Trabajo Fin de Máster

[Digital Identity on Social Networking Sites]

[Identidad digital en redes sociales]

[Project Based Language Learning: "Digital Identity on Social Networking Sites Poster Contest" for 1º ESO students]

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Abstract

The dissertation paper is dedicated to a didactic project designed applying the project-based language learning methodology to work the linguistic and the digital competences. It is a result for a gap found during the internship periods, which was highlighted in the course of the global pandemic as educational institutions were compelled to adapt to online teaching.

Generally speaking, academic institutions are integrating 21st century tools, however, not all staff was trained or prepared to teach online. This issue did not affect only educators, students too, especially these in difficult economic situations because they did not have basic conditions to connect to classes.

The project aims to raise awareness about digital identity and social networking sites among teenagers of 1st of ESO course. The use of the internet creates an identity for each user, and if this is not protected, it might be damaged. This becomes a serious matter when it comes to the use of social media. Teenagers will be able to teach about online risks to younger generations, like role models.

Key Words

1. Project-based language learning (PBLL)

2. Digital Identity and social networking sites

3. Bloom and Gardner Matrix

4. Scaffolding materials

1. Introduction

The world is fast and easily connected nowadays on behalf of technology. This makes life comfortable for many people around the world. It is applied in almost all sectors due to its benefits, such as faster and simpler data storage, communication, business, medicine, transport, and many more industries.

Since the paper is aimed for education, the use of technology is more important than ever in students daily lives, as the need to be able to work with it is increasing. There is a large list of benefits of its use in education that students could take advantage of in order to learn new contents. Considering all that could be used in order to provide students with better tools and strategies to learn, technology and the internet are key instruments. Students present a lack of formation on this topic, especially when it comes to online security and safety.

This digital world, where people connect easily through a device and many are unaware of their sharing risks, provided the main idea for the project, which is to teach students how to protect their digital identity in social media networking sites, especially for teens who have received their first device (mobile phone). When students start their Secondary Education Stage they are usually given a mobile phone by parents who consider the device useful in order to have their children easily reachable. However, students are not always given instructions and guidance regarding online security and safety. This is even more highlighted when it comes to the responsible use of social networking sites.

Humans need to interact, that is how society works, and in our digital world, social networking sites play an important role. Face-to-face conversations are less carried out because people are dependent on their devices. The use of these sites and apps decrease oral and direct speech. Adults and children need to learn to use these tools properly.

The project aims to raise awareness among young students about what they publish on these sites, and how this can affect their image in the future. It is intended to also work and improve their knowledge about digital competence, which is fully

implemented in the project as all tasks require students to carry them out throughout the use of the internet and a device. Following the Aragonese Curriculum requirements, Communicative Language Teaching approach, Second Language Acquisition, the project has been designed according to the Project-based Language Learning method, which is implemented and adapted for a 1st of ESO course.

The paper includes four sections. The first and following one, purpose and objectives, describes the aim of the project and its objectives. The second section presents the justification and the theoretical framework in which the project is based. The third section is dedicated to the methodology applied to the project. The following one, the unit plan proposal, contains the unit analysis according to previous sections. The last section gathers the conclusions of the project. There are several appendices at the end of the paper.

2. Purpose and Objectives

The following paper has two clear objectives which were previously introduced. The main purpose is to introduce students to the concept of digital identity when it comes to social networking sites which they use on a daily basis. Not only they will understand the concept but they will be asked to explain it to younger generations. This is connected to the digital competence which should be acquired by secondary school students and which is one of the main key competences for lifelong learning according to the European Reference Framework.

Therefore the unit is presented in a project format where students will be instructed and guided through the initiation and awareness regarding digital identity. This project is based on the Project-Based Language Learning methodology because of its effectiveness in terms of cooperation among students, implementation of the digital competence and chance for students to improve their learning to learn competence. In the same line, the Aragonese curriculum requirements for the targeted level, 1º ESO, has been integrated in the project.

The project, as mentioned, establishes tasks where students will be informed about the definition, responsibilities and risks that come with the creation and use of digital identities, as well as, the need to understand and to be prepared to use technology and internet safely, ethically and accurately in order to become competent digital citizens.

Nowadays society works and relies on technology more than ever, and citizens are asked to use it without previous training, especially in terms of digital identity protection. Generally speaking, regarding education, not many parents are prepared for this task but their children were born in the digital era. Here is where it is thought that school plays its main role by teaching and preparing students with skills according to the living times and for the future. Going back to the safe use of internet, students will be asked to reflect about identity, their own identity, which at their age is a struggling issue as they are growing and developing their characters. Technology influences their development and, without the right guidance and help, may carry them to make wrong

decisions. Adolescence is a difficult period as teens are in a transition and process to discover who they are and what they want to become. This personal interval is sensitive and complicated for most of them, and the relationships they establish with others may be influential. Therefore they need to understand "digital" does not mean it is not connected to the real world, but that everything they do online stays there forever and depending on their online behaviour there may be future negative consequences.

This need was uncovered and highlighted especially during the pandemic that world has gone through in the first term of 2020, where the educational system was forced to adapt in a limited time to an unusual situation and with few resources (see **Appendix I**). Teachers and students had to accommodate rapidly to online classes. The difficulty of students of coping with the situation and the need of guidance in the new mandatory communication system was detected during the internship period, not just as a student of the Master's degree but also as a training teacher, and from previous labour experience. Students are used to social networking sites, they use them to keep in touch with their relatives, friends and teachers. However, they know little about cyber safety and how much exposure to online dangers there is and how to protect themselves and their digital identity.

According to findings, students of 1st course of ESO are considered the best candidates to use the project with as they are just starting to use social networking sites and to develop a digital identity. Being at the beginning of their adolescence gives the teacher the opportunity of leading their attention on the responsible use of those sites. Not only that but it creates the need for teaching the coming generations about the matter.

3. Justification and Theoretical Framework

In this section of the paper, the theoretical framework and the justification will be discussed in detail. To start with, it is necessary to remember the gap found during the internship period as a student of the Master's degree. The digital competence has been highlighted due to its lack of proper instruction and guidance for Secondary School students, a hidden problem until the pandemic. For obvious reasons, the topic cannot be fully examined or solved with a minor project, like the one presented for the dissertation, however, it can initiate students in the life-learning process of the digital competence, especially in terms of digital identity, as it is the case.

Digital competence is a new element in the syllabus, which gains more and more importance in nowadays societies. The concept can be described as a technology-related skill that 21st century citizens should have so as to be able to be part of the employed population. This conception has different background disciplines (see **Appendix IV**). It is one of the eight key competences, defined as "a combination of knowledge, skills and attitudes" and considered to be "essential to guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world" according to the Recommendation of the European Parliament (2006).

In terms of framework, the unit was designed within the communicative language teaching approach (CLT) and the Second Language Acquisition theories (SLA), adapted for the project-based language learning approach which is detailed in the following section. Considering the main characteristics of the CLT approach, the didactic unit was drawn following them (Brown, 2007, 22):

The first are the **overall goals**. The CLT focuses and works on all the components of the communicative competence. In other words, communicative tasks are the core of the project, as students cooperate and collaborate for the same purpose.

The second is the **relationship of form and function**. The language techniques are designed to engage students in authentic and functional use of language for meaningful purposes.

The third are **fluency and accuracy**. Teachers play a key role as it is their responsibility to offer corrective feedback and to balance attention and focus on accuracy and on fluency. Every classroom has its diversity, and the teacher should prepare material and feedback as personalised as possible to improve both fluency and accuracy of the use of L2.

The fourth is the **focus on real-world contexts**. The tasks carried out in the classroom should prepare students with the skills necessary for communication in a real context. Authentic materials give students the chance to face real-world situations and to learn how to cope with it.

