

Supporting Digital Wellness and Well-Being

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Abstract

Elements of digital life, such as information overload, distraction, privacy concerns, and interpersonal interactions, can significantly affect an individual's well-being. Cultivating digital wellness involves the ability to navigate these aspects of digital life and to make mindful decisions related to time spent, account settings, sharing, and more. Education in support of digital wellness and well-being is an important and growing feature of wellness-related initiatives on college and university campuses. Academic libraries can be key partners in these kinds of programs.

This chapter shares approaches for librarians looking to support digital well-being. Following a review of the literature on digital wellness and college students, the author details a case study of two pilot approaches to digital wellness support at the University Libraries at Virginia Tech: contributing to a large campus-wide event and developing cocurricular workshops. Connecting relevant outreach and instructional programs to digital well-being, and framing them in wellness terms, offered librarians new opportunities to build partnerships across campus and to connect with students.

Introduction

As students learn, create, share their work, and connect with others in online spaces, they contend with several challenges. These challenges include an overwhelming abundance of

information resources, continuous distractions and drains on their time, threats to their privacy and security, and complex social relationships. These digital or digitally mediated aspects of our students' lives are often essential to their sense of well-being; digital life can affect physical and mental health as well as influence subjective experiences such as belonging.¹ Education in support of *digital* wellness and well-being is an important and growing feature of wellness-related initiatives on college and university campuses.

Librarians, health and wellness professionals, teaching faculty, and student affairs professionals are important partners in the work of supporting student digital wellness and well-being. Academic librarians, in particular, can support digital wellness as an extension of programs relating to digital and information literacies, which may take the form of course-embedded or cocurricular workshops, online learning resources, and outreach activities. These kinds of educational programs might address a range of technical, cognitive, and social abilities related to minimizing digital stress and distraction, navigating personal health and safety online, conducting healthy relationships in online environments, and balancing digital interactions with interactions in person.²

As part of larger digital literacy initiatives, librarians at the University Libraries at Virginia Tech piloted two approaches to supporting student digital wellness. First, library faculty hosted a digital wellness table at a student health and wellness resource fair in January 2018. At the table, library faculty prompted students to reflect on their approaches to online identity and digital citizenship through an online personality quiz. (These kinds of personality quizzes ask participants to answer multiple-choice questions about their preferences and habits, often with references to popular culture.) Students then received customized wellness tips based on their results, as well as a follow-up self-assessment that prompted reflection around topics such as creating secure passwords, assessing digital footprint, and updating operating systems and apps. During spring 2018, the library also offered a series of three digital wellness–related workshops, open to all students. These workshops addressed getting organized online, using collaboration tools for productive teamwork, and shaping an online identity to meet personal and professional goals. While attendance was modest, it grew with each workshop. Additionally, some of these workshops have since been adapted to more specific audiences. We hope to continue to expand these efforts in partnership with others.

Following a review of the literature on digital wellness and college students, this chapter shares a case study detailing the wellness table and workshops, including approaches to content and lesson development, challenges and lessons learned, and ideas for adapting these pilot projects to other contexts. By framing relevant outreach and instructional programs around digital wellness, librarians can take advantage of new opportunities to build partnerships across campus and to connect with students.

What Are Digital Wellness and Digital Well-Being?

Digital wellness and digital well-being are emerging concepts in both popular and scholarly conversations used to bring together the dimensions of wellness that come into play

online. Notably, both Google and Apple have recently launched new features in the name of digital well-being. Android users can download Google's *Digital Wellbeing* application, and iPhone users can use Screen Time settings, both of which allow users to track the ways in which they spend time on their mobile devices, set limitations on time within applications, and create reminders to unplug at certain times of the day, among other time-management options.³ Describing its "commitment to digital wellbeing," Google claims, "We're creating tools and features that help people better understand their tech usage, focus on what matters most, disconnect when needed, and create healthy habits for the whole family."⁴ The kinds of features that Google and Apple have launched may offer users appealing options for monitoring and potentially modifying their technology use. However, this emphasis on time management and disconnecting offers a narrow scope for what digital wellness and well-being entail.

