Citizenship and Digital Citizenship in the Curriculum:
A disconnect?
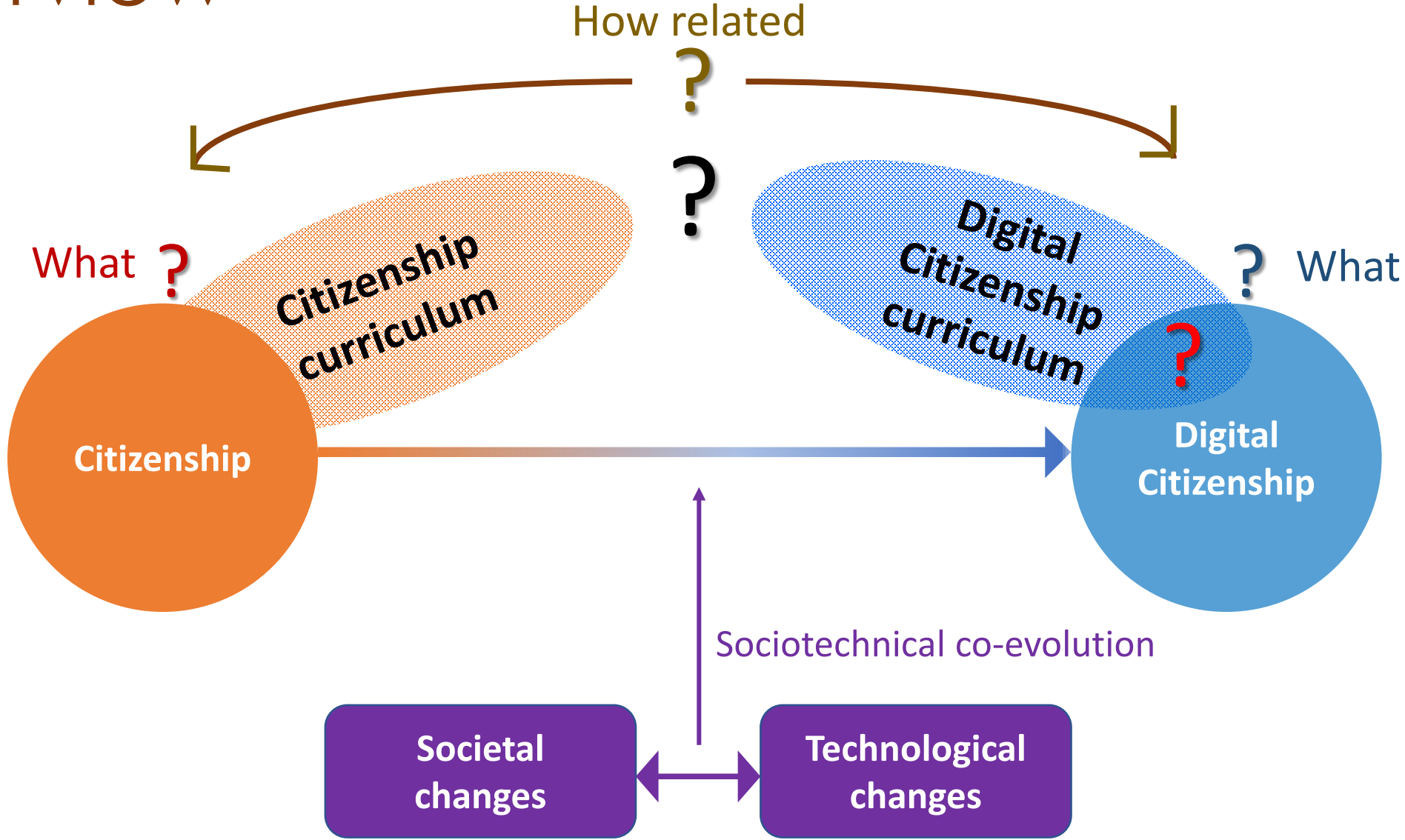
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Overview

Evolving conceptualizations of Citizenship

Citizenship:

the obligational relationship between an individual and the <u>larger community</u> that the individual belongs to.

* The nation state (Zajda, Daun & Saha, 2009), nation = state!

