Is It Possible to Globalise Citizenship Education and, if so, What Part Can be Played in that Process by New Technologies?
Globalising citizenship education: can new technologies help?

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I will argue that....

- Currently there are key differences between citizenship education and global education;
- We should work towards establishing a clearer characterisation of global citizenship education;
- One way of achieving that clearer characterisation in practice would be to explore the pedagogical potential of new technologies.
Structure of my presentation

- Part 1: Differences and similarities between citizenship education and global education;
- Part 2: The potential strengths and weaknesses of new technologies in relation to the development of global citizenship education;
- Part 3: How to use new technology to achieve global citizenship education.
Part 1

- Differences and similarities between citizenship education and global education
Who is a citizen? (Heater; Osler and Starkey etc etc)

- Someone who has a particular legal status
- Someone who feels like they belong to a particular group
- Someone who makes an active contribution to society
Forms of citizenship beyond state citizenship (Heater 1997)

- Legally defined
  Dual – citizenship of two states held simultaneously
  Layered – in federal constitutions; and in a few multinational communities
- Mainly attitude:
  Below state level – municipal, local allegiance/sense of identity
  Above state level – world citizenship
What is world citizenship? (Heater 1997)

<table>
<thead>
<tr>
<th>Member of the human race</th>
<th>Person responsible for the condition of the planet</th>
<th>Individual subject to moral law</th>
<th>Person engaged in the promotion of world government</th>
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Local and/or National and/or International and/or Global?

- State initiative with autonomous regions (e.g. Spain);
- National (not state) initiatives (e.g. England);
- Council of Europe – transnational initiatives without legal citizenship;
- Hong Kong – development of national education;
- European Union – transnational citizenship dependent on national state citizenship;
- Canada – provincial initiatives;
- Australia – national initiative developed through states;
- Local initiatives (e.g. Shinagawa Ward, Japan)
A division has been created between citizenship and cosmopolitanism

Heater (1999) argues:

- Prior to the 18th century four ideas (cosmopolitanism, citizenship, patriotism and nation) co-existed in European political thought;
- But by 1800 citizenship and nationality were virtually synonymous terms.
Comparing citizenship education and global education in England

- Focus and origins
- Government attitude
- Pedagogical approach
Focus and origins: citizenship education

- Citizenship education has a communitarian focus. It seeks to promote participation within an existing framework.
- Crick (1998) argues for “change in the political culture of this country” (italics added) (DfEE/QCA 1998, p.7);
- Lord Chancellor: “We should not, must not, dare not, be complacent about the health of British democracy. Unless we become a nation of engaged citizens our democracy is not secure” (DfEE/QCA 1998, p. 8).
- Teachers characterise citizenship as being respectful to our immediate neighbours (Davies, Gregory and Riley 1999)
Focus and origins: global education

- The origins of global education in England are connected to political action (e.g. riots in 1981; reactions against monetarist policies; ‘green’ and other ‘radical’ thinking)
- Global education is expansive and/or fragmented (it is connected to several so-called ‘new’ educations – each of which is interpreted very dynamically e.g. multiculturalism shifts to anti-racism and then to interculturalism)
Government attitude: citizenship education

- Relatively strong support for citizenship education – Crick Report; National Curriculum subject; government inspectors (Ofsted) produce papers; teacher training (www.citized.info); evaluation projects (e.g. NFER); research projects (e.g. IEA)
There is relatively limited support for global education (NGOs are active e.g. Oxfam; there are some good educational resources; there is international activity led by government departments such as the Department for International Development).
Pedagogical approach: citizenship education

Within a very positive report Ofsted (2007) highlight:

- Lack of a clear vision for and understanding of citizenship
- Weak subject leadership and inappropriate staffing
- Lack of assessment systems
- Untapped potential of student voice
- Lightweight and fragmented curricula
- Pupils’ uncertain entitlement to citizenship
Pedagogical approach: global education

Teachers and curriculum developers have made some impact in the implementation of global education by:

