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In the light of the findings provided by the **'INFODEMICS' Comprehensive Research Report**, new statements have been developed for 13 of the 20 competences described in the 5 competence areas of the **DigComp 2.2 framework**, with the goal of bolstering the health and well-being aspect of it and with a focus on youth.

DIMENSION 1 • COMPETENCE AREA 1. INFORMATION AND DATA LITERACY

DIMENSION 2 • COMPETENCE 1.1. BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT



DIMENSION 3 • PROFICIENCY LEVEL

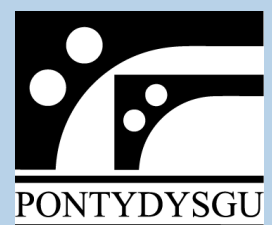
FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">• identify the general possibilities of search engines (e.g., Google search) to avoid a particular source or word result that could harm my research regarding health and wellbeing.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">• find my search history records that could expose personal information regarding my health and wellbeing.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">• describe the possibilities of search engines with advanced options to improve my search results to better sources of information regarding health and wellbeing.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">• use search engines with advanced options (language, region, specific source domain, file type, usage rights, searching exact words or avoiding words etc) to improve my search results to better sources of information regarding health and wellbeing.



FORMATION ET SENSIBILISATION
DE LUXEMBOURG



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Infodemics

The '**INFODEMICS**' **Comprehensive Research Report** investigates how youth is affected by the **health & well-being** misinformation phenomenon, which, lately, has been boosted by two major challenges: **Digitalisation & Covid-19 crisis**

DIMENSION 1 • COMPETENCE AREA
1. INFORMATION AND DATA LITERACY

DIMENSION 2 • COMPETENCE
1.2. EVALUATING DATA, INFORMATION AND DIGITAL CONTENT



DIMENSION 3 • PROFICIENCY LEVEL

FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">investigate the sources of health and wellbeing information shared by others.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">fact-check basic health information I read on websites.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">keep a list of trustworthy sites known to share truthful information about healthcare.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">collate a set of useful resources and tools to help me to evaluate the trustworthiness of the media I consume that influences my perception of health and wellbeing.



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The Report has 3 main goals:

1. To identify challenges, gaps & best practices for developing the competences & skills needed by young people to critically analyse media information.

DIMENSION 1 • COMPETENCE AREA
2. COOMUNICATION AND COLLABORATION

DIMENSION 2 • COMPETENCE
2.2. SHARING THROUGH DIGITAL
TECHNOLOGIES



DIMENSION 3 • PROFICIENCY LEVEL

FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">• recognise appropriate technologies to find and share veridic and fact-checked health information.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">• recognise appropriate technologies to find and share veridic and fact-checked health information.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">• select and utilize appropriate technologies to find and share verified and fact-checked health information, being aware of how this can impact the people I share the information with.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">• explain how to find and share verified and fact-checked health information through digital technologies, being aware of how this can impact the people I share the information with.



2. To explore possibilities that the DigComp framework can provide to enhance the digital competence of youth in relation to health & wellbeing.

DIMENSION 1 • COMPETENCE AREA
2. COOMUNICATION AND COLLABORATION

DIMENSION 2 • COMPETENCE
2.3. ENGAGING CITIZENSHIP WITH DIGITAL TECHNOLOGIES



DIMENSION 3 • PROFICIENCY LEVEL

FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">• identify digital services that offer health and wellbeing information to preserve my own and others' health.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">• recognise simple technologies to empower myself to participate in health and wellbeing discussions and contexts to preserve my own and others' health.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">• select well-defined and routine digital services that allow me to engage in health and wellbeing discussions and contexts in a safe manner.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">• discuss digital services that allow me to engage in health and wellbeing discussions and contexts in a safe manner.