* Dates back to City of Athens @ time of Aristotle (Akinboye, 2015)

* Only a small proportion of inhabitants are citizens (Zajda, Daun & Saha, 2009)

* Underpinning political ideal: direct democracy (Wagschal, 1997), liberty, freedom, entitlement to social welfare, equality, right & duty of participation (Lee & Fouts, 2005)

- Supra-national citizenship : European Union (Baubock, 2007)
- Post-national citizenship (Tambini, 2001)
- International travel & migration (Osler & Starkey, 2003)
- Global citizenship (Falk, 1993)

Citizenship as Civic, Political, Social and Economic Participation

Citizenship is

"the right to share to the full in the social heritage and to live the life of a civilized being according to the standards prevailing in the society"   (Marshall,1992, p.74)

Citizenship attributes (Cogan, 2000):
- sense of identity
- enjoyment of specific rights
- interest and involvement in public affairs
- fulfilment of relevant obligations, and
- acceptance of basic social values

The evolving citizenship curriculum

- The citizenship curriculum used to be called <u>civics and/or moral education</u>. The term citizenship gradually replaced those other terms, reflecting education for citizenship should not be confined to **civics and morals**, but **social engagement**, **active participation**, and **as part of life**, rather than restricting to schooling.

- According to the last two IEA studies on citizenship education, about half of the participating countries adopt **"civics/citizenship/moral education" as a specific subject**, whilst the other half adopt a cross-curriculum approach, including CCA.

- School subjects for incorporating citizenship varies, and citizenship values can be infiltrated into many subjects such as **language and literature**, **history**, **geography**, **social studies**, etc.

The evolving citizenship curriculum continued

- With the advent of **21st century skills/competences**, many countries embed these soft skills, which are **socio-emotional oriented competences,** into the school curriculum and across subjects.

- With the introduction of testing various aspect of problem-solving in the PISA studies, **problem-solving**, esp collaborative problem-solving, becomes part of the citizenship competences in the school curriculum.

- PISA 2018 tested "**global competences**", with many common attributes of global citizenship, emphasizing **openness, curiosity, appreciation of and respect for diversity and inclusivity**, etc.

- **Digital competences** increasingly creeped into the citizenship curriculum, especially when learning is increasingly via online. This is already an established trend in recent years and is accelerated by the pandemic.

Digital technology, participation & rights
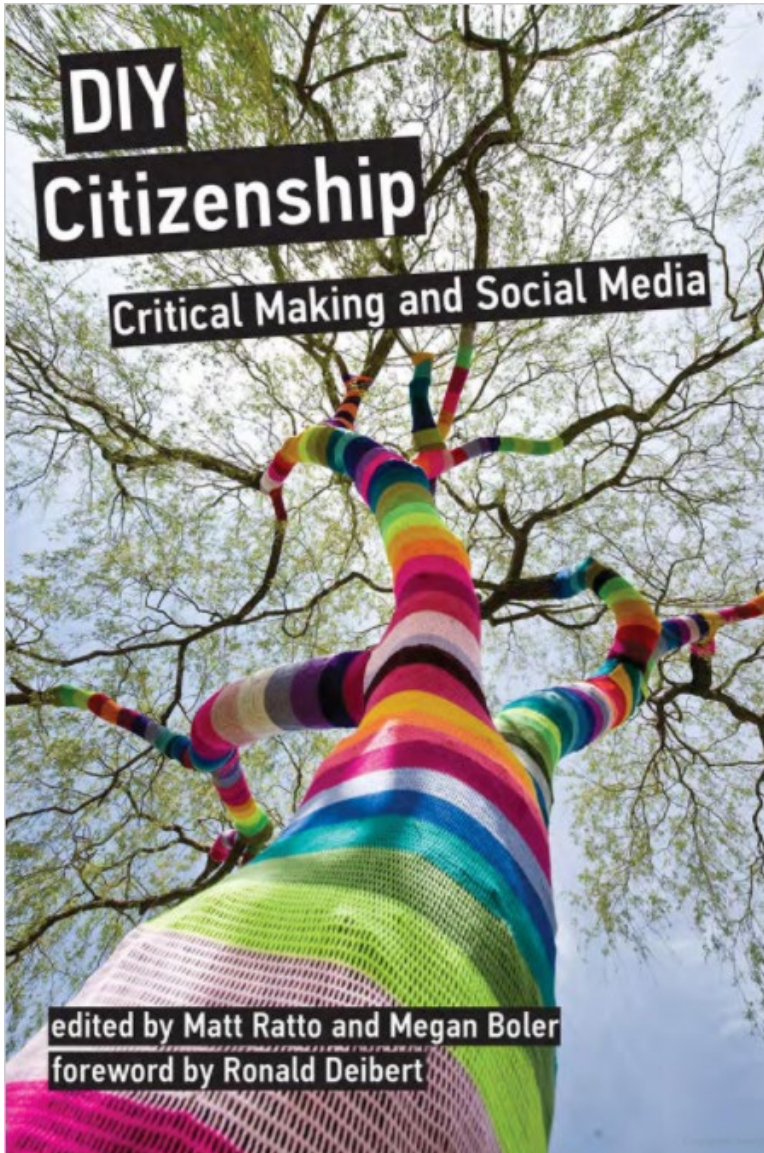
Impact of digital technology on individuals & human society (Law, 2021)