- Using global content
- Linking past present and future
- Emphasising the affective
- Exploring issues and encouraging action
<table>
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<tr>
<th>Cit Ed</th>
<th>Global Education</th>
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<tbody>
<tr>
<td>New</td>
<td>Longer history</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Affective</td>
</tr>
<tr>
<td>Community</td>
<td>Political</td>
</tr>
<tr>
<td>Academic</td>
<td>Expansive</td>
</tr>
<tr>
<td>Nation state</td>
<td>Cosmopolitan</td>
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<tr>
<td>Govt support</td>
<td>Transnational rhetoric</td>
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We want to avoid an approach that relies narrowly on:

- Transmitting civic information;
- Developing academic courses in political science;
- Focusing on ‘big’ issues;
- Developing forms of community involvement in which ‘service’ is the principal goal;
- Vague commitment to ‘good’ things (e.g. patriotism, political correctness)
Global Citizenship Education

- Achieving the educational potential of cognitive, affective and action perspectives;
- Education about, through and for communities with awareness of political issues and perspectives;
- Combines awareness of and actions for ‘locations’ of citizenship – local, national and global
Part 2

- The potential of new technologies to support the development of global citizenship education
Key themes from new technologies (Helen Haste – Futurelab)

- Identity (people may seek and manage multiple identities more easily)
- Community (virtual democratising communities are growing and fears about isolation of individuals seem unfounded)
- Engagement (increasingly easy access to others means that traditional politics may weaken)
- Management of information (more information is accessed and it is processed more selectively)
Digital natives (young); digital immigrants (people who try to keep up)

- Because the nature of technology used by a society influences what the society is and becomes, individuals who do not become technologically literate will be left behind. (Johnson & Johnson, 2004, p. 785)
The desire for new technology

“People really, really hate not having broadband … it is a social outrage not to have it. It is a social need, and we need to recognise that when something becomes a social need we need to make arrangements for it to be available to everyone” (Steve Robertson, chief executive BT Openreach; The Guardian 12 June 2009)
Are New Technologies Used in Schools in England?

The official view:

- "ICT resources in schools are now at record levels and compare well with other countries. This is a great achievement that is reaping benefits for pupils and staff alike" (Ofsted 2004).
User generated content (Mason 2009)

Traditional knowledge bases are exclusive, slow and imposed, but user generated content allows learners to:

- have the tools to actively engage in the construction of their experience, rather than passively absorbing existing content;
- continually refresh content rather than rely on expensive expert input;
- support collaborative work, thereby allowing users to develop the skills of working in teams.
- share community spaces and allow for inter-group communications and therefore contribute to users’ motivation.
Advantages of education using new technologies

- Blogging, wikis, e-portfolios and social networks are all excellent tools for allowing learners to clarify concepts, establish meaningful links and relationships, and test their mental models. Furthermore, they provide a public forum in which the cumulative process of concept formation, refinement, application and revision is fully visible to student peers and teachers. (Boettcher, 2007).
Changes for the teacher

Beldarrain (2006) notes the transition from teacher as deliverer of knowledge, to facilitator of online interaction. This reflects the two tenets of constructivism:

(1) learning is an active process of constructing knowledge rather than acquiring it;

(2) instruction is a process that involves supporting that construction rather than of communicating knowledge (Duffy & Cunningham, 1996, p. 171)
New technologies may transform all aspects of education

- Jenkins (2006) points out that one of the implications of online collaborative work is that educators need to rethink the individualistic foundations of assessment in higher education.
Practical ways forward

Oblinger and Oblinger (2005) talks about Millennials, those born since 1982, whose learning characteristics are defined as follows:

- Ability to multi-task rather than single task
- Preference to learn from pictures, sound and video rather than text
- Preference for interactive and networked activities rather than independent and individual study.
Examples of new technologies and citizenship education

- Who do you wish had the most power?
- “World Power League is designed to be a catalyst to prompt discussion within educational contexts about power and citizenship, especially from the points of view of 14-19 year olds. We created the World Power League to make visible how young people think power is distributed - who they think ought to have it, in contrast to who they think does have it”.
Examples

- Making Waves
- Radiowaves is a web-based network of radio stations used by school students in 20 different countries to create and publish audio programmes for a wide audience.
Examples