The fifth are the **autonomy and the strategic involvement**. Students are given appropriate strategies for production, comprehension and raised awareness of the process of their   learning. In this way, they are developing an autonomous ability to continue to learn the language beyond the class or the course. On account of technology development, it has become easier to make learning more autonomous, however, there is always a need for guidance from a teacher.

 The sixth are the **teachers roles**. Teachers are facilitators or guides, no longer all-knowing fonts of knowledge. They might be considered coaches to value the students' linguistic development. Corrections are given as feedback and students are encouraged to ask for instructions.

The last but not least, the seventh are the **student roles**. Students are asked to be active participants in their own learning process, by emphasising cooperative and collaborative learning but not omitting appropriate teacher-centred activity. Teacher is no longer the centre of the class, the student is, so through communicative learning processes the student should take part in the procedures.

The first step to design the project was just to set objectives which need to fulfil the principles of Communicative Language Teaching. Besides, the requirements of the Aragonese Curriculum implemented in the project's learning outcomes that students would be able to do at the end of the project are:

To start with, students would understand and be able to complete the structure of a poster by following an example and the given instructions. (Crit.IN.1.2 and Crit.IN.4.2)

For the accomplishment of the second outcome, students would understand general and specific information of authentic articles regarding digital identity and social networking sites from written and oral texts. They are given several texts, with different language levels about the topic as scaffolding. (Crit.IN.1.1)

Thirdly, students would be able to maintain social and personal relationships using vocabulary related to personal identity, and to give pieces of advice (a video warning about risks online). (Crit.IN.2.3 and Crit.IN.4.2)

Fourthly, students would be able to use digital resources to work with the team in order to create the final product. The use of ICTs is mandatory in this project, as all tasks are carried out on digital support. (Crit.IN.2.3; Crit.IN.1.3; Crit.IN.4.1.)

Fifthly, students would be able to reflect and apply self and peer-assessment strategies by filling out rubrics, and exits ticket, with given assessment criteria about their team's work and their own learning progress. (Crit.IN.3.3 and Crit.IN.4.1)

And lastly, students would be able to complete forms with personal information using different given templates. (Crit.IN.3.3 and Crit.IN.4.1)

The communicative competence and its subcompetences will be practised. The linguistic competence is worked when accuracy is sought, or when the use of specific grammar structures of modal verbs are taught. The socio-linguistic competence is worked through the communicative tasks where students have to decide the appropriate register for different contexts (poster, social media app), as well as the pragmatic competence because students talk about personal information within the digital world, like for example about the risks of oversharing in a digital context.

In addition, to continue with the integrated and born in mind requirements in this project-unit, it is relevant to mention the key competences that are merged:

The main and general reason for the project, **the digital competence**, is the centre of the unit and students use ICTs through the whole project. Not only utilisation but also a reflection on the responsible use of these tools. Students are asked to use electronic devices during the project as tasks, feedback and scaffolding are provided in this support.

In accordance with the previous competence, **learning to learn competence** is part of the project because students are asked to reflect on the process of their learning after each session either completing exit tickets or assessment rubrics. Questions presented in these tasks make students stop and think about their learning.

Due to the nature of the subject, **communication in a foreign language or multilingual** is the other integrated competence as students have to use L2 to create the final product and during the process of it. It is intended to hold sessions in L2 and to have students doing the same.

The **citizenship competence** is included as the aim of the project is to raise awareness of the responsible use of social networking sites in terms of digital identity. Students learn how to behave according to civic and social life rules.

Last in order but not of importance, **the cultural awareness and expression competence** is pertinent to it due to students' understanding, developing and expressing of their own ideas in a variety of ways and contexts, like social networking apps in their devices.

Taking everything in consideration, for the project-unit, a detailed criteria table has been elaborated, which is now described in more detail (see **Appendix III**):

The **first criterion** has to do with the duration of the project, which when done properly leads to improve students' attention and curiosity towards L2. These will be sustained as the lessons are not settled into a regular routine (Dörnyei 1994, 5). The topic introduced in the project is connected to students' interests and concerns. The project will last for seven sessions, necessary for students to make the final product.

A focus on the student and his/her participation is **the second criterion** as the project requires each student to get actively involved in the creation of the final product and to complete the related activities (Fried-Booth 2002, 6), (Brown 2007, 46). Reflection activities are designed to stimulate critical thinking and enable students with self-assessment parameters. These are done especially after important content had been taught.

Practising in unrehearsed situations helps students improve their communicative competence (Richards 2006, 48) according to **the third criterion**. Students are given some situations in video support and then they are asked to express their ideas and opinions. Moreover, during the poster creation time-work, students are encouraged to use L2, with teacher's help when needed.

Apropos of the **fourth criterion**, when the PBLL methodology is used, one of the aims is to strengthen the students' autonomy as well as to give them chances to choose from different materials, tools and ways (Little 2007). They have a voice over their learning (Richards 2006, 53). By and large, the use of ICTs allows students to be creative and have a choice over how they display their learning.

The materials authenticity plays a key role in PBLL as it boosts the preparation for real-world use of language (Richards 2006, 50), (Fried- Booth 2002). This **fifth criterion** was kept in mind during the design and planning of the project. Materials are authentic articles from different websites, various videos from different platforms, and diverse online tools are provided as options to students. The teacher will solve any language doubts in the class, or when done at home students are given digital tools like online official dictionaries.

The **sixth criterion** and the **third one** might seem similar, however, the first one mainly focuses on the communication and use of L2 in the interaction among peers (Hedge 1993), (Richards 2006, 51). Sharing ideas and discussing options is part of the creation of the final product which needs to be carried out in groups.

Diversity is key in the PBLL methodology, **the seventh criterion**, (Richards 2006, 53). Choices are important in a project, so students need to be given as many opportunities as possible to make their own choices. This is achievable through proper scaffolding prepared considering the needs of the classroom.

At a learner level, self-confidence is stimulated because students are given enough materials and support in order to accomplish their goals (Dörnyei 1994, 5). This **eighth criterion** highlights the benefit of empowering students with new and adapted concepts to their level, tools and options, plus they are provided with personalised scaffolding and feedback, so they are more likely to succeed and boost self-confidence.

This approach has several advantages for students and teachers. **Criterion nine** underlines the boon for group cohesion (Dörnyei 1994, 4). Students get to know each other better and it motivates them to participate and contribute to the team success.

In the same context, **criterion ten** enhances the capability of students to apply learning strategies (Mitchell&Myles 2004, 31) by sharing ideas, getting, understanding and applying received feedback from peers and teacher.

In spite of everything, there are some drawbacks to the PBLL methodology, firstly due to its time-consuming nature, secondly the time of preparation required and thirdly the teacher's classroom management skills (Hutchinson 1991).

At the same time, while these different requirements, approaches and methodology were used to sketch the project, there was another significant element connected with **criterion seven**, diversity, and it has to do with Howard Gardner's Multiple Intelligences. As teachers, the need to prepare for success all students is a must, especially for differentiated education that nowadays is being implemented, and students have to be strengthened to do their best. Following Howard Gardner's Multiple Intelligences, activities were thought to include as many of them as possible, students have more than one kind of intelligence and when instructions are presented in an appealing way for them, learning is attractive and easier.

In conjunction with this idea, it was also connected to Bloom's Taxonomy, especially designed for technology and digital tools (see **Appendix V**), to elaborate on the assessment section. A range of evaluation tools was integrated.

A matrix of Bloom's Taxonomy and Gardner's Multiple Intelligences was created for the project (see **Appendix VI**) with the intention of having a visual scheme regarding the assessment and the opportunities given to each student.

4. Methodology

This section is dedicated to the methodology used to design the didactic unit, project as previously named, for the final dissertation paper. It starts with its backgrounds, followed by its characteristics and criteria, and it ends with the reason of choosing its kind.

