

Virtual Identities

Identity construction has persistently been a central theme for modern sociology researchers (Cerulo, 1997). Due to the increase of technology within modern society, the virtual self has become a prevalent component within these studies. Cerulo (1997) believes that the intensification of communication technologies has drastically contributed to the construction of personal identity. Cerulo (1997) describes this phenomenon as “communities of the mind” where social interaction can occur without anyone actually being present. It can be argued that teenagers have an especially active role in our media saturated culture. Teenagers uphold the generalized reputation of being highly social, constantly texting, and glued to their computer screens. “For teenagers, the online realm may be enthusiastically adopted because it represents ‘their’ space, visible to the peer group more than to adult surveillance” (Livingstone 2008). The author continues that the online realm provides “an exciting yet relatively safe opportunity to conduct the social psychological task of adolescence- to construct, experiment with, and present a reflexive project of the self in a social context” (Livingstone, 2008).

Cyberspace identities have become a part of our daily lives and social networking sites are a prime example of the above mentioned communication technologies. It is indisputable that social networking sites have vastly influenced our customs and social interactions. One study indicated that approximately 85% of all college students use the site Facebook (Forte & Hewitt, 2006). Another study found that 90% of students at a particular college use Facebook on a daily basis (Forte & Hewitt, 2006). It is not uncommon for people to maintain numerous cyberspace identities. I have observed many peers that actively maintain Facebook, MySpace, Twitter, Glogster

and personal blog accounts. A study conducted in the United Kingdom found within a random sampling of teenagers that all participated in social networking and most updated two or more sites on a weekly basis (Livingstone, 2008). This research uncovers the issue of multiple identity presentation and raises the question of how much does this phenomenon affect personal identity?

Research by Livingstone (2008) sought to address the concern of online identity and the motivation behind representing ones' virtual self. The researcher investigated the concept of 'I' vs. 'me' regarding online identities. "Social networking is about 'me' in the sense that it reveals the self embedded in the peer group, as known to and represented by others, rather than the private 'I' known best by oneself" (Livingstone, 2008). In accordance with this belief, some researchers consider public identity as often unauthentic and similar to a performance (Forte & Hewitt 2006). "When presenting one's self to others, the performer strives to maintain a great deal of control over her persona and minimize the appearance of characteristics that are contrary to an idealized version of herself" (Forte & Hewitt 2006). Because of the research on this subject matter, I believe that this concept affects teenagers on a daily basis. This media and technology based curriculum will provide students the opportunity to scrutinize this premise on a very personal level. Students will examine networking sites and profiles of others to analyze how the user portrays his or her social identity. After students feel comfortable critiquing the virtual identity of strangers they will begin the self-reflective process.

It can be argued that the constant updating and presentation of self on social networking sites has a direct correlation with consumerism and is a fundamental component of our ever growing capitalist society. "In consuming, we never simply reproduce ourselves physically; we also reproduce specific,

meaningful ways of life. In a capitalist society, consumerism permeates the very fabric of our everyday existence" (Duncum, 2003). This mindset seems to seamlessly carry over into social networking sites and the creation of multiple virtual identities. Most profiles are designed, arranged and customized in a manner that is comparable to marketing strategies. Profiles are used as a way of "expressing who you are to other people" (Livingstone 2008). As mentioned previously, teenagers have a very active role in consumer culture. Young people have often been characterized as "a sophisticated and demanding audience, who are difficult to reach and to satisfy. Far from being passive victims of commercial culture, children are seen as all-powerful, sovereign consumers" (Buckingham, 2000).

The motivations behind the presentation of identity through updating profile layouts were addressed by Livingstone (2008). A teenager from this study comments "I think layouts really show like who you are. So look at the rainbow in that. I think that would make you sound very like bubbly...I like to have different ones...it's different likes, different fashion, different feelings on that day" (Livingstone, 2008). This particular teenager feels that the visual effects of her profile layout give the viewer insight to her personality; or at least her daily mood. Another teenager describes the custom of uploading and posting photographs by commenting "when we go out together, like they take photos on their phones and stuff and then they upload them on there...so everybody else can see what we've done and like see all of our friends and when we're together and it's just like remembering the time when we did it" (Livingstone, 2008). This explanation provides a slightly different insight of social interaction. This teenager belongs to a particular group of friends and posts pictures of their activities for the enjoyment of "everybody else" (Livingstone, 2008). This indicates that the photographs are not only for the enjoyment of this friend group but also for the outsiders within the

same peer group.