- Empowerment
- Connectedness

Implications on participation, rights & citizenship:

- DIY citizens ()

- Borderless netizens—evolvingRatto and Boler, 2014 from global citizenship—social media, online network communities, DIY organizational processes, self-determined "citizenship" political perspectives and decisions

Sociotechnical forces in action
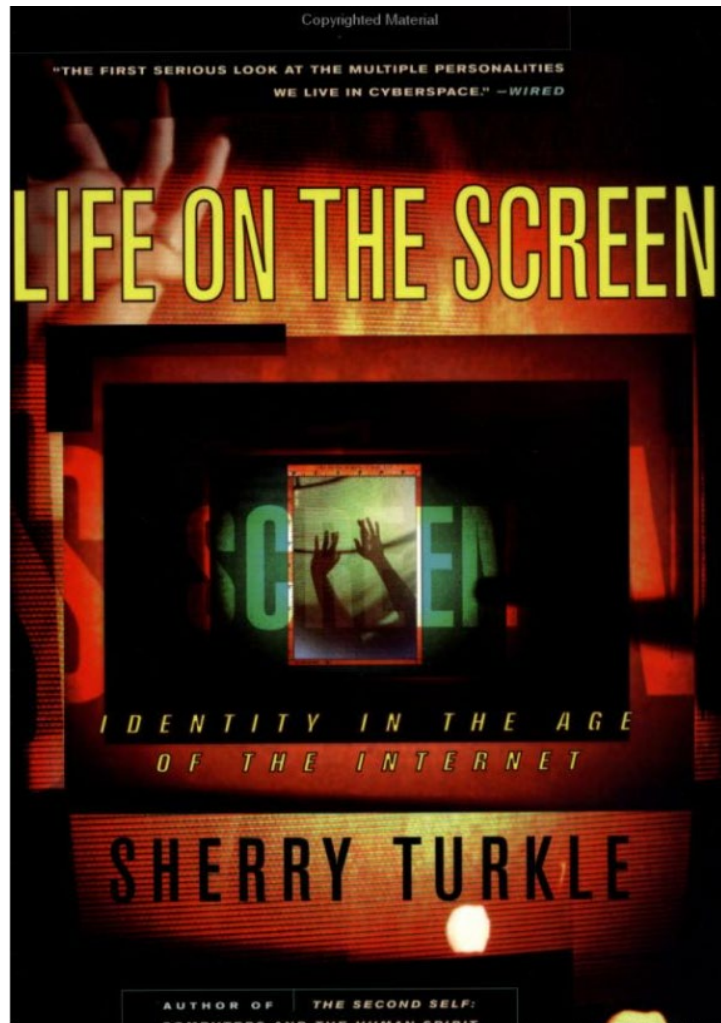
**Life on the Screen: Identity in the Age of the Internet.
First published 1995**
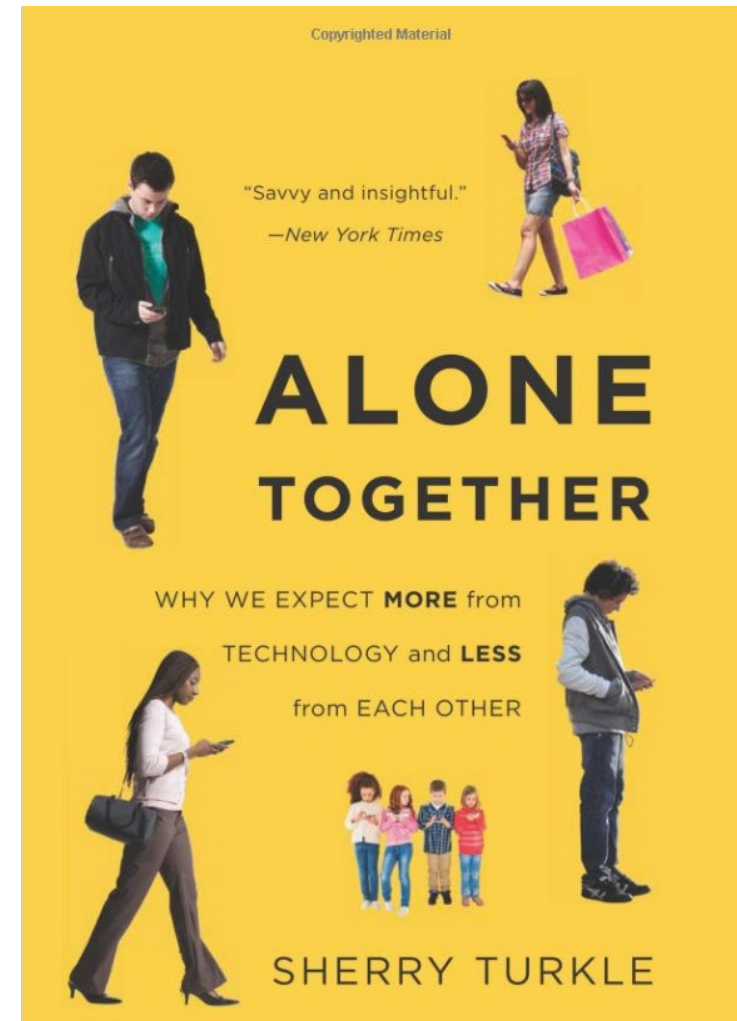
**Alone Together: Why We Expect More from Technology
and Less from Each Other – November 2017**

