My digital universe

e-lang citizen team

Teacher Sheet

Task

Your students will be given the following task.

In this task, students will be asked to reflect (1) on their relationship with digital technology and how they use it in their daily lives; (2) on their identity as a user of technology. They will think about how their use of digital technology can support online interaction and the construction of a digital identity in their L2/foreign language. They will ask themselves the following questions: What are the digital technologies that I am surrounded by every day? What does my digital world look like? How do I define my use of technology? What opportunities does technology offer for interacting in a second language? How can I construct my digital identity in my L2/foreign language?

In order to complete this task, students will be invited to build a **conceptual map** representing their digital 'universe'. They will organize it according to types/spheres of use (personal/informal, professional/formal, etc.), by what types of technology they use (tools, resources, applications, etc.), and by how they use technology (ex. for cooking, doing their homework, etc.). To develop this map, learners will start from the central node: "[Name]'s digital universe" and add specific elements to their map. Here is an example:
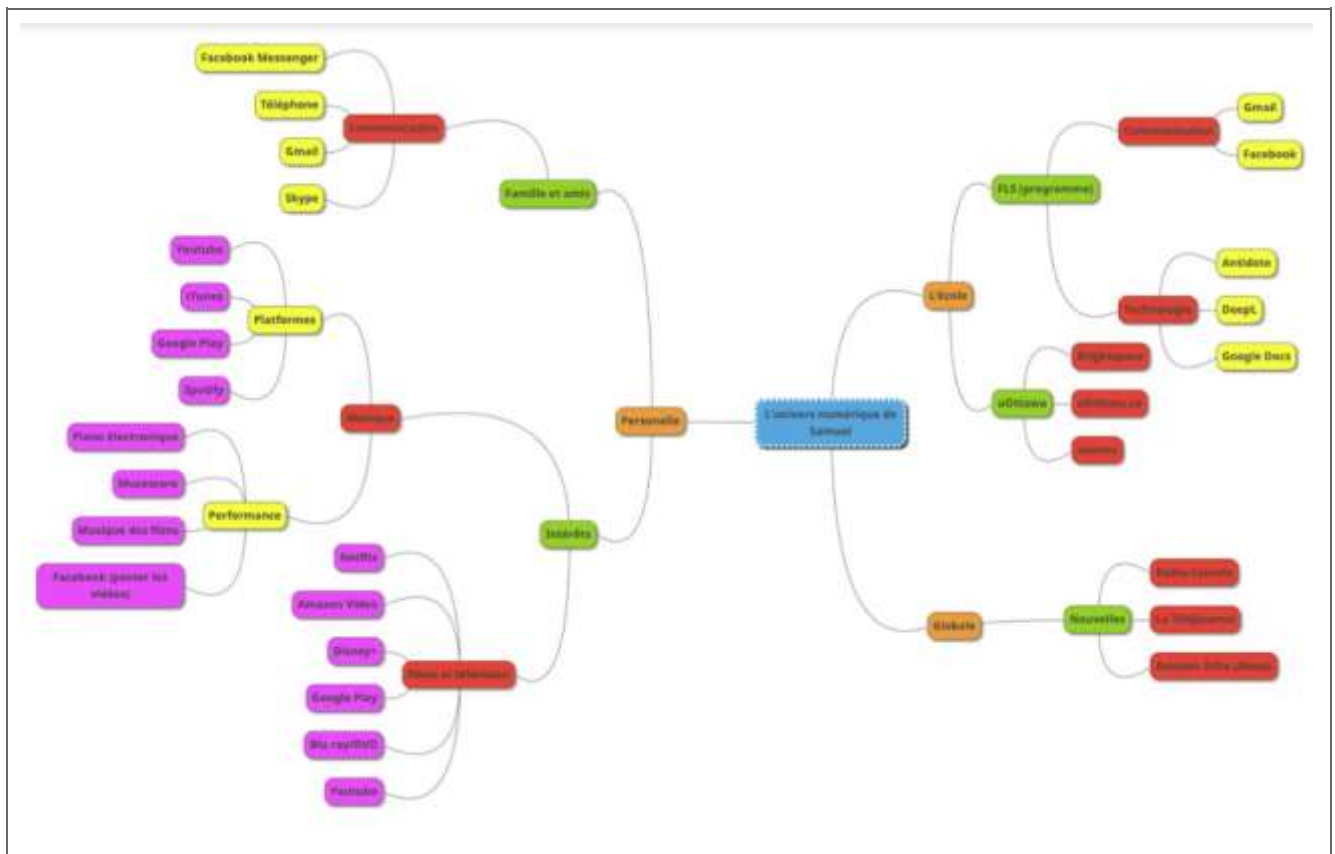
Students will then share their digital universe (the link to their mind map) with their peers in a discussion forum in order to explain and compare their respective uses of technology as well as their perceptions as users of technology. With the help of their peers, students will try to identify opportunities for interaction in their target language.

