



# Master of Educational Technology Program

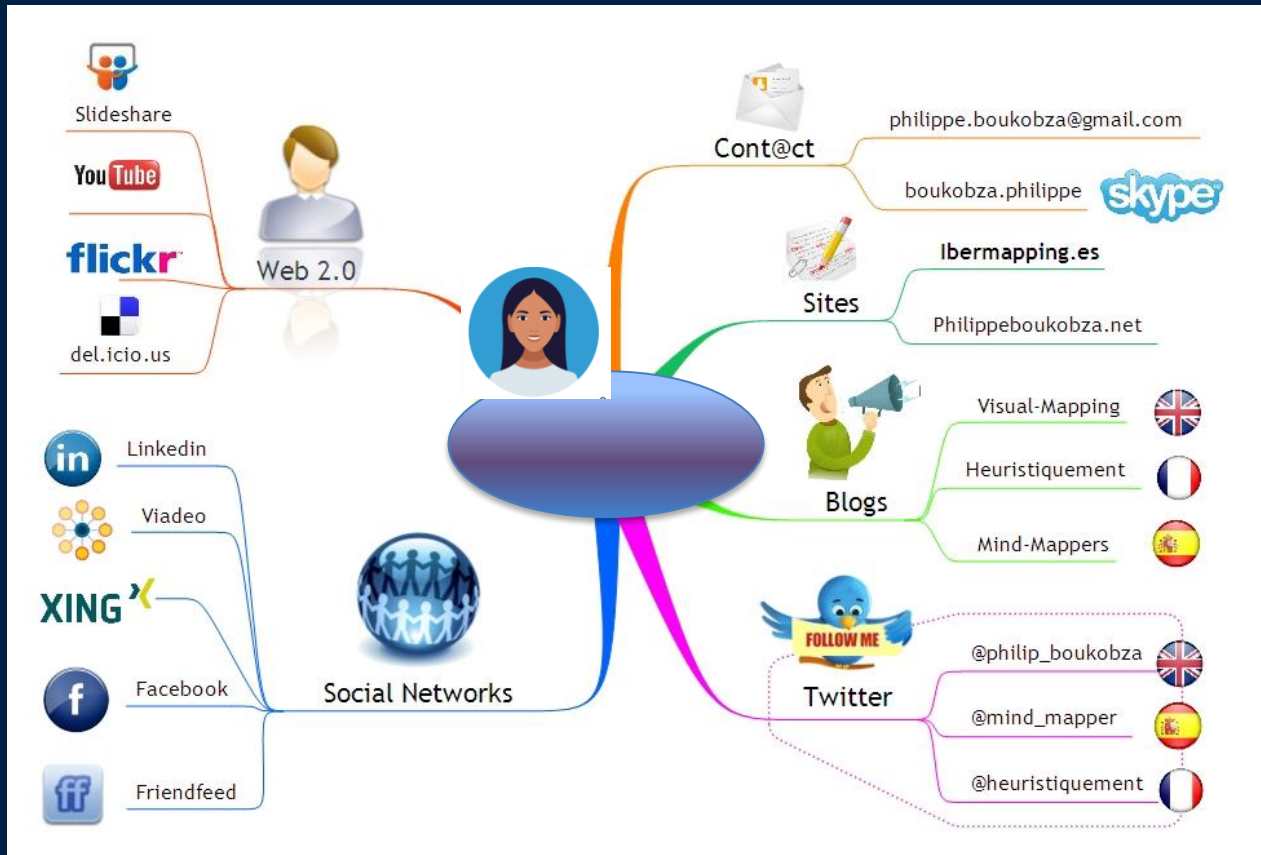


Image source: <https://www.visual-mapping.com/2009/12/building-map-for-summarizing-my-digital.html>

## Digital Identity Mind Map

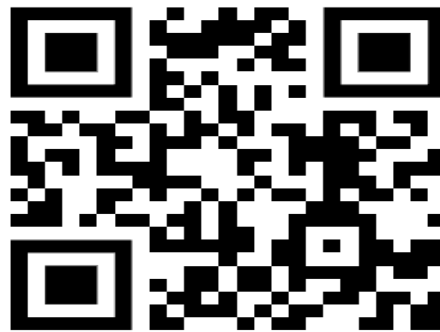
- Exploring one's own identity provides opportunities for reflexive and holistic learning.