- Debating the evidence
- Science impacts upon all our lives and a better understanding of the opportunities and limitations of the scientific process is becoming increasingly important for all citizens. The goal of Debating the Evidence is to create a safe environment that encourages students to critically evaluate and discuss scientific evidence in scenarios where social consequences are high and when the evidence is sometimes incomplete or conflicting.
Examples

- Pleasurable Cities Project
- The Pleasurable Cities project is an investigation into how everyday technologies might be used to create a dialogue between young people about their local community spaces. The project explores the pros and cons of technology-enhanced systems (utilising located media and mobile phones) to enable young people to share their ideas with peers and policy makers and to affect change to the environments in which they live, play, work and learn.
Notes of caution

- Extent of use
- How new are ‘new’ technologies?
- Quality control
- New technology and educational processes
- Does it lead to educational gains?
Extent of Use

- 70% of UK homes are online (of the remaining 30% two fifths of people would not use it even if given a computer and web access for free);
- 24% of people in the world have internet access – 75% in the US; 60% in Oceania/Australia; 49% in Europe; 17.5% in Asia; 5% in Africa (data from March 2009)
## Extent of use by teachers

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<tr>
<th>Activity</th>
<th>2004</th>
<th>2006</th>
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<tr>
<td>Teachers’ Planning</td>
<td>24%</td>
<td>36%</td>
</tr>
<tr>
<td>Researching</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>Teaching in classrooms</td>
<td>8%</td>
<td>13%</td>
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Frequency with which the internet is used for citizenship education. Teachers answering *most of the time* or *all of the time* (Kerr et al 2007)
How new are ‘new’ technologies?

- What does not change?
- What new practices exist within unaltered contexts?
- What is fundamentally new?
Quality Control

Livingstone & Bober, 2005

- Young people lack key skills in evaluating online content and few have been taught how to judge the reliability of online information;
- Knowledge may be ‘just in time’;
- Most online communication is with local friends;
- Nearly one quarter of the sample admitted to copying something from the Internet and passing it off as his or her own;
- Access to knowledge may be more complex across many wikis/blogs etc.
commentators have been “seduced by the technology and assumed that IWBs will add motivation and change much of the ritualised teacher–pupil interaction that goes on in schools”. Increased motivation was shown to be short lived. Any advantages in discussions of increased use of open questions and faster pace were undermined by more superficiality and greater use of what has been termed as teachers’ ‘recitation script’. (Smith et al 2006)
“PowerPoint is inevitable and used with the slightest of excuses. Now we all just stare at the PowerPoint, relieving our brain of the tiresome task of seeing what the speaker is saying. Very soon we will have death by podcast as people with uninspiring voices dump what they have to say onto enormous mp3 files. We will have death by blogs and wikis and we will be inundated with demands to share what we know in online communities” (Waller, 2007)
New technology and achievement

Becta (2005, p.34) suggests that:

- There is no direct link between the fact of use of ICT and attainment gains, though there is some evidence that where there is a solid tradition of subject-related ICT use, levels of use do relate positively to attainment gains.

- “Quality use of ICT as judged by Ofsted is rising. However, Ofsted observed that there is unmet potential to achieve a positive impact on pupils’ learning”. (p4)
Part 3

- How to use new technology to achieve global citizenship education
Ways of using new technologies

- Sources of information (e.g. use of the web; customised digital repositories);
- Presentational tools (e.g. interactive whiteboards used by a teacher);
- Engagement within the classroom (e.g. students using remote keyboards, voting devices);
- Engagement beyond the classroom (e.g. videoconferencing).
A ‘ladder’ of uses of new technologies for global citizenship education

- Negative use
- No use
- Social use
- Teacher focused and directed
- Student focused and directed
- Teacher and student collaboration within and beyond the classroom, connectively oriented and focused directly on the essential features of global citizenship education.
Conclusions

In this presentation I have argued that we need to reject simple slogans about the nature of citizenship education and the potential of new technologies.

Instead we need:

- An explicitly declared coherent characterisation of global citizenship education;
- And a commitment to enacting global citizenship education through a particular use of new technologies that emphasises the value of expertise and interaction.