In a report on the digital capabilities of educators in the United Kingdom, Helen Beetham used the term *digital wellbeing* to describe "the risks of digital engagement as well as the potential benefits."⁵ Building on Beetham's work, Italian sociologists Marco Gui, Marco Fasoli, and Roberto Carradore defined *digital well-being* as "a state where subjective well-being is maintained in an environment characterized by digital communication overabundance."⁶ While the exact nature of digital well-being varies among individuals, operating within the context of social values and pressures, those in a state of digital well-being are generally able to navigate this overabundance and to use digital technologies toward "a sense of comfort, safety, satisfaction and fulfilment."⁷ For Beetham and for Gui and colleagues, this navigation or application includes knowledge, skills, and attitudes related to online safety, security, and privacy; attention to physical health; management of information and communication overload; equitable communication and collaboration in digitally mediated spaces; and distraction, time, and task management.⁸ Digital wellness and well-being are about making mindful, informed decisions in many areas of digital life, not simply an effort to spend less time online.

Beetham and Gui and colleagues considered digital wellness as an area of competency that should be included within broader digital literacies, and they are not alone in that belief. In fact, "Digital identity and wellbeing" is an area of digital capability in the Jisc digital literacies framework, which was developed out of Helen Beetham's research.⁹ In the Jisc framework, digital well-being is summarized as "the capacity to look after personal health, safety, relationships and work-life balance in digital settings."¹⁰ Traditionally, digital health and wellness have not always been highlighted within definitions of digital literacy or in definitions of related literacies such as media or information literacy. However, when capabilities related to health and well-being *are* included in digital literacy definitions and frameworks, they are often described in terms of digital citizenship and online safety.¹¹ For example, British Columbia's "Digital Literacy Framework" includes privacy and security, relationships and communication, and internet safety as subheadings within digital citizenship.¹² According to the British Columbia Framework, students competent in digital citizenship "understand human, cultural, and societal issues related to technology and practice legal and ethical behavior."¹³ Similarly, the European Commission's Digital Competence Framework for Citizens (DigComp 2.1) includes a safety competence

area with four sub-competencies: the ability to protect devices, protect personal data and privacy, protect health and well-being, and protect the environment.¹⁴ While these frameworks do not highlight well-being as clearly as the Jisc framework, they do clearly align with the abilities that Beetham and Gui and colleagues outlined.

Many of the concepts involved in digital wellness also align with familiar pieces of information literacy. While explicit terms like health, wellness, and well-being do not appear in the text of the ACRL *Framework for Information Literacy for Higher Education*, related concepts are woven throughout. For example, the ability to “make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information” under the Information Has Value frame, is an essential aspect of staying safe online and developing a healthy online identity.¹⁵ Importantly, this framing emphasizes informed, individual choice, indicating that there is no single perfect way to manage personal information and privacy. Additionally, persistence and flexibility in the face of ambiguity and searching challenges are features of the dispositions under Research as Inquiry and Searching as Strategic Exploration.¹⁶ These dispositions speak to the affective nature of dealing with the “communication overabundance” that Gui and colleagues described.¹⁷

The alignment of digital wellness within digital and information literacies make it a natural point of interest for libraries. While many of the concepts involved in digital wellness may already be familiar to academic librarians, framing these concepts within the context of wellness can offer new opportunities to connect to broader campus conversations related to student well-being.

Digital Well-Being and College Students

Digital life can have a significant effect on physical health and safety, mental health, and experiences of life satisfaction and social connectedness.¹⁸ This impact is nuanced, ranging across a broad spectrum of influence, both positive and negative. Mobile applications and wearable technologies can promote healthy behaviors and habits such as exercise and reflection.¹⁹ However, personal computer and smartphone use contribute to negative physical health outcomes such as neck and back pain, carpal tunnel syndrome, and eye strain.²⁰ While networked technologies offer new means for accessing mental health services and support for help-seeking behaviors, social media overuse has been linked to elevated anxiety and depression.²¹ In particular, multiple studies of college students and young adults have found that cell phone and internet overuse negatively impact academic performance (GPA) and life satisfaction, while potentially increasing anxiety and depression.²² Furthermore, although social media and other online communities can be platforms for social connection and foster a sense of belonging among members, they are also points of harassment, bullying, and broader disconnection.²³ While online bullying is often associated with children and teens, college students do also experience cyber-aggression. In a survey of students at one university, 25 percent of respondents had a private video or photo of them shared without their permission and 28 percent had been

sent an “angry, rude, vulgar, threatening or intimidating message online or through text message.”²⁴ Security breaches and questions of personal data ownership also pose threats to the health of our digital identities and broader wellness.

