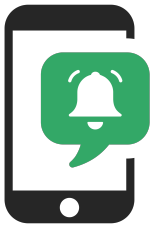

DIGI-Teens

WP3 Evaluation

D3.2.1 Summative Evaluation of the Proof of Concept

https://digiteens.polito.it

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Please see https://digiteens.polito.it for more information.

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DISCLAIMER

Contents

1 Introduction and Objectives

This deliverable presents the **evaluation framework** adopted to assess the iterations of the *Proof of Concept* (POC) developed within the project. The evaluation builds on the results and insights generated in the earlier stages of the work plan and focuses on examining the alignment of the platform with the needs, values, and best practices previously identified. In particular, it adopts a **participatory perspective** that actively involves students in the assessment process, ensuring that the evaluation reflects the perspectives and experiences of the intended end users.

The deliverable describes the methodological approach used to conduct the evaluation activities, which combine in-the-wild studies with a mixed-methods research design. This approach integrates both quantitative and qualitative data collection and analysis in order to capture different dimensions of the users' interaction with the platform. Scientifically validated questionnaires (e.g., the Smartphone Addiction Scale [4]) are used alongside qualitative feedback mechanisms to investigate students' experiences, perceptions, and engagement with the platform, as well as to explore potential changes related to digital wellbeing.

The main goals of this deliverable are to:

- describe the methodology exploiting a mixed-methods evaluation approach, integrating quantitative and qualitative comprehensive data on platform usage, user experience, and perceived impact.
- document the participatory evaluation process involving students in the testing and assessment of the platform.
- measure the impact on digital wellbeing, using scientifically validated instruments and comparing the results with the baseline data collected.
- support the iterative improvement of the POC, providing evidence-based insights that inform further development of the platform and the evolution of digital wellbeing learning paths.

2 Methodology

The study employed a structured mixed-methods approach to evaluate the effectiveness and user experience of the digital wellbeing platform. Data collection was organized around two key phases: a pre-questionnaire administered before participants interacted with the platform, and a post-questionnaire conducted after the platform use. This design enabled the assessment of changes in participants' attitudes, behaviors, and perceptions related to digital technology use and digital wellbeing, while maintaining the anonymity of respondents through a self-generated identification code.

2.1 Pre-questionnaire

Before interacting with the platform, participants were asked to complete a pre-questionnaire aimed at collecting baseline data about their awareness, attitudes, and personal characteristics related to digital technology use. The purpose of this questionnaire was twofold: (1) to capture an initial snapshot of students' perceptions of digital wellbeing and related psychological traits, and (2) to provide baseline measures that could later be compared with the results of the post-questionnaire in order to assess potential changes after the use of the platform. In order to enable the longitudinal matching of responses between the pre- and post-questionnaires while preserving participants' anonymity, respondents were asked to generate and report a *Self-Generated Identification Code* that was used in both survey administrations.

The pre-questionnaire began with an exploratory question assessing participants' prior knowledge of the concept of digital wellbeing (e.g., "Have you ever heard about Digital Wellbeing?"). This question allowed us to understand the initial familiarity of students with the topic addressed by the platform.

In addition, the questionnaire included a set of standardized and scientifically validated psychometric scales:

- **Smartphone Addiction Scale – Short Version** (SAS-SV), consisting of 10 items, used to measure the level of problematic or addictive smartphone use among adolescents and young adults [3].
- **General Self-Efficacy Scale** (GSE), composed of 10 items, used to assess individuals' beliefs in their capacity to cope with challenges and manage difficult situations [5]. For the purposes of this study, the scale was slightly adapted to the context of digital technology use and digital wellbeing, so that the items more explicitly referred to participants' perceived ability to manage their digital habits and behaviors.
- **Ten-Item Personality Inventory** (TIPI), a 10-item scale designed to provide a brief assessment of the five major personality traits (Big Five), particularly extraversion, agreeableness, conscientiousness, emotional stability, and openness to E experience [1].

