UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Kit Benessere Digitale

2425-BENESSERE-DIG

Learning objectives

The Kit explains why – when studying or working in a context of permanent connectivity – digital media become a true resource only when their side effects are managed. This is illustrated in light of research findings but is also experienced firsthand through practical activities. The course is designed for students at the University of Milano-Bicocca, and its completion grants 1 CFU (university credit). It is based on research conducted at the University of Milano-Bicocca and international literature.
Through seminar-style lectures, self-observation, hands-on activities, and direct use of specific applications, the Kit provides tools to maximise the benefits of remote learning and studying in highly connected environments, while also enhancing overall digital well-being.

Contents

Time management, self-control, goal setting, and advance planning (e.g., time management apps such as Google Tasks, Todoist, and effective use of digital calendars)
Setting up the study or work environment
Posture, eyesight, and ergonomics (based on Bicocca employee training; example: f.lux app to reduce eye strain and sleep disturbances)
Strategies to moderate cognitive load (chunking, signaling, pacing)
Limiting multitasking and fragmentation
Managing smartphone use while studying (examples of apps like Forest, YourHour)

Detailed program

Prerequisites

Sufficient logical skills and a good level of general knowledge; reasonable learning, writing, and oral communication skills. Ability to read in English.

Teaching methods

Seminar-style lectures, self-observation, hands-on activities, and direct use of specific applications.

Assessment methods

Evalution of home assignments

Textbooks and Reading Materials

- Gui, M., Fasoli, M., & Carradore, R. (2017). Digital well-being. Developing a new theoretical tool for media literacy research. *Italian Journal of Sociology of Education*, 9(1), 155-173.
- Landriscina, F. (2007). Ma si fanno i conti con il carico cognitivo? *Journal of e-Learning and Knowledge Society*, 3(1), 63–74.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING