

Module 6

Managing Online Identity

Incl. Netiquette, Digital Footprint, Screen Time Management



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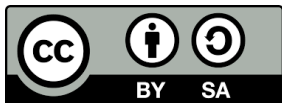
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Module 6 – Managing Online Identity

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Module 6 – Managing Online Identity

1 Learning Objectives

1. Learning about what comprises our digital identity and why it is important to be conscious of it;
2. Acquiring the skillset needed to distinguish between appropriate and inappropriate online behaviours that form one’s digital identity;
3. Training students how to manage their online identity to avoid the pitfalls that may result from abusive or inappropriate behaviour and use of the internet.

2 General Description

In the digital era, our online identity is just as important and valid as our offline identity; sometimes even more so, as a lot of people see our online profile before they meet us. With this in mind, we must consider that the internet is forever: when something goes online, it can never be removed entirely. It is therefore of vital importance to maintain an online profile that paints us in a good light. It is also vital to maintain a balance between our online and our offline identity, through moderation in use, both in *how long* we spend in front of a screen and in *what we do* with our time in front of the screen.

This module, comprised by 3 topics, challenges students to reflect on their own online identity and form healthy and appropriate habits for their internet use. In the first topic, **Netiquette**, students will be taught that their online behaviour matters just as much as their offline behaviour, and that they need to be considerate of others when online. The second topic, **Digital Footprint**, will expand on the first topic, demonstrating the importance of being conscious of our online presence, and teach ways to maintain an active digital footprint that does not misrepresent them. Finally, **Screen Time Management** will show the students the importance of balance between their online and their offline personas, and teach them ways to moderate their actions and the amount of time they are online.

Overall, students will be shown ways to manage their behaviour on and around the internet, in a way that promotes their wellbeing and shields them from some of the major pitfalls of everyday technology.

3 Introduction to the Topic

Nowadays, technology is a part of our everyday lives. We are online perhaps more than we are offline, as we are almost constantly in front of a screen, whether on a smartphone, a computer monitor, a laptop or a tablet, and it is important to remember that the person we are online has an impact on our offline lives, as well. This module will teach you why you need to be careful with your online identity, how to paint yourself in a good light in online interactions, and how to manage your time and activities online.

4 Framework

TOPIC 1	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
NETIQUETTE	Understand	<p>By the end of the lessons the students will be able:</p> <p>1.1 To know what Netiquette is and how it is derived</p> <p>1.2 To understand that social media is an extension of society and face-to-face interaction</p> <p>1.3 To identify the reasons that people sometimes misbehave or are misunderstood on social media (purposefully vs accidentally).</p>	<p>Topics to be taught by teacher:</p> <p>1.1 Definition of Netiquette - meaning</p> <p>1.2 Social media as an extension of society</p> <p>1.3 Misbehaviour on social media</p>	1.1 - 1.3 Presentation or video	1.1 to 1.3 Presentation or video (additional material to be added later on)	1.1 to 1.3 Online presentation or video (additional material to be added later on)	Pre-Testing: Quiz (What do students know about netiquette, can they guess the definition?)

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<p>Engage / Interact</p>	<p>By the end of the lessons the students will be able:</p> <p>2.1 To participate in online communication which is a form of content creation (e.g. based on scenarios)</p> <p>2.2 To interact with other individuals online in line with rules prescribed by Netiquette, depending on the environment in order to identify the demands each time (e.g. for professional use, informal communication)</p>	<p>Topics to be taught:</p> <p>2.1 Reacting to content as content itself (formats of interaction: video, text, audio, image)</p> <p>2.2 Rules of netiquette</p> <p>2.3 Netiquette in different online environments</p>	<p>2.1 Presentation or video</p> <p>2.1 YouTube “react” videos</p> <p>2.2 Presentation or video</p>	<p>Video on netiquette rules: https://www.youtube.com/watch?v=FWMk_Zv7nB8</p> <p>(additional material to be added later on)</p>	<p>Video on netiquette rules: https://www.youtube.com/watch?v=FWMk_Zv7nB8</p> <p>(additional material to be added later on)</p>	<p>Quiz: Multiple choice and T/F questions.</p>
<p>Analyze</p>	<p>By the end of the lessons the students will be able:</p> <p>3.1 To analyse the benefits of Netiquette</p> <p>3.2 To identify the consequences of online interaction</p>	<p>Topics to be taught:</p> <p>3.1 Benefits of Netiquette</p> <p>3.2 Consequences of interacting without netiquette (misunderstanding due</p>	<p>3.1 Presentation or video</p>	<p>(material to be added later on)</p>	<p>(material to be added later on)</p>	<p>Scenario: Instances of online interactions given to students. What might be the consequences of these online interactions/responses?</p>

