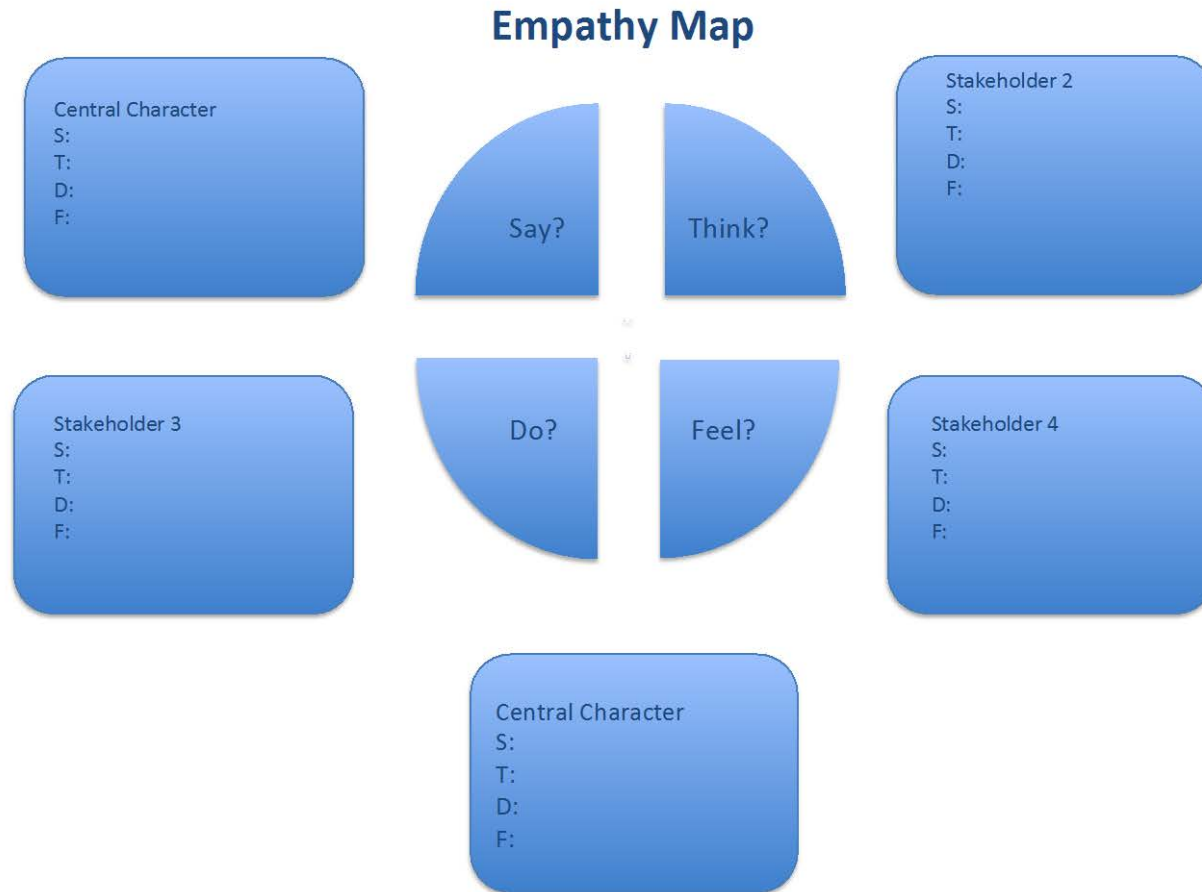
*(Competency 2. Communication & Collaboration)*

Joanie is 12 and going to a co-educational school and has lots of friends. When in PE class, Barry took a video of her performing a gymnastics routine and uploaded it to Instagram. Schoolmates are commenting on this and making fun of Joanie and her body shape. She told her parents what happened and they contacted the school principal. He asked Barry to remove video from Instagram, which he did while sitting in the school principal's office. Tim and Mike still have the video saved on their phones.

