Blended Learning Essentials: Developing Digital Skills

Crib Sheet: Learning design for managing your online identity

Context

Topic: Digital Literacy

Total learning time: 140 minutes

Number of students: 30

Description: This session builds upon a previous session entitled "Who am I? My digital footprint" from the Birkbeck Library's Information Literacy programme. It enhances employability, communication skills and global citizenship.

There are two class sessions, with homework before and after.

Keywords: Digital Citizenship, Global Citizenship, Employability skills, Communication skills, personal branding, LinkedIn, Social Media.

With thanks to Elizabeth Charles, Birkbeck

Aims

To initiate a reflection process about learners' online reputation creation and propose tools that can enhance their online professional profile.

Outcomes

Reflect (Evaluation): How learners represent themselves in online social networks based on practices of personal branding.

Generate (Synthesis): A profile page on LinkedIn or modify an existing one based on principles of good practice.
Teaching-Learning activities

**Flipped Classroom Activities out of class: What will you do?** - **Homework**

**Investigate** 10 minutes 1 student  Tutor is not available
Make notes that you can share with others later about your answers to three questions:
1. What are you passionate about?
2. What are you good at?
3. What does the world need?

**Produce** 15 minutes 1 student  Tutor is not available
Draft a short autobiography for yourself (up to 60 words) based on your answers to those questions and bring with them to the class.

**Read Watch Listen** 5 minutes 1 student  Tutor is not available
LinkedIn is a social networking website and app that links professionals together - both employers posting jobs, and job seekers posting CVs. It’s free to use, so the company sells access to information about their members. Use the link to Scoop-It which shows some curated content on the capabilities of LinkedIn, and browse through some of the features you could make use of, making notes as you go. Read the handout with advice on how to structure your autobiography, the areas you need to think about and ways of crowdsourcing the answers, along with a link to the reading.

**Resources**

**Introductions in small groups** - **In class**

**Discuss** 5 minutes 30 students  Tutor is available
Propose one ground rule for today's session that we all need to respect, and join the discussion while the teacher keeps notes and summarises them on the [Smartboard/ flip Chart/ Powerpoint slide], until the whole class has an agreed list.

**Discuss** 5 minutes 3 students  Tutor is available
In your group of 3, introduce yourselves based on the autobiography you created at home. In your group, decide on one key point that you thought was really important from the reading you did, to share with the whole class, and tweet it using the teacher’s hashtag.

**Discuss** 15 minutes 30 students  Tutor is available
In the whole class, browse through the other groups’ suggestions of their key points, and discuss the teacher’s feedback as they link these points to the main intended outcomes for the session.

The ground rules activity aims to build trust among the members of the class and create a sense of ownership, which can be very important if you don’t know each other very well.

If you don’t have a mobile phone then you can use a poster and post-it notes to share your group’s key points.

**What is LinkedIn?** - **homework**

**Collaborate** 10 minutes 2 students  Tutor is not available
Work with a partner to browse through some profiles for people in your area of work, and discuss what you would want to achieve by creating a profile.
Read Watch Listen  10 minutes  2 students   Tutor is not available
Read the short article about LinkedIn's potential in terms of your employability, and how you might use this approach to networking.

Investigate  10 minutes  2 students   Tutor is not available
With your partner, work through a few more profiles to discuss them and look for good ideas you could adopt, and make notes of how you will create your own profile.

Create a LinkedIn profile or revise an existing one - in class
Read Watch Listen  10 minutes  30 students   Tutor is available
Watch as the teacher demonstrates the first steps of creating a profile and defines the main criteria for a good profile.

Practice  15 minutes  1 student   Tutor is available
Now create your own profile, using the criteria set by the teacher. Ask for help or advice, as you need it, and listen to the general advice being offered to the whole class.

Practice  5 minutes  1 student   Tutor is available
Review your partner’s profile against the criteria, offer advice on how to improve it, and note any points you think of for improving your own profile.

Produce  15 minutes  1 student   Tutor is available
Using the ideas you got from doing the review, and receiving feedback from your partner, revise and finish your profile, then submit it to the teacher.

Reflection on personal online identity and reputation - Evaluation of the session, online.
Produce  10 minutes  1 student   Tutor is not available
Use the link to the Google Doc where you can record your reflections, read through others', and evaluate the session. The teacher will look through these to see what you thought.