These instruments were selected to provide a concise yet robust characterization of participants' relationship with technology use, personal efficacy beliefs, and personality traits, which may influence how individuals interact with digital technologies and respond to interventions aimed at improving digital wellbeing.

Table 1: Pre-questionnaire items

Section	Items
Knowledge	Have you ever heard about Digital Wellbeing?

Section	Items
Smartphone Addiction Scale — Short Version (SAS-SV) [3]	1. I miss work that I planned due to smartphone use. 2. I have a hard time concentrating in class, while doing assignments, or while working due to smartphone use. 3. I feel pain in my wrists or at the back of my neck while using a smartphone. 4. I wouldn't be able to stand not having a smartphone. 5. I feel impatient and fretful when I am not holding my smartphone. 6. I have my smartphone on my mind even when I am not using it. 7. I would never give up using my smartphone, even if my daily life were greatly affected by it. 8. I constantly check my smartphone so as not to miss conversations on social media. 9. I use my smartphone longer than I intend. 10. People around me tell me that I use my smartphone too much.
General Self-Efficacy Scale (adapted to Digital Wellbeing)	1. If I try hard enough, I can limit my smartphone and app use. 2. Even if I receive many notifications, I can find ways to use them wisely. 3. It is easy for me to stick to my intentions and use my smartphone appropriately. 4. I am confident that I can deal with unexpected digital distractions. 5. I can learn strategies to manage distractions generated by my smartphone. 6. I can limit my smartphone use if I invest the necessary effort. 7. I remain calm when facing digital distractions because I trust my coping abilities. 8. When I realize I am using my smartphone compulsively, I usually find solutions. 9. If I notice I am wasting too much time on my smartphone, I can think of ways to address it. 10. I am usually able to manage my digital behavior effectively.

Section	Items
Ten-Item Personality Inventory (TIPI) [1]	1. Extraverted, enthusiastic. 2. Critical, quarrelsome. 3. Dependable, self-disciplined. 4. Anxious, easily upset. 5. Open to new experiences, complex. 6. Reserved, quiet. 7. Sympathetic, warm. 8. Disorganized, careless. 9. Calm, emotionally stable. 10. Conventional, uncreative.

2.2 Post-questionnaire

After completing the interaction with the platform, participants were asked to fill in a post-questionnaire aimed at evaluating their experience with the application and identifying potential changes in perceptions and attitudes related to digital wellbeing. Similar to the pre-questionnaire, participants were asked to report the same unique *Self-Generated Identification Code* generated during the initial survey, in order to allow the matching of responses between the two data collection phases while preserving anonymity.

The post-questionnaire included again two of the psychometric scales administered in the pre-questionnaire, allowing for a direct comparison of participants' responses before and after the use of the platform:

- Smartphone Addiction Scale – Short Version (SAS-SV), consisting of 10 items, used to assess the level of problematic smartphone use [3].
- General Self-Efficacy Scale (GSE), composed of 10 items, used to measure participants' perceived ability to manage challenges and difficult situations, adapted in this study to refer to the context of digital technology use and digital wellbeing [5].

In order to evaluate the usability and overall experience of the platform, the questionnaire also included the User Experience Questionnaire – Short Version (UEQ-S), an 8-item scale designed to measure users' perceptions of usability and user experience across pragmatic and hedonic quality dimensions [2].

Beyond standardized measures, the post-questionnaire also included a set of additional questions aimed at capturing participants' subjective perceptions of the platform and its design. In particular, participants were asked whether they appreciated the idea of the personalized gamification, with the initial questionnaire being used to generate personalized avatars and backgrounds (e.g., sci-fi or fantasy themes), whether the application helped them reflect on their digital wellbeing, and whether the design of the app was clear and appropriate for people of their age group. These aspects were specifically investigated as they reflect key elements that emerged during the previous stages of the project. In particular, the visual design and overall structure of the application were the result of the earlier co-design phase involving students, while the personalized gamification features were implemented both as an outcome of the co-design process and in line with findings from the literature highlighting

the role of personalization and gamification in enhancing engagement in educational interventions.