The philosopher, psychologist and educational reformer John Dewey talked about the practical method which involved "learning by doing" in the theory of education, which is also used in the project-based learning pedagogical approach. The method is considered a response to pedagogical theories of "learner-centred teaching, learner autonomy, the negotiated syllabus, collaborative learning, and learning through tasks" (Hedge 1993, 276). Furthermore, the psychologist Vygotsky is a reference in the second language acquisition pedagogy, "He focused more on the mental processes rather than instruments, and because he prioritised psychological tools, he saw a system that reflexes of social contact and of consciousness" (Vygotsky 1997). The zone of proximal development (ZPD) term was discussed by Vygotsky, which support the concept of peers cooperation and interaction develops the ability to solve tasks without help, in other words, what learners can do with guidance (see **Appendix VIII**).

Considering the framework, the project-based language learning is based on the CLT approach as its main purpose is communication in meaningful contexts. In order to deal and tackle life's and world's challenges, the project-based language learning is an instructional approach with several benefits. Firstly, it enables students with academic skills and content knowledge; secondly it helps them to develop necessary skills for the future; and thirdly, it supports students, no matter students' background or abilities, with the purpose of success in the process of learning new content and achieving goals.

The unit added in **Appendix II** is created and presented by using the methodology of a project, a project-based language learning (PBLL), called like this because it is English the taught language. Due to its aims, this unit implements the pedagogical framework of a PBL because by working in groups for a specific period of time students acquire knowledge and skills as they are asked to carry out a study a

respond to a question, problem or challenge. Solving these matters are authentic, engaging, and depending on students abilities might even be complex. Factors such as classroom, school and culture are important when it comes to the effectiveness of a PBLL as they might affect the time for students to learn, and for teachers to plan and to design it accurately and according to the curriculum syllabus. In agreement with a fundamental belief, students voices should be taken into account when talking about their own education.

The objective of the project is to engage students in solving an authentic question, problem or requirement. According to its principles, a PBLL has to fulfil several criteria. Firstly it needs to be performed for a period of time, in this case, the project is to be completed in seven sessions. The question is clearly introduced to students and has its objectives explicitly defined in the posters they receive at the beginning of the unit. In order to prepare the final product, students will work in groups, will be allowed to choose the processes, tools and sources they would like to use thanks to the wide range of provided scaffolding, and during the whole procedure, the teacher will give them feedback after each main activity.

For more information and detailed specifications, an analysis of the main criteria of PBLL is done in-depth. For this purpose, the High Quality Project Based Learning campaign, supported by the Project Management Institute Educational Foundation and the William and Flora Hewlett Foundation, is used to list the criteria. The Buck Institute for Education facilitated the development of the Framework for HQPBL. (see Works cited)

Students are required to **think critically** about the presented issue which can be solved in multiple ways. It is important to learn academic content, concepts and skills in order to be able to come up with solutions and responses, for the confronting challenge, which is not only a fun activity but it demands students to produce a quality work with the guidance and support received from peers and teacher.

The **relevance** and **meaningfulness** of the project are basic according to the authenticity criterion because students need to be motivated and to show their interest in learning at school. This motivation will come from the impact that students feel they

could make on other students or generations to come or on other people, and from the connection between their interests and concerns with the project. At this point is where students are able to make their own choices about their work.

A project always has a **final product**, which in this case is a poster for the school targeted to younger generations. The public **final presentation** boosts students to improve their work and to demonstrate what they know and what they can do, as these posters will be published in the school facilities.

The **collaboration** with other students either in person or online together with the received guidance and feedback from the teacher are contributing to their individual voices, talents and skills which are shared in a cooperative piece of work, where tasks are not simply divided to be completed individually but done together after being discussed and agreed with the group.

The **project management** is another process, which if it is performed effectively from initiation to completion, will help students to improve their time management, as they are strained to use strategies similar to those used in real-world context when a project is done.

The final product must be a **reflection** of students learning throughout the project. By reflecting their knowledge, students retain the content and skills longer and they develop a greater sense of control over their own education and learning.

Apart from these criteria, a sequence of seven stages was respected. In order to prepare a successful project, where the main linguistic skills are to be integrated such as the productive ones (speaking and writing) and receptive ones (reading and listening), this has to fulfil the coming steps learnt in the Master's degree subject "Design activities in EFL" (Gil, 2020) (see **Appendix I**).

Firstly, in the **activation** stage, students are presented the topic in an interactive activity, where participation is key as they need to activate previous knowledge. Also, an attractive presentation will engage students. They are 1st of ESO students, so colourful and appealing posters with interactive parts are used to get their attention.

Secondly, in the **discovery** stage, students are presented with new content, and tasks will increase their difficulties as the sessions continues. The main skills are integrated into the tasks. Students are told how activities are to be done, individually, in pairs or in groups, or as a whole group.

Thirdly, the **deepening** stage is a relevant stage as students need to analyse, generate ideas and hypothesise throughout communication, collaboration and thinking. In the view of checking their understanding, assessment tasks will be carried out, such as the exit tickets.

Fourthly, in the **planning** stage, students organise and manage demonstrations of learning, and they use the feedback from peers and teacher on their works. This stage takes place in several sessions, so that each group receives feedback on the progress of their work, which is also another way to ensure the group is working.

Fifthly, in the **creation** stage, students are given time and support to produce their final product. Besides, the teacher makes sure that after each session and feedback given, students use it to improve their work for the following deadline.

Sixthly, in the **publishing** stage, the final product is published or presented in front of an audience, where their learning is shared with the rest of the class. Once shared with the class, it is decided where posters are more effective to be displayed in the school.

Seventhly, in the **assessment** stage, evaluation is done, not only by teacher but also by students in order to raise awareness on their learning and to reflect on the process. It is also the celebration of achieving the unit's learning goals. The use of rubrics entitle students with a tool to measure each poster criteria achievements.

The project fulfils the above criteria and the requirements of the project-based language learning methodology because each activity has a defined goal to accomplish the learning or improvement of a skill or competence; feedback and scaffolding is planned for each session to provide students with enough and adequate material to absorb the project contents; and at the same time students are given chances to raise awareness over their learning and freedom over the way they are creating the final project, as long as they implement the digital competence.

5. Unit Plan Proposal

This section contains the main part of the dissertation, the didactic unit called "Digital Identity on Social Networking sites". It has been created and designed following the PBLL approach, as a result of an educational gap found during the internship period and during the Master's degree course. As a training teacher during a quarantine period due to an unexpected global pandemic, it has been enhanced the importance of the digital competence for society. The educational system had to adjust in a short period of time to a completely unknown situation. Teachers and students dealt with complex circumstances. Problems like not having a proper device or internet connection at home impede many students to continue with classes. Those who had not had these issues had to make use of these tools more than they are used to or more than they are able to. The unforeseen context made digital interaction more important than ever, and being this teens' favourite mean of communication, raised concerned about how little teens generally know about online exposure (digital footprint) and the taken risks. Even more important, how they create a digital identity that will last online forever.

Bearing in mind the gained experience, the unit was prepared for a similar class, in a similar context. A class of twenty-four students, who have different backgrounds, from different countries, and uneven conditions and abilities. Some students have a high and accurate level of English while others deal with learning Spanish, the L1 in school. Furthermore, with the purpose of improving the group cohesion, the project was planned to be done in groups of four pupils, so students bond and cooperate for the team's benefit. These groups would be formed by the teacher.

It is aimed for students of the first course of secondary school because it is considered the appropriate age to start raising awareness on the unit's topic and making safety a habit when technology is used. Not always the case, students are generally allowed by their parents to have and use social networking sites, however they are not always aware of the correct and safe utilisation of these communication tools.

The PBLL approach is used due to its attractiveness to students who find projects engaging and interesting rather than traditional classes. It is innovative because it deals with a problem in modern times which may affect students' future as all data uploaded on the internet may have further consequences, therefore it is in schools where students prepare for their time to come and learn how to become digital citizens.

