

## **APPENDIX 17 RESULTS OF THE LITERATURE REVIEW ON TOPICS OF DIGITAL-RELATED PROFESSIONAL, METHODOLOGICAL, SOCIAL AND PERSONAL -COMPETENCE**

### **PROFESSIONAL COMPETENCE**

- Digital applications in parent and student counseling as well as school career and vocational counseling;
- Digital applications in the field of prevention (depression, obesity, drug prevention, prevention of and intervention in risky online behavior (Internet addiction, online gaming addiction), parent training/psychoeducation for parents on media education, observation (monitoring) of social media to prevent self-endangerment among young people);
- Digital applications in the field of intervention for health promotion (in the workplace), for stress management, improvement of online spaces through psychological interventions, application of cognitive behavioral therapy, treatment of families of mentally ill children, self-help programs, support and coaching of SuS with ADHD/autism, robotic use for disruptive behavior in school classrooms, promotion of emotional competence through pro-social mobile apps, use of digital games to promote well-being;
- Contribution to digital learning
  - Analysis of digital learning and teaching in remedial education; impact of digital literacy on learning of impaired students, models of web-based learning, analysis of the impact of self-efficacy beliefs and self-monitoring in online learning, diagnostics of digital learning, analysis of the effectiveness of digital learning, motivational impact of I-pads on digital learning, impact of online games on learning motivation and development of creativity; analysis of factors influencing digital learning and digital collaboration in school classrooms, digital practices to promote students' motivation to learn, digital media and learning in groups; Effectiveness of interactive digital learning on school success, patterns of successful online learning of students, factors influencing digital learning, comparison of research on informal and formal learning of elementary school students, correlation of reading and spelling skills and Internet use among elementary school students, literacy promotion, didactic framework for blended learning formats, analysis of the correlation of digital literacy and school success, effect of learning videos on learning outcomes, DC in preschools;

- Development, application, evaluation of learning theories and practice of digital learning (application of the constructivism concept in online learning, activity theory as a framework for constructive digital learning, connectivism as a digital learning theory).

- Analysis and diagnostics of cognitive skills in the digital space (analysis of cognitive development in digital spaces, problem solving skills, computational thinking, critical thinking, thinking strategies in digital learning, digital games to promote reflection of digital literacy in students, cognitive principles of multimedia learning, effect of programming skills on cognitive development, metacognitive skills to evaluate serious/unserious digital information/communication).

- Analysis and diagnostics of self-directed learning (evaluation of a model of adaptive self-directed learning, connection of self-directed learning, the teacher-student relationship and use of social media, evaluation of digital tools for the application and evaluation of self-directed learning).

- Digital training offers for the information competence of SP, for the digital competence of pedagogical staff in schools;
- Contribution to healthy development through digital resources: Development of indicators of digital well-being, promotion of psychosocial development, analysis of online behaviors, personality analysis through evaluation of smartphone profiles or micro-blogging behavior, digital technology and (early) child development, analysis and intervention for computer anxiety, gender-specific cyberbullying, analysis of the relationship between digital media use and individual well-being as well as school success, use of social media by mentally disturbed children/adolescents, developmental psychological aspects of digital gaming behavior, Analysis of digital well-being education, cyberbullying and Internet use among adolescents with a migration background, comparison of the effect of reading aloud with books versus e-books, digital long-term communication profiles from infants to adolescents, digital health literacy (health information search) of adolescents, digital mental health support options, identification of health risks through digital resources, psychobiological correlates of Internet use, opportunities for digital health promotion;
- Digital technology to accompany the digitalization of schools (digital technology to promote home-school communication, factors influencing teachers' use of digital technology, digital teaching skills, profiles of digitally inclusive schools, socioeconomic status and DC, digital psychology in schools, analysis of digital information on learning disabilities such as dyslexia.

## **METHODOLOGICAL COMPETENCE**

- Digital tools in SP for communication, use of chatbots in consultations, use of digital diagnostic tools, evaluation of diagnostic tools for measuring online game addiction, for digital measurement of reading and spelling competence of SuS, diagnostic tools for measuring digital usage behavior, use of robots in education and training of SP, digital technology offerings in the field of mental health, digital tools for diagnosing and promoting social competence and communication competence of SuS, Diagnostics of self-efficacy in computer use, information literacy, digital instruments for the diagnostics of social competence of students, self-efficacy in computer use, information literacy, use of digital games in diagnostics, digital instruments to support target groups in crisis situations, development of diagnostic instruments on cyberbullying - topics, digital instruments in connection with response to intervention - practices, digital instruments to measure digital skills ( e-portfolios, digital screenings, test scales);
- Ways to identify/evaluate reputable health apps for health promotion and their benefits;
- Comparison between face-to-face and online diagnostics (electronic vs. manually-presented tests);
- Digital information and data literacy (digital psychology information search e.g. via psy. Databases, ways of identifying/evaluating reputable health apps for health promotion and their benefits, digital data collection and processing (management and documentation of digital scientific research data, uses of smartphones in psychological research, blockchain opportunities for advancing mental health science, Dealing with Big Data and its utility in SP), digital data sharing (individually, with schools, as a professional resource in the form of digital dictionaries), privacy and data protection (dealing with viruses, data loss, algorithms, using and analyzing the use of digital data for data-based psychological decision-making, for digital diagnostics);
- Analysis of human-machine sociotechnical interaction;
- Digital issues in administrative work (digital generators of norm tables, SP email practices, use of avatars in emails, impact of digital monitoring on math performance, assessing the quality of videoconferencing tools for SP work/consultation) ;

## **SOCIAL COMPETENCE**

- Analysis of online behavior: spread of misinformation, hate speech, coding attitudes of elementary school students, digital social engagement of students, social behavior in online projects, quality of interaction in online conferences, analysis of the relationship between the use of digital media and violent behavior, digital motivational interviewing in behavior modification, narcissistic behavior in social media, analysis of trust in psychologists in the digital space;
- Social media and social networking in the SP;
- Psychology of online communication: psychology of fake-news, group bonding in digital space, relationship skills in digital space, self-efficacy beliefs and computer use, motivation of social media use, motivation of non-use of digital resources, motivation to publish personal data in digital spaces, effect of digital literacy and attitude of teachers on the use of digital learning platforms, analysis of prosocial behavior in digital media, role of media use and emotions in online social behavior of adolescents;
- Promoting media literacy: as cyberbullying prevention, to promote conflict resolution strategies, to process traumatic media use, for drug prevention;
- Privacy analysis: analyzing the function of privacy in digital spaces, privacy in health-related Internet use;

## **PERSONAL-COMPETENCE**

- Ethics and quality assurance in the use of digital technology: social media in professional practice, professional and professional legal issues, assessment of the use of digital resources in crisis situations;
- Motivating SP to use apps in psychological intervention;
- SP's attitude (age and gender specific), competence and perception of digital technology and its professional use;
- Professional law, data protection regulations, guidelines and recommendations;
- Factors influencing the use of digital applications in counseling adolescents;