

Hybrid Learning Communities – Subjects: Society, citizenship & technology, Project description:

“Who am I?” (Understanding identity)

Summary: Students learn the concept of identity while exploring their own identity and the identities of their classmates’.

Students use digital production (video) to present the results of their explorative learning. The focus of the course can spread interdisciplinary over several school subjects.

The process can be carried out It in e.g. 2 days/ 12 lessons or take up several weeks to complete; The scope of the course depends, on how many areas the teacher will let the students focus, and to which degree the teacher lets the students immerse themselves in their investigation and digital production.

Introduction - What is identity?

Brainstorm: Write down everything that comes to mind when you hear the word identity. You can write it down on a piece of paper or put it in a word cloud (wordart.com).

Presentation: Students are introduced to knowledge on the concept of identity – e.g. theoretical concepts of identity:

- Roleplay: (e.g. Goffmann) Identity as a roleplay of everyday life, frontstage, backstage and Social Media as a middle-stage.
- Layers: The difference between a person’s self-, personal-, social- and collective identity.

Part 1 – Writing:

Mother tongue

Students write in their mother tongue about their role models, their strengths and weaknesses, values in life and what is important to them. Students should also write about their nationality and what it means to them. In this text students also focus on grammar. In this text there should be at least 20 nouns and 20 verbs. The writing must have at least two paragraphs which contains at least four sentences.

English

Students write about their future in english. This information must appear in the text:

- What high school do you want to go to? Why do you want to go to this high school? Will you go to University? If so which one? What would you study at university?*
- What is your dream job? What do you have to do to get your dream job?*
- Will you have a family? What about kids?*
- Are you going to be living in the same place? Do you want to live abroad?*
- What are your strenghts?*
- What is most the important in life according to you?*

The third language

(depends on the county could e.g. be German, Spanish, French etc.)

In this language students should write about their interests, favourite things, families and friends. You should write in a full sentence:

Your name, age and where you live.

Your interests.

Your favourite food, music, movie and tv show.

The name of family members, their age and their interests.

Your family members favourite food, music, film and tv show.

Part 2 – Production & Presentation

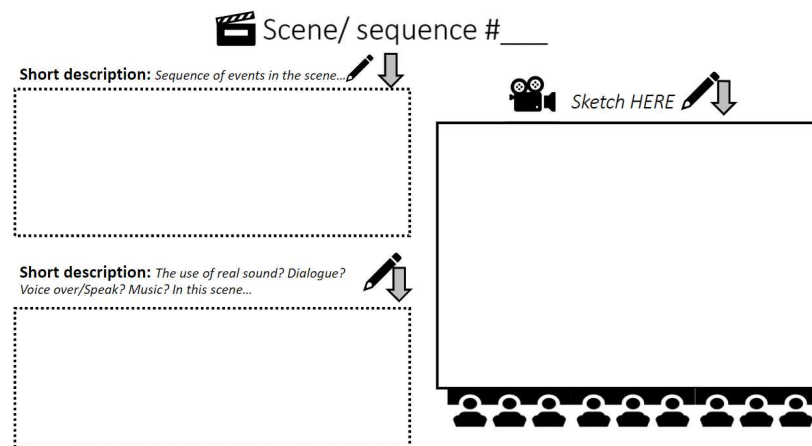
The student should prepare a short video presentation about what they wrote in part 1. They should have photos/ recordings that relate to themselves.

If they are new to digital production they can use the storyboard template to prepare filming and editing.

If needed, the teacher should scaffold the student’s production for their digital production and video presentation by introducing them to:

- 1) Using the storyboard template. How to structure both their individual exploration and their presentation. They do this by describing and sketching in the printed template and thereby prepare the recording and editing of the presentation.
- 2) App’s for recording/ editing if needed. Alternatively, the teacher can facilitate students sharing knowledge about the applications they already use to communicate via video.

The storyboard templates



Didactic process: Before, During and after.

The teacher's process		The student's process	
BEFORE	<p>1. step = How many hours? E.g. 8-10 lessons</p> <p>2. step = What goals I want to achieve?</p> <p>The student must investigate their own identity and their way of learning – describe themselves and their prospects of their future.</p> <p>Students practice three language, the mother tongue, English and third language (german, spanish, french or other)</p> <p>3. step = What goals students will achieve in the end of this course?</p> <p>To answer the questions in the project description and put it together in video (iMovie, Instagram, TikTok, Snapchat and other apps).</p>		
	<p>Let them think about what identity is. Put it in word cloud: https://wordart.com/ or in other ways. Let them brainstorm about themselves.</p>	BEFORE Introduction	Students writes answers about what identity is and then they tell one another.
	<p>To give them project description and tell them about all the steps. It is important that the teacher is participating as an explorer and not as an expert, that has all the answers. Supporting them in their development and reflection of their own self identity and to know and accept others.</p>	PRACTICE Production	Students are answering the questions in the project descriptions and working on their project. They write down everything and they have to take a video or presentation on slides of their portrait.
	<p>Listen to their presentation and give them feedback how it was.</p>	AFTER Publication	<p>Students show their video to others or their presentation and see the differences between one another and find out if there is something missing in their project.</p> <p>Extra tasks: write a letter to grandparents about themselves and the grandparents write back if they can.</p>
AFTER	<p>Think about how it went and did we achieve our goals.</p> <p>What do we want to do next with the students?</p> <p>Work further into understanding the self-identity in the next project.</p>		