As mentioned in the above sections, the project has its backgrounds on the principles of the Communicative Language Teaching, Second Language Acquisition and framed within the Aragonese Curriculum requirements. One of the main tasks of a teacher is the design of a course, the choice of a syllabus type that would adapt to learners' level, which might be an obstacle as each class is particular in needs and it could always be improved.

Taking into consideration that the project is presented in Appendix II in the format designed for classes, a table of sequences has been elaborated to display the activities and timing for each session. (see **Appendix IX**). As it is required by instructions, relevant and connected to each of the criteria in Appendix III are analysed but not all activities will be discussed in the following paragraphs.

From this point, a critical analysis of the project will be performed connecting it with the above framework, justifying the decisions made regarding activities and their relation with the Aragonese Curriculum, CLT approach (see **Appendix III**) and PBLL methodology.

The project is introduced to students via email. They will receive a poster inviting them to a poster contest about social networking sites (a.k.a SNS). The project's challenge of teaching younger generations about SNS has to be fulfilled by the students. The presentation intents to accomplish **criterion one** to motivate students. They are given simple and clear instructions of what is expected from them, and activities aiming knowledge activation are to be followed. These are planned according to Bloom's digital taxonomy from lower-order thinking skills to higher-order ones, as they go from remembering to creating following an easy path. For instance, they are asked to identify positive adjectives in a word cloud, and then to create a first digital image using an online tool. ICTs are becoming part of the project in an individual way, as students are

introduced to the first form of Digital Identity, a personalised emoji, to be used for the project. The project integrates the four main skills, productive (speaking and writing) and receptive (reading and listening).

Another hidden intention to students is the group cohesion, which is handled by the teacher who previously organises the teams according to their English level, common interests and similarities. This is **criterion nine** of the project, and it bestows students with a creative task (see session one, team names instructions, in **Appendix II**) to bond as a team. During each session, there is a given time for students to work on the project by discussing ideas and material provided in each session, work on productive skills. The communicative goal is achieved through this sharing, as well as the use of L2 for an authentic purpose, as described in **criterion three**. There is homework planned after sessions to encourage students to review the material studied in the classroom and learn it by practising. Therefore students have access to each session materials and extra scaffolding in order to improve comprehension of the content.

Regarding material provided, from the beginning of the project students are given an online tool called Symbaloo, a web mix, where they have access to all activities done during each session and to extra activities that are meant to help solve students doubts and practice exercises for different challenges, for instance, grammar exercises to improve command on the use of modal verbs. This has a double basis on **criterion seven** and **eight**. In addition, it is done what the term ZPD suggests to prepare for the class diversity.

Although several criteria are integrated daily in the project, some are implemented in specific sessions or activities. In the second session, it is aimed at the use of authentic language. Students are provided with a blog article, a text with no modifications made by the teacher, and they are asked to carry out some group activities after a short discussion, an emphasis on communicative competence. At the same time, this session serves as preparation for the authentic language used in real-world contexts regarding digital identity and how to protect it. Cooperation is key to complete the tasks, as they will have to manage time and resources in order to come up with a definition that each member accepts. These texts are used to boost the ability of higher-order thinking skills, as at the end of the session students should be able to analyse the text, break into parts

and determine how they are connected, and then evaluate which parts they can use based on their judgement to create a definition according to poster's requirements and understandable for a younger generation, a complex task.

In concordance with the project's aims, the third session is demanding and challenging, since students will work the four main skills. The first activity does not work just the receptive skill (listening), but attempts to be an example of what is expected from students, and how critical and prudent they should be with the use of SNS. According to Bloom's Digital Taxonomy, this is an example to be examined, commented, debated, criticised in groups, respecting others' ideas and beliefs. With these debates in mind, students are introduced a useful grammar structure, modal verbs, to use as a means to express rules or pieces of advice that they might have previously considered. Three kinds of modal verbs are presented, as the Aragonese Curriculum requires plus some extra for those students with higher English levels. Explanations and examples are shown, and the teacher highlights the main uses. Practice exercises are done, firstly together with the teacher, so feedback can be given on the spot, then group practice, where the teacher and peers solve possible doubts, and a last individual task to fasten the content. To provide students with the appropriate scaffolding and feedback, an evaluative task is asked for homework. An exit ticket, via Google Form (see session 3 in **Appendix II**), will recompile 3 types of information important for the teacher: what students enjoyed, what they have learnt and what doubts they still have, which means criteria one, two, seven and eight are integrated and supported by the success of the task. The teacher will create an infographic solving students doubts, and cater optative personalised scaffolding for each student to boost their confidence in the accurate use of modal verbs.

The following session is pretended to be more engaging for students. The content used for the class enriches students with examples and content to analyse, debate and transform for their poster. Besides, students are asked to make a short video for a social networking site, TIK TOK (owing to its success among teens), where they demonstrate knowledge about the project topic and integrate its contents. The task is like a mini project as students must think they are giving advice to younger people and their message is important. These will be gathered on the Symbaloo web mix and shared with

the class. Creativity and originality of the content, fluency and accuracy are assessed. Students will work in class with encouraging material to contrive inspirational videos. Teacher will facilitate support, comments and assessment.

With reference to autonomy and self-confidence, a review session is dedicated to the project content. Students will not feel the stress of an exam in spite of being evaluated as the activities previous to the content assessment are meant to help students recall knowledge. Gamification is implemented in this session, students will do a grammar exercise via a famous video-game, Mario Bros (see session five in **Appendix II**), to increase motivation and interest. The assessment is executed through a game-quiz that combines games, ICTs, knowledge and reflection. Considering their age and the limited time for the test, a self-assessment question is put into it. Students are asked to prove they have learnt at least a minimum content, this way, autonomy and self-confidence is enhanced. Students will be conscious of their own learning. Not only in the assessment task but also in the second exit ticket they are asked to reflect on their learning and encouraged to express doubts in order to be given support.

As a matter of fact, **criteria three, six, eight** and mainly **ten** are the foundation for the sixth session, which might be considered the most critical one for students. Communication among peers plays a major role to improve their final products before publishing them. Time management is preparation for real-world situations. The feedback students get from peers and teachers should be integrated into the poster to show control over the content. Then the individual reflection tasks, where students have to assess the final products according to a rubric, an evaluation form over their work as a team, their team members and themselves, are to be taken. In addition, the group cohesion uprises to indicate how well the group was able to function to achieve their final goal and how they wangle with peer feedback.

The last session celebrates the completion of the project. Teacher will bring the posters printed to hang them in the classroom for the session and to share assessment results with students. Thereby, the project is student-centred and the students are actively participating in their own learning and assessing. One more time they are asked to think about their participation, analyse it and suggest improvements for the final product. To verify how much they have learnt and interiorised about digital identity,

security on SNS and risks of sharing online, there are three writing tasks which recompile personal details to make them realise how easy is to have access to their digital identity through funny online activities.

In the following part of the dissertation, classroom diversity will be analysed through the material given as scaffolding or activities patterned for students' needs. When the PBLL methodology is applied, a teacher always needs to prepare a wide range of scaffolding. This should be based on the different types of students that the classroom has. Educators can help themselves to prepare better scaffolding with the help of Gardner's Multiple Intelligences. In order to ensure success for students, this process needs careful attention and dedication, which as mentioned above sometimes might be a drawback for teachers because of the lack of time during a course.

Most subjects of the Master's degree have taught students how important is to achieve learning objectives and the legal framework (Aragonese Curriculum, Key Competencies), however, the differentiation has become a significant issue for teachers and a beneficial matter for students. On account of technology, now it is an achievable objective for teachers owing to educational digital tools which ease teachers' work, by way of example providing templates. Textbooks generally do not integrate more than two or three multiple intelligences, these are usually the spatial and interpersonal intelligences, which excludes the other five or six kinds of learners. A non-acceptable fact if differentiation is the goal.

