

My online identity

Ana Raquel Simões & Susana Pinto, e-lang citizen team

Teacher Sheet

Task

Your students will be given the following task.

Choose one (or two) of your social media accounts and analyse the information you have selected to include in your profile. You will compare your online identity to your real-world identity.

To do so, you will create your personal online identity map, share it in class with your colleagues and make a comparison of your online identity maps as well as your real-world identities.

Website

Various social networks/media accounts with various languages: Facebook, Instagram, Twitter, etc.

Online mind map tools:

- [COGGLE.IT](https://coggle.it);
- [MindMup](https://www.mindmup.com).

CEFR level - For B1 level and above

Objectives

Digital citizenship and literacy

	Dimensions covered in task	(Potential) specific objectives
Digital citizenship	Ethical and responsible	<p>Become aware of one's online identity vs. offline identity.</p> <p>Reflect on responsibilities and acceptable/unacceptable behaviour when using a social platform.</p>

	Critical	Understand what it means to have a digital identity and how it is created and managed while creating and sharing content in social media.
Interaction literacy	Technologically mediated communication (literacy)	Build and share personal identity maps.

Main language activity

- Written production: creating online mind map.

Possible steps

- You can ask your learners to reflect on the information they have selected to include in their profiles. You can give them a few guiding questions:
 - Is your online identity different from your offline identity? If so, why?
 - Why do you think people may take on different identities at different times, in different places, online and offline?
 - What might be the consequences of reshaping identities (withholding information, pretending to be someone else, playing a fictional character in an online game)?
 - Do you know people who take on “fake” or alternative identities in online social media accounts? Why do you think they do so? What could be the consequences of it?
 - What are the benefits/advantages and the benefits/constraints of “playing” with identity?
- You can ask students to create their personal identity maps. They can use online mind map tools (they can create an account).
- Students can then share their identity maps with their peers and discuss which fields/domains are included and reasons for including them.
- Finally, they can compare their online identities to real world identities.

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Student Sheet

Task

Choose one (or two) of your social media accounts and analyse the information you have selected to include in your profile. You will compare your online identity (virtual) to your real-world identity.

To do so, you will create your personal online identity map, share it in class with your colleagues and make a comparison of your online identity maps as well as your real-world identities.

To complete the tasks

Reflect on the following questions:

- Is your online identity different from your offline identity? If so, why?
- Why do you think people may take on different identities at different times and in different places, both online and offline?
- What might be the consequences of reshaping identities (withholding information, pretending to be someone else, playing a fictional character in an online game)?
- Do you know people who take on “fake” or alternative identities in online social media accounts? Why do you think they do so? What could be the consequences of it?
- What are the benefits/advantages and the benefits/constraints of “playing” with identity?

When you create your personal identity map, you can use online mind map tools (you need to create an account).

Share your identity map with your classmates and discuss which fields/domains are included you're your reasons for including them.

Compare your online identities to your real-world identity.

Website

Your social networks/media accounts with various languages.

Online mind map tools:

- [COGGLE.IT](https://coggle.it);
- [MindMup](https://www.mindmup.com).

CEFR level - For B1 level and above

Objectives

Digital citizenship and literacy

While completing this task, you can:

- reflect on meanings of digital identity and how it is created and managed.
- reflect on the advantages and disadvantages that may result from the decision to be someone different online.
- reflect on the way social media changes people's perceptions about identity.

Hints

Work on the language-related aspects

In case you have difficulties with vocabulary and sentence construction when making your personal identity map, you can use online dictionaries and online translation programmes (e.g.: <https://www.thesaurus.com>; <https://www.linguee.com>; <https://www.deepl.com>).

For you to think about

While completing this task, you can reflect on the following:

- What did you learn about your own online identity as well as about those of your peers?
- What did you learn about the possible reasons for having different online and real-world identities?
- If you used a machine translator to help you with your writing, how helpful was it? Did you trust the translation? How would you rate the linguistic quality of the translation?