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			to written speech, hurting individuals				
Evaluate	<p>By the end of the lessons the students will be able:</p> <p>4.1 To evaluate examples of Netiquette from online communication</p> <p>4.2 To reflect on good examples of Netiquette</p> <p>4.3 To reflect on bad instances of online communication that can lead to miscommunication – not getting the correct information across</p> <p>4.4 To critically judge instances of online communication that can offend someone</p>	<p>Topics to be taught:</p> <p>4.1 Keywords/phrases of netiquette</p> <p>4.2 Keywords/phrases that can lead to misunderstandings (bad)</p> <p>4.3 Keywords/phrases that can lead to offending readers (bad)</p>	<p>4.1 and 4.2 Presentation or video</p> <p>Students and teacher review instances of online communication (can be done on handouts passed out in class, or in a presentation)</p>	<p>Good examples of Netiquette taken from real-life instances (social media, platforms etc.)</p> <p>Bad examples of online communication taken from real-life instances (social media, platforms etc.)</p>	<p>Good examples of Netiquette taken from real-life instances (social media, platforms etc.)</p> <p>Bad examples of online communication taken from real-life instances (social media, platforms etc.)</p>	<p>Students can be asked to evaluate real-life instances of online communication</p>	
Create	<p>By the end of the lessons the students will be able to:</p>	<p>Topics to be taught:</p>	<p>5.1 and 5.2 presentation or video</p>	<p>Group work: each group is given a different</p>	<p>Group work: each group is given a different</p>	<p>Quiz: Multiple choice and T/F questions.</p>	

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		<p>5.1 To evaluate their online interaction and re-create, modify adjust etc. accordingly</p> <p>5.2 To have an active mindful participation in various environments in line with the rules of netiquette (social media, gaming chats, forums)</p>	<p>5.1 What students need to ask themselves about their online interactions</p> <p>5.2 Proposed changes, modifications, actions to take etc.</p> <p>5.3 Tips for students to follow about online interactions</p> <p>5.4 Online communication scenarios for practical exercise of knowledge acquired</p>	<p>5.3 Group work</p>	<p>scenario (video, post, image, audio) to react to.</p> <p>Material is to be differentiated to accommodate for age group</p>	<p>scenario (video, post, image, audio) to react to.</p> <p>Material is to be differentiated to accommodate for age group</p>	<p>Assignment: Create content following the rules of Netiquette.</p>
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TOPIC 2	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
DIGITAL FOOTPRINT	Understand	For the students to be able: 1.1 To know what Digital Footprint is 1.2 To understand how digital footprint is formed and what it consists of	Topics to be taught by teacher: 1.1 Definition of Digital Footprint 1.2 How the Digital Footprint is formed	1.1 - 1.3 Presentation or video	1.1 to 1.3 Presentation or video (additional material to be added later on)	1.1 to 1.3 online presentation or video (additional material to be added later on)	Pre-Testing: Quiz for overall knowledge on the subject (what do students know about digital footprint, how it is formed, why it is important, how it can have bad consequences)
	Engage / Interact	For the students to be able: 2.1 To recognise the difference between Active Vs. Passive Digital Footprint 2.2 To track their digital footprint 2.3 To be engaged in the creation of a 'fake digital footprint'	Topics to be taught: 2.1 Engaging with the Digital Footprint: Active vs Passive 2.2 Tracking your digital footprint	2.1 and 2.2 Presentation or video	2.1 and 2.2 presentation or video	Online tools for tracking digital footprint (additional material to be added later on)	Quiz: Multiple choice and T/F questions.