Another teenager within this study has an entirely different approach to social networking. This teenager created a fake profile; and in turn constructed a fake persona; to be humorous. He describes this profile as “just a front” (Livingstone, 2008) and depicts himself as a married 36 year old living in Africa. The teenager shares his password with his friends and family and others participate in comically updating his profile. This example of social networking was not meant to display personal information but to humorously interact with peers within the context of cyberspace (Livingstone, 2008).

Research conducted by DiMarco & Millen (2007) examines the troubles of maintaining compound personas and describes the common practice of people managing “multiple online presentation of self”. Within their company, DiMarco & Millen (2007) researched the divergence of ‘corporate’ and ‘personal’ identities of their coworkers. The researchers found that many coworkers used multiple profiles to represent their multiple roles within their daily lives. Another study (Forte & Hewitt, 2006) investigated the increasing occurrence of college professors ‘friending’ students on Facebook. Some students remarked that their profiles contained information that they did not want their professors to see and that Facebook could “unfairly skew a professor’s perception of a student in a student environment” (Forte & Hewitt, 2006). However, the majority of students remarked that they were very comfortable with combining the academic and social realm. When interviewed, two thirds of students reported Facebook allowed them to get to know their professors better and allowed for increased positive communication (Forte & Hewitt, 2006).

In conclusion, the advancement of technology has shifted the development of identity and has major implications for the modern teenage experience. In this curriculum, students will

participate in self-examination of their identity and the factors that compose it. Through critical analysis of online networking sites, students' will have the opportunity to question how they present their virtual selves to different audiences. Livingstone (2008) states that "young people have always devoted attention to the presentation of self" and argues that the creation of online networking sites has become an integral component of the presentation of one's identity (Livingstone, 2008). As discussed previously, social networks are complex sites that allow people to universally display social relationships, lifestyle choices, and personal beliefs. Participants are able to market their identity and attempt to exert control over their public image (Forte & Hewitt, 2006). I believe social networking sites are a valuable tool to utilize in the classroom because abundant research has shown that teenagers are actively engaged in this activity on a daily basis. This relevancy allows for students to participate in a personally meaningful critical analysis of their social behavior.

References

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- Livingston, S. (2008). Taking risky opportunities in youthful content creation: teenagers' use of social networking sites for intimacy, privacy, and self-expression. *New Media & Society*, 10 (3), 393-411.

Curriculum Theme: Virtual Identities

Teacher: Sierra Machado

Grade Level: 9-12

State Fine Art Goals:

I. A.B., II. A.B.C., III. A.B., V. A.B.C.

State Media Arts Goals:

MAHS1-1.1, 1.2, 1-1.3, 1-1.5, MAHS1-2.2 , 2.3, 2.4, MAHS1-3.1, 3.2, 3.3, 3.5, 3.6, MAHS1-4.1, MAHS1-5.2

General goals for the curriculum (describe in 2-5 sentences):

- Students will analyze representation of self through the investigation of virtual & cyber identities
- Students will create four Glogs that reflect these identity roles: family, best friend, school peers, and

authentic.

- Students will arrange visual, audio, and video components of their glog to reflect facets of their identity
- Students will evaluate the cyber identities of others through a written reflection on www.glogster.com.