To address the complexities of digital life, colleges and universities are developing digital wellness programs in a variety of formats, including workshops, online modules and resources, and other spaces and services. Table 9.1 presents sample digital wellness initiatives at several colleges and universities. Wellness topics discussed in these initiatives include information security, mindful use of social media, online dating, and digital footprint. These sample initiatives also represent involvement from a variety of campus stakeholders, including the library, information technology, student health, and academic success. As Amber Loos asserted in her column about digital wellness workshops at Southern Illinois University Carbondale, digital wellness programs offer an interesting opportunity for libraries to support student learning, particularly in partnership with others across campus.²⁵ However, determining the exact nature of these programs and partnerships can be challenging, particularly when taking the wide variety of student experiences and needs into account.

Table 9.1
Sample Digital Well-Being Initiatives

College/ University	Initiative	Format	Sponsors
Liberty University ^a	Center for Digital Wellness	Space and services	Center for Academic Support and Advising Services
Rochester Institute of Technology ^b	Digital Self-Defense Training	Workshop series	Information Security Office, Center for Professional Development
Southern Illinois University Carbondale ^c	Digital Wellness Workshops	Workshop series	Library
University of British Columbia Vancouver ^d	Digital Tattoo	Online modules	Irving K. Barber Learning Centre
University of Edinburgh ^e	23 Things for Digital Knowledge	Online modules	Information Services
University of Massachusetts Boston ^f	Social Media and Digital Wellness	Workshop	UMB Sex Talk
University of Washington ^g	Digital Wellness 101	Online resource page	Division of Student Life

College/ University	Initiative	Format	Sponsors
University of Washington ^h	Personal Privacy and Digital Wellness	Workshop	UW Privacy Office, Odegaard Library
Wake Forest Digital Wellness Day ⁱ	Digital Wellness Day	Workshop/ invited speaker	Student Government, School of Divinity, Administrative, Chaplain's Office, Information Systems, Learning Assistance Center, Office of Wellbeing

- a. Drew Menard, "Liberty Starts Nation's First Center for Digital Wellness," *Liberty Journal*, Winter/Spring 2015, <https://www.liberty.edu/journal/article/liberty-starts-nations-first-center-for-digital-wellness>.
- b. "Digital Self-Defense Training," Rochester Institute of Technology, accessed January 8, 2019, <https://www.rit.edu/security/content/digital-self-defense-training>.
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- d. "Digital Tattoo," University of British Columbia Vancouver, accessed January 8, 2019, <https://digitaltattoo.ubc.ca>.
- e. "23 Things," University of Edinburgh, accessed January 8, 2019, <http://www.23things.ed.ac.uk>.
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- i. "Digital Wellness Day," Wake Forest University, accessed January 8, 2019, http://events.wfu.edu/event/digital_wellness_day_overview_of_digital_detangler_6643#.XDTFHM9KhBx.

Digital Wellness at Virginia Tech

The University Libraries at Virginia Tech recently initiated a more coordinated effort around supporting digital literacy on our campus, in conjunction with our work around information, data, and media literacies. The library convened a Digital Literacy Task Force during summer 2016 to begin to define digital literacy at Virginia Tech and to make recommendations for further work. The task force included representative membership from across the library, including the author of this chapter. The task force envisioned digital literacy programming that would be accessible to all students and support core or foundational skill development as well as more specialized, customizable learning experiences. Following the work of the task force, University Libraries developed and launched a framework for digital literacy, incorporating feedback from across the libraries and university. As the newly appointed head of digital literacy initiatives, I led the development of the framework and took on responsibility for coordinating and connecting new digital literacy efforts across the library.