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<p>Analyze</p>	<p>For the students to be able:</p> <p>3.1 To analyse a given digital footprint</p> <p>3.2 To analyse the importance of their digital footprint (who can see it and why)</p> <p>3.3 To foresee the consequences of their (or another user's) online activity</p>	<p>Topics to be taught:</p> <p>3.1 The importance of the digital footprint: who can see it and why</p> <p>3.2 Potential adverse effects of a “bad” digital footprint</p>	<p>3.1 and 3.2 presentation or video</p> <p>Watch video (separate for each age group)</p>	<p>3.1 to 3.3 Presentation or video</p> <p>(additional material to be added later on)</p>	<p>3.1 to 3.3 Presentation or video</p> <p>(additional material to be added later on)</p>	<p>Exercise:</p> <p>Instances of online profiles given to students.</p> <p>What might be the effects (both positive and negative) of the digital footprint seen in these instances?</p>
<p>Evaluate</p>	<p>For the students to be able:</p> <p>4.1 To reflect on examples of Digital Footprint</p> <p>4.2 To evaluate <i>good</i> examples of Digital Footprint</p> <p>4.3 To judge <i>bad</i> examples of digital footprint</p> <p>4.4 To follow an evaluation procedure</p>	<p>Topics to be taught:</p> <p>4.1 Markers of a good digital footprint</p> <p>4.2 Markers of a bad digital footprint</p> <p>4.3 Evaluation procedure-process</p> <p>4.4 Evaluation tools or mechanisms</p>	<p>4.1 and 4.2 Presentation or video</p> <p>Discussion</p>	<p>Students and teacher review instances of Digital Footprints (consisting of emails, online profiles, forum posts etc.)</p> <p>(can be done on handouts passed out in class, or in a presentation)</p>	<p>Students and teacher review instances of Digital Footprints (consisting of emails, online profiles, forum posts etc.)</p> <p>(can be done on handouts passed out in class, or in a presentation)</p>	<p>Instances of Digital Footprint: What is good about each of them? What is bad about each of them?</p>

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	to assess digital footprints					
Create	<p>For the students to be able:</p> <p>5.1 To create (modify, re-create) appropriate digital footprint for themselves</p> <p>5.2 To follow useful tips and use their digital footprint to their benefit (for older students)</p> <p>5.3 To propose changes, alternative of online activity etc. to improve a given digital footprint.</p>	<p>Topics to be taught:</p> <p>5.1 What students need to ask themselves about their digital footprint.</p> <p>5.2 Tips for students to follow about their digital footprint</p> <p>5.3 How students can use their digital footprint to their advantage (for older students)</p>	<p>5.1 and 5.2 presentation or video</p> <p>5.3 Scenarios</p>	<p>Scenario:</p> <p>a. Someone tags you in an offensive post. What do you do?</p> <p>b. <i>Your grandmother just added you on Facebook.</i> How much of what is on your profile are you comfortable with her seeing?</p>	<p>Scenario:</p> <p>a. Pretend you are <i>applying for a job</i>. What do you want your future employer to see on your profile?</p> <p>b. Pretend you <i>own a small online business</i>. What is appropriate for customers/business partners to see on your profile?</p> <p>c. <i>Your grandmother just added you on Facebook.</i> How much of what is on your profile are you comfortable with her seeing?</p>	<p>Quiz: Multiple choice and T/F questions.</p> <p>Assignment: Rate your own digital footprint. What is good about it? What is bad about it? What does your digital footprint say about you? How would you change your online habits?</p>

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TOPIC 3	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
SCREEN TIME	Understand	For the students to be able: 1.1 To understand what Screen Addiction is 1.2 To identify what their peers use their devices for 1.3 To understand that screen addiction can come from various mediums (various devices and activities) 1.4 To recognise the reasons that make people to become addicted to technology	Topics to be taught by the teacher: 1.1 Definition of Screen Addiction 1.2 Main screen time activities of teenagers 1.3 Types of screen addiction 1.4 Reasons for screen addiction	1.1 - 1.3 Presentation or video	1.1 to 1.3 Presentation or video (additional material to be added later on)	1.1 to 1.3 Online presentation or video (additional material to be added later on)	Pre-Testing: Quiz (What do students know about screen addiction, do they think it is a real problem, do they think it's a serious problem, do they think it can affect their lives majorly?)
	Engage / Interact	For the students to be able:	Topics to be taught:	2.1 Presentation or video 2.2 Presentation or video	2.1 and 2.2 Presentation or video	2.1 and 2.2 Presentation or video	Quiz: Multiple choice and T/F questions.