The above said, the more materials provided, the more options to succeed students might have, especially when it is delivered in different formats for different capabilities. Not only it benefits the diverse learners but also makes learning fun and that is how students engage to content. This is one of reason why this methodology has been selected as it promotes positive feeling, students' attention and interest, it leads to self-efficacy and it makes learning flexible and adaptable for each student in the class. This is how as a future teacher, students should be made to feel towards the use of L2, English as a subject and as a useful mean of communication.

The digital identity and SNS project integrates the following Gardner's intelligences. It should be reminded that students may have more than one kind of intelligence:

The **linguistic** intelligence is integrated for those students who enjoy reading and writing. Not only compulsory readings but also optative ones to boost their interest in the topic. Students with this intelligence enjoy the communicative tasks, the interaction with peers.

The **spatial** intelligence is worked throughout the visual material provided, such as infographics (a Printerest board, as an example of responsible use of social networking sites), videos and diagrams.

The **interpersonal** intelligence is for students who benefit from cooperative and collaborative tasks.

The **intrapersonal** intelligence is performed via reflection and assessment tasks. These students set personal goals, are able to identify their own strengths and weaknesses. All assessment tasks are enjoyed by these students.

The **kinesthetic** intelligence is seen in students who learn through using tools, crafting, acting or involving whole or part of the human body. The project encourages creativity, the video task was designed targeting this kind of students.

The **logical-mathematical** intelligence is briefly integrated into those activities where students are asked to complete organisers (such as the writing tasks in session seven).

Due to the nature of the project, the naturalistic and musical intelligences were not integrated. However, as students are given options to decide over their final product, students with musical intelligence might feel confident to blend their musical patterns to it.

Prior to the planning and design of the project, a process of selecting the correct framework for the PBLL unit was conducted. The taxonomy created by psychologist Dr Benjamin Bloom is used to promote a variety of forms of thinking in education, in terms of assessing concepts and principles, producers and processes. There are three

categories in the taxonomy known as knowledge, skills and attitudes, after each stage students should have assimilated new knowledge, attitude or skill. Educators use the taxonomy that has to do with the cognitive domain which involves knowledge and development of intellectual skills (Bloom, 1956).

The six levels of Bloom's digital taxonomy to be applied to PBLL, in order from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS) are:

The first, **remembering**, is the use of memory to reproduce retrieved information, such as definitions, lists or facts. In the first session, in the activation stage, the vocabulary tasks are intended to help students retrieve information. The word cloud recalls students previous knowledge and adds new vocabulary. The second activity, the crossword, is to improve memory by listing the concepts, matching them to their definition.

The second, **understanding**, is the level to construct meaning to different types of function. The reading tasks require students to identify vocabulary, recognise and translate, to explain them. There are several authentic texts given as extra material.

The third, **applying**, is the use of information in new situations. After the previous stage, students are able to demonstrate a higher-order thinking skill, as they can execute, interpret, implement the information in a new context. For instance, the short video task requires students to apply information from different sources in a different format for a similar purpose of the final product.

The fourth, **analysing**, has to do with students ability to draw connections among ideas. They can organise, contrast or experiment depending on the learning circumstances. In this case, students differentiate and distinguish from some listening tasks ideas to be further discussed in relation to the SNS.

The fifth, **evaluating**, is a HOTS level as a result of the need for justification for a stand or decision. Every time students are asked to make decisions or justify their answers, they are arguing, defending, selecting and supporting their choices. In each session, it is expected from students to achieve this level when they are working in the final product, even though it is for a limited period of time in the classroom where the

teacher can observe the interaction. Other important examples are the exit ticket tasks, students have to draw connections between ideas and to justify their decisions.

The sixth, **creating**, is the highest level, it stands for the production of an original or new work. Students investigate, gather information, assemble it, design and develop their final work. That is the aim of the project, to create an informative poster for younger generations.

The above information is relevant as it is connected to the assessment of the project. In order to boost students interest and confidence that they can achieve the project goals, different kinds of tasks, which demonstrate control of both receptive and productive skills, were made part of the unit assessment.

In the table in **Appendix VII** the criteria and standards used for the assessment tools and strategies are mentioned. It is clear that students are given a formative evaluation owing to the range of questioning formats. With regard to the procedures for critique and revision of the assessment, the teacher is who usually provides feedback, except for the team assessment which is a task only for students and the poster assessment where both students and teacher are assessing them.

Throughout these assessment tools and procedures, students are aimed two goals. The first, awareness on their learning, the learning to learn competence, via reflection tasks because they are asked to understand what they have learnt and to think about what it is still unclear in order to receive feedback. And the second goal is to measure students ability of the use of technology in the evaluation.

The project presents the assessment and the percentage of each evaluable task. This is to compel students work daily on the subject and to make them understand that all their progress counts. As for students with learning difficulties, they will find themselves encouraged and able to achieve the unit's goals since progress matters.

6. Conclusions

The framework has been established according to several requirements. Firstly, it was assured that fulfils the Aragonese Curriculum as the main basis for the project. Secondly, as studied in the Master's degree, the Communicative Language Teaching approach and the Second Language Acquisition approach were used to plan an adequate didactic unit for a specific need.

An exhaustive framework was established with the purpose of connecting the knowledge achieved in the Master's degree, the experience gained in the internship periods and the research performed regarding the project's topic, digital identity.

The necessity came out from two different but connected sources, the Master's degree and the internship periods. It was detected in the first internship period, however, due to extraordinary worldwide circumstances. In the second internship period, it was even more obvious the urge to teach students about the topic. In the Psychology subject of the Master's degree, it was taught the adolescents development, mainly the mental one, and how important this period of time is for them. The challenge they are facing to become their own person, to have their own character or to choose role models, moreover in a digitalised world, where social media, social networking sites are their major influencers.

The didactic unit is presented with the project-based language learning methodology as it was considered appropriate for the aims to achieve. It has been demonstrated throughout the dissertation paper how this teaching method is part of the CLT approach because it accomplishes by far the communicative competence. There is another important competence worked, digital competence, with the purpose of providing students with opportunities of real-world matters to be solved. "Learning by doing" of Dewey is the greatest sum up definition for this methodology.

This emphasised gap of teaching teenagers with recent smart devices the appropriate use of social networking sites and the creation of a healthy and safe digital identity is accomplished by the project. Although activities are providing general information about the issue, it is students' responsibility to analyse it, classify it, divide

it and link it by judging and recommending via the final product what they have composed and produced to accomplish the requirements of the project. Otherwise stated, students are given choices, materials of different kinds, to do their best in completing the project.

On the other hand, the gap represents an interest in students lives. It is a starter to engage them into learning and using L2 for a meaningful purpose, as the linguistic competence requires. It can also be considered an improvement due to its connexion to students interests and concerns. The use of social networking sites is their way of expressing who they are and connecting with others. However, the unseen and unconsidered risks of this use of technology is to be considered by teens, and with the creation of the final product, they have to learn how to avoid the online perils.

In regard to the project design, this has an appropriate format for students. ICTs are present in the whole project, within all different tasks. The digital tools provided are not the only ones accepted to be used, but students are free to choose and use the tools that they agree to, as a group. Innovation and learning how to use digital tools for different purposes boost students ability in learning and developing new skills. Students are given choices, a range of scaffolding according to classroom diversity. Throughout cooperation and learning from equals, students improve their skills. The teacher provides feedback during the whole progress to ensure students' success, so that they are able to refine their linguistic weaknesses in the use of L2. At the same time, the final score does not rely on the team work only, individual is sought and examined.

All things considered, the project meets dissertation requirements in terms of discovering a gap which could represent a positive and significant change in the learning process of English as a foreign language in Secondary Schools.

