



DAILY PROGRAMME

Digital Wellbeing: Attention, Phones and School Life

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 What Are We Actually Trying to Fix?	DAY 2 The Classroom You Control	DAY 3 The Rule as One Instrument Among Several	DAY 4 What Has to Sit Around Any Rule	DAY 5 A Restriction Is Not a Digital Strategy
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Day by day

Day 1

What Are We Actually Trying to Fix?

- **Icebreaker:** introductions and a round on what phones currently look like in each participant's school
- The two concerns that get argued as if they were one: classroom distraction, and adolescent wellbeing
- **Attention residue:** why an interrupted task keeps costing something after the phone is face-down
- What PISA's 2025 results found about digital distraction in science lessons, and how that compares with PISA 2022's finding on maths lessons
- The sleep pathway, where much of the academic effect appears to run, and what that implies for a school whose only lever is the school day
- **The limits:** the questions this body of evidence does not answer
- **Close:** each participant writes a one-page problem statement for their own school — what has been seen, what has been assumed, and what belongs to families rather than the timetable, with each claim marked as evidence, suggestion or open question

Day 2

The Classroom You Control

- **Warm-up:** “The last time I lost the thread” — in pairs, describe the last time your own attention slipped in a meeting or lesson and what pulled it away; it opens the day on attention
- Where attention is lost inside a single lesson, and what task-switching actually costs
- Each participant maps one lesson they really teach, minute by minute, and marks the losses
- **Rebuilding that lesson:** the transitions, and the moments a device genuinely earns its place
- Writing a one-line classroom device norm a single teacher can hold with no backing from above
- A short spoken response for the moment a phone appears — neither a confrontation nor a shrug
- **Close:** in small groups, each response is tested against the difficult version of the student

Day 3

The Rule as One Instrument Among Several

- **The European map:** full-day bans, classroom-only restrictions, and systems moving from advisory to binding rules
- Conditional restriction as the dominant European model — off by default, permitted for medical needs and special educational needs, and in most systems not applied to teacher-supervised educational use
- Each participant locates their own country and their own school on that map
- **Drafting the rule:** why, when, where and how, and how exceptions are handled openly
- The parent letter, including the published route a parent uses to reach their child during the school day
- **Who is consulted before rather than after:** students, staff and families
- **Close:** the logistics that quietly decide the outcome — who collects, whether storage is trusted enough to be used, and why a gap between a strict and a lenient colleague damages a policy from inside; today's ideas go onto the three-column sheet — alone, with a colleague, needs leadership

Day 4

What Has to Sit Around Any Rule

- **The transition nobody plans:** the four to six weeks in which some students show irritability, anxiety or withdrawal
- What break times need in them, and how to notice the student whose social life ran through a screen
- Each participant builds a six-week transition plan for their own school
- **The compliance gap:** why a rule works for students who were already engaged and adds friction for those whose difficulties were never about the phone
- The equity edge — the family that can afford a decoy handset, and the student whose phone is the only connected device they own
- **Composite profiles, no names:** writing what happens differently for a student the standard rule will fail
- **Close:** the staff side — the relief teachers report at no longer fearing they are filmed without consent, the burden of policing, and the unfair expectation that a teacher should out-compete optimised content for attention; today's ideas also go onto the three-column sheet

Day 5

A Restriction Is Not a Digital Strategy

- What a school still owes its learners once phones are away: devices that work, connectivity, somewhere to charge them
- **Teacher discretion:** authorising a phone for a clearly defined purpose, and why most European systems leave that door open
- The contrast the report draws between systems that moved incrementally and consultatively and those that moved fast and centrally
- **Assembly:** everything produced this week sorted into three columns — alone, with a colleague, needs leadership
- Writing the third column as a request addressed to a named person, with a date to review it
- Each participant names the single change they will make in their first fortnight back
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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