# Ecology Map for Central Character and all Stakeholders



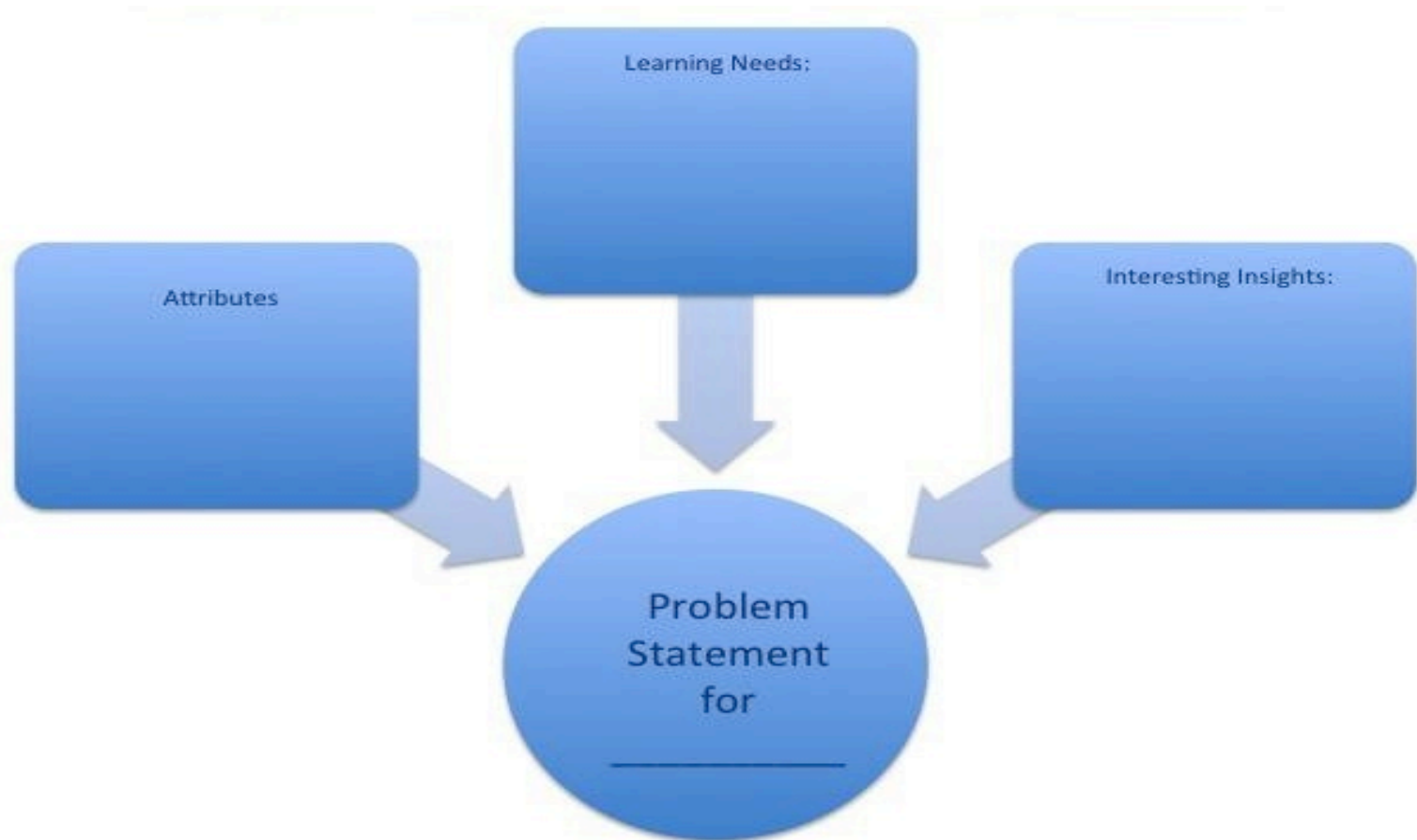
# Empathy Map Template



(adapted from Hasso-Plattner Institute, 2016)