Lesson title (name each lesson to reflect a general unit theme)	Visual Exemplars (list specific images and artists, TV shows, and/or books that you plan to use for each lesson)	Motivation / dialogue (list basic issues and questions to be explored during classroom dialogue and any other motivational strategies that you plan to use for each lesson)	Media / process (list artistic processes that your students will engage in during each lesson)	Concepts and/or design principles to be learned during each lesson	Closure (list an assessment strategy that can be used at the end of each lesson)
Virtual Identity: Introduction (class period) 1	<p>The teacher will introduce www.glogster.com. The teacher will use the website definition to describe a Glog as “a kind of poster – fully designed by yourself! Glog is a fancy creation from text, images, music and video. No matter if it is colorful, sexy or emo. Your Glog will stand out. It gives you a perfect tool to express yourself.”</p> <p>The teacher will then show two personal glogs that represent the concept of compound identity and cyber identity. One glog is titled “Ms. Machado” and one is “Sierra”.</p>	<p>Part I :</p> <p>After the teacher presents the glogs, the teacher will begin the unit with a classroom discussion investigating the roles that students play in their daily lives.</p> <p>The teacher will lead the discussion with these questions: (questions will also be displayed on the Smart board via power point.)</p> <ul style="list-style-type: none"> • How was Ms. Machado portrayed differently than Sierra? • How were the media elements (visuals, sound, video, text, etc.) different? <p>Part I I :</p> <p>The teacher will then change the discussion to personally engage students with these questions: (questions will also be displayed on the Smart board via power point.)</p> <ul style="list-style-type: none"> • Think about your identity within your best friend group. Write down 3 adjectives that describe this role. • Think about your identity within your school (peers that only know you superficially). Write down 3 adjectives that describe this role. • Think about your identity within your family. Write down 3 adjectives that describe this role. <p>Part I I I:</p> <p>The teacher will then ask students to compare and contrast the adjectives selected through writing.</p>	<p>Students will engage in a critical analysis of personal identity through writing, verbal discussion and reflection.</p>	<p>The major concepts students will be introduced to are identity and the presentation of self.</p> <p>Students will also be introduced to basic media elements of glogster such as sound, visual, video, text, etc.)</p>	<p>Students will complete a written reflection in their sketchbook based on the questions asked during the class discussion.</p>

<p>Glog Critiques (class period) 2</p>	<p>The teacher and students will continue to access www.glogster.com</p> <p>Students will select three different glogs to analyze</p>	<p>Part I:</p> <p>The teacher will begin the lesson by helping each student create a log-in account to begin exploring glogster.</p> <p>Part I I:</p> <p>Once accounts have been set up, the teacher will verbally state the daily learning objectives: (Questions will also be displayed on the Smart board via power point.) Students are to select three glogs to analyze through answering these questions in their private Glog:</p> <ul style="list-style-type: none"> • How does the creator of each glog present their identity? (list a few adjectives) • How does the media elements (sound, visual, video, text) used aide in presenting the creator's identity? • What audience (family, best friend, school) is each glog mainly directed towards- could it be more than one? • How would this glog change (media elements) if it were to be directed towards a different audience? 	<p>Students will select 3 glogs to analyze and interpret based on the discussion from the previous class period.</p>	<p>Students will continue to explore identity and the presentation of self.</p> <p>Students will continue to investigate basic media elements of glogster such as sound, visual, video, text, etc.) and how they can effectively be used to illustrate identity.</p>	<p>Students will complete a written reflection in their private Glog based on the questions addressed during the class period.</p>
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<p>Virtual Identity (class period)3</p>	<p>The teacher and students will continue to accesswww.glogster.com</p> <p>Students will continue to analyze three different glogs with a partner</p>	<p>Part I :</p> <p>Students will continue to analyze glogs by working with a partner. Each pair will discuss the three glogs they selected to critique on their private Glogster. Students will be asked to verbally discuss these guided questions:</p> <ul style="list-style-type: none"> • How does the creator of each Glog present their identity? (list a few adjectives) • How does the media elements (sound, visual, video, text) used aide in presenting the creator's identity? • What audience is each Glog mainly directed towards- could it be more than one? • How would this Glog change (media elements) if it were to be directed towards a different audience? • Would you want your parents or teacher to have access to a social networking site you participate in (Friendster, MySpace, Facebook, Glogster)- why or why not? (If you choose to not participate in social networking explain why) <p>Part I I :</p> <p>Students will continue to analyze and interpret the three glogs based on the discussion from the previous class period. The teacher will lead a class discussion to culminate findings and opinions of concept. The teacher will verbally re-ask the above questions to guide the critique:</p> <p>Part I I I:</p> <p>The teacher will then use the Smart board to display the final media artwork requirements and verbally discuss requirements with students</p>	<p>Part I & I I :</p> <p>Students will verbally analyze and interpret the three glogs based on the discussion from the previous class period.</p> <p>Part I I I:</p> <p>Students will independently begin to create 4 glogs that include these media elements:</p> <p>Glog #1: Family Identity</p> <p>Glog #2: Best Friend Group Identity</p> <p>Glog #3: School Identity</p> <p>Glog #4 Authentic Identity: "I vs. Me"</p> <p>**At least one example of text (lyrics, quotes, comments from friends</p> <p>**At least one link to a website/video etc.</p> <p>**At least 3 photographs: (at least one of self)</p>	<p>The major concepts students will be investigating are compound identity and the presentation of self.</p> <p>Students will continue to analyze media elements of Glogster such as sound, visual, video, text, etc.) and how they can effectively be used to illustrate identity.</p>	<p>Students will participate in verbal discussion with a partner and a group discussion based on the questions addressed during previous the class periods.</p>
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Family Identity (class period)4	The teacher and students will continue to access www.glogster.com	<p>Part I :</p> <p>The teacher will verbally remind students of the daily objectives by asking students to look at their written reflections about their personal family identity.</p> <p>The teacher will ask these guided questions:</p> <ul style="list-style-type: none"> • What images/photographs could you include to illustrate your role in your family? • Think about memories, traditions, and how you participate within your own family dynamic? 	<p>Students will independently create Glog #1: Family Identityincluding these media techniques:</p> <p>**At least one example of text (lyrics, quotes, comments from friends</p> <p>**At least one link to a website/video etc.</p> <p>**At least 3 photographs: (at least one of self)</p>	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their personal family identity.</p>	The teacher will visually assess student progress as they independently create glogs that culminate the major concepts addressed
Family Identity: Part 2 (class period) 5	The teacher and students will continue to access www.glogster.com	<p>The teacher will verbally remind students of the daily objectives by asking students to look at their written reflections about their personal family identity.</p> <p>The teacher will ask these guided questions:</p> <ul style="list-style-type: none"> • What images/photographs could you include to illustrate your role in your family? • Think about memories, traditions, and how you participate within your own family dynamic? <p>The teacher will remind students that this is the final class period to create Glog #1</p>	<p>Students will continue to independently create Glog #1: Family Identityincluding these media techniques:</p> <p>**At least one example of text (lyrics, quotes, comments from friends</p> <p>**At least one link to a website/video etc.</p> <p>**At least 3 photographs: (at least one of self)</p>	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their personal family identity.</p>	The teacher will continue to visually assess student progress as they independently create glogs that culminate the major concepts addressed

