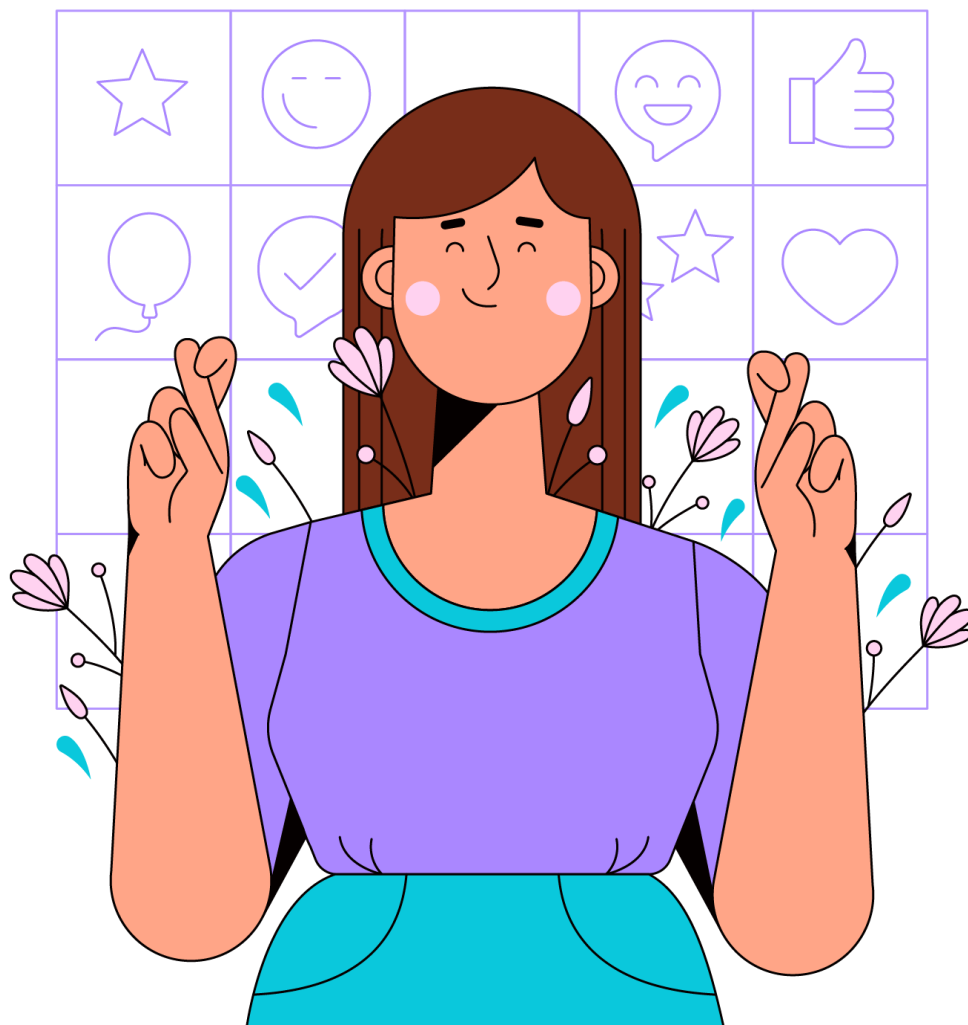


# :PERMA:DIGITAL

## Classroom Observation Tool



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## Classroom Observation Tool

This is a complementary tool to the Student Digital Well-being Index and helps you to recognise how negative and positive digital well-being looks in practice. Pay attention to negative digital well-being signs and bring up these areas when developing the Classroom Compass with your students.

PERMA Digital Well-being Framework Domain	NOTICE THE FOLLOWING	Other notes
Positive Emotions	<p><b>Positive attitudes:</b> Experiences excitement, satisfaction, and pride, especially when digital engagement fosters learning success.</p> <p><b>Emotional exhaustion:</b> Feels drained or burnt out from excessive internet use; upset, frustrated about the amount of time/energy spent on the internet.</p> <p><b>Anxiety or mood dips:</b> Higher screen time (especially over 4 hours/day) links to elevated risks of anxiety, depression, and behavior problems (Liang et al., 2025).</p> <p><b>Irritability or low mood:</b> May emerge due to disrupted sleep or overstimulation from social media.</p>	
Engagement	<p><b>Healthy engagement:</b> Displays flow during digital learning (immersed, focused attention) while being able to stop the engagement.</p> <p><b>Lack of engagement:</b> Exhibits cognitive overload through reduced attention span or executive control after, during heavy screen use.</p> <p><b>Fatigue:</b> Reports mental or physical tiredness tied to prolonged ICT use.</p> <p><b>Detachment:</b> Looks disengaged from real-world activities or body awareness after video-intensive sessions.</p>	
Relationships	<p><b>Social connection:</b> Uses digital tools to maintain friendships—kids with more screen time may also report more close friends.</p>	

	<p><b>Fake social connection:</b> Extensively uses social media apps, but in fact, the majority of their time is used to scroll content not created by their friends and social circles.</p> <p><b>Isolation:</b> High social media use strongly correlates with social isolation, mental exhaustion, and sleep problems.</p> <p><b>FoMO and fatigue:</b> Signs of constant checking (“fear of missing out”) and social-media fatigue indicate unhealthy attachment and lack of self-awareness.</p>	
	<p><b>Social connection:</b> Uses digital tools to maintain friendships—kids with more screen time may also report more close friends.</p> <p><b>Fake social connection:</b> Extensively uses social media apps, but in fact, the majority of their time is used to scroll content not created by their friends and social circles.</p> <p><b>Isolation:</b> High social media use strongly correlates with social isolation, mental exhaustion, and sleep problems.</p> <p><b>FoMO and fatigue:</b> Signs of constant checking (“fear of missing out”) and social-media fatigue indicate unhealthy attachment and lack of self-awareness.</p>	
<b>Meaning</b>	<p><b>Purposeful use:</b> Engaging with technology in structured, meaningful ways supports a sense of purpose and self-efficacy.</p> <p><b>Superficial use:</b> Mindless scrolling or passive browsing fails to fulfill deeper needs for competence, autonomy, or relatedness.</p> <p><b>Disconnection / Reduced Physical Awareness:</b> Long screen sessions can narrow attention to digital stimuli, making people less aware of their posture, breathing, and bodily needs.</p> <p><b>Disrupted Sleep-Wake Rhythms:</b> Overuse of devices, especially at night, interferes with melatonin production and circadian rhythms,</p>	

	<p>weakening the natural bodily signals for rest (Cain &amp; Gradisar, 2010).</p> <p><b>Extremes:</b> Sudden withdrawal from platforms, emotional distress, or repeated cycles of overuse and deletion.</p>	
<p><b>Accomplishment</b></p>	<p><b>Goal attainment:</b> Uses digital tools to set clear academic or work-related goals and completes tasks within planned timeframes.</p> <p><b>Digital self-efficacy:</b> Feels capable of solving problems, mastering new platforms, and improving digital skills.</p> <p><b>Reduced productivity:</b> Spends extended time online without achieving intended outcomes.</p> <p><b>Procrastination:</b> Turns to social media or entertainment platforms to avoid demanding tasks.</p> <p><b>Fragmented focus:</b> Frequent multitasking and notifications interrupt progress and lower task quality.</p> <p><b>Performance pressure:</b> Compares achievements with others online, leading to stress, self-doubt, or avoidance of effort.</p>	