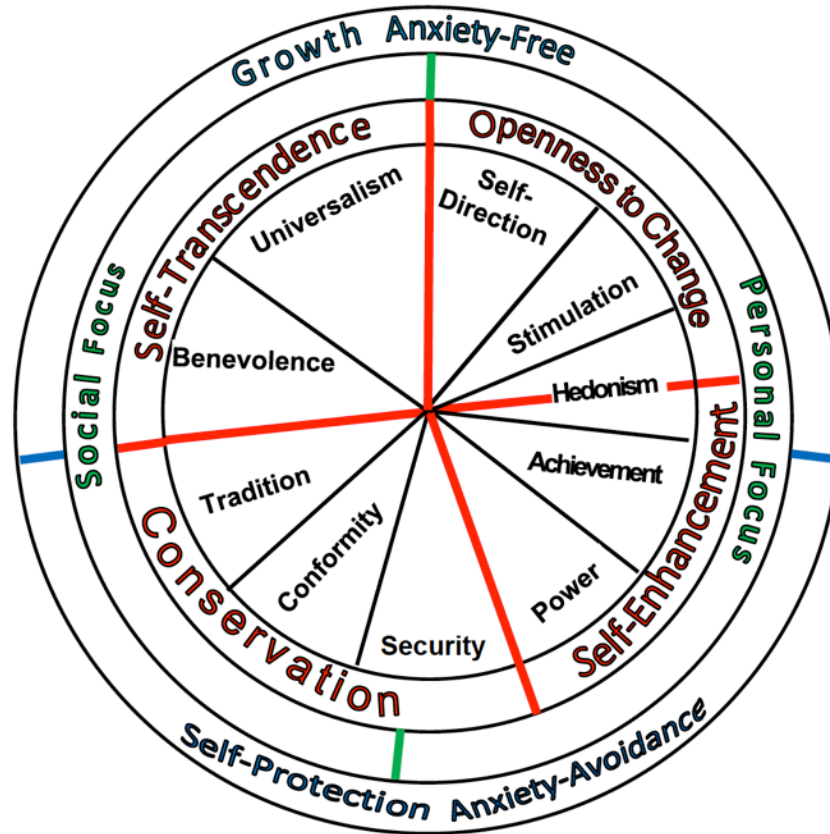


# Problem Statement for each Stakeholder





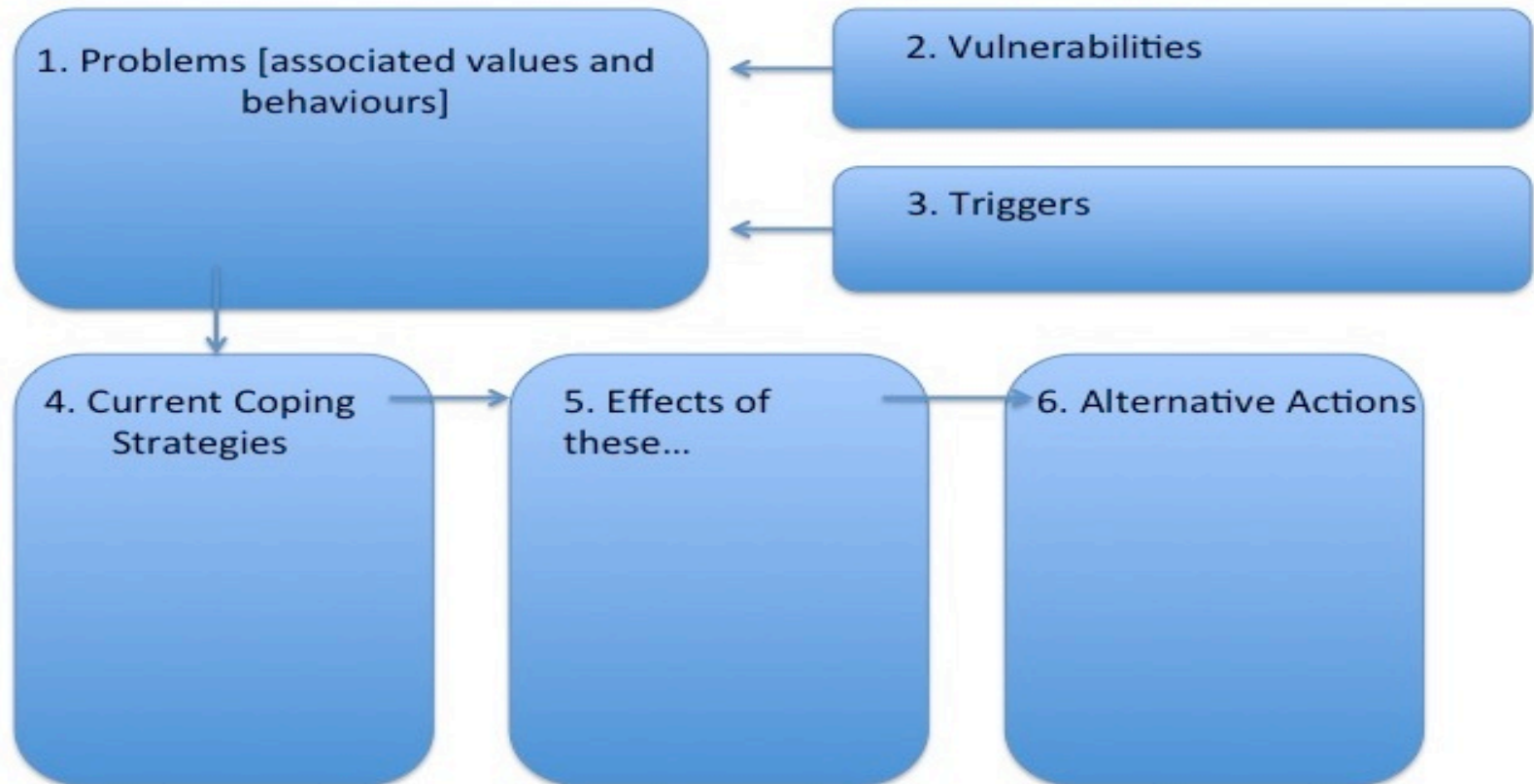
# Personal Values Compass: *Locate Central Character?*



