

A computer monitor is the central focus, tilted at an angle. It displays the text 'Examining My Online Identity Use and Digital Media Overview and Practitioner' in white and yellow. To the right of the monitor is a green and black game controller with 'BACK' and 'START' buttons visible. Below the monitor is a black office chair. The background is a mix of white and blue, with a large grey starburst graphic behind the monitor. At the bottom, there are several colored squares: black, grey, blue, and white.

Examining
My Online Identity Use
and Digital Media Overview
and Practitioner

Examining My Online Identity and Digital Media Use

Workbook titles in this series include:

My Dream Career

Examining My Online Identity and Digital Media Use

How I Communicate in Different Places

My Role Models



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**EMPLOYMENT
ONTARIO**

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Examining My Online Identity

Practitioner Overview

This module focuses on helping learners identify their dream career. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment. This module contains 14 task-based activities and is divided into six sections.

1. Overview and Understanding My Online Identity
2. Creating Secure Passwords
3. What Is Digital Media
4. Being a Good Digital Citizen
5. Evaluating Online Information
6. Wrap-Up



Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding
- basic Internet search skills
- word processing software skills
- understand how to post on the classroom blog or wiki



Learning Objectives

Materials Needed

- The learning objectives are to
- learn about the benefits and risks of sharing information online
 - understand the difference between private and personal information
 - understand how sharing private information online can put you at risk
 - identify strategies to create secure passwords
 - understand what it means to be a good digital citizen
 - begin to learn how to evaluate online information

The materials needed, are

- Learner Workbooks for each learner
- Internet access
- word processing software
- class blog or wiki

The activities and practitioner instructions are summarized in the following chart. After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki. You will need to set up a forum for this activity. For ideas, refer to the **Practitioner Introduction**.

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 2-3 hours.



Task-Based Activity Summary	Practitioner Instructions	OALCF Connection and Level
<p>1 Complete the “Before” section of the self-assessment to determine your current skill level</p>	<p>a. Explain to the learners that in this module, they will be thinking and talking about their online identity.</p> <p>b. Review the learning outcomes with them.</p> <p>c. Explain that the module will start and end with a self-assessment.</p> <p>d. Have the learners complete the “Before” section of the self-assessment.</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>E.2 Monitor own learning</p> <p>Level: Beginner-Intermediate</p>
<p>2 Discuss your current online identity</p>	<p>Use the questions provided to facilitate a discussion about the learner’s familiarity with the concept of an online identity.</p>	<p>B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions.</p> <p>Level: Intermediate</p>
<p>3 Identifying private versus personal information</p>	<p>a. After reading the passage on personal and private information, have the learners decide whether each type of information is personal or private.</p> <p>b. After the learners have completed the activity review the answers.</p> <p>c. Discuss the instances where they were unsure of whether or not the information was personal or private.</p>	<p>A1.1 Read brief texts to locate specific details</p> <p>B3.1a Make straightforward entries into very simple documents</p> <p>Level: Beginner</p>

“EL” refers to employment link.

“LR” refers to learner reflection.

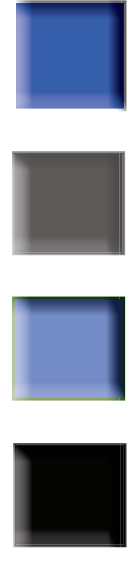
4	Identifying non-private information	Have the learners work with a partner to think of at least four types of information that they could share without showing their identity.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions. B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner
5	Classifying personal and private information	<p>a. Have the learners create a new account on a website such as YouTube.</p> <p>b. If you are using a blog or wiki site for learners to do reflections (see Learner Reflection at the end of the module), you can use this website for the activity.</p>	B3.2a Use layout to determine where to make entries into simple documents D.2 Perform well-defined, multi-step digital tasks Level: Intermediate
EL		Discuss how the completed activities are linked to employment.	
6	Determine if your password is good	This activity has been designed as a game to see who has the most secure password. A small prize for the winner (e.g., a chocolate) is always a great way to motivate participation. Feel free to play along with the learners!	A1.1 Read brief texts to locate specific details B3.1a Make straightforward entries into very simple documents C4.1 Make simple comparisons and calculations Level: Beginner
7	Create a secure password	Have the learners create a variety of secure passwords independently.	A1.2 Read texts to locate and connect ideas and information Level: Intermediate