Best Friend Identity (class period) 6	The teacher and students will continue to access www.glogster.com	<p>The teacher will verbally remind students of the daily objectives by asking students to look at their written reflections about their best friend group</p> <p>The teacher will ask these guided questions:</p> <ul style="list-style-type: none"> • What images/photographs could you include to illustrate your role within your group of closest friends? • How could you use lyrics, quotes, comments from friends on social networking sites to illustrate this identity? 	<p>Students will continue to independently create Glog #2: Best Friend Identity including these media techniques:</p> <ul style="list-style-type: none"> **At least one example of text (lyrics, quotes, comments from friends **At least one link to a website/video etc. **At least 3 photographs: (at least one of self) 	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their personal best friend identity.</p>	<p>The teacher will visually assess student progress as they independently create glogs that culminate the major concepts addressed</p>
Best Friend Identity: Part 2 (class period) 7	The teacher and students will continue to access www.glogster.com	<p>The teacher will verbally remind students of the daily objectives by asking students to look at their written reflections about their best friend group</p> <p>The teacher will re-ask these guided questions:</p> <ul style="list-style-type: none"> • What images/photographs could you include to illustrate your role within your group of closest friends? • How could you use lyrics, quotes, comments from friends on social networking sites to illustrate this identity? <p>The teacher will remind students that this is the final class period to create Glog #2</p>	<p>Students will continue to independently create Glog #2: Best Friend Identity including these media techniques:</p> <ul style="list-style-type: none"> **At least one example of text (lyrics, quotes, comments from friends **At least one link to a website/video etc. **At least 3 photographs: (at least one of self) 	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will continue to utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their personal best friend identity.</p>	<p>Students will write a written reflection in their private Glog addressing these questions:</p> <p>How did the media elements (sound, visual, video, text etc.) change from these cyber identities?</p> <p>Why did you decide to make these changes?</p>

