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Digital Vocabulary Glossary

25 key terms with definitions and teacher tips

HOW TO USE THIS GLOSSARY

- Print and keep in your planner - refer to it during conversations with parents, counsellors or external agencies.
- The "Teacher tip" column includes cross-references to specific Resources 01–20 - use them together.
- You can share this glossary with parents as a PDF via your school's communication platform - it helps them understand the terminology.
- This glossary is a living document - digital terminology evolves quickly. Check for updates at edutimo.com.

Term	Full name / translation	Definition	Teacher tip
FOMO	*Fear of Missing Out*	The anxiety of being left out - the feeling that everyone is having a better time when you are offline.	Tell pupils: FOMO is an emotion deliberately engineered by Instagram. The algorithm shows ONLY the best moments of other people's lives.
JOMO	*Joy of Missing Out*	The pleasure of being intentionally offline - a conscious choice to step away from social media.	The goal of Resource 06 (The Silence Experiment) is to generate the state of JOMO through direct personal experience.
Dopamine loop	*Dopamine loop / reward cycle*	The cycle: trigger → anticipation → reward → craving the next hit. The mechanism underlying app addiction.	See Resource 13 (Infographic). Use this term in conversations with parents - it sounds authoritative and is scientifically accurate.
Gaming Disorder	*Gaming Disorder (ICD-11)*	An official WHO diagnosis: loss of control over gaming for a minimum of 12 months, with demonstrable impact on daily life.	Distinction: being passionate about games ≠ Gaming Disorder. The key criterion is loss of control.
Loot box	*In-game randomised reward*	A paid element in games with random contents. A gambling mechanic - you never know what you will get.	Legal in many countries but classified as gambling by several EU member states. Many games aimed at children contain loot boxes.
Deepfake	*AI-fabricated media*	A video or image in which a person's face or voice has been replaced using AI. Almost impossible to detect with the naked eye.	See Resource 15. In schools, deepfakes are used to create compromising material involving teachers or pupils.
Voice cloning	*AI voice synthesis*	AI technology that creates a copy of someone's voice from just a few seconds of audio. Used in fraud and scams.	See Resource 09. Pupils with public social media profiles are particularly at risk.

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Sharenting	*Over-sharing children's data*	Parents posting excessive amounts of photos and information about their children on social media.	A child's digital footprint is often created by PARENTS before the child turns five. Ideal topic for a Digital Evening (Resource 10).
Digital footprint	*Digital footprint*	The permanent trace of online activity - posts, photos, comments that may exist on the internet for decades.	Activity: ask pupils to search their own name + surname online. What do they find? What would they want to remove?
Phishing	*Phishing / credential theft*	A fraudulent email, text message or link impersonating a bank, delivery company, school or a known contact.	See Resource 20 (Digital Detective). Includes a practical exercise on analysing URLs.
Typosquatting	*Domain spoofing via typos*	Deliberately registering domains similar to genuine ones (e.g. gooogle.com instead of google.com).	A classic trap in Resource 20. Teach pupils to check the address bar before entering any personal data.
Recommendation algorithm	*Personalisation engine*	An AI system that selects content based on previous activity - locking the user inside an information "bubble".	A key mechanism in online radicalisation and social polarisation. Link to the dopamine loop discussion.
Filter bubble	*Filter bubble*	The effect of the algorithm: we see only what we already like - and gradually lose the ability to evaluate alternative viewpoints.	Activity: ask pupils to check what Google results a peer with different views would receive for the same search query.
Cyberbullying	*Online harassment / cyberbullying*	Persistent harassment, intimidation or humiliation online. Can be anonymous and continue around the clock.	Affects as many as 1 in 3 pupils. Relevant legal frameworks include harassment law, data protection law and child safeguarding legislation (check local jurisdiction).
Sexting	*Sending intimate content*	Sharing or posting nude or intimate images or videos - often under pressure or coercion.	Images involving anyone under 18 may constitute child sexual abuse material (CSAM), which is a serious criminal offence in all jurisdictions - even if the sender is a peer.
GDPR / Data protection	*General Data Protection Regulation*	European law governing the collection and processing of personal data, including images and location data.	A pupil's image is personal data. Photographing pupils without consent may breach data protection law. Individuals also have the "right to be forgotten" (right to erasure) under GDPR.
Window of tolerance	*Window of tolerance*	The psychological state in which the brain is ready for learning and emotional regulation - neither over-stimulated nor under-aroused.	Excessive screen stimulation narrows the window of tolerance. A key concept when working with pupils with ADHD or anxiety disorders.

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Term	Full name / translation	Definition	Teacher tip
Generation Z / iGen	*Smartphone generation*	The generation born after 1995 - the first to grow up with smartphones. Strongly shaped by social media.	Term from Jean Twenge's research. This generation shows higher levels of anxiety, depression and loneliness than previous cohorts.
Screen time	*Screen time*	The total time spent with digital devices. WHO provides specific screen time limits for children under 5. For older children, leading health organisations recommend creating a balanced media plan rather than a rigid hourly cap. The key principle: screen time should not displace sleep, physical activity or face-to-face interaction.	Screen Time (iOS) and Family Link (Android) measure and limit screen time automatically - see Resource 08.
Microtransactions / Pay-to-win	*In-game paid advantages*	Small amounts (£1–£20) spent on in-game advantages. These accumulate to significant sums each month.	Particularly risky for pupils with impulsivity issues (ADHD). Check Family Link settings - in-app purchases can be blocked.
Digital detox	*Digital detox*	A deliberate break from digital devices, lasting from a few hours to several weeks.	Present it as an experiment, not a punishment! See Resource 06. Most effective when voluntary and preceded by reflection.
Digital attention deficit	*Screen-induced attention difficulties*	An informal term for concentration difficulties caused by excessive social media use - not a clinical diagnosis.	Neurobiologically distinct from ADHD, but with similar presenting symptoms. Key: distinguish the cause from a formal clinical diagnosis.
Troll / Astroturfing	*Fake accounts and coordinated campaigns*	Troll: an account deliberately provoking conflict. Astroturfing: a coordinated campaign of fake accounts simulating a grassroots movement.	Pupils often participate in astroturfing campaigns without realising it - by sharing disinformation content.
Netiquette	*Online etiquette*	A set of principles for respectful and safe behaviour online.	The foundation of Resource 17 (Digital Citizenship Poster) and Resource 18 (Class Digital Contract).
Cybercrime reporting	*National cybercrime reporting*	Official channels for reporting cyber incidents. Check your country's national cybercrime reporting portal for the correct local service.	Report here: deepfakes, phishing, hacking, cyberbullying. See also Resources 11 and 12.

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