Created by: Amanda Lin

## Overview of the challenge

This inclusive makerspace challenge is meant to provide a means for makers to reflect on their participation in the online environment, particularly on social media platforms. By creating a digital identity mind map, makers will be able to visually represent the different aspects of their online presence and how they connect to their offline lives. Reflecting on their digital identities will require the makers to critically evaluate the impact of their digital footprint and empower them to make informed choices about their online participation.

## Materials and Resources Required



No-tech tools can include (but are not limited to):

- Learning journal
- Markers
- Pencils
- Cardboard
- Glue
- Scissors
- String/yarn/twine
- Construction paper
- Drawing paper
- Popsicle sticks
- Pompoms
- Pipe cleaners
- Tape/duct tape/double-sided tape
- Recycled materials
- Plasticine
- Fabrics
- Shoebox
- Paint
- Glitter
- Pictures/Images
- Playdough

Low-tech and high-tech tools can include (but are not limited to):

- iPad
- Laptop
- Wifi
- Projector
- 3D Printer
- iMovie
- Green Screen
- Stop Motion Recording
- Garageband
- Sphero
- Makey Makey
- Dash and Dot
- Ollie
- Podcast
- Camera
- Micro:bit

Best mind mapping software for beginners and occasional user guide:

<https://zapier.com/blog/best-mind-mapping-software/>



# Inclusive Maker Challenge Instructions

## Part 1:

Watch the “What is Digital Identity” video by visiting <https://www.youtube.com/watch?v=OGV5OBa938I> or scan the QR code. Write down your thoughts in the learning journal. What do you wonder? What do you want to clarify? What did you find surprising?



## Part 2:

In your learning journal, list all the social media platforms and online platforms that you use at home and in school (e.g., Instagram, Snapchat, Twitter, Prodigy, IXL, Reading A-Z, Blooket, Kahoot!).

## Part 3:

Create a digital identity mind map to represent these digital profiles. Examine and list the qualities and traits that you have displayed for each social media or platform.

Reflect on these questions:

- Why do I want to use this account?
- How often do I visit this platform?
- What is my avatar for this platform?
- What are my goals for this digital identity?
- Does this digital image represent who I am right now?
- Do I want to change this digital profile?
- Do the images I use online represent who I am right now?
- Are these profiles active?

Mind map creation formats:

- No-tech: create a diorama of your mind map using recycled material, or draw it out on a piece of paper.
- Low-tech: create a drawing or a diorama of your mind map, and record yourself using Podcast or Green Screen.
- High-tech: create a digital mind map with images, audio, and/or videos using online mind mapping software, such as Canva, Mirror, Genial.ly, and MindMeister.

#### **Part 4:**

Present your mind map to the class.

- No-tech: present your mind map in front of the class.
- Low-tech: present your mind map through recorded podcasts or audios.
- High-tech: present your mind map through video recordings using software such as Green Screen or iMovie

#### **Part 5:**

Complete a self-reflection on Google Forms after the presentation [here](#) or scan the QR code:



## Challenge Objectives

This inclusive maker challenge will help makers develop skills and competencies in the following areas:

### Core Competencies:

#### Communication:

I can communicate clearly and purposefully, using a variety of forms appropriately.

#### Collaboration:

I can interact and build relationships with others in a positive manner.

#### Creative Thinking:

I can get new ideas or build on or combine other people's ideas to create new things.

#### Critical and Reflective Thinking:

I can ask questions and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.

#### Personal Awareness & Responsibility:

I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being.

#### Positive Personal and Cultural Identity:

I am aware of different aspects of myself. I can describe different aspects of my identity.

#### Social Awareness and Responsibility:

I can interact with others and the environment respectfully and thoughtfully.