The framework outlines seven competency areas for digital literacy learners: Identity and Wellbeing, Discovery, Evaluation, Ethics, Creation and Scholarship, Communication and Collaboration, and Curation. Our inclusion of Identity and Wellbeing draws directly on the Jisc Digital Capabilities Framework.²⁶ While individual librarians may have engaged with digital wellness topics in the past, the inclusion of well-being in our framework has meant a greater emphasis and visibility in this area. Most notably, the library was invited to host a digital literacy–related table at WellFest, a student health and wellness fair hosted by Recreational Sports, as a direct result of the framework language. One of the event organizers noticed the Identity and Wellbeing area of the digital literacy framework and reached out to me to invite library involvement in the event.

Outreach at a Student Wellness Event

WellFest was held in January 2018, with the goal of connecting students with resources on campus and in the local community across many aspects of wellness. WellFest organizers asked exhibitors to incorporate activities at their tables that would move beyond typical resource fair interactions like passing out flyers.

I was excited about this new opportunity to support digital wellness, and I worked with a colleague in our library communications team to brainstorm approaches for the library's table. We aimed to create a quick, fun interaction that would get students thinking about their current digital well-being, while also providing takeaways and ideas for further growth. Additionally, we saw this as an opportunity to informally assess student perceptions of and reactions to digital literacy and digital citizenship more broadly.

With these goals in mind, we came up with four elements for the library table: a quiz, a poster, handouts, and a prize drawing. For the main activity at the table, we created a short personality quiz using Playbuzz to help students reflect on their approach to digital citizenship. Playbuzz is an online platform that allows individuals and groups to create interactive content such as polls and quizzes. The quiz asked questions about how students

spend their time, what they value, and what kinds of concerns they have online. Based on their answers, the quiz sorted students into one of five citizen types: Networker, Social Media Influencer, Content Creator, Community Contributor, or Skeptic (quiz available at bit.ly/digiciz; see Appendix 9A for quiz questions). This quiz was not intended to be a scientific measure of student skills or values, nor was it intended to specify finalized categories for representing digital citizenship. Rather, our goal for the quiz was to provide a fun, accessible way to engage students in reflection about their approach to their digital lives. Students could choose to take the quiz on the tablet or laptop we provided or to use a link to take it on their phone.

We also created a poster (figure 9.1) to introduce the quiz and to encourage attendees to share their quiz results. The poster included a large heading that reads “What kind of digital citizen are you?” Although we were not sure if the phrase *digital citizen* would resonate with students as familiar, we hoped that it would at least puzzle them or spark their interest. We invited students to share their results by placing a sticker on one of the five sections for each citizen type. This step encouraged students to reflect further about their results in relation to their peers and to see themselves as connected to others who took the quiz, especially as the event progressed. Finally, to promote more engagement and interest, we also offered a prize drawing for a YubiKey security key, which is a small device that can be used in place of or along with a password for more secure authentication. Students submitted their names to the prize drawing, which was completed at the end of the event.