3. To develop innovative competence statements for the DigComp framework that focus on the relevance of health & wellbeing

DIMENSION 1 • COMPETENCE AREA
2. COOMUNICATION AND COLLABORATION
DIMENSION 2 • COMPETENCE
2.5. NETIQUETTE



DIMENSION 3 • PROFICIENCY LEVEL		
FOUNDATION	1	At a basic level and with guidance, I can:
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:
INTERMEDIATE	3	On my own and solving straightforward problems, I can:
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

The assumption of youngsters being “digital natives”.

DIMENSION 1 • COMPETENCE AREA
2. COOMUNICATION AND COLLABORATION

DIMENSION 2 • COMPETENCE
2.6. MANAGING DIGITAL IDENTITY



DIMENSION 3 • PROFICIENCY LEVEL

FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">• recognise and describe simple types of health information produced by others.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">• describe ways in which other online users use content to build and protect their digital persona and health information.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">• research an online persona to make an informed judgement about the trustworthiness of the health care information they most frequently share and produce.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">• choose networks and online spaces which have a positive effect on my health and wellbeing and make trustworthy connections within those spaces.



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

Extended use of social media, where misinformation is most prevalent and spreads faster.

DIMENSION 1 • COMPETENCE AREA

3. DIGITAL CONTENT CREATION

DIMENSION 2 • COMPETENCE

3.2. INTEGRATING AND RE-ELABORATING DIGITAL CONTENT



DIMENSION 3 • PROFICIENCY LEVEL

FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">select factual, trustworthy information with which to create new health and wellbeing content.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">select ways to modify and present content which retains the integrity of the health and wellbeing information.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">recognise and explain ways in which others may modify and present health-related content.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">explain how others might manipulate health content to convey a particular message.



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

Lack of critical thinking and fact-checking skills, as well as lack of motivation to learn.

DIMENSION 1 • COMPETENCE AREA

3. DIGITAL CONTENT CREATION

DIMENSION 2 • COMPETENCE

3.3. COPYRIGHT AND LICENCES



DIMENSION 3 • PROFICIENCY LEVEL		
FOUNDATION	1	<p>At a basic level and with guidance, I can:</p> <ul style="list-style-type: none">understand the importance of ethics, human privacy and dignity in the digital contexts.
	2	<p>At a basic level and with autonomy and appropriate guidance where needed, I can:</p> <ul style="list-style-type: none">identify simple rules of copyright and licences (i.e., GDPR, Creative Commons) that apply to personal, health and wellbeing data, digital information and content.
INTERMEDIATE	3	<p>On my own and solving straightforward problems, I can:</p> <ul style="list-style-type: none">describe well-defined and routine rules of copyright and licences (i.e., GDPR, Creative Commons) that apply to personal, health and wellbeing data, digital information and content.
	4	<p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none">discuss rules of copyright and licences (i.e., GDPR, Creative Commons) that apply to personal, health and wellbeing data, digital information and content.



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

Risk of cyberbullying, harassment, social exclusion and online violence. Plus risk of addiction and excessive time in online environments.

DIMENSION 1 • COMPETENCE AREA

4. SAFETY

DIMENSION 2 • COMPETENCE

4.2. PROTECTING PERSONAL DATA AND PRIVACY



DIMENSION 3 • PROFICIENCY LEVEL		
FOUNDATION	1	At a basic level and with guidance, I can: <ul style="list-style-type: none">recognize the existence of hacking protection software.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can: <ul style="list-style-type: none">download and install anti hack software to protect my personal health and wellbeing information.
INTERMEDIATE	3	On my own and solving straightforward problems, I can: <ul style="list-style-type: none">explain how my data can be protected and supported in case of illegal practices and from troubling scenarios online.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can: <ul style="list-style-type: none">edit or delete any (harmful) content that a hacker creates on my account that could jeopardize information related to my personal health and wellbeing.



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

Misinformation can affect mental health: feeling unable to differentiate true facts from fictitious information fuels psychological distress.