### Curricular Competencies:

#### ELA

- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.
- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

### Art

- Explore relationships between identity, place, culture, society, and belonging through the arts.
- Interpret and communicate ideas using symbols and elements to express meaning through the arts.

### ADST (Applied Design, Skills, and Technologies)

- Identify and use sources of information to construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed.
- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task.

### Social Studies

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

## Critical Questions for Consideration

### For students:

- How am I representing myself through my digital identity?
- How do others view me from my digital profiles and identities?
- Why do I want to use this account?
- How often do I visit this platform?
- What is my avatar for this platform?
- What are my goals for this digital identity?
- Does this digital image represent who I am right now?
- Do I want to change this digital identity?

**For educators:**

- How can you ensure that the mind maps the makers create reflect who they are online?
- How can you ensure equity and inclusivity when introducing this maker challenge? What adaptations can you make to help students struggling with the challenge?
- How might this challenge be incorporated for a younger audience?
- How might you integrate this inclusive maker challenge with your initiatives of the BIPOC, indigeneity, culture, decolonization, and anti-racism projects?

## Background/ Additional Information

Examples of identity mind maps:



To plan for your digital identity mind map, be sure to visit the following sites.

[Digital Identity Mind Map Grid](#)





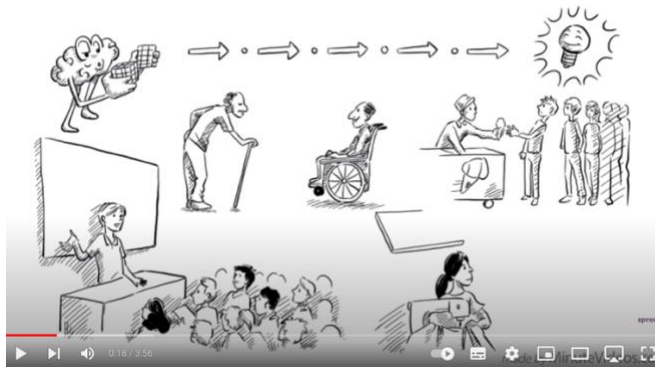
[Digital Identity Mapping Planning Sheet](#)



Use the **Design Thinking Process** to organize and implement your creative ideas, from brainstorming ideas to prototyping. The following materials will guide you through the Design Thinking Process:

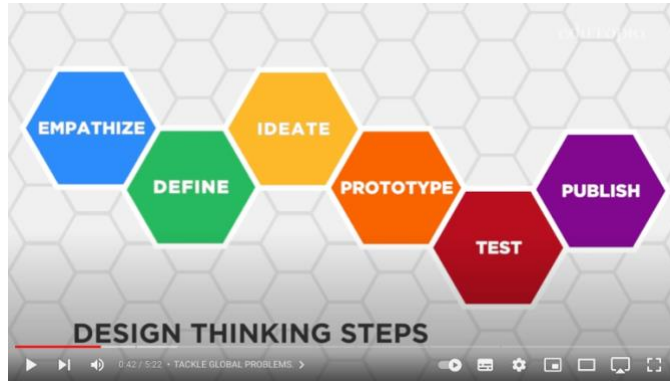
The Design Thinking Process video

[https://www.youtube.com/watch?v=\\_r0VX-aU\\_T8](https://www.youtube.com/watch?v=_r0VX-aU_T8)



Design Thinking: A Problem Solving Framework video

<https://www.youtube.com/watch?v=kfBa2AdjRB4&t=38s>



### Design Thinking Process Example

<https://creately.com/diagram/example/8IG7KG62iSI/design-thinking-process-example>



### Design Thinking Process Planning Sheet

<https://tinker-studio.weebly.com/design-thinking--design-process.html>

### Additional resources for educators:

- [Adolescence and Internet Identity](#)
- [Tensions of identity in a networked era: Young people's perspective on the risk and rewards of online](#)
- [How to Help Your Child Build and Maintain a Positive Digital Identity](#)

