Learning Online: Managing your Online Identity

Reflect on how you want to present yourself online and take positive steps towards these goals.

If your students are completing the whole of this course online, then they can complete useful and engaging activities, or a test based on the content covered.

You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Choose whichever suits your students and needs.

Each task has student-facing instructions you can use (found later in this pack).

Individual student tasks taken from the course

Reflection: Students write a 500-word reflection on what they learned from the course, including anything they might do differently now as a result of their learning and anything additional they found out from their own reading around the topic. They will submit this reflection as a written essay, podcast or video.

Research task 1: What can you find out about yourself online? Students write a short summary of what they found and how it made them feel and submit this to you.

Research task 2: Students choose a 'hashtag' activist and put together a presentation on them that explains how they use the internet to create change.

Group tasks based on the course

Research task: Split your class into small groups (or let them choose their own groups). They should choose a 'hashtag' activist and put together a presentation on them that explains how they use the internet to create change. They should also submit a short summary of how they worked together to produce the presentation.

Discussion task: Discuss how internet comments and abuse can be harmful. Set up a discussion board using a platform of your choice – it might be helpful to split the discussion into three streams for the three scenarios. Students should discuss the scenarios on Step 2.6 of the course, including: What would they do, how would they feel, how could they help that person?

Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks, so they are appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. You can decide if you want to include this information when you share the assessment with your students.

Additional support

You can use the How to use Futurelearn guide with your students to get started. If you have any more questions, please refer to the FAQ section.

Student instructions

Reflection

Write a 500-word reflection on what you have learned from the course. It should include anything you might do differently now because of what you learned and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast or video.

Research task 1

What can you find out about yourself online?

Start by searching for yourself online, and taking a look at the search results:

- Make sure that you look at the web, image and video results for a full view.
- If you are active on a particular social media platform (such as Twitter), try logging out of your account. Then, see what other people can see when they search for you. You can also open an 'incognito tab' in your browser to do this.
- If you have a common name, you may find many results about other people. In order to get more targeted results, you may wish to combine your name with other key search terms connected with your location, interests, and place of work or study.
- Don't just use your real name; if you have other usernames, search for them too.

You might find that there are other people who share your name. Ignore these, and just look at the results that are actually about you. Then, think about these questions:

- Is the information about you accurate?
- Did you make this information available, or has someone else put it online?
- Do the results about you reflect who you are, or just one or two things about you?
- Is this information coming from one of your online profiles (eg Instagram, Facebook, Twitter, etc?)
- What kind of privacy settings do your online profiles have: public, private or somewhere in between?

Write a short summary of the types of information you found and how it made you feel to find this information about yourself online. Submit this summary to your teacher.

Research task 2

A 'hashtag' activist is someone who has used social media and the internet to create change, for example:

- Tarana Burke: a social activist who was instrumental in founding the #MeToo movement.
- Luke Ambler: who founded the mental health support network Andy's Man Club and uses #ItsOkaytoTalk to provide a space for men to talk about mental health.
- Greta Thunberg: the environmental activist who encouraged climate change strikes using the hashtags #FridaysforFuture and #SchoolStrike4Climate.
- Black Lives Matter: founders of the hashtag #BlackLivesMatter and the international movement against racism.
- UN Foundation and Climasphere: creators of #EyeOnClimate who asked Instagram users to use their accounts to show the impact of climate change.

Choose a hashtag activist that inspires you, one of the above or someone new, and put together a presentation on them. Your presentation should include:

- who they are
- what their beliefs are
- what they do that makes them activists
- how they use social media and the internet to create change.

Group discussion

For each of these three scenarios of internet disagreement and abuse, consider how you would feel were this to happen to you. Discuss your thoughts with your peers in the discussion set up by your teacher.

Scenario 1. You've posted this tweet on twitter: "Had such a hard day, why are admin staff so difficult! It can't be that hard to get some emails right. Don't @ me"

You notice that your replies are full of strangers commenting about your attitude. The general tone of their comments highlights your criticism of admin staff. They start using the hashtag #arrogant and #firstworldproblems in their replies.

How do you feel? How might others feel? How could you help that person?

Scenario 2. You are reading a newspaper article online. The comments below the article contain racially abusive material which you don't agree with. One user keeps including a link to a video of a racist attack on a group of young men. Their post keeps receiving 'likes' by other users and is bumped up the comments section.

How do you feel? How might others feel? How could you help that person?

Scenario 3. A friend has posted about a performance they were in, and the clip has been shared widely, with people making fun of it. You are not sure if your friend knows this, but the comments sections is already being filled with rude remarks about them and jokes about their appearance.

How do you feel? How might they feel? How could you help that person?

Try to respond to at least 2 other comments.

Group research task

A 'hashtag' activist is someone who has used social media and the internet to create change, for example:

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- Black Lives Matter: founders of the hashtag #BlackLivesMatter and the international movement against racism.
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Your group should choose a hashtag activist that inspires you, one of the above or someone new, and put together a presentation on them. Your presentation should include:

- who they are
- what their beliefs are
- what they do that makes them activists
- how they use social media and the internet to create change.

You should also provide a brief summary of who contributed which parts of the presentation and how you worked together to review the final file you submit to your teacher.

Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.

1. Explain one reason you should manage your online presence (2 marks) [Step 1.3]

2. How can you make your online presence look good for future employers? (3 marks) [Step 1.8]

3. What is copyright and why is it important? (2 marks) [Step 2.3]

4. What can you do to protect your mental health online? (4 marks) [Step 2.5]

5. Why should you be careful what you share online? (4 marks) [Step 2.7 and 2.8]