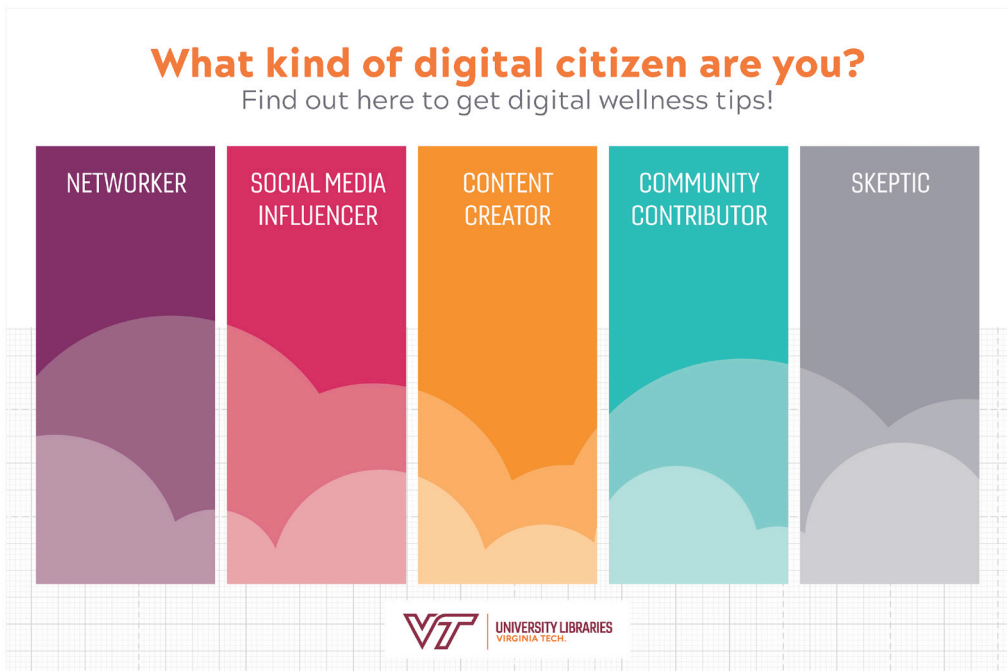


Figure 9.1
Poster used at the WellFest event

Based on their quiz results, we provided students with digital wellness tips through customized handouts for each citizen type. The handouts identified common digital health concerns they may face, such as online reputation, privacy and security, or harmful communication, and then offered ideas for improving their digital wellness (handouts available at <http://odyssey.lib.vt.edu/s/home/item/45>). On the back of each handout we also included a general wellness checklist, which prompts reflection around different aspects of digital wellbeing. The checklist asks if

Online, you regularly...

- Use different passwords for each account
- Use two-factor authentication to log in
- Adjust privacy settings for your accounts
- Backup your content
- Organize your files
- Update your operating systems, browsers, and apps
- Think carefully when sharing personal information
- Google yourself
- Maintain a portfolio or collection of your work
- Communicate respectfully
- Evaluate the credibility of sources before sharing them
- Make intentional choices about how you spend your time
- Unplug when you're feeling overwhelmed

This approach allowed us to give students a starting point for evaluating their digital wellness in a form that was relevant and easy to digest. For the most part, we talked students through the checklist at the table, but invited them to self-assess on their own. While we were very interested in their responses, we wanted to avoid making them feel as if they were being graded or otherwise judged on their digital wellness.

During WellFest, five library faculty worked in shifts to manage the table. By the end of the event, we had interacted with seventy-six students. WellFest took place from four to seven in the evening, and we estimated that most interactions lasted around five minutes, including the quiz. Overall, students responded favorably to the quiz and accompanying resources. Only a few declined to take the quiz. While some were initially puzzled by the term *digital citizen*, they were open to learning more and to reflecting on their priorities and concerns while interacting with others online. Many students identified the wellness checklist activities as useful and important, but things they had not engaged with recently. For example, in reference to googling his name, one student remarked, "Oh, I should definitely do that!" Additionally, forty-four students entered to win the YubiKey security key. Since Virginia Tech had recently transitioned to require two-factor authentication, many were excited to learn that this option even existed, regardless of whether or not they won the prize drawing.

These positive interactions with students at WellFest inspired me to pilot a few workshops during the semester, continuing the wellness theme. I wanted to continue to explore these topics and to see how they might come into play in the classroom, also allowing for more in-depth interactions and learning opportunities.

Wellness Workshops

Over the course of spring 2018, I planned three workshops to address more specific elements of digital wellness. The workshops were planned to speak to some of the common stressors expressed by students I have interacted with: focus and task management, group projects, and professional online presence. In each workshop, I emphasized options and decision-making, acknowledging that wellness online can look different, depending on the individual. And, while I incorporated digital tools into each workshop, I tried to emphasize concepts and flexible strategies over any particular tools.

Each workshop was held in the early evening to accommodate student schedules. Workshops were held in the Newman Library Fusion Studio, a collaborative space for student groups, to encourage involvement from students who regularly meet and work there.²⁷ The workshops were open to students, faculty, and staff, but mostly targeted toward undergraduate students. The workshops were posted to the university events calendar and the library events calendar, shared with liaison librarians to then distribute to faculty and students, posted to a graduate student email discussion list, shared with student groups working in the Fusion Studio, and advertised through library social media channels and digital signage. Workshop attendance was modest but gradually increased over the course of the semester. One library faculty member attended *Organizing Your Digital Life*, five undergraduate students and two library faculty members attended *Online Collaboration and Teamwork*, and eight undergraduate students and two library faculty members attended *Shaping an Online Identity to Meet Your Goals*.

Organizing Your Digital Life: This workshop focused on getting organized online, including tips and tools for managing passwords, tasks, and more. To emphasize the wellness framing, I planned to begin the workshop with a discussion of challenges related to “digital life” and getting organized: What is stressful or slows you down? I anticipated answers like trouble finding files or notes, losing files that were not backed up, dealing with email or other communication, and multitasking more broadly. From here, I would move the discussion to issues with multitasking, emphasizing the need to be more intentional about where we are focusing. Then, I planned to share my top strategies for promoting focus and getting organized, including using a password manager, backing up files, cleaning up your inbox, and managing tasks and lists. However, since the only workshop attendee was a library colleague, we did not work through the whole workshop as planned. Instead, we talked through the main goals and outline of the session. After talking with my colleague and later with others, I reflected that “organizing your digital life” may have been too broad in scope for an hour-long workshop. I have colleagues who have taught more focused workshops on topics like inbox management or calendaring, for a primarily faculty audience, with higher attendance. While I do see value in a broader conversation

about organization and limiting multitasking, it may need more careful framing to appeal to a student audience.

Online Collaboration and Teamwork: During this workshop, students worked on strategizing group projects with digital tools for communication and collaboration. First, I asked the students to imagine their ideal group project: What makes the project successful? How do the group members interact and get things done? What kinds of resources and support does the group have? This framing allowed us to discuss common challenges and stressors for groups in a more positive light. Often, the conversations I have experienced around group projects have been quite negative, reflecting little agency felt among students. Instead, in this conversation, students noted the value of having shared goals, having teammates with a variety of skills and perspectives, and keeping track of deadlines. Then we discussed the role of technology in group work, whether the group is in-person or remote, and best practices for making use of digital tools, such as clarifying roles, communicating respectfully, and paying attention to access and usability for all group members. For the rest of the workshop, attendees had the opportunity to try out four different collaboration and project or task management tools: Asana, Slack, Trello, and Todoist. Students answered reflection questions about their impressions and left with a plan for a strategy or tool to incorporate into one of their current or near-future teams.

Shaping an Online Identity to Meet Your Goals (cotaught with Kayla McNabb, a University Libraries colleague involved with digital literacy): In this workshop, students analyzed their online presence and discussed strategies for both limiting and growing their presence, according to personal and professional goals. After a brief introduction and welcome, students reflected on what they want to communicate about themselves online. Students shared their thoughts with others at their table and then discussed with the larger group. Answers ranged from specific professional competencies and skills to elements of personality, to wanting to keep their presence quite limited. From there, we transitioned to an activity in which the students analyzed their current online presence. The students used Google to search for their names and explored the following prompts:

- What's there? Is it all about you?
- Did anything surprise you?
- What kinds of things did you choose to put out there and what showed up that you didn't know about?
- What changes if you use another search engine like Bing or DuckDuckGo?
- Try putting your name in quotes or adding a keyword that distinguishes you to see if you can get results that are specifically about you.

After about seven to ten minutes of searching, students shared some of their findings. One student was surprised to find a work of art he had shared online almost ten years ago. Some others found news articles with high school sports stats. Following this discussion, Kayla and I shared strategies for both limiting and expanding an online presence. Then, we wrapped up with a reflection on the future: In five or ten years, what do your search engine results look like, ideally? This discussion served to draw connections between online and offline identity and helped students to identify next steps for managing their online presence.

Lessons Learned and Next Steps

The WellFest table and wellness workshops represent two very different approaches to engaging students in digital wellness topics. WellFest offered the opportunity to interact with many students in a short period of time. It also allowed us to tap into an audience of students that many stakeholders were already working to engage. In contrast, the workshops allowed for more extended and focused interactions with a smaller number of students. And, while attendance was fairly low for these initial workshops, I have since been able to revise them for course- and program-integrated instruction. I have taught a version of the collaboration workshop for a business leadership class and have been invited to repeat it in spring 2019. I have also taught a version of the online identity workshop for a group of peer mentors in Career and Professional Development as well as a graduate seminar in Sustainable Biomaterials. Additionally, I have used the digital citizenship personality quiz as an icebreaker during one class and an introduction to both digital literacy and library spaces and services.

