

Digital health facilitator micro-profile

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Persona definition

Name: Lara

Age: 36 years old

Highest level of education: *Master in Education Science, Master degree level 7*

Job responsibilities: She is an Assistant Lecturer whose responsibilities are to contribute to the delivery and teaching as well as facilitating teaching in the subject “Business creation” under the supervision and guidance of a senior academic member of her department. She is also acting as an Academic personal tutor to the students. See a full description of a similar position at <https://wuzzuf.net/jobs/p/289557-Assistant-Lecturer---Marketing-El-Sewedy-Education-Cairo-Egypt>

Goals: Lara knows some pedagogical strategies to help students create elementary digital content. has a good knowledge of privacy and copyright rules (6.3) and wants to improve her digital competences in Digital Health (7.) as she is aware of the possible impact of using digital technologies on learners’ health and knows how to access available health-related information. But she would like to be able to support her students to maintain a positive and healthy interaction among them (7.2 explorer, skills).

Furthermore, Lara wants to be a trustworthy and reliable partner with regard to health issues related to digital learning settings. Her vision is to be a role model in terms of using digital opportunities (7.1 explorer, attitudes).

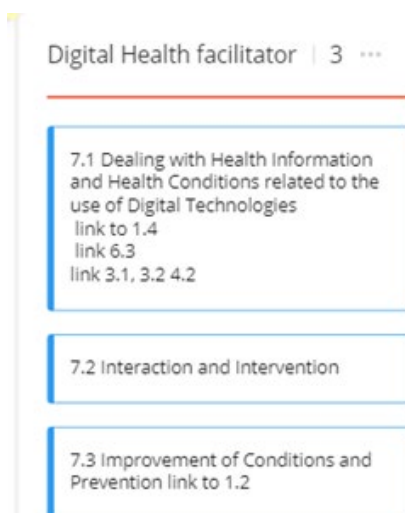
Frustrations:

1. Lara assumes that students’ screen time – besides hours of learning activities – makes up more than 5 hours a day. She doesn’t dare to approach students and make them aware of health issues related to the total amount of hours spent passively or actively with digital devices. We can consider her competences’ starting point can be described as 7.1. explorer, attitudes in the EdDiCo Learning Maturity model.
2. As a lecturer, Lara provides a variety of teaching formats (including IT-based), trying to adapt to the personalities of learners. But it needs a lot of effort and therefore, she spends many hours in the evening tailoring the learning units for three different groups of students. Her

- family has to stand down. Lara suffers from sleep deprivation and needs some change. Seeking support, she recently read a book on self-care and joined a self-help group of University members. We can consider her competences starting point can be described as 7.2. expert, knowledge and skills using the EdDiCo Learning Maturity model.
3. Lara worries about being accepted by the leadership with her ideas of improvement for student's digital learning and educators' situation, which might entail some change in the department (e.g. software, processes etc.). She'd love to learn how to communicate her observations as well as ideas for the creation of a healthy learning environment. We can consider her competences starting point can be described as . 7.3. Explorer, attitudes using the EdDiCo Learning Maturity model.
 4. Lara is concerned about the impact of ergonomic malpractices, but she doesn't know how to communicate and guide her students to get the proper information to avoid physical injuries derived from wrong postures while using digital devices. We can consider her competences starting point can be described as 7.2. Interaction and intervention Explorer knowledge and 7.3 Improvement of condition and prevention Explorer knowledge and 1.2 Organisational communication Explorer attitudes using the EdDiCo Learning Maturity model.

Competences addressed by this micro-profile

A Digital health facilitator can be any educator who masters any or all of the digital competences next described.



7.1 Dealing with Health information and conditions related to the use of Digital Technologies is defined as competences of being aware of the health impact of digital technologies and able to explore up-to-date health-related information. To monitor own and learners' situation and apply evaluated information for framing meaningful use of digital technologies in learning processes (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on page 28. Analysing evidences (see page 21).

These competences contribute to enhancing competences related to 1.4 Digital Continuous Professional Development (CPD) which definition is available on page 16 of the previously mentioned report. Moreover, 7.1 competences can be enhanced or improved when educators

excel competences related to 6.3 Digital content creation (see page 26), 3.1 Teaching (see page 18), 3.2 Guidance (see page 18) and 4.2

7.2 Interaction and intervention: Is defined as competences to support the healthy use of digital technology, and maintain a positive interaction with learners or peers regarding health issues. To offer or seek support if the evidence requires. (EdDiCo suggestion). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on page 28.

7.3 Improvement of condition and prevention: Is defined as competences related to explore, discussing and implement measures and improvements regarding learners' and own health. To foster own and learner's ability to employ digital technologies for the sake of health. (EdDiCo suggestion) Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on Page 29. To develop these competences is required and recommended to master 1.2 Professional collaboration competences, which definition is available on page 15 of the previously mentioned report.