Finally, participants were given the opportunity to provide open-ended feedback through a general comments question, allowing them to report suggestions, impressions, or reflections regarding their experience with the platform.

Table 2: Post-questionnaire items

Section	Items
Smartphone Addiction Scale — Short Version (SAS-SV) [3]	1. I miss work that I planned due to smartphone use. 2. I have a hard time concentrating in class, while doing assignments, or while working due to smartphone use. 3. I feel pain in my wrists or at the back of my neck while using a smartphone. 4. I wouldn't be able to stand not having a smartphone. 5. I feel impatient and fretful when I am not holding my smartphone. 6. I have my smartphone on my mind even when I am not using it. 7. I would never give up using my smartphone, even if my daily life were greatly affected by it. 8. I constantly check my smartphone so as not to miss conversations on social media. 9. I use my smartphone longer than I intend. 10. People around me tell me that I use my smartphone too much.

Section	Items
General Self-Efficacy Scale (adapted to Digital Wellbeing)	1. If I try hard enough, I can limit my smartphone and app use. 2. Even if I receive many notifications, I can find ways to use them wisely. 3. It is easy for me to stick to my intentions and use my smartphone appropriately. 4. I am confident that I can deal with unexpected digital distractions. 5. I can learn strategies to manage distractions generated by my smartphone. 6. I can limit my smartphone use if I invest the necessary effort. 7. I remain calm when facing digital distractions because I trust my coping abilities. 8. When I realize I am using my smartphone compulsively, I usually find solutions. 9. If I notice I am wasting too much time on my smartphone, I can think of ways to address it. 10. I am usually able to manage my digital behavior effectively.
User Experience Questionnaire – Short Version (UEQ-S) [2]	1. Obstructive – Supportive 2. Complicated – Easy 3. Inefficient – Efficient 4. Confusing – Clear 5. Boring – Exciting 6. Not interesting – Interesting 7. Conventional – Inventive 8. Usual – Leading edge 9. Unpredictable – Predictable 10. Slow – Fast 11. Bad – Good 12. Unattractive – Attractive
Personalized Gamification	Did you like the idea of the initial questionnaire being used to generate personalized avatars and backgrounds (e.g., sci-fi or fantasy themes)?
Perceived impact on digital wellbeing	The app helped me reflect on my digital wellbeing.
App design evaluation	The design of the app was clear and appropriate for people of my age.
Open feedback	Please provide any general comments, suggestions, or impressions about your experience with the platform.

3 Participatory evaluation process

The in-the-wild evaluation was conducted with high school students, our primary target group, with the goal of testing at least one activity per module while exploring both collaborative and competitive modes. Participants were divided into two groups, balanced by gender, to assess differences in engagement, interaction, and performance between the collaborative and competitive modes. Each activity lasted approximately 30 minutes, including explanation, interaction with the platform, and a structured discussion/reflection session.

On the first day, students completed the pre-questionnaire, collecting baseline information on their digital habits, self-efficacy, and personality traits. This was followed by an introduction to digital wellbeing and its importance, implemented through Module 1, Activity 1, a brainstorming session designed to provide context and stimulate reflection on their digital practices.

The second day focused on Module 2, featuring a storytelling activity. Students navigated the story by choosing options that allowed them to explore and reflect on their digital behaviors. Participants engaged in either the collaborative or competitive version of the activity, depending on their assigned group.

On the third day, students reflected on their digital habits using a Forest-inspired activity, encouraging focus and avoiding smartphone use. Here, participants switched modes: those who had completed the collaborative version on day two tried the competitive version, and vice versa. As in previous days, all activities were coordinated by a teacher who launched them through the teacher platform and facilitated discussion moments to encourage reflection on digital wellbeing themes.

Throughout the process, all issues or difficulties encountered by students were documented to improve the platform for the following day. Anonymity was preserved by providing participants with ad hoc credentials, ensuring secure and private engagement with the system.

