# Analysis of student essays: 'Digital Hell' and 'Digital Paradise'

This analysis is based on two samples of essays written by students in TechWell focus groups. A total of 17 students were asked to describe their personal perceptions of digital hell and digital paradise as a tool for a deeper understanding of the emotional, behavioral, and cognitive dimensions of digital well-being from their perspective.

1. **Research objectives**
* To map the key elements with which students associate digital environments, both positive and negative.
* To identify recurring themes and emotional attitudes.
* To make sense of how these perceptions can be used to create personas and educational resources.
1. **Perceptions of the digital inferno**

**- Information chaos, misinformation and confusion (2 mentions)**

 *- "Hell is not being able to find what you are looking for, everything is confusing."*

 *- "When you search for exactly something and get thousands of irrelevant results."*

**- Mental strain, anxiety, online harassment (2 mentions)**

 *- "Online bullying is what makes the internet a digital hell."*

 *- "When someone judges you online for no reason."*

**- Addiction, loss of time and focus (2 mentions)**

 *- "In digital hell, you can't stop scrolling."*

 *- "You get out of school and spend hours on TicToc without realizing it."*

**- Data misuse and invasion of privacy (1 mentions)**

 *- "When platforms track you and use your personal data."*

1. **The idea of digital paradise**

**- Orderly, clear and functional environment (2 mentions)**

 *- "When everything is easy to find and well organized."*

 *- "Auto-save, no paywalls and a clear menu."*

**- Balance between online and offline life (1 mentions)**

 *- "When you're not dependent on your phone and have time for sports and meetings."*

**- Creativity, inspiration and interactivity (2 mentions)**

 *- "My digital paradise is a place to share ideas and creativity."*

 *- "Having interactive lessons and feeling part of the process."*

**- Positive, supportive community (1 mentions)**

 *- "Where there is room for like-minded people and understanding."*

1. **Relationship to persona typology**

## Completing the concept of educational scenarios and resources

Based on the analysis, the following guidelines are proposed for creating appropriate educational resources:

1. Create resources that provide clearly structured and accessible information.
2. Include elements of interactivity and participation - students value dialogicity.
3. Provide opportunities for self-reflection and choice, giving a sense of control.
4. To encourage a healthy digital rhythm through gamification, breaks and offline activities.

## Correlation between essays and persona typology

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| Persona type | Key features in essays | Examples from the essays |
| The Focused Practitioner (Maria) | Seeks clarity, order, avoids distractions, likes a well-structured digital environment | "It's easy to find what you're looking for... no interruption, no chaos" |
| The Independent Researcher (Assen) | Prefers to explore, go it alone, interested in different perspectives | "To have synthesized information, to be organized, but also to be able to dig deeper into the topic" |
| Interactive learner (Kaloyan) | Values visual and practical elements, doesn't like dry theory | "Heaven is when I learn through videos, games and interactive stuff" |
| The Collective Learner (Ellie) | Wants to share, exchange ideas, not be isolated | "Able to share with other people in the field... have a community" |
| The passive observer (Slavi) | Feels lost, overwhelmed, doesn't know where to start | "Hell is when you don't know where to start and everything is useless" |

## Recommendations for creating training scenarios according to the typologies

1. The Focused Practitioner (Maria):
Create scenarios with a structured path, clear progression and logical sequence. Add instructions, objectives and summaries.
2. The Independent Researcher (Assen):
Offer scenarios with choices, navigation to additional information, elements for independent research.
3. The Interactive Learner (Kaloyan):
Include visuals, simulations, games, interactive videos, and case work.
4. Collective participant (Ellie):
Build scenarios with team tasks, forums, opportunity for comments and working together on a project.
5. The passive observer (Slavi):
Use short milestones, positive reinforcement, prompts for feedback, personal support from teacher.