

EDITORIAL

Digital Well-Being

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Educational Institutions across the world have shifted from campus-based teaching and learning to online system of delivery of education. During this transition phase, much emphasis has been laid on the administrative and technological aspects of the online teaching and learning. This includes resource building, faculty development, online student engagement and training. Importance has also been given to the challenges of online assessment which includes but is not limited to online cheating, implementation of online proctoring, and assessment of clinical skills. However, in this process, one of the aspects that has not been given due diligence is the digital wellbeing of the end users i.e., teachers and students.

A new system of teaching and learning with its share of challenges puts stress both for students and teachers and affects their well-being. Well-being is more than just being happy. As well as feeling happy, well-being means developing as a person, being satisfied, and making a contribution to the community (Dodge & Huyton). The digital wellbeing takes into consideration the effect of technologies and digital services on people's mental, physical, and emotional health. It means understanding and identifying the positive and negative impacts of engaging with digital activities and being aware of ways to manage and control these to improve wellbeing (Shah, A., 2019).

To ensure the well-beings of the teachers and students, the enhancement of well-being should be planned by the institutions for short-, mid- and long-term durations. To do this, the institutions should consider the challenges faced by the teachers and students in using the technology to teach and learn, respectively. Institutional leaders should be aware of the pros and cons of the online teaching and learning.

To ensure digital well-being, the process of using technology has to be simple and friendly. It requires training of both teachers and students, selection of user-friendly applications, effectively engaging students in online sessions (Khan, Atta, Sajjad, & Jawaid, 2021), managing technology enhanced assessment, listening to the issue of teachers and students. If this is not done in an effective manner, the results would be catastrophic resulting into disinterest in the delivery and acquisition of knowledge. This would also cause extra stress and burden for students who will end with more extrinsic and cognitive load and less germane load.

Apart from the institutional level, it is important to manage digital well-being at the personal level as well. The time spent on technology should be effectively balanced. Derive more output in lesser time (Gazzaley, & Samuel, 20121). Minimize the distractions and take adequate breaks and find time for your

family (Allen, & Bhuyan, 2021). Monitor the time spent on using the technology (Samuel, & Gazzaley, 2021). This can be done manually. However, applications are available that automatically monitor the technology usage. Daily or weekly reflections on use of technology and how it affects your mental and physical health can be helpful in attaining digital well-being.

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