This range of outreach and instruction related to digital wellness has provided many opportunities to try new things and have exciting conversations with students. While I have not embarked on formalized assessment, the majority of students I interacted with expressed interest in wellness topics and seemed to find our activities valuable. While continuing to explore similar programming, my next major step is to partner further with our student wellness unit on campus. The library will be hosting a digital literacy symposium in spring 2019 on the theme of online identity. We have invited representatives from Hokie Wellness, the campus wellness unit, to facilitate a version of their Unwind Offline workshop during the event and may explore additional collaborative campaigns.

Adapting This Approach

The approaches described in this case study—facilitating workshops and contributing to campus-wide events—are just two of many approaches to supporting digital wellness on college campuses. Wellness programming can take the form of cocurricular and curriculum-embedded learning opportunities, offered in person, online, or using a hybrid model. Those looking to explore cocurricular support for digital wellness and well-being within their own contexts can begin by reaching out to others on their campuses who have a stake in student wellness or digital literacies. Librarians may be able to support existing campus programs or to partner on something new. These stakeholders may include potential partners in health and wellness, information technology, academic support, career services, and other student affairs units. Shared language and goals are important considerations when connecting with potential partners. For example, the terms *digital literacy* and *information literacy* may not immediately resonate across campus units. However, *digital well-being* may more easily appeal to professionals in student wellness offices, *broader digital competence in professional settings* may connect to career services' goals for preparing students, and articulating more specific concerns with student privacy and security may more readily resonate with IT professionals. Being flexible in the language we use to

describe digital wellness–related concepts and carefully listening to stakeholder interests and needs can help to build and maintain ongoing partnerships in this area.

Including wellness concepts in course-integrated information literacy instruction is another way to begin supporting digital wellness. This kind of integration could include incorporating a discussion of task management and distractions online into a broader session on the research process. Where relevant, librarians might also use online privacy and security as a sample research topic in a searching or evaluation activity, surfacing publications that discuss recent data breaches or strategies for personal data management. First-year experience courses and first-year composition courses may be good places to explore these kinds of topics within the curriculum.

Conclusion

Often, digital wellness and well-being are simplified to the ability to manage time online. This understanding centers on conversations around unplugging from digital life, though limiting time online itself does not necessarily lead to digital wellness. As students learn and connect online, they navigate potential stressors ranging from data breaches to misinformation to negative social interactions to constant notifications and distractions. Cultivating digital wellness is a complex endeavor involving the ability to make informed decisions about time spent, as well as about issues of privacy, social interactions, and media consumption. Engaging in the nuances and complexities of digital wellness is an exciting opportunity for librarians looking to engage students in digital and information literacy topics that influence not just their academic or professional lives, but their personal lives as well.

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Appendix 9A

Digital Citizenship Personality Quiz

1. What would you like to see when you Google yourself?
 - a. Nothing, I'm off the grid
 - b. Social media profiles with lots of followers
 - c. Content created by me
2. Pick a digital role model
 - a. Grumpy Cat
 - b. Sheryl Sandberg
 - c. Edward Snowden
 - d. Beyoncé
 - e. Jenna Marbles
3. Pick something to do online
 - a. Make cool stuff and share it
 - b. Interact with friends and followers
 - c. Read stuff and watch videos
 - d. I try not to spend too much time online
 - e. Follow influencers in my field
4. Online, my biggest concern is
 - a. Privacy and security
 - b. Trolls
 - c. People stealing my work
 - d. False information
 - e. Professional reputation
5. Pick a Parks & Rec character
 - a. Ron Swanson, anti-government department director
 - b. Donna Meagle, extravagant office manager
 - c. Tom Haverford, aspiring entrepreneur
 - d. Leslie Knope, ambitious deputy director
 - e. Ben Wyatt, endearingly awkward state auditor
6. When I find something interesting online, I'm most likely to
 - a. Share it
 - b. Use it to inspire my own content
 - c. Find a source to verify it

Results

- Social Media Influencer
- Networker
- Community Contributor
- Content Creator
- Skeptic

Notes

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