Finally, on the fourth day, after exploring all modules, students completed the post-questionnaire, which measured changes in their digital habits, self-efficacy, and perceptions of the platform, including user experience, gamification features, and overall engagement.

This structured, participatory approach enabled students to actively experience and reflect on digital wellbeing concepts, while generating rich quantitative and qualitative data to evaluate the platform's effectiveness, usability, and engagement across different interaction contexts.

All data collected during the study were handled in accordance with Italian data protection regulations and the General Data Protection Regulation (GDPR – Regulation (EU) 2016/679). Participation was voluntary and based on informed consent handled by the school. The collected data were fully anonymized before analysis, and no personally identifiable information was stored or reported. Data were securely managed and used exclusively for research purposes, with results presented only in aggregated form to ensure participants' privacy.

4 Results

4.1 Participants

The evaluation involved students from three high schools in the Emilia-Romagna region of Italy:

- Istituto Superiore "Leonardo da Vinci" in Cesenatico;
- Istituto Superiore "Marie Curie" in Savignano sul Rubicone;
- Istituto Superiore "Fulcieri Paulucci di Calboli" in Forlì.

Overall, **96 students** from four third- and fourth-year classes participated in the program, with ages ranging from 16 to 18 years. The group included 71 male and 25 female students. Participants were randomly assigned to two groups, collaborative and competitive, while balancing for gender and school, in order to evaluate differences in engagement and interaction between the two modes.

The test was conducted within the framework of a PCTO (Percorsi per le Competenze Trasversali e per l'Orientamento) program, in which students actively participated in the co-design, development, and testing of prototypes.

Regarding the evaluation questionnaires, 67 students completed both the pre-questionnaire and the post-questionnaire, allowing for longitudinal analysis and comparison of results before and after the interaction with the platform.

Personality Traits Participants' personality traits were assessed in the pre-questionnaire using the Ten-Item Personality Inventory (TIPI). The average scores observed in the sample were 3.84 for Extraversion, 4.86 for Agreeableness, 4.99 for Conscientiousness, 4.30 for Emotional Stability, and 4.41 for Openness to Experience.

When compared with normative values reported for adolescents aged 15–20, the results show some notable tendencies. In particular, participants in the sample display higher levels of agreeableness and conscientiousness compared to the reference averages reported for both males and females. Conversely, openness to experience appears lower than the normative averages reported for both genders, which may indicate a slightly lower inclination toward novelty, experimentation, or unconventional ideas compared to the broader adolescent population.

4.2 Smartphone Addiction

The Smartphone Addiction Scale – Short Version (SAS-SV) was administered during the pre-questionnaire to assess the baseline level of problematic smartphone use among participants before interacting with the platform.

To assess the internal consistency of the Smartphone Addiction Scale – Short Version (SAS-SV) within the study sample, Cronbach's alpha was calculated for both the pre- and post-questionnaire administrations. The results indicated good reliability of the scale in both measurements. In particular, the pre-questionnaire showed a Cronbach's alpha of 0.73, indicating

acceptable internal consistency. The post-questionnaire showed a higher reliability, with a Cronbach's alpha of 0.86, suggesting good internal consistency among the scale items.

A total of 67 valid responses were collected. Scores ranged from 13 to 44, with an average score of 27.97 ($\sigma = 7,36$), indicating a moderate overall level of smartphone use within the sample.

Based on the recommended interpretation thresholds of the scale [3], the results show that:

- 45 students (67%) fell within the normal range, indicating no significant signs of problematic smartphone use.
- 22 students (33%) were classified as at risk of smartphone addiction.

These findings suggest that while the majority of participants reported typical smartphone usage patterns, a substantial proportion of students showed potential risk indicators related to excessive or problematic smartphone use. This baseline measurement provided an important reference point for evaluating potential changes in smartphone-related behaviors after the interaction with the digital wellbeing platform.

After interacting with the platform, the post-questionnaire results showed scores ranging from 11 to 60, with an average score of 26.7 ($\sigma = 8,89$). Based on the same classification criteria:

- 56 students (84%) fell within the normal range.
- 11 students (16%) were classified as at risk of smartphone addiction.