Concerning improvements, students are boosted the correct use of ITCs, for the creation of the final product, as part of the digital competence. Furthermore, their awareness is raised not only about their learning process but also about the social matter presented in the project, which is an interesting topic for them.

In addition, the project integrates the innovative tool "Bloom&Gardner Learning Matrix", which is a visual result of the combination between Bloom's Taxonomy and

Gardner's Multiple Intelligences done to prosper the methodologies based on the Communicative Language Teaching approach. This tool allows several goals to be achieved: the first, the assessment and measurement in order to help students reach their aims; the second, the cognitive strategies are enriched by the wide range of options and activities adapted for each type of intelligence integrated in the project for students; and third, motivation and learning are increased owing the inspired confidence in their abilities to achieve the objectives with the provided material and assistance.

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Appendices

Appendix I

Assignments used as evidence of the necessity of improvement

In order to elaborate the didactic proposal and its analysis for the dissertation, these assignments were used as models:

1. Unit Plan Design , for the subject "Designing Learning Activities 2020" of the Master's degree. Students were asked to work in groups and to prepare a unit and design its activities based on theoretical framework studied in the previous term.

2. Material Analysis, for the subject "Instructional and Curricular Design" of the Master's degree. Students were asked to work in pairs and to analyse a unit from an English student book used in the course 2019/2020 in order to decide if it fulfilled with the theoretical framework studied in the subject and to suggest improvements for the unit.

Appendix II

The link locates the project and its activities. It is divided in sessions. Press the home button to find out all the interactive elements of each slide. Click on the Digital Identity and SNS and on the scaffolding material.

A criteria table was elaborated after de plan and design of the project. It is part of section 3 and 5 of the dissertation paper.

TABLE FOR CRITERIA AND DATA COLLECTION * Dissertation paper: **Digital Identity on Social Networking Sites**
63265 INSTRUCTIONAL AND CURRICULAR DESIGN

Criteria [identify source(s) with references)]	DATA (Quantitative, qualitative or combination of both; Examples from textbook: number of activity, page, brief description)	Interpretation	Suggestions for improvement
1. A project is a long-term activity that involves a variety of individual or cooperative tasks' involving planning, research, and reporting (Beckett 2002, 54) where students have to use the language productively and receptively to communicate. (Brown 2007, 46) and where their attention and curiosity are aroused and sustained by not allowing lessons to settle into a regular routine. (Dörnyei 1994, 5)	Session 1-index (clear slide with the number of sessions and order of activities).	The project is attractively introduced to students in order to catch their attention and interest with a topic that has to do with their daily lives, social networking sites and digital identity. The project is meant to last 7 sessions. The presentation is interactive and the use of ICTs is present throughout the whole project which is always interesting for students.	
2. The project is student-centred and driven by the need to create an end-product' (Fried-Booth 2002, 6) and students are active participants in their own learning process. (Brown 2007, 46)	Session 1- create a personal emoji. Session 3,5,7- exit tickets and writings.	Students are the centre of the project as the final product has to do with their own sense of critical thinking and with expressing their opinions regarding the topic. They are also asked to carry out tasks where awareness about their learning process arises.	When it comes to this kind of approach, planning and design are relevant. However, no matter how well done it is, time is always a drawback as it is not easy to define a limited time for students to learn new concepts and content. This could be improved with some extra sessions.

Another important suggestion is the appropriate scaffolding for the aimed students. |
3. There is an emphasis on communicative competence and relevance (Hutchinson 1991) as the communicative practice refers to activities focused on practice in using language within a real communicative context. (Richards 2006, 48)	Session 3- Listening and speaking tasks. Session 4- listening and speaking activities. Video task for SNS.	Several activities require students to interact in different contexts without a previous rehearsal which makes communication more authentic and real, as well as meaningful.	
4. With projects, the language learner's autonomy is promoted (Little 2007). Students are given choices over their learning. (Richards 2006, 53)	Symbaloo web mix for the project and a Genially materials presentation.	The scaffolding provided by the teacher helps to promote learners autonomy because it has different resources for different kinds of students depending on their intelligence.	
5. The use of authentic language is boosted (Fried-Booth 2002) because it may serve as a preparation for survival in the real world. (Richards 2006, 50)	Session 2- vocabulary task and provided readings; Session 3, 5- grammar tasks, and listenings.	The materials used for different tasks for each skill are authentic without changes made by the teacher. This supports and serves as preparation for other real-world contexts that students may face.	

TABLE FOR CRITERIA AND DATA COLLECTION * Dissertation paper: **Digital Identity on Social Networking Sites**
63265 INSTRUCTIONAL AND CURRICULAR DESIGN

6. PBLL supports the use of the target language for genuine communicative needs (Hedge 1993) also framed within CLT, where communication is a holistic process that requires several language skills or modalities. (Richards 2006, 51)	Session 6,7- feedback is given; publication and assessment are to be done. Sessions 1-5- creation of the final product.	Due to the nature of activities, communication is a must in the group with a view to reaching an agreement by sharing ideas for the final product.	This will boost confidence as they understand and are able to use the granted material.

Feedback and assessment could be improved by adapting them to the targeted course and students. Positive, individualised and constructive feedback encourages students to keep up working. Taking part in their assessment promote the self-awareness of their own learning. |
7. Learners learn in different ways and have different strengths, which is known as diversity. (Richards 2006, 53)	In the Symbaloo web mix, it is given different types of extra material for each session to help students. (Session 2,3)	This approach focuses on diversity as its main requirement is to provide adequate scaffolding for each type of students in the classroom to ensure their learning success.	
8. At learner level, it develops students' self-confidence as they believe that they will achieve their goals. (Dörnyei 1994, 5)	After each exit ticket, teacher gives feedback to each student's concerns.	When students are interested in the task they have to carry on, and they are provided with materials and scaffolding, they feel confident enough to try to achieve intended goals.	
9. Group cohesion is the "strength of the relationship linking the members to one another and to the group itself". This reinforce the motivation to contribute to group success over the individual one. (Dörnyei 1994, 4)	Session 1- they create their team names. Session 2- 5 - are given time to discuss and work on the project. Session 6- feedback is given by peers and teacher.	It is worth to use the PBLL approach to improve the group cohesion in a classroom, as students are always willing to work in pairs or groups. There are activities that make the members of a group share a characteristic and work for the group's interests.	
10. Co-operation and questioning for clarification are learning strategies applied in the PBLL as students work with peers to create a product, share notes, get feedback or elicit explanations, rephrasing or examples from the teacher or peers. (Mitchell&Myles 2004, 31)	Session 6- feedback is received and changes are applied to the final product if considered needed. Peers will help each other, and teacher will remind teams important feedback previously received which they should bear in mind.	Students learn something when they are able to explain it to appear that is why collaborative tasks are so important and they are applied in PBLL. Teacher and peers give feedback and explanations when needed.	

Appendix IV

In this appendix, a spidergram about the digital competence and the related concepts is presented.

