

DIGI.JOB.ID

Unit 3 – Online Reputation & Self-branding

Information for trainers

DIGI.JOB.ID.
Digital Job Identities

Editorial information:

This collection of training material has been developed by the ERASMUS+ project partnership digi.job.id, digijobid.eu, coordinated by BFI OÖ.

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INTRODUCTION

DIGI.JOB.ID. project is a partnership between six European partners in VET who contribute to Europe 2020 and ET 2020 goals by developing open learning modules for creating interactive, digital CVs with learners, apprentices and graduates. This is achieved by using a range of social media platforms in order to create a positive professional identity and job application processes. The aim of the project is also to develop a train-the-trainer module that enables teachers and trainers in work based learning to implement social media use in their work based training.

In our so called “information society”, interpersonal and virtual communication through social networks plays a key role in building your own personal and professional success. Web and social media dissemination has become an essential element to foster and facilitate the achievement of personal and professional goals using effective on-line personal branding strategies.

The self-branding phenomenon can be defined as the capability of the **subject to make marketing by themselves**, in a context where the term brand does not represent the unique factory brand anymore. It is personal, as in what people say, feel and think on the person, on the given services in the various contexts of life, and on how the person is perceived by the others. Therefore, the phenomenon of self-branding can be defined as the ability of the person to do marketing of itself.

Making personal branding means being capable to positively influence people with respect to the personal brand perception, set of reputation, communication, competences and capability to become visible creating relationship. In this view the concept of self-branding (or personal branding) is based on the concept of singularity, for which the objective becomes how to create in the mind of the consumers the idea that nothing similar exists on the market.

Social networks (Facebook, LinkedIn, Twitter, Pinterest) are “virtual squares”, places where internet people find themselves collecting and sharing photos, films, thoughts, addresses of friends and much more with others. In these contexts, what is called online personal branding is generated.

Social networks, in particular for the young generations, are the tool for sharing for excellency and represent an extraordinary form of communication, but also imply risks for the personal sphere of the involved individuals. The last technological developments push social networks to integrate more and more with mobile phones, transforming messages that are published online as a sms multiplier that reaches all the involved people. Social networks are tools, which give the impression of a personal space, or of small community. In reality, this is a false sense of intimacy that can push the users to overexpose their own private life, and to show strictly personal information, causing “collateral effects”, also after many years, which must not be underrated.

The warrant for the protection of personal data follows with attention the developments of communication forms on the internet. At a European and international level, it is charged to define rules and behaviours that take care of users and individual liberty.

The best form of taking care is always the self-taking care, as the right attention on own personal data and the correct use of social media.

This is the context where the “Online Reputation and Self-branding” didactic module takes place: its principal aim is to develop in the students the conviction of the existing interconnection between digital identity, e-reputation and personal branding, with particular attention to the potentiality but also to the risks connected to the use of social networks.

STRUCTURE OF THE UNIT

The module has 3 aims defined as:

LO1 - Define Self Branding and On Line Image Concepts (glossary)

LO2 - Look for your current online personal image branding and social reputation + Map the data found and analyse it with a check list of good/bad criteria

LO3 - What to do to remove bad data/information from the network

Within this project, we identified two situations in connection to involved users:

SITUATION A – Class group in presence of a trainer

SITUATION B – Single user that individually goes through an interactive on line path

The **didactical method approach**, which has been privileged, goes beyond the typical mode of frontal lessons to those of dialogical-interactive, type cooperative learning, brainstorming, problem based learning. The participants are actively involved in the different activities, which are developed through a “personalized way” that originates out of individual experiences in the operational phase.

The trainer will have the aim to provide theoretical bases related to different conceptual groups and later support students during the operational phase of re-elaboration.

LO1 – Define Self Branding and On Line Image Concepts (glossary)

Aim: the trainer supports students in defining the key concepts of “self-branding” and “online image” through the presentation of a technical and specialized glossary.

SITUATION A)

After having identified the most **meaningful** words related to the issues of self-branding and online image concepts, the words themselves are written by the trainer on small pieces of paper.