The distribution of both scores is visible in Figure 1.

A comparison between pre- and post-questionnaire results highlights several different patterns of change among participants. While the overall proportion of students classified as at risk of smartphone addiction decreased (from 33% to 16%), a closer inspection of individual transitions reveals a more nuanced situation.

In particular:

- 40 students remained within the normal range in both the pre- and post-measurements, indicating stable patterns of smartphone use.
- 16 students moved from the risk category to the normal range, suggesting a potential positive shift in self-reported smartphone use after the intervention.
- 5 students remained in the risk category across both measurements, indicating persistent patterns of problematic smartphone use.
- 6 students moved from the normal range to the risk category. However, in most of these cases, the initial scores were already very close to the threshold, meaning that relatively small changes in responses were sufficient to cross the classification boundary.

These transitions suggest that while the overall trend indicates an improvement in the distribution of scores, the changes should be interpreted with caution. In particular, the presence of borderline scores near the classification threshold may lead to apparent category shifts even when the absolute change in score is relatively small. Furthermore, the distribution of scores

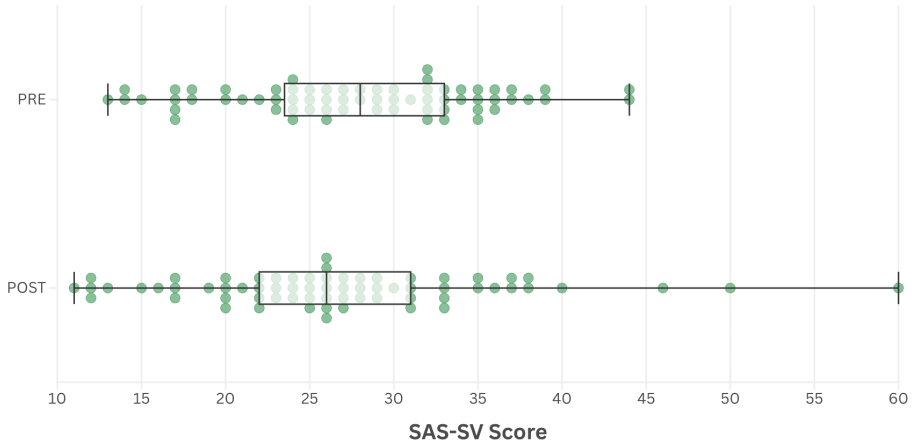

Figure 1: SAS scores calculated before and after interacting with the platform

shows the presence of several outliers, especially in the post-questionnaire (e.g., scores above 45–50).

Overall, while the results suggest a moderate shift toward lower risk levels, the short duration of the intervention, the presence of borderline cases, and the variability in scores indicate that the findings should be interpreted as preliminary evidence of increased awareness rather than definitive behavioral change.

4.3 General Self-Efficacy

The General Self-Efficacy Scale, adapted to the context of digital wellbeing, was administered both in the pre- and post-questionnaires to assess participants' perceived ability to manage their digital habits and cope with potential distractions generated by digital technologies.

To assess the internal consistency of the General Self-Efficacy Scale within the study sample, Cronbach's alpha was calculated for both the pre- and post-questionnaire administrations. The results indicated good reliability of the scale in both measurements. In particular, the pre-questionnaire showed a Cronbach's alpha of 0.84, and the post-questionnaire a Cronbach's alpha of 0.81, suggesting good internal consistency among the scale items.

In the pre-questionnaire, scores ranged from 16 to 36, with an average score of 26.30 ($\sigma = 3,98$), indicating a moderately high level of perceived self-efficacy among participants in managing their digital behaviors. In the post-questionnaire, scores ranged from 12 to 24, with an average score of 17.70 ($\sigma = 2,63$). The distribution of both scores is visible in Figure 2.