Internet activism & place-based social action

Evolution of Internet mediated activism, involving 3 types of changes:

- **Technology used**: Internet → 'Facebook revolution', 'Twitter revolution'

- **Geographic location**: US & Canada (e.g., Occupy Wall Street) → Iran, Arab Spring, Hong Kong, …

- **Nature of activism**: long standing societal issues (e.g. environment, human rights, racial justice, … → local/national issues (e.g. Indignados (austerity in Spain, Arab Spring, Occupy X …)

Choreography of assembly (Gerbaudo, 2012)
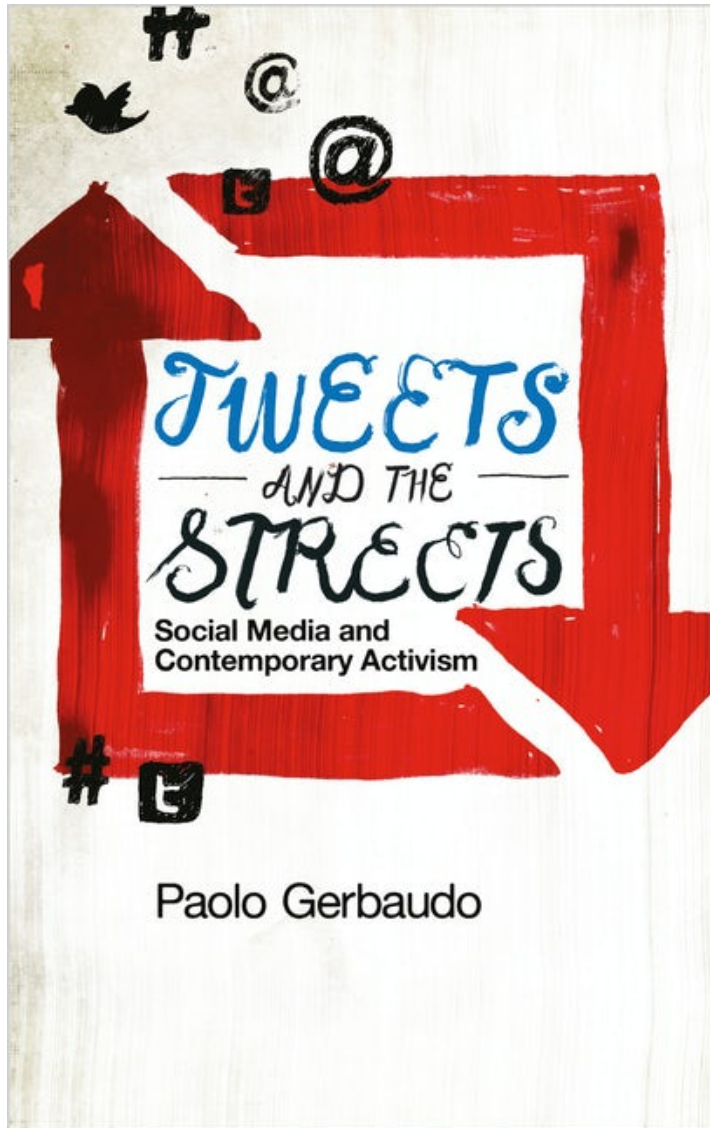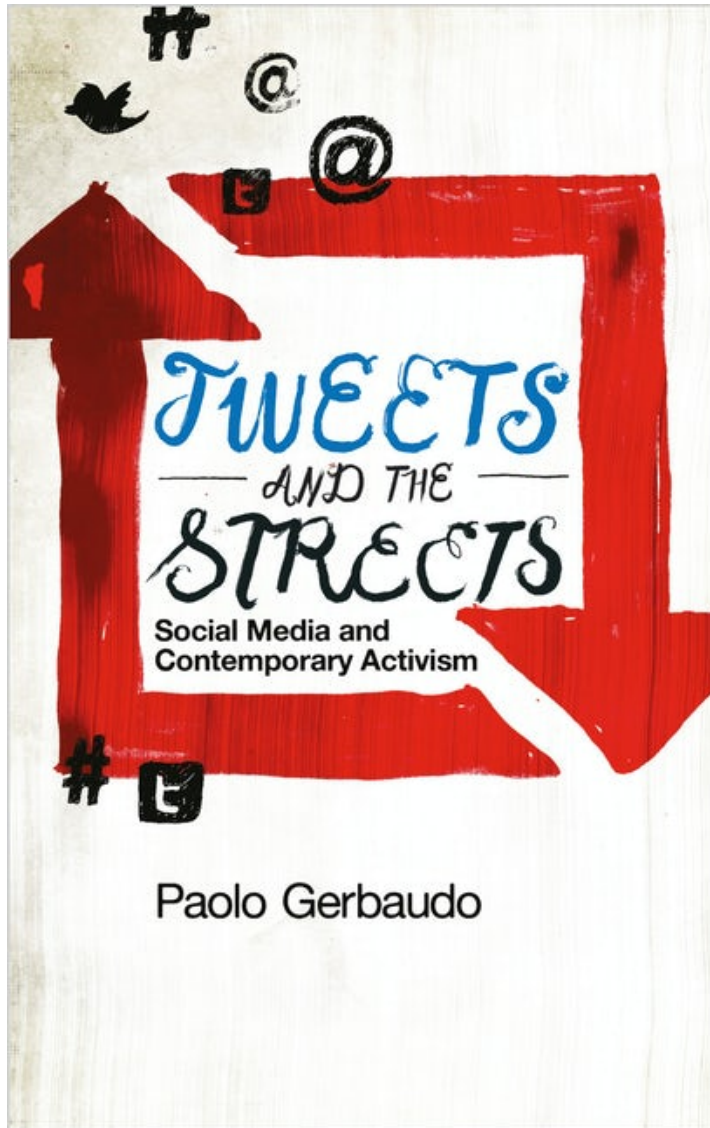
Based on analysis of three large scale Internet-based political movements in 2011 (the Arab Spring in Egypt, the Spanish indignados, and Occupy Wall Street in New York)

1. triggering event
2. media response
3. viral organization
4. physical response

2012

Choreography of assembly

- Social media tools:
  - spread awareness about a movement
  - broadcast/share information about meetings, rallies, and events
  - attract further public attention through national/international news and mainstream media.
- Twitter hashtag:
  - an important tool to connect disparate groups sharing a common cause to rally together
- Smartphones (location aware/location tracking features):
  - tool to orchestrate place-based network activism

TWEETS AND THE STREETS

Social Media and Contemporary Activism

Paolo Gerbaudo

2012

4-step model of digital political activism

Towards cyberactivism 2.0? Understanding the use of social media and other information technologies for political activism and social movements

CrossMark

Rodrigo Sandoval-Almazan [a], J. Ramon Gil-Garcia [b]

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These digital movements are NOT LEADERLESS, but leadership

- hidden through social media administrators

- hierarchical nature of social networks, strong influence in a few

- Fluid organization: following the communication channels, not traditional structural organizations

Digital citizenship in the school curriculum

Two prominent conceptual frameworks

- <u>As digital competence</u>—norms of appropriate, responsible behavior regarding technology use ((Ribble & Bailey, 2007; Ribble, 2011, 2015)