EL		Discuss how the completed activities are linked to employment.	
8	Determine how you use digital devices/media in different settings	<p>a. Ask the learners if they can think of any other type of digital devices that they use on a regular basis.</p> <p>b. Have them add their suggestions to the table.</p> <p>c. Ask the learners to think creatively about the different ways the devices could be used in different settings; not just how they are already used.</p>	<p>A1.1 Read brief texts to locate specific details</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>B3.1a Make straightforward entries into very simple documents</p> <p>Level: Beginner</p>
9	Keep a digital media log	<p>This is an extension activity and is meant to take place over a 24-hour period.</p> <p>a. You can modify it to take place over a shorter period of time.</p> <p>b. After the log is completed, discuss with the learners the value of understanding how much time you spend interacting with digital media.</p>	<p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>B3.1a Make straightforward entries into very simple documents</p> <p>Level: Beginner</p>
10	Watch a short video and write a short paragraph	<p>In this activity, the learners will need access to the Internet to be able to watch a video.</p> <p>a. After they have watched the video, have them write a short paragraph describing some of the different technology they use and how they can be a good digital citizen as they use that technology.</p>	<p>A1.2 Read texts to locate and connect ideas and information</p> <p>B2.2 Write brief texts to explain and describe information and ideas</p> <p>A3 Extract information from films, broadcasts and presentations</p> <p>Level: Intermediate</p>

		<p>b. If there is time, have the learners go to YouTube to search for and watch some other interesting videos about digital citizenship.</p> <p>In this activity, the learners need to think about things they have actually posted online and determine if the postings are appropriate or inappropriate.</p> <p>a. Allow them to complete the activity privately, in case they feel uncomfortable sharing things they may think are inappropriate.</p> <p>b. Ask them if they had ever thought about how things they post could have an impact on the future and how they felt about the activity.</p>	
11	<p>Determine inappropriate and appropriate activities that might contribute to your digital footprint</p>		<p>A1.1 Read brief texts to locate specific details</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>B3.1a Make straightforward entries into very simple documents</p> <p>Level: Beginner</p>
12	<p>Google yourself on the Internet</p>	<p>a. Have the learners review the information on Google.</p> <p>b. Ask them to share any other search engines they have used.</p> <p>c. Discuss the advantages and disadvantages of searching on the Internet versus more traditional searching in books.</p>	<p>B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions.</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>D.2 Perform well-defined, multi-step digital tasks</p> <p>Level: Beginner-Intermediate</p>

	<p>Advantages of the Internet for getting information is that it</p> <ul style="list-style-type: none"> • is fast • can access it anywhere • may be more up to date <p>Disadvantages</p> <ul style="list-style-type: none"> • not all of the information is true • there are not any “checks” in place, such as a publisher who has verified the information, etc. <p>The learners will need Internet access so they can “Google” themselves.</p> <ol style="list-style-type: none"> Have them record any “hits” that they find when they “Google” themselves. Discuss whether or not they have created a digital footprint yet. 	
<p>13</p> <p>Evaluate information found on a conspiracy theory</p>	<p>a. Have the learners review the information about the questions that you need to ask when you are evaluating online information.</p> <p>b. Stress the fact that anyone can post anything on the Internet and that you shouldn’t believe something just because you can read about it online.</p> <p>The learners will need Internet access so that they can search for their favorite conspiracy theory or conspiracy theories in general.</p>	<p>A1.2 Read texts to locate and connect ideas and information</p> <p>A2.1 Interpret very simple documents to locate specific details</p> <p>B3.2a Use layout to determine where to make entries in simple documents</p> <p>D.2 Perform well-defined, multi-step, digital tasks</p> <p>Level: Intermediate</p>





		<p>a. Have them choose and evaluate the site, using the table provided.</p> <p>b. Have them share their conclusions about the site with the group.</p>	
EL		Discuss how the completed activities are linked to employment.	
LR	Reflect on your learning	<p>a. Choose a method for learners to reflect on what they have learned in the module.</p> <p>b. Set up a class-based wiki, blog, etc. for use.</p> <p>c. See the Practitioner Introduction for guidance.</p> <p>d. Encourage learners to answer the provided reflection questions.</p>	<p>B4 Express oneself creatively</p> <p>D.2 Perform well-defined, multi-step digital tasks</p> <p>Level: Intermediate</p>
14	Wrap-up discussion and completion of post self-assessment	<p>a. After the learners have completed their reflections, bring them back together as a group.</p> <p>b. Discuss what they have learned throughout the process.</p> <p>c. Remind them of the employment connection for all of the task-based activities they completed during the module.</p> <p>d. Have the learners complete the “After” section of the self-assessment.</p> <p>e. Discuss whether they feel their skills have improved.</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>E.2 Monitor own learning</p> <p>Level: Beginner-Intermediate</p>