A closer examination of individual scores shows that most students reported lower self-efficacy after the intervention, with only two exceptions: one student's score remained unchanged, and another increased by one point. This overall decrease may reflect a greater awareness and self-reflection among participants. In other words, after engaging with the platform and completing the activities, students may have become more conscious of the challenges in managing their digital habits, leading them to reassess their perceived ability to control distractions.

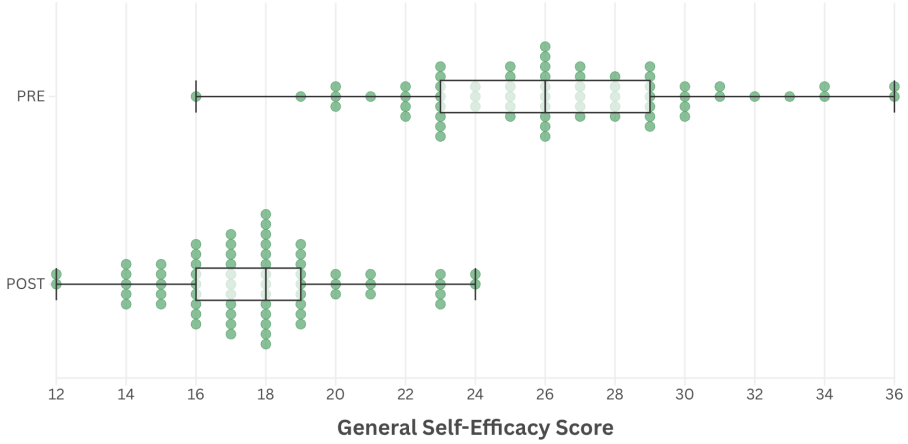

Figure 2: General Self-Efficacy scores calculated before and after interacting with the platform

4.4 User Experience

To assess the user experience of the digital wellbeing platform, the User Experience Questionnaire – Short Version (UEQ-S) was administered to participants after interacting with the system. The reliability analysis of the collected responses indicated good internal consistency, with a Cronbach's alpha of 0.80, suggesting that the questionnaire items measured a coherent construct of perceived user experience.

The analysis of the UEQ-S dimensions shows a clear distinction between pragmatic and hedonic qualities. The pragmatic quality dimension, which reflects aspects such as usefulness, efficiency, and ease of use, achieved a score of 0.96. This value indicates a positive evaluation, suggesting that users perceive the platform as functional, practical, and supportive in accomplishing their tasks related to digital wellbeing. In contrast, the hedonic quality dimension, which captures experiential aspects such as aesthetics, originality, and engagement, obtained a mean score of 0.40. According to the UEQ-S interpretation guidelines, this value falls within the neutral range, indicating that while the platform is not perceived negatively in terms of its experiential qualities, these aspects are not yet particularly distinctive or engaging from the users' perspective. The distribution of the scores is visible in Figure 3.

Overall, the platform obtained a global UEQ-S score of 0.68, reflecting a generally positive user experience, primarily driven by its pragmatic qualities. These results suggest that the platform effectively supports usability and task-oriented interaction, while leaving room for improvement in hedonic aspects such as visual appeal, originality, and user engagement, which could further enhance the overall experience of the digital wellbeing intervention.

4.5 Platform Evaluation

In addition, participants completed a short evaluation aimed at capturing their overall perceptions of the platform and its key design features. The questionnaire included three items measured on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree) addressing: (1) the extent to which the application helped users reflect on their digital wellbeing, (2) the clarity and age-appropriateness of the design, and (3) users' appreciation of the initial person-