Website

https://www.mindmup.com/ (for example)

Website available in [languages]

Discussion forum of choice according to the needs of institutions (internal to the class or on a social platform like Facebook, for example).

CEFR level - A1/A2/B1/B2/C1/C2

Objectives

Digital citizenship and literacy

Dimensions covered in task	(Potential) specific objectives With this task students …
➢ Technological literacy ➢ Multimodal literacy ➢ Interactional literacy ● Reflective dimension ● Creative dimension ● Ethical dimension	● Develop an awareness of the uses of technology that are already in place. ● Make an inventory of the ways in which they use technology and think of a way to organize these uses based on the different aspects of their lives and the ways they use technology. ● Know how to represent this information in the form of a digital mind map. ● Know how to explain and compare information as well as knowing how to solicit opinions in a discussion forum. ● Reflect on their digital identity and the construction of a digital identity in an L2.

Main language activity

- Written production: visual multimedia in the form of a digital mind map.
- Written (and/or oral) interaction: illustrated descriptions of uses on a mind map exchanged in an online discussion forum (and/or in class).

Plurilingual / intercultural aspects

- Reflecting on the ways in which students' daily use of technology is related to their digital identity: uses of technology in relation to specific linguistic and/or cultural communities (for example online forums, Discord, YouTube comments, etc).
- Awareness of these specific communities: their values, norms, rules, and conventions (social and socio-interactional).

- Réflexion sur l'identité numérique à travers les usages personnels qui mettent en valeur les diverses dimensions de la vie quotidienne : usages spécifiques à des communautés de pratique, voire des communautés linguistiques et/ou culturelles.
- Sensibilisation envers ces communautés spécifiques : leurs valeurs, normes, règles et conventions (sociales, socio-interactionnelles).

Possible steps

1. Step 1: The teacher discusses the place of digital technology in various spheres of the life: personal, academic, and possibly professional. They can, for example, ask students if they are fans of technology or not; if they are avid users of social media and if so, which types of social media; to compare the applications on their smartphones etc.

2. Step 2: The teacher explains the concept of a mind map, what it can be used for in a second/foreign language, and how it can aid in critical thinking (in particular, the organization of a person's thoughts). They can give examples such as: making a family tree, brainstorming, describing the semantic field of a word, etc.

3. Step 3: The teacher demonstrates an electronic tool, such as MindMup, that allows students to create and share mind maps online. To do this, they can (briefly) describe their own digital universe by starting from their name (the central node) and describing, from the secondary nodes (labels) and branches (links between nodes), their various uses of digital technology. The teacher will organize them by function (to exchange ideas, entertainment, reading, finances, recipes, etc.).

4. Step 4: The teacher will invite students to describe their digital universe by using a mind map with the tool that was demonstrated. This activity can take place outside of class (at home; asynchronously) in order to give students time to reflect on their technology use, the different areas of their life they use technology, and the different ways in which they use technology.