Summary: Digital competence and the related concepts

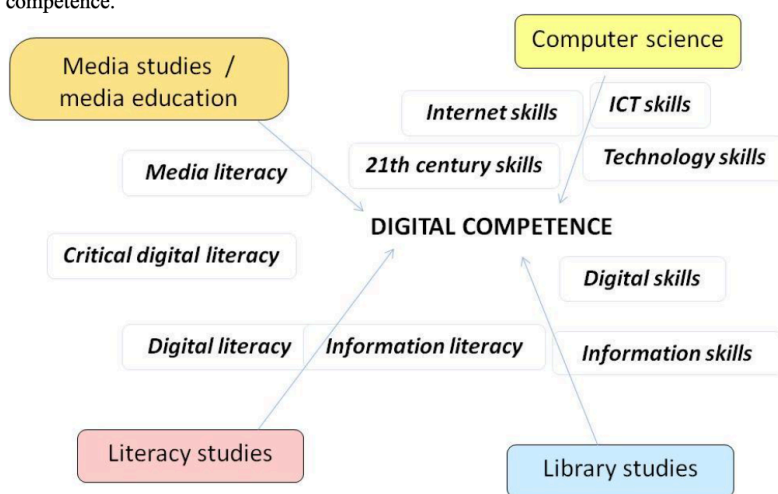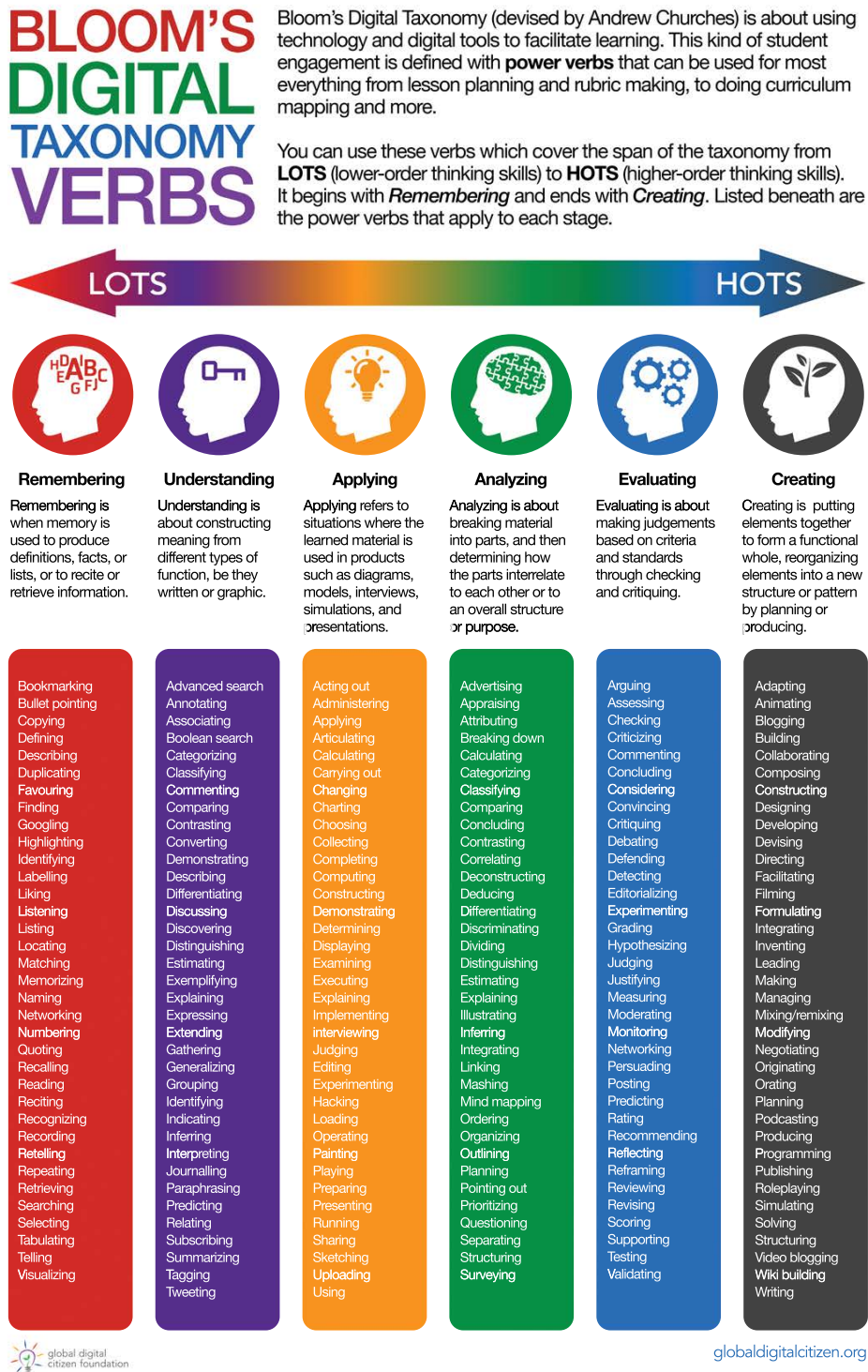Figure 1 below shows the various background disciplines and the related concepts of digital competence.

Fig. 1 Digital competence, background disciplines and related concepts

Appendix V

This is an infographic of Bloom's Digital Taxonomy, which was used to elaborate different activities.

Bloom's Digital Taxonomy (devised by Andrew Churches) is about using technology and digital tools to facilitate learning. This kind of student engagement is defined with **power verbs** that can be used for most everything from lesson planning and rubric making, to doing curriculum mapping and more.

You can use these verbs which cover the span of the taxonomy from **LOTS** (lower-order thinking skills) to **HOTS** (higher-order thinking skills). It begins with *Remembering* and ends with *Creating*. Listed beneath are the power verbs that apply to each stage.

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.	Understanding is about constructing meaning from different types of function, be they written or graphic.	Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.	Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.	Evaluating is about making judgements based on criteria and standards through checking and critiquing.	Creating is putting elements together to form a functional whole, reorganizing elements into a new structure or pattern by planning or producing.
Bookmarking	Advanced search	Acting out	Advertising	Arguing	Adapting
Bullet pointing	Annotating	Administering	Appraising	Assessing	Animating
Copying	Associating	Applying	Attributing	Checking	Blogging
Defining	Boolean search	Articulating	Breaking down	Criticizing	Building
Describing	Categorizing	Calculating	Calculating	Commenting	Collaborating
Duplicating	Classifying	Carrying out	Categorizing	Concluding	Composing
Favouring	Commenting	Changing	Classifying	Considering	Constructing
Finding	Comparing	Charting	Comparing	Convincing	Designing
Googling	Contrasting	Choosing	Concluding	Critiquing	Developing
Highlighting	Converting	Collecting	Contrasting	Debating	Devising
Identifying	Demonstrating	Completing	Correlating	Defending	Directing
Labelling	Describing	Computing	Deconstructing	Detecting	Facilitating
Liking	Differentiating	Constructing	Deducing	Editorializing	Filming
Listening	Discussing	Demonstrating	Differentiating	Experimenting	Formulating
Listing	Discovering	Determining	Discriminating	Grading	Integrating
Locating	Distinguishing	Displaying	Dividing	Hypothesizing	Inventing
Matching	Estimating	Examining	Distinguishing	Judging	Leading
Memorizing	Exemplifying	Executing	Estimating	Justifying	Making
Naming	Explaining	Explaining	Explaining	Measuring	Managing
Networking	Expressing	Implementing	Illustrating	Moderating	Mixing/remixing
Numbering	Extending	interviewing	Inferring	Monitoring	Modifying
Quoting	Gathering	Judging	Integrating	Networking	Negotiating
Recalling	Generalizing	Editing	Linking	Persuading	Originating
Reading	Grouping	Experimenting	Mashing	Posting	Orating
Reciting	Identifying	Hacking	Mind mapping	Predicting	Planning
Recognizing	Indicating	Loading	Ordering	Rating	Podcasting
Recording	Inferring	Operating	Organizing	Recommending	Producing
Retelling	Interpreting	Painting	Outlining	Reflecting	Programming
Repeating	Journalling	Playing	Planning	Reframing	Publishing
Retrieving	Paraphrasing	Preparing	Pointing out	Reviewing	Roleplaying
Searching	Predicting	Presenting	Prioritizing	Revising	Simulating
Selecting	Relating	Running	Questioning	Scoring	Solving
Tabulating	Subscribing	Sharing	Separating	Supporting	Structuring
Telling	Summarizing	Sketching	Structuring	Testing	Video blogging
Visualizing	Tagging	Uploading	Surveying	Validating	Wiki building
	Tweeting	Using			Writing

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Appendix VI

Here is the learning matrix of Gardner's Multiple Intelligences and Bloom's Taxonomy .