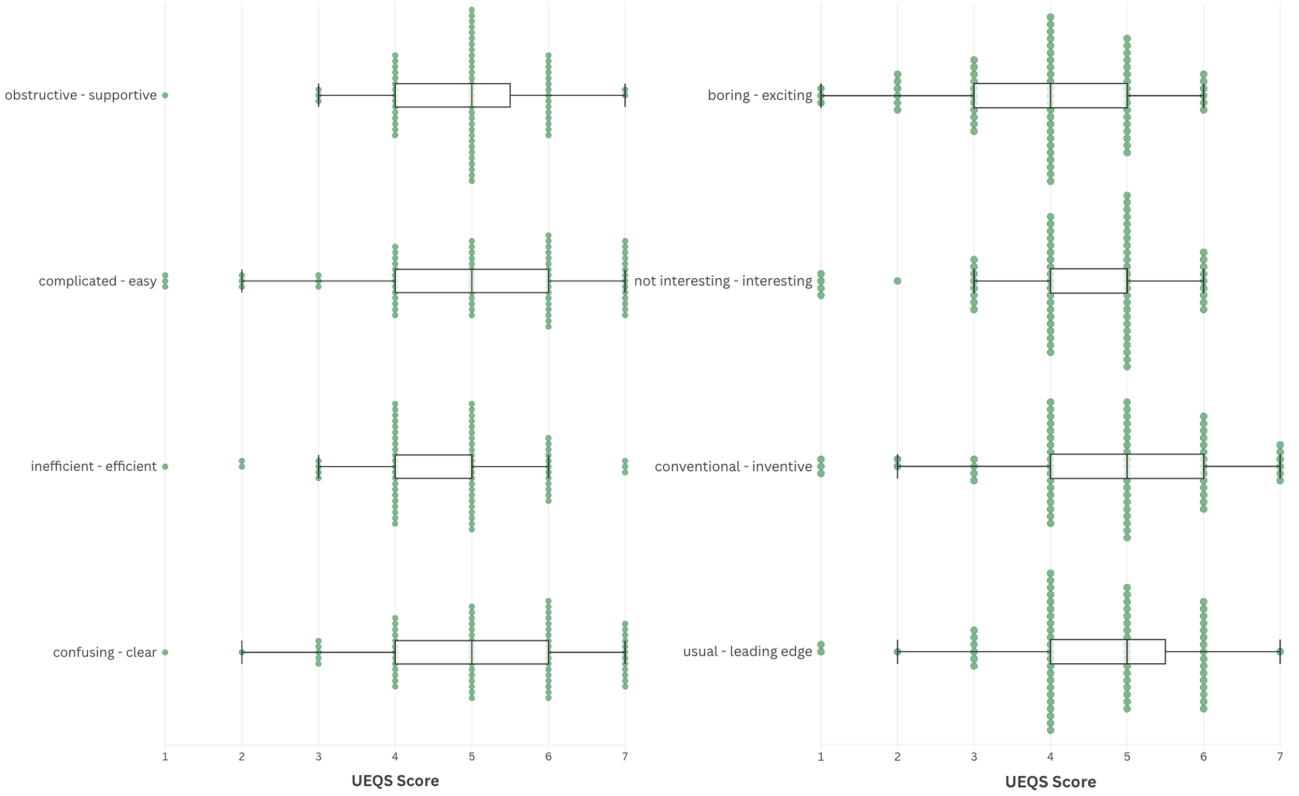

Figure 3: User Experience scores calculated after interacting with the platform

alization questionnaire used to generate customized avatars and backgrounds (e.g., sci-fi or fantasy themes). The results indicate generally positive perceptions across the three aspects evaluated.

The item "*The app helped me reflect on my digital wellbeing*" obtained a mean score of 4.03 ($\sigma = 1.54$). This value is slightly above the midpoint of the scale, suggesting that participants moderately agreed that the platform encouraged reflection on their digital habits and wellbeing.

The statement "The design of the app was clear and suitable for people of my age" achieved a mean score of 5.03 ($\sigma = 1.37$). This result indicates a clearly positive perception of the interface design, suggesting that participants generally found the layout understandable and appropriate for their target age group.

Finally, the item evaluating the personalization feature, specifically the initial questionnaire used to generate customized avatars and themed backgrounds, received the highest score, with a mean of 5.15 ($\sigma = 1.36$). This suggests that users appreciated the idea of personalizing the visual environment of the platform and perceived this element as engaging and relevant to their experience.