<p>School Identity (class period) 8</p>	<p>The teacher and students will continue to access www.glogster.com</p>	<p>The teacher will verbally remind students of the daily objectives by asking students to look at their written reflections about their school identity.</p> <p>The teacher will ask these guided questions:</p> <ul style="list-style-type: none"> • Focus on the differences between how you are perceived by peers who only know you superficially and how you are perceived by those who know you best (family and/or friends) • How can you use different media techniques to represent your school identity? 	<p>Students will continue to independently create Glog #3: School Identity including these media techniques:</p> <ul style="list-style-type: none"> **At least one example of text (lyrics, quotes, comments from friends **At least one link to a website/video etc. **At least 3 photographs: (at least one of self) 	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will continue to utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their school identity.</p>	<p>The teacher will visually assess student progress as they independently create glogs that culminate the major concepts addressed</p>
<p>School Identity: Part 2 Lesson(class period) 9</p>	<p>The teacher and students will continue to access www.glogster.com</p>	<p>The teacher will verbally remind students of the daily objectives by asking students to look at their written reflections about their personal school identity.</p> <p>The teacher will ask these guided questions:</p> <ul style="list-style-type: none"> • Focus on the differences between how you are perceived by peers who only know you superficially and how you are perceived by those who know you best (family and/or friends) • How can you use different media techniques to represent your school identity? <p>The teacher will remind students that this is the final class period to create Glog #3</p>	<p>Students will continue to independently create Glog #3: School Identity including these media techniques:</p> <ul style="list-style-type: none"> **At least one example of text (lyrics, quotes, comments from friends **At least one link to a website/video etc. **At least 3 photographs: (at least one of self) 	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will continue to utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their school identity.</p>	<p>Students will write a written reflection in their private Glog addressing these questions:</p> <p>How did the media elements (sound, visual, video, text etc.) change from the first two cyber identities to this one? Why did you decide to make these changes?</p>

<p>Authentic Identity Part 1 (class period) 10</p>	<p>The teacher and students will continue to access www.glogster.com</p>	<p>Part I :</p> <p>The teacher will begin the lesson with a classroom discussion investigating the cyber identities that students created.</p> <p>The teacher will also explain the concept of “I vs. me” questions: (questions will also be displayed on the Smart board via power point.)</p> <ul style="list-style-type: none"> • How was each of your cyber identities different? • Which identities where the most similar-why? • Which were the most different-why? • Do you think there is a difference in how you present your identity to different groups- why or why not? • If you could create a Glog that represented your authentic identity- the way you are without anyone watching- what would you do differently? • ‘Me’ reveals the self embedded in the peer group, as known to and represented by others, rather than the private ‘I’ known best by oneself” 	<p>Students will begin to independently create Glog #4: Authentic “I” Identity including these media techniques: **At least one example of text (lyrics, quotes, comments from friends **At least one link to a website/video etc. **At least 3 photographs: (at least one of self)</p>	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will continue to utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their authentic identity.</p>	<p>Students will write a written reflection in their private Glog addressing the questions discussed in class.</p>
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Authentic Identity Part 1 (class period)11	The teacher and students will continue to access www.glogster.com	As a review, the teacher will ask students: If you could create a Glog that represented your authentic identity- the way you are without anyone watching- what would you do differently?	Students will continue to independently create Glog #4: Authentic "I" Identity including these media techniques: **At least one example of text (lyrics, quotes, comments from friends **At least one link to a website/video etc. **At least 3 photographs: (at least one of self)	The major concepts students will investigate is the sociological concept "I" vs. Me" Students will continue to utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their authentic identity.	The teacher will visually assess student progress as they independently create glogs that culminate the major concepts addressed
Authentic Identity Part 2: Final Workday (class period)12	The teacher and students will continue to access www.glogster.com	As a review, the teacher will ask students: If you could create a Glog that represented your authentic identity- the way you are without anyone watching- what would you do differently? The teacher will remind students that this is the final class period to create Glog #4	Students will continue to independently create Glog #4: Authentic "I" Identity including these media techniques: **At least one example of text (lyrics, quotes, comments from friends **At least one link to a website/video etc. **At least 3 photographs: (at least one of self)	The major concepts students will investigate are compound identity and the presentation of self. Students will continue to utilize and explore the media elements of Glogster such as sound, visual, video, text, etc.) to effectively illustrate their authentic identity.	The teacher will visually assess student progress as they independently create glogs that culminate the major concepts addressed

<p>Cyber Critique (class period) 13</p>	<p>The teacher and students will continue to access www.glogster.com</p>	<p>The teacher will facilitate a group critique. The teacher will go over the critique requirements verbally: Through your Glogster account respond to these questions through comments:</p> <ul style="list-style-type: none"> • How different are each of this classmate's cyber identities? • Did you discover something about this classmate that surprises you? • Critique Glog #4 Authentic Identity: How is this different or similar to the other cyber identities? • What is the most successful media technique used- why is it so successful? • What could the artist have done differently to make their Glogs more successful? 	<p>Students will participate in a written cyber critique by commenting on as many classmates as possible set of four Glogs.</p>	<p>The major concepts students will investigate are compound identity and the presentation of self.</p> <p>Students will critique and evaluate the media elements used by their classmates and evaluate if these techniques were used to effectively illustrate their compound identities.</p>	<p>Students will receive peer feedback in the form of comments on their set of four Glogs.</p> <p>The teacher will also provide written comments on their Glogster account that includes a final grade for each student.</p>
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Curriculum Theme: Virtual Identities

Lesson #4

Grade: 9-12

Teacher: Sierra Machado

Length: 45-47 minutes

State Fine Arts Goals: I. A.B., II. A.B.C., III. A.B., V. A.B.C.