DIMENSION 1 • COMPETENCE AREA
4. SAFETY
DIMENSION 2 • COMPETENCE
4.3. PROTECTING HEALTH AND WELL-BEING



DIMENSION 3 • PROFICIENCY LEVEL		
FOUNDATION	1	At a basic level and with guidance, I can: <ul style="list-style-type: none">recognise the time I spend on social media daily.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can: <ul style="list-style-type: none">approach the news and anything I read online related to health and wellbeing with critical thinking.
INTERMEDIATE	3	On my own and solving straightforward problems, I can: <ul style="list-style-type: none">detect who may be holding or profiting from the information I share regarding my health and wellbeing.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can: <ul style="list-style-type: none">make informed and conscious choices, about the safety and trustworthiness of the online places I access while referring to multiple health and wellbeing sources to gather new insights into a certain topic.



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

Youngsters do not always check official health e-sources when seeking health information.

DIMENSION 1 • COMPETENCE AREA
5. PROBLEM SOLVING

DIMENSION 2 • COMPETENCE
5.2. IDENTIFYING NEEDS AND
TECHNOLOGICAL RESPONSES



DIMENSION 3 • PROFICIENCY LEVEL

FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">• identify platforms, tools and digital environments which are not suited to my needs when searching for health and wellbeing information.
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">• remove myself from platforms, tools and digital environments which are not suited to my health and wellbeing needs.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">• prevent content which is not suited to or is harmful to my health care needs from being a part of my digital environment.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">• flag content, tools or environments which may be harmful to my health and wellbeing (For example by interacting with a platform moderator).



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

Exposure to misinformation, often promoted by algorithms and marketing strategies, or by individuals such as peers, influencers, false experts, etc.

DIMENSION 1 • COMPETENCE AREA

5. PROBLEM SOLVING

DIMENSION 2 • COMPETENCE

5.3.CREATIVELY USING DIGITAL TECHNOLOGY



DIMENSION 3 • PROFICIENCY LEVEL				knowledge (K), skill (S), or attitude (A)?
FOUNDATION	1	At a basic level and with guidance, I can:	<ul style="list-style-type: none">• acknowledge the existence of basic digital mental health apps and tools created for tracking changes in mood or behaviour and learning mental health issues coping strategies.	K
	2	At a basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none">• identify and use essential assistive technologies that can support mental health through apps or tools (e.g., guided meditation apps, mood tracking apps, or digital cognitive behavioural therapy tools) and identify and use trustworthy online communities or forums to connect with others who share similar mental health or wellbeing challenges or goals.	S
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none">• share knowledge of at least one unusual digital tool with a reliable and credible source that can help to conduct primary research and gather information on specific mental health or wellness issues.	S
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none">• repack and share in creative ways (such as making a video, poster, etc.) trustworthy information on mental health or wellbeing issues using advanced digital tools and digital strategies.	K, A



Some of the main identified challenges, gaps and needs of youth in digital environments that are related to health and well being are:

Lack of spaces and competence for talking about our digital lives in offline settings.

DIMENSION 1 • COMPETENCE AREA

5. PROBLEM SOLVING

DIMENSION 2 • COMPETENCE

5.4.IDENTIFYING DIGITAL COMPETENCE GAPS



DIMENSION 3 • PROFICIENCY LEVEL		
FOUNDATION	1	<div>At a basic level and with guidance, I can:</div> <ul style="list-style-type: none">recognise that there may be gaps in my own digital literacy competence with respect to accessing and understanding health and wellbeing information.
	2	<div>At a basic level and with autonomy and appropriate guidance where needed, I can:</div> <ul style="list-style-type: none">identify ways to find support for my own digital literacy development.
INTERMEDIATE	3	<div>On my own and solving straightforward problems, I can:</div> <ul style="list-style-type: none">explain how producers and sharers of health and wellbeing information have differing levels of digital literacy competence.
	4	<div>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</div> <ul style="list-style-type: none">Discuss how my own and others digital literacy competence could be improved.