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	<p>2.1 To recognise what constitutes a healthy use of technology</p> <p>2.2 To differentiate between healthy use of the technology and unhealthy use</p> <p>2.3 To be engaged with technology as a tool for a purpose (i.e. the goal is not the internet, it is only a means to an end)</p> <p>2.4 To take an active role in the healthy use of technology as a tool for various purposes</p>	<p>2.1 Indicators of healthy screen time</p> <p>2.2 Technology: a tool to be used with caution</p> <p>2.3 Ways to measure screen use.</p>		(additional material to be added later on)	(additional material to be added later on)	
Analyze	<p>For the students to be able:</p> <p>3.1 To analyse the reasons for screen time moderation</p> <p>3.2 To analyse the consequences of excessive screen time</p>	<p>Topics to be taught:</p> <p>3.1 Reasons for screen time moderation.</p> <p>3.2 Consequences of excessive screen time.</p>	3.1 Presentation or video	<p>https://www.youtube.com/watch?v=0Me0Tn22ZHK</p> <p>Video with useful information that can be included in presentation</p>	(material to be added later on)	Class discussion led by teacher: Do students think it is important to control their screen time? Is it something that they have tried to do before? Do they know someone facing this problem?

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					but not suitable for the class		Are they in control of their screen time?
Evaluate	<p>For the students to be able to:</p> <p>4.1 To identify any signs of screen addiction in themselves</p> <p>4.2 To critically evaluate the use of screen and the potential of screen addiction in others</p> <p>4.3 To reflect on various behaviours (their own and their peers) that may lead to screen addiction</p>	<p>Topics to be taught:</p> <p>4.1 Signs of screen addiction (internal)</p> <p>4.2 Signs of screen addiction (external)</p> <p>4.3 Addictive online behaviours</p> <p>4.4 Ways to evaluate and measure online behaviours</p>	4.1 - 4.3 Presentation or video	<p>Group work: Divide class in 2 groups, 1 scenario for each group:</p> <p>a. Screen time <i>behavioural patterns</i> of an individual. Would you say might be facing issues with controlling their screen time?</p> <p>b. Description of the <i>emotions</i> of an individual with regards to their screen time. Would you say might be facing issues with controlling their screen time?</p>	<p>Group work: Divide class in 2 groups, 1 scenario for each group:</p> <p>a. Screen time <i>behavioural patterns</i> of an individual. Would you say might be facing issues with controlling their screen time?</p> <p>b. Description of the <i>emotions</i> of an individual with regards to their screen time. Would you say might be facing issues with controlling their screen time?</p>	<p>Quiz: Multiple choice and T/F questions.</p>	

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	<p>Create</p>	<p>For the students to be able to:</p> <p>5.1 To judge and reflect on their screen time habits by asking the right questions</p> <p>5.2 To familiarise themselves with and adopt ways to manage their amount of time spent on a screen</p> <p>5.3 To use ways to moderate their screen time activities.</p> <p>5.4 To take measures against excessive screen use</p>	<p>Topics to be taught:</p> <p>5.1 What students need to ask themselves about their screen time habits</p> <p>5.2 Methods to manage screen time</p> <p>5.3 Moderating screen time activities</p>	<p>5.1 to 5.3 Presentation or video</p>	<p>5.1 to 5.3 Presentation or video (material to be added later on)</p>	<p>5.1 to 5.3 Presentation or video (material to be added later on)</p>	<p>Quiz: Multiple choice and T/F questions.</p> <p>Assignment: Paragraph with the screen time habits of a teenager. What would you change? What advice would you give this person on how to cut down on screen time? Explain why they should reduce their screen time.</p>
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