  * digital access,   * digital learning   * digital rights and responsibilities

  * digital etiquette   * digital security   * digital health and wellness

  * digital law   * digital commerce   * digital communication for learning

- <u>As digital rights of participation</u>—an extension of geopolitical citizenship rights (non-critical stance, equity focused) (Mossberger, Tolbert, & McNeal, 2007)

  ("the right to share to the full in the social heritage and to live the life of a civilized being according to the standards prevailing in the society" (Marshall, 1992, p.74))

  * regular and effective use of prevailing forms of digital communication

  * participation as democratic citizens through the Internet

  * the ability to take full advantage of job market opportunities via the Internet

Theory & Research in Social Education

A Concept Analysis of Digital Citizenship for Democratic Citizenship Education in the Internet Age

Moonsun Choi

ISSN: 0093-3104 (Print) 2163-1654 (Online) Journal homepage: https://www.tandfonline.com/loi/utrs20

Key categories of DC conceptualization

- Ethics

- Media and information literacy

- Participation and engagement

- Critical resistance

- Micro (personalized) forms of engagement:
  - ❖ Interest-driven online activities (e.g., games, popular culture, various forms of self-expression, entertainment related activism as civic engagement
  - ❖ Included in some DC curricular associated with e-safety and social emotional learning
- Macro forms of engagement:
  - ❖ Internet for political participation: e-voting, online petitions for political/economic causes, and online electioneering

Not even in traditional citizenship curriculum

Educating digital citizens: the challenge

Empowerment

Tensions?

Empowering   **Empowered**

Individual
Personal, social wellbeing

Societal
Social, political wellbeing

Citizenship in school curricula

The **hidden curriculum (HC)** and **implemented curriculum (IC)** can be more impactful than the formal curriculum (FC):

- Students will be disoriented and frustrated, if what is taught in the FC is in contrast to their experience in school and the larger community in daily practice.
- The way teachers deliver FC may bring about adverse effects, e.g. if democracy is taught in a dogmatic and didactic way, whereas imposed values in the FC are taught reflectively and dialogically by a liberal teacher.

Curriculum can play mediation role between the individual, the societal order, and the political order, through a process of internalization developed from school experience (MacDonald, 1977)

- Dutiful citizenship (Bennett, 2008)
- Institutional curriculum co-evolve over time as norms change
- Tensions experienced by school leaders and teachers: differences in expectations within the school community and with those held by the wider society, e.g., Campus conflicts
- Tensions also exist between policymakers and teachers about what should be taught and how, e.g., Social Studies and history are such subjects with a higher tendency to run into contentions

Digital citizenship curricula: current state

- Current digital citizenship curriculum conceptualization stays largely within the frameworks first put forward in 2007

- Sociotechnical changes in citizenship conceptualizations and digitally mediated social action has not been reflected/addressed in the curriculum

DIGITAL CITIZENSHIP EDUCATION (DCE)

10 DOMAINS

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

2019

Digital citizenship is:

▶ *The competent and positive engagement with digital technologies* (creating, working, sharing, socializing, investigating, playing, communicating and learning)

▶ *Participating actively and responsibly* (values, skills, attitudes, knowledge) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural)

▶ *Being involved in a double process of lifelong learning* (in formal, informal and non-formal settings)

▶ *And continuously defending human dignity*

The aim of the DCE project launched by the Council of Europe's Education Policy Division is to empower children to participate actively in digital society. This involves providing them with an education that develops a sense of critical analysis and the effective use of digital technologies while fostering a notion of citizenship based on respect for human rights and democratic culture.

Being a Child in the Age of Technology:
10 domains of Digital Citizenship

>> Access and Inclusion

>> Learning and Creativity

>> Media and Information Literacy

>> Ethics and Empathy

>> ePresence and Communications

>> Health and Wellbeing

>> Active Participation

>> Rights and Responsibilities

>> Privacy and Security

>> Consumer Awareness

DIGITAL CITIZENSHIP EDUCATION (DCE)

10 DOMAINS

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

2019

DIGITAL CITIZENSHIP

10 DIGITAL CITIZENSHIP DOMAINS

| Policies | Actors | Strategies | Infrastructures & Resources | Evaluation |

COMPETENCES FOR DEMOCRATIC CULTURE
Values, Attitudes, Skills, Knowledge & critical understanding

Future of digital citizenship curricula?

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