5. Step 5: The teacher will invite students to publish their mind map in a discussion forum and briefly describe it. They can then discuss and compare the ways they use technology. The teacher will identify both common and unique uses of technology and to ask students about the ways they use technology.

6. Step 6: The last step is the synthesis-reflection (in class or online in the forum) where the teacher will ask the learners to describe themselves as digital users and, based on what they have already said about how they use technology, identify opportunities to interact with technology in their target language. Examples of interaction include participating in travel forums, recipe blogs, or communicating with a voice recognition app like Alexa, Siri, etc.

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Student Sheet

Task

In this task, you will be asked to reflect (1) on your relationship with digital technology and how you use it in your daily life; (2) on your identity as a user of technology. You will think about how your use of digital technology can support online interaction and the construction of a digital identity in your L2/foreign language. You will ask yourself the following questions: What are the digital technologies that I am surrounded by every day? What does my digital world look like? How do I define my use of technology? What opportunities does technology offer in interacting in a second language? How can I construct my digital identity in their L2/foreign language?

1. Reflect on the way you use technology and your digital identity: Are you a fan of technology? Are you on social media? If so, what social media platforms do you use? How would you describe your digital identity? Share this with your peers.

2. Make a mind map that represents your digital universe and organize it according to your types/spheres of use (personal/informal, professional/formal, etc.), by the types of technology you use (tools, resources, applications, etc.), and how you use the various technologies (ex. talking to people online, finding recipes, doing your homework, etc.) To develop this map, you will start from the central node: "[Name]'s digital universe" and add specific elements to their map. Here is an example:

   [Mind map example]

3. Publish your digital universe (the link to your mind map) and make it available to your peers in a discussion forum. Explain the content of your mind map and how you organized it making sure to highlight what characterizes the ways you use technology. Compare the way you use technology to the ways your peers use technology, ask them questions about the way they interact with technology and discuss your own perceptions as a digital user.

4. Which of the uses you have identified might provide opportunities for second language interaction with users of that language? For example, do you participate in discussion forums and are they available in other languages? If they are not available, are there equivalents in your foreign language? Do you use an app for shopping that is available in your foreign language? Try to find as many opportunities as you can and share them with your peers.

Website

https://www.mindmup.com/

Website available in [languages]

CEFR level - A1/A2/B1/B2/C1/C2

Objectives

Digital citizenship and literacy

While completing this task, you may be able to:

- Develop an awareness of the uses of existing technology.
- Make an inventory of the ways you use technology and think of a way to organize these uses based on the different aspects of your life and your usage of technology.
- Know how to represent this information in the form of a digital mind map.
- Know how to explain and compare information and solicit opinions in a discussion forum.
- Reflect on your digital identity and the construction of a digital identity in an L2.

Plurilingual / intercultural aspects

- Reflect on your digital identity with regards to your use of technology in various contexts of your everyday life:
    - Do these uses occur within specific linguistic and/or cultural communities?
        - What kind of presence, participation, and/or roles do you have in these communities?
        - What are the values, norms, rules and conventions (social, socio-interactional) that characterize these communities?

Hints

- Think about the terms you will use to describe and classify the functions of your digital technologies. Will you use infinitive verbs, such as: to cook, to shop, to read, etc. and/or concrete nouns, such as: recipes, videos, games, forums, etc. or abstract words, such as: cooking, reading, discussion, etc.
- In the discussion forum, describe your map using "I" statements in the present tense. Be active and respond to your peers' posts by providing feedback such as comments or questions. [Pay attention to your use of the 2nd person (tu, familier ou vous, poli) in your online communication.] Respond in a friendly manner.

For you to think about

- Challenge yourself to include opportunities for L2/foreign language interactions in some of your digital uses. Choose one or two types of technology that allow you to do so. Share your experiences with your peers. Reflect on your L2/foreign language digital identity through these new uses of technology.