(Circular motivational continuum of 10 values in the refined value theory, Schwartz et al., 2012)



# Cognitive Behaviour Therapy: *Alternative Action Formulation*

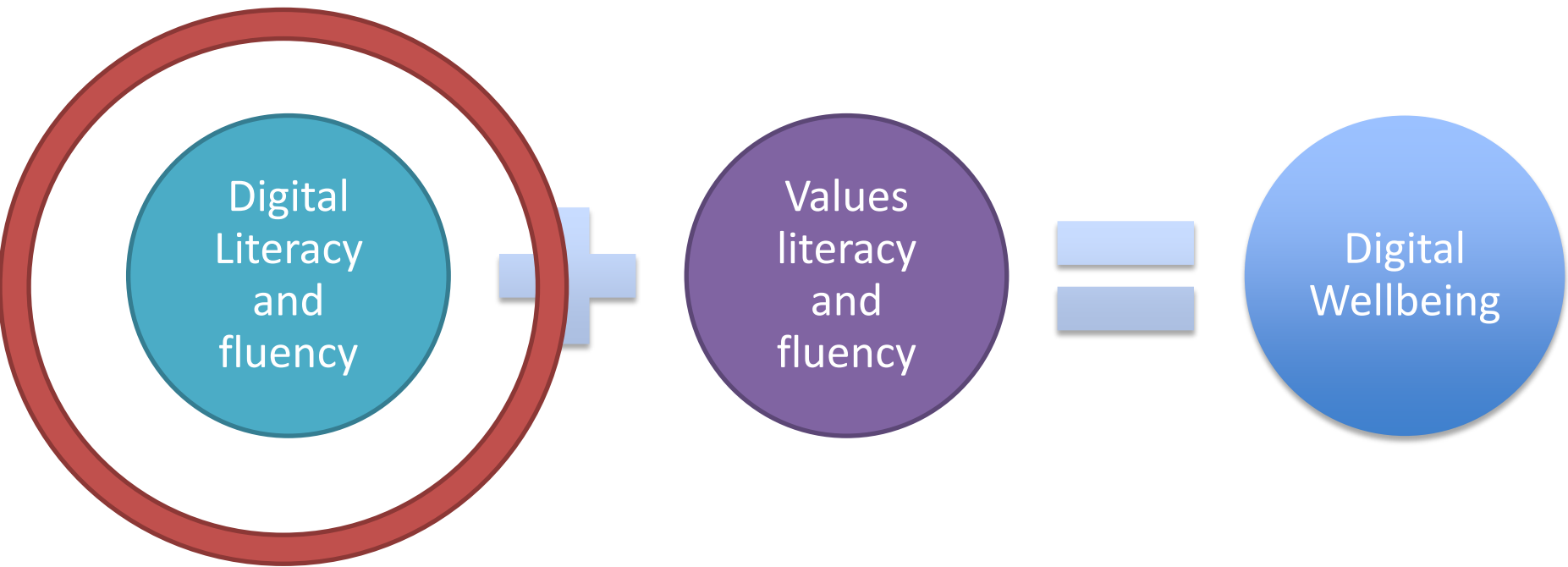


(Adapted from Alternative Action Formulation (Martin, 2018))