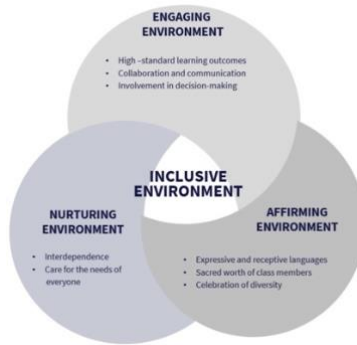


# Inclusivity Focus

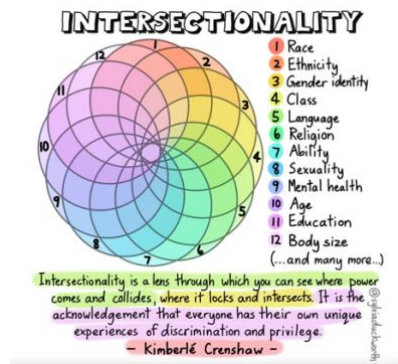
It is important to consider how you can ensure inclusivity during every step of this maker challenge. Are there any physical, cognitive, social, emotional, cultural, or gender factors that are hindering your students from learning the core concept of this provocation? What adaptations and modifications can you do to help minimize these barriers? Please see the accommodations list [here](#) or scan the QR code for some ideas.



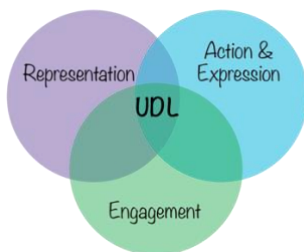
To incorporate the EDIDA frameworks in the execution of this inclusive maker challenge, here are some resources that you may find helpful.



[Inclusive Environment](#)



[Intersectionality](#)

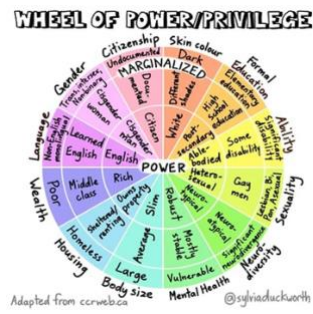


[Universal Design for Learning](#)

Universal Design for Learning Guidelines		
Engagement	Representation	Action & Expression
<b>Recruiting Interest</b> <ul style="list-style-type: none"> <li>Provide options and choices to engage learners.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>	<b>Perception</b> <ul style="list-style-type: none"> <li>Provide content and information in accessible formats.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>	<b>Physical Action</b> <ul style="list-style-type: none"> <li>Provide options and choices to engage learners.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>
<b>Strategic Effort &amp; Persistence</b> <ul style="list-style-type: none"> <li>Provide options and choices to engage learners.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>	<b>Language &amp; Symbols</b> <ul style="list-style-type: none"> <li>Provide content and information in accessible formats.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>	<b>Navigation &amp; Organization</b> <ul style="list-style-type: none"> <li>Provide options and choices to engage learners.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Provide options and choices to engage learners.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Provide content and information in accessible formats.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>	<b>Executive Functions</b> <ul style="list-style-type: none"> <li>Provide options and choices to engage learners.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> <li>Use a variety of methods, media, formats, and real-world contexts to present content and information.</li> </ul>



[UDL Guideline](#)



[What is missing from your story?](#)

[Wheel of Power/Privilege](#)



## No-Tech, Low-Tech, High-Tech Options

This inclusive maker challenge incorporates several no-tech, low-tech, and high-tech tech alternatives that allow students to communicate their online presence with formats that suit their skills and preferences. By offering a range of options, students can choose the method that best aligns with their abilities and interests. This promotes student engagement and participation. It also empowers students to showcase their unique talents in the digital realm.

For a list of no-tech, low-tech, and high-tech options for this challenge, refer to the lists of material, technology, and maker challenge representation formats.

## Extensions

To challenge yourself further, consider incorporating multisensory, multimodal representations for your digital identity mind map.

For a list of multimodal representations, scan the QR code or visit <https://www.prodigygame.com/main-en/blog/multimodal-learning/>.



For a list of multimodal representations, scan the QR code or visit <https://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guide>.



There are endless opportunities for ways to extend the design of the digital identity mind map experience for all makers. To share your own ideas and examples, tweet #UBCMETmakerchallenge.

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