Each participant is asked to pick up a piece of paper and to give a personal definition of the chosen word expression. The other participants can further integrate with personal observation. At the end of the brainstorming, the trainer provides a correct observation (with the support of some slides), rectifying and integrating the suggestions of participants.

Didactic Methodology: cooperative learning, brainstorming, front lesson.

Time available: 1 hour

SITUATION B)

The user is requested to match online the definitions of terms/expressions related to self-branding and online image with words/expressions which are referred to. At the end, the user has the possibility to match the combinations with a correct grid.

LO2 - Look for your current on line personal image branding and social reputation. Map the data found and analyse them with a check list of good/bad criteria

Aim: the teacher supports the students in finding out data and information available online related to their own digital image and in its subsequent analysis, also through the matching with a checklist of bad/good criteria.

SITUATION A)

The group is split in couples. Each participant tries to identify the identity of the other participant online, grouping all the elements which they think are significant for this purpose (see attached grid - ENCLOSURE 1). Once this phase is over, the two users exchange opinions on the characteristics on the analysed online images, in relation to the supposed/defined professional profile. Afterwards, the teacher presents the checklist (Do's and Don'ts online checklist – ENCLOSURE 2) to the class group. This contains some significant elements, considered as positive or critical in respect of the definition of an appropriate digital and social reputation. The students, after having seen and shared the previous checklist, compare the significant features of their own personal digital identity with the indications listed in the checklist and identify strength elements and/or critical aspects of their own profile in relation to the considered professional project. This information is collected in a list given by the checklist. (ENCLOSURE 2). The students can then share their considerations in couples or with the class group, with the support and the supervision of the teacher. At the end of this phase, the teacher presents to the group some online profiles considered valid in relation to the initial shared criteria.

Didactic methodology: Cooperative learning, Brainstorming, Lectures, Problem- based learning

Time available: 4 hours.

SITUATION B)

The user searches its own digital profile online, identifying the more significant elements that define it. Once the related data is collected in a grid (ENCLOSURE 1), the user consults the online checklist (Do's and Don'ts online checklist-ENCLOSURE 2), which contains some elements considered as positive and critical in respect to the definition of an appropriate digital and social reputation. This checklist will be the tool of confrontation to identify, in a second phase, the elements of strength and/or criticality of their own profiles. Once this phase is completed, the user can consult a digital profile considered valid in respect to the initial shared criteria.

Didactical methodology: Action maze, case study

Time available: 4 hours

LO3 - What to Do to Remove Bad Data/Information From the Network

Aim: the teacher presents to the students the way to remove not adequate and/or pertinent data and information from the **network, in order to obtain an online image** which is coherent and functional to their own personal and/or professional objectives. Recommendations about the reading and interpretation of **Privacy Policy pages** are also given through the discussion of a “Privacy Glossary”.

SITUATION A)

The teacher presents to the group the procedures necessary to remove data and information (considered not adequate in relation to their own digital profile) from social platforms which have been shared inside of the same group (Facebook, LinkedIn, ...)

Each participant then proceeds to apply this correction to obtain an online reputation, which is coherent and functional to their own professional objectives

Didactical methodology: Lectures, Problem-based learning

Time available: 2 hours.

SITUATION B)

The user can refer to the information material which explains the necessary procedures to remove data and information (considered not adequate in relation to their own digital profile) from social platforms that have been utilized (Facebook, LinkedIn, ...)

Once that the illustrative material has been consulted, the user can implement these corrections to their personal profile to obtain an online reputation which is coherent and functional to their own professional objectives.

Didactical methodology: Action maze, Problem-based learning

Time available: 2 hours

NOTE:

In case in which the person does not have a definite profile, see Unit 6 – afterwards the user can match Unit 3. In order to complete the exercise, the learner can choose the profile of another know/unknown person, friend, classmate.

PPT slides and instructions for starting the unit

See file “U3_02 Unit Presentation”

WORKSHEETS

See file... “U3_03 Worksheet1 Glossary”

See file... “U3_03 Worksheet2 Mapping”

See file... “U3_03 Worksheet3 DeleteData”



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