## **Strategy Three**

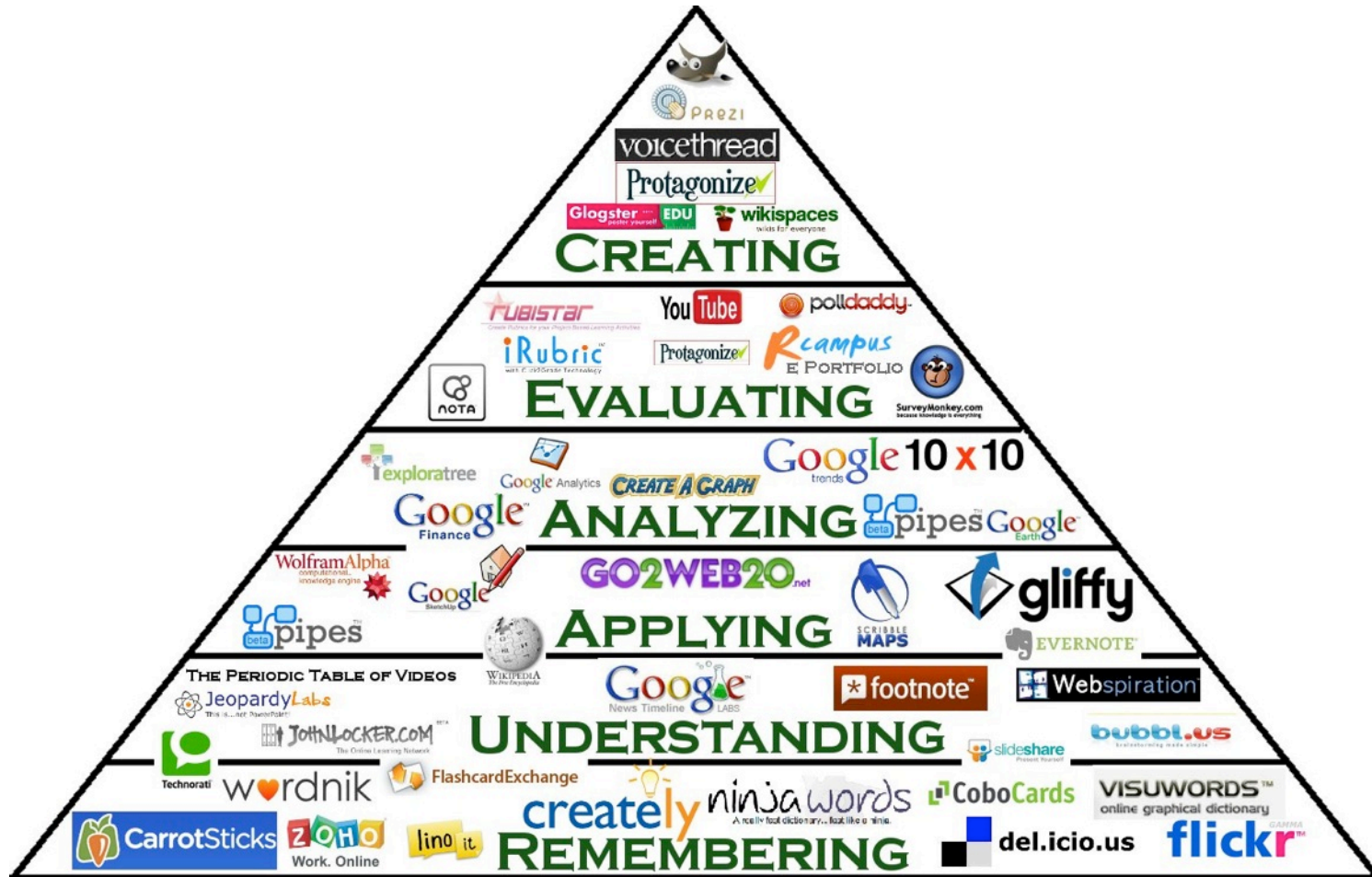
# **LEARNING MATRIX FOR TPACK**

# **DIGITAL FLUENCY EDUCATION**

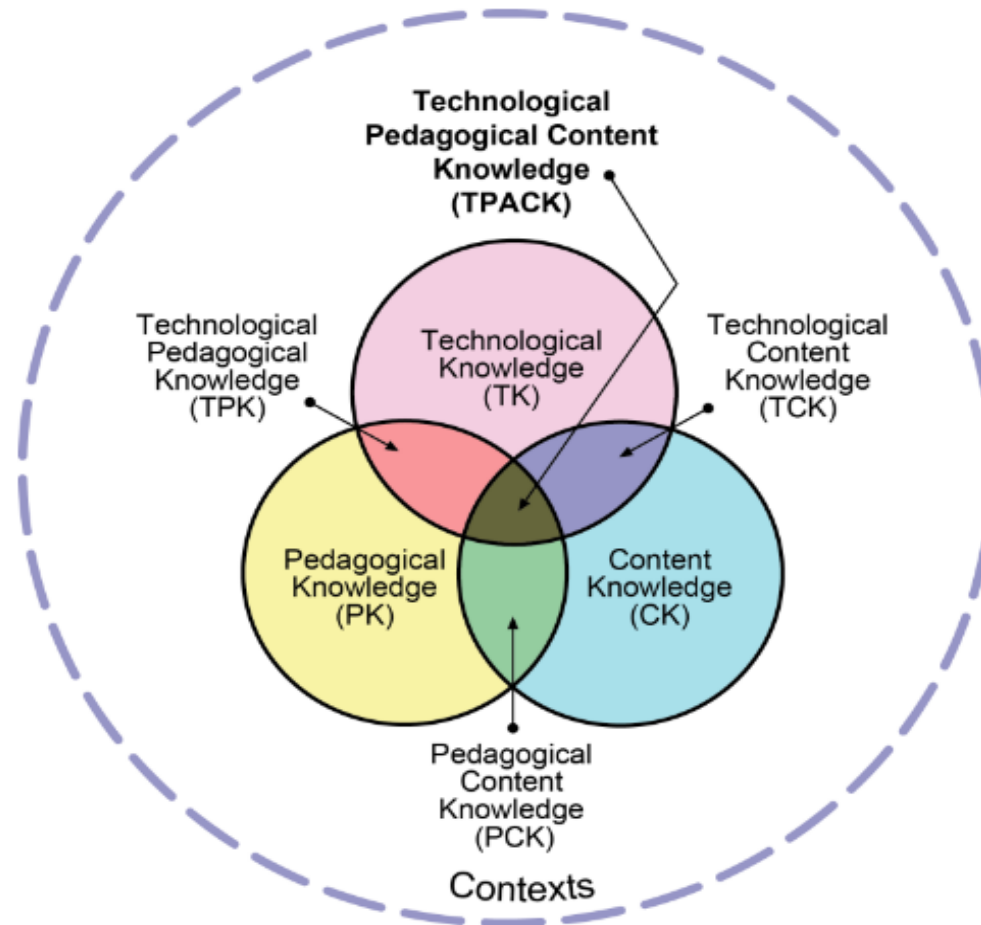




# Bloom's Digital Taxonomy (Churches, 2009)



# Technological Pedagogical and Content Knowledge (Koehler & Mishra, 2005)



# Learning Matrix for TPACK:

## 2. Communication and Collaboration

2. Communication and Collaboration									
Level	Foundation		Intermediate		Advanced		Highly Specialised		
Bloom's Digital Taxonomy	Remembering		Understanding		Applying	Evaluating	Creating		
Sub-level	1	2	3	4	5	6	7	8	
Who is responsible?	Maisie (with help)	Maisie	Maisie	Maisie	Maisie	Teachers, Pupils & School Community	Teachers, Pupils & School Community	Teachers, Pupils & School Community	School and Society
General Comments	Learning the rules of engagement		Autonomous discovery		Independent application to multiple contexts	Guides Others	Able to adapt to others in a changing context	Integrate & contribute to professional practice & guide others	New ideas for the field