State Media Arts Goals: MAHS1-1.1, 1.2, 1-1.3, 1-1.5,

MAHS1-2.2 , 2.3, , MAHS1-3.1, 3.2, , 3.5, 3.6,
MAHS1-4.1, MAHS1-5.2

Objectives:

- Students will analyze their personal identity by investigating the roles they play in daily life
- Students will interpret and discuss three Glogs of strangers with a partner
- Students will begin to create a set of four Glogs that reflect these identity roles: family, best friend, school peers, and authentic

Concepts & Vocabulary

- Identity: The distinct personality of an individual regarded as a persisting entity; individuality.
- Compound Identity: Concept that addresses the multiple facets of an individual's identity & personality, ex: social personal & professional persona
- Cyber Identity: Identity in relationship to communication technology or social networking. Focuses on the 'me' in the sense that it reveals the self embedded in the peer group, as known to and represented by others
- Glog: (pasted from website) Simply put, Glog is a kind of poster – fully designed by yourself! Glog is a fancy creation from text, images, music and video. No matter if it is colorful, sexy or emo. Your Glog will stand out. It gives you a perfect tool to express yourself.
- Glogster: (pasted from website) Glogster is a revolutionary way of expressing your mood, feelings and ideas, and it goes miles beyond text or video! Creating a Glog lets you express all those things you haven't been able to describe by words. It opens the door to a

whole new world of communication – just choose a background, throw in some shapes and characters from our galleries, add text, your own videos or photos and perhaps a pinch of music and there it is! In just a few minutes, you can make a digital poster, a colorful medley of ideas, reflecting your own special style.

Teacher Materials:

- www.glogster.com
- Access to computer lab
- Smart Board

Student Materials:

- www.glogster.com- Students will create a log-in and profile
- Individual computer

Procedures (detailed step-by-step including dialogue):

(7-10 minutes) Teacher Introduction

The teacher will verbally introduce the lesson by discussing different roles students play. The teacher will ask students to think about their family identity, school identity, and close friend group identity.

(10-12 minutes) Discussion with partner

With a partner, each student will discuss the three glogs they selected to critique on their private glogster. Students will be asked to verbally discuss these guided questions:

- How does the creator of each glog present their identity? (list a few adjectives)
- How does the media elements (sound, visual, video, text)

used aide in presenting the creator's identity?

- What audience (family, school, and close friend) is each glog mainly directed towards- could it be more than one?
- How would this glog change (media elements) if it were to be directed towards a different audience?
- Would you want your parents or teacher to have access to a social networking site you participate in (Friendster, MySpace, Facebook, Glogster)- why or why not? (If you choose to not participate in social networking explain why)

(7-10 minutes) Class discussion of findings & Discussion of final Media Artwork:

The teacher will lead a class discussion to culminate findings and opinions of concept. The teacher will use these questions to guide the critique:

- What audience did most glogs seem to be created for?
- What media elements could be changed to adapt for different audiences (pictures, text/quotes/lyrics, videos etc.)
- How would you feel about your parents having access to your social networking identity- would there be a difference in how you present yourself?

The teacher will reference the class discussion from the first class period about the various roles and then introduce the final project requirements.

(15-17 minutes) Independent work creating first of four glogsters

Students will independently begin to create 4 glogs that include these media elements:

Glog #1:

Family Identity

Glog #2:

Best Friend Group Identity

Glog #3:

School Identity

Glog #4

Authentic Identity: "I vs. Me"

Media Artwork Requirements:

- At least one example of text (lyrics, quotes, comments from friends)
- At least one link to a website/video etc.
- At least 3 photographs: (at least one of self)

Closure:

Students will be allotted 2-3 minutes to pack up and log-out of the computer lab.

Learning center/back up activity (if any):

N/A- Students will work on their Glogs for the remainder of class time.