Overall, these results indicate that participants responded positively to the platform's design clarity and personalization features, while the reflective impact on digital wellbeing, although positive, appears somewhat more moderate. This suggests that the system is perceived as usable and engaging, while future iterations could further strengthen mechanisms that actively

support users' awareness and reflection regarding their digital behavior.

Regarding the qualitative feedback, only a small number of participants provided open comments. Nevertheless, the available responses highlight generally positive impressions of the system. Some users reported that they appreciated the application and considered it potentially useful, although one participant noted that prolonged use might paradoxically risk becoming problematic for digital wellbeing if not balanced appropriately (P17: "I liked it, I think it can be useful, however I believe that if used for too long it risks becoming a problem for digital well-being, even if it is very well made, organized and useful"). Other comments emphasized that the experience with the app was overall positive (P31) and that the platform helped users explore topics related to digital wellbeing that they had not previously encountered (P38: "The app helped me tackle topics I hadn't yet had the opportunity to learn about."). In addition, brief remarks such as "Nice" also suggest a generally favorable perception of the application. Overall, although limited in number, the qualitative comments reinforce the positive trends observed in the quantitative results while also pointing to the importance of maintaining a balanced approach when designing digital wellbeing tools.

5 Conclusion

The results of this study provide encouraging evidence regarding the potential of the proposed digital wellbeing platform to promote awareness and reflection on smartphone usage among students. By combining behavioral assessment, self-perception measures, and user experience evaluation, the study offers a multifaceted view of how users interact with and respond to the system.

From a behavioral perspective, the findings indicate a positive shift in the distribution of smartphone addiction risk levels. The proportion of participants classified as at risk of smartphone addiction decreased from 33% in the pre-questionnaire to 16% after interacting with the platform. Notably, a substantial number of students moved from the risk category to the normal range, suggesting that the platform may contribute to encouraging more conscious smartphone use and prompting users to reconsider their digital habits. While these changes should be interpreted cautiously due to the short duration of the intervention and the presence of borderline scores, they nevertheless point toward the platform's potential as an awareness-raising and educational tool for digital wellbeing.

The results related to perceived self-efficacy provide further insight into the impact of the intervention. The observed decrease in self-efficacy scores after the interaction with the platform may indicate a process of increased critical awareness rather than a reduction in capability. As participants engaged with the platform's activities and content, they may have developed a more realistic understanding of the challenges involved in managing digital distractions and regulating smartphone use. In this sense, the platform appears to support reflective processes that are essential for the development of sustainable digital wellbeing practices.

User experience findings also highlight important strengths of the system. The platform achieved positive evaluations in terms of pragmatic quality, indicating that users perceived it as clear, usable, and effective in supporting task-oriented interaction. Participants partic-

ularly appreciated the clarity of the interface and the personalization features, such as the generation of customized avatars and themed backgrounds. These elements appear to contribute positively to user engagement and accessibility, especially for younger audiences. At the same time, the more neutral evaluation of hedonic qualities suggests that further improvements in visual appeal, originality, and interactive engagement could enhance the overall experience and increase long-term user motivation.

Taken together, these results suggest that the platform represents a promising approach to addressing digital wellbeing challenges in educational contexts. By combining reflective activities, self-assessment tools, and personalized interaction elements, the system has the potential to foster greater awareness of digital habits and encourage more balanced technology use among students.

However, the findings should be considered preliminary. The relatively limited sample size, the short exposure time to the platform, and the variability in individual responses highlight the need for further investigation. Future work should therefore focus on longitudinal evaluations to assess sustained behavioral impact, as well as on the integration of additional engagement mechanisms that strengthen both the motivational and experiential dimensions of the platform.

Overall, this study demonstrates the feasibility and potential impact of interactive digital tools designed to support digital wellbeing. With further refinement and longer-term deployment, the platform could contribute to educational initiatives aimed at promoting healthier and more mindful relationships with digital technologies.

ATTACHMENTS

The following resources complement the content of the deliverable and the work conducted in the WP, and serve as dissemination:

- Post on the website: https://digiteens.polito.it/updates/2026/02/apps-study-with-teens/

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