2.1 Interacting through digital technologies	With teachers guidance list social media apps	At home, find out what social media the family members use and why?	With classmates, discuss the positive and negatives of interacting through social media	Create an infographic to show the apps used by class and pros and cons of using these.	Explore other ways of using technology to interact	Evaluate where and when such technologies should be used	Developing an app	Create a school web page for colleagues showing variety of possibilities	Use VR pen to create new work
2.2 Sharing through digital technologies	What are the rules about sharing personal material on line	Investigate the copyright and copyleft rules.	How might she have to change her behaviour to ensure she is safe online and that she is not infringing copyright?	What are the pros and cons of Wikipedia?	Creates a personal website on word press	Peer review of website design	A global classroom project on global issue of concern	On site show variety of student work	Create a world in Open Sim for the work
2.3 Engaging in citizenship through	What is citizenship	Identify a person whom	Showing an understanding	Choose a particular	Develop a multimedia art	Set up local school	Installation of the multimedia	Create school policy in	*

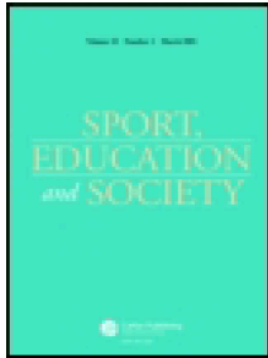


A photograph of a stone staircase leading up a mossy cliffside. The walls are covered in thick green moss and ferns. Two people are walking up the stairs in the distance. The scene is lush and natural.

**Go raibh maith agaibh as éisteacht liom...**

**Merci de m'écouter!**





## Sport, Education and Society



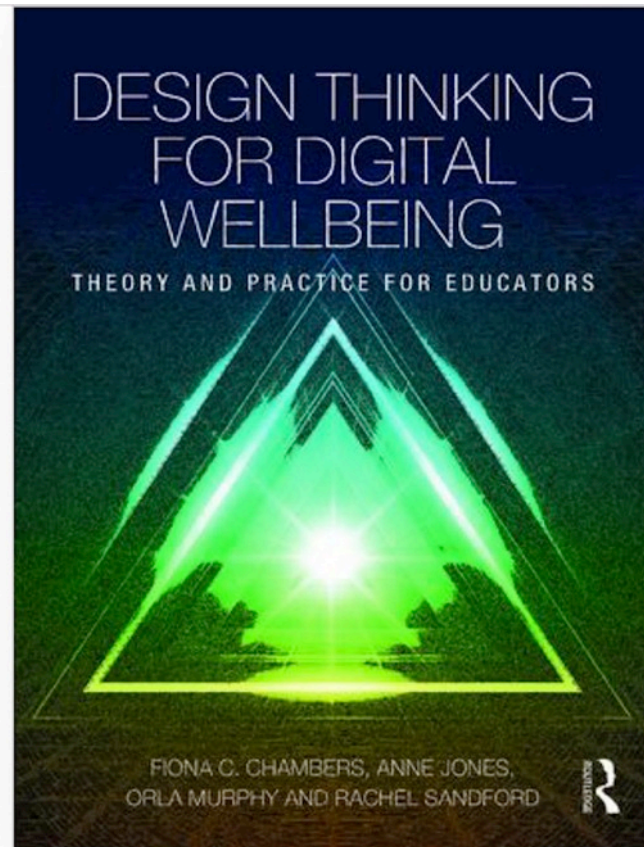
ISSN: 1357-3322 (Print) 1470-1243 (Online) Journal homepage: <http://www.tandfonline.com/loi/cses20>

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# Learning to be human in a digital world: a model of values fluency education for physical education

Fiona Chambers & Rachel Sandford

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# Design Thinking for Digital Well-being

Theory and Practice for Educators, 1st  
Edition

By **Fiona C. Chambers, Anne Jones, Orla  
Murphy, Rachel Sandford**

Routledge



# Contact

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