Appendix VII

The chart shows the assessment tools and strategies, and the procedures for critique and revision.

Evaluation Criteria from Curriculum	Tool or procedure used to assess	Marking Criteria (% of weight within unit)	Procedures for critique and revision
Crit.IN.1.2. Crit.IN.4.3. Est.IN.4.2.1.	Poster	30 %	Teacher and peers feedback
Crit.IN.4.1.	1st and 2nd drafts	10 %	Teacher's feedback
Est.IN.3.1.1.	Team assessment	10 %	Peers
Crit.IN.4.1.	Vocabulary task	5 %	Teacher's feedback
Crit.IN.1.3. Crit.IN.2.1. Est.IN.2.1.1.	Video	10 %	Teacher's feedback
Crit.IN.4.1.	Exit tickets	15 %	Teacher's feedback
Est.IN.3.1.1.	Quiz	10 %	Teacher's feedback
Crit.IN.3.1. Est.IN.3.1.1. Est.IN.4.1.1.	Writings	10 %	Teacher's feedback

Vygostsky's term of zone of proximal development:
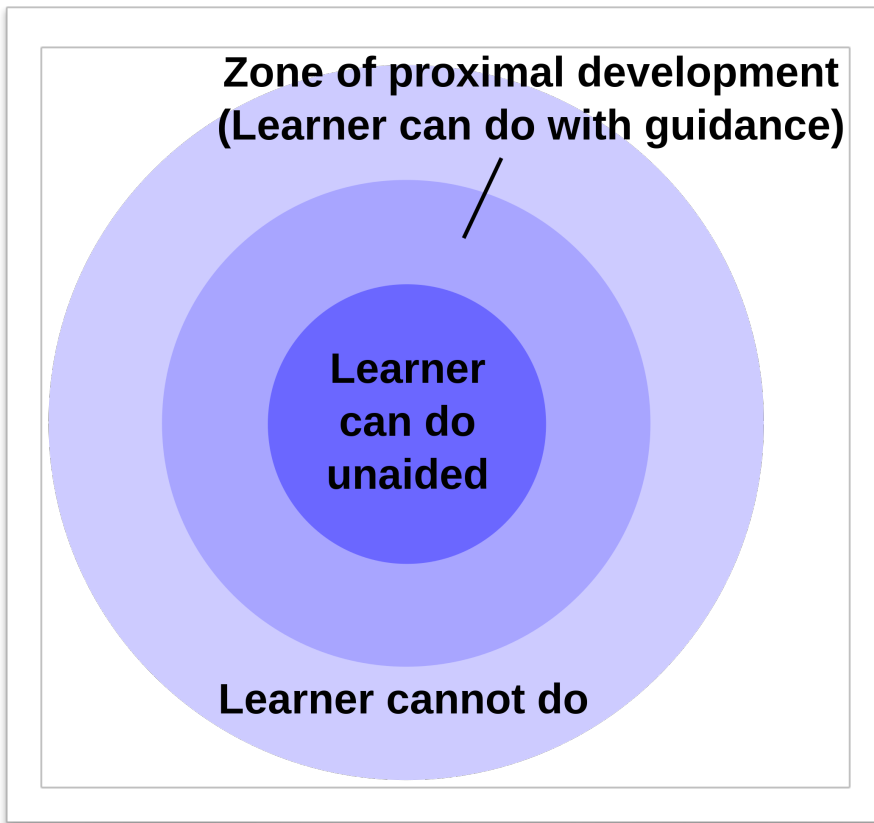
In the second circle, representing the zone of proximal development, learners cannot complete tasks unaided, but can complete them with guidance.

Source: wikipedia.org

A table of sequences has been elaborated to display the activities and timing for each session and the tools and scaffolding used.

Your planning	Questions to ask yourself	Activities	Tools, links and procedures
Activation	What will be your challenge or driving question? How will you present it? How will you activate and establish their previous knowledge?	**(10')** Learners will be presented the project sent by mail. it's a contest. **(20')** The teacher will show them a word cloud with adjectives related to characters. They should identity positive ones and choose one for themselves. **(10')** Learners will create their personal emoji with the app Bitmoji. **(15')** Learners will be asked to create their team names according to instructions.	Symbaloo link, in session 1: - Team Name instruction - Bitmoji link - Flippity flashcards

Your planning	Questions to ask yourself	Activities	Tools, links and procedures
Discovery	How will you organize the learning to let learners discover input and process it so that they know and understand it? Will you set up learning centers or learn as a whole group?	**(25')** Learners will read several texts related to social networking sites and digital identity. **(15')** Learners will work on a list of words that have to do with Internet and digital identity. **(15')** Learners will be given time to work on the project and create their first draft and the definition asked in the poster.	Symbaloo link, in session 2: - compulsory readings; - videos about the digital identity;

Your planning	Questions to ask yourself	Activities	Tools, links and procedures
Deepening	How will you push learners to communicate, collaborate, and think about what they are learning? How can you deepen their understanding? How will you check their understanding?	**(15')** The teacher will start the class with two videos about social networking sites and they will be asked to reflect on the topic. **(30')** Learners will be taught about modal verbs. They are given different kinds of support for this grammatical structures. **(10')** Learners are given time to create a list with rules using modal verbs for the poster.	Symbaloo link, in session 3: - videos about SNS. - infographics - online exercises - exit ticket 1

Your planning	Questions to ask yourself	Activities	Tools, links and procedures
Planning	How will you promote organization skills and decision making so that they plan their products and presentations carefully and skillfully? How will learners give and receive feedback about their ideas?	**(35')** Learners will read and watch a couple of videos. Several activities are planned in order to make learners think about their online activity. **(20')** Learners are given time to work on the poster. They have to choose the 3 rules to be included and apply the feedback received.	Symbaloo link, in session 4: - videos to help students with the homework task - readings links

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Your planning	Questions to ask yourself	Activities	Tools, links and procedures
Deepening	How will you push learners to communicate, collaborate, and think about what they are learning? How can you deepen their understanding? How will you check their understanding?	**(10')** Learners will be asked to identify different Internet icons. **(10')** Learners will have a quiz to activate their previous knowledge. **(10')** Learners will play a game to practice modal verbs before a quiz. **(15')** Learners will take a quiz about the use of English. **(10')** Learners will be given time to work on the poster.	Symbaloo link, in session 5: - Mario Bro modal verbs game - Grammar review - Exit ticket - Vocabulary

Your planning	Questions to ask yourself	Activities	Tools, links and procedures
Creation and Publishing	How will you support and scaffold learners as they create their products? How will you check that they are applying new knowledge and skills?	**(30')** Learners will be given time to finish and publish their posters. Students are asked to give feedback to other teams and to apply the feedback given by the teacher. **(15')** Learners will be explained how to assess the final posters. **(10')** Learners will have to publish the posters.	Symbaloo link, in session 6: - Assessment link - Exit ticket 2

Your planning	Questions to ask yourself	Activities	Tools, links and procedures
Assessment Reflection and Celebration of learning	How and when will you assess their learning processes? How and when will you assess their products and presentations as demonstrations of learning? What tools will you use to check if they have met their success criteria and achieved the expected learning outcomes? How will learning be showcased and celebrated?	**(10')** Learners will be presented with the posters printed and they will decide where could these be hung in the school. **(30')** Learners will be asked to complete three different writings. **(10')** Learners have to complete the last exit ticket about the project. **(5')** Together, teacher and students, talk about the project contents.	Symbaloo link, in session 7: Evaluation tools and procedures: - (30%) Poster (Google form) - (10%) Poster drafts - (10%) Team assessment (Google form) - (10%) Video for a SNS app - (5%) Adjectives worksheet - (15%) Exit tickets (5% each) - (10%) Quiz (Quizziz) - (10%) Writings (Canva)