

COMPANION WORKBOOK

BEYOND *the* PANIC

Screen Time, EdTech, AI and
the Future of Education



TOOL 01 · FOR TEACHERS

SCREEN USE, NOT SCREEN TIME

*Essential Question: What changes when we stop asking how long and start asking
how well?*

PAIRS WITH CHAPTER 2 · SCREEN TIME WAS NEVER THE POINT

Andrew A. Taylor

From the companion workbook to Beyond the Panic: Screen Time, EdTech, AI and the Future of Education. Free to print and share for classroom and non-commercial educational use with this notice intact.

TEACHER PRACTICE GUIDE

SCREEN USE, NOT SCREEN TIME

The difference between monitoring and guiding is the difference between a rule and an education.

PRACTICE 1 · CHANGE THE FIRST QUESTION

MONITORING QUESTION	GUIDING QUESTION
How long were you on your phone?	Did your time on the phone today leave you feeling better or worse? What is productive time?
Were you on task?	Did you choose to be there, or did the algorithm deliver you? Were you able to be present?
Did you put the phone away when asked?	What were you in the middle of? Was it worth finishing? What message were you sending those around you?

Grounded in Deci & Ryan (2000), Self-Determination Theory; and Black & Wiliam (1998), Inside the Black Box.

PRACTICE 2 · DISTINGUISH USE FROM MISUSE, OUT LOUD, WITH STUDENTS

- ☐ Ask students to categorize their last 24 hours of device use: creating, connecting, learning, or consuming without choosing. *No grades. No judgment.*
- ☐ Ask one student to share what they noticed. *The conversation that follows is the curriculum.*
- ☐ Over 4–6 weeks, track whether the vocabulary changes how students describe their own habits. *This is formative data on self-regulation. These skills will outlast everything you teach.*

Adapted from Common Sense Media Digital Citizenship curriculum; Bandura (1997) self-efficacy framework.

PRACTICE 3 · QUICK SHIFTS WITH IMMEDIATE IMPACT**DESIGN FOR CONSEQUENCE, NOT COMPLIANCE**

Replace one graded assignment this unit with a task that has a real consequence for being wrong: social, creative, or physical. Students don't need to be told to care when the outcome matters.

Hattie (2009): feedback with real-world stakes has effect size 0.73.

LET STUDENTS SET ONE INTENTION PER CLASS

Before a lesson that uses devices, ask each student to write one sentence: what they intend to do with their device, and what they will do if they drift. Autonomy predicts engagement.

Deci & Ryan (2000): autonomy is a precondition for intrinsic motivation.

TEACH AI AS A THINKING PARTNER, NOT A SHORTCUT

When students use AI tools, require them to critique the output: What did it miss? What did it get wrong? What would you add? This builds the judgment the tool cannot provide.

UNESCO AI Competency Framework for Students (2024).

NAME THE AMPLIFIER, NOT JUST THE DEVICE

Technology amplifies what's already present. Ask students: Does this make you feel more connected or less? More curious or less? This builds metacognition.

Twenge & Campbell (2019): context of use predicts outcomes more than duration.