

# Digital Technologies to Advance Global Citizenship Education in Schools

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# Defining Global Citizenship Education (GCE)...



“[Global Citizenship Education aims to] instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.”

(UNESCO)

# Aim of the project

To develop a research base on the contribution of digital technologies to school-based Global Citizenship Education.



1

Review of existing literature and evidence on the use of digital technologies for GCE.



2

Field-based research of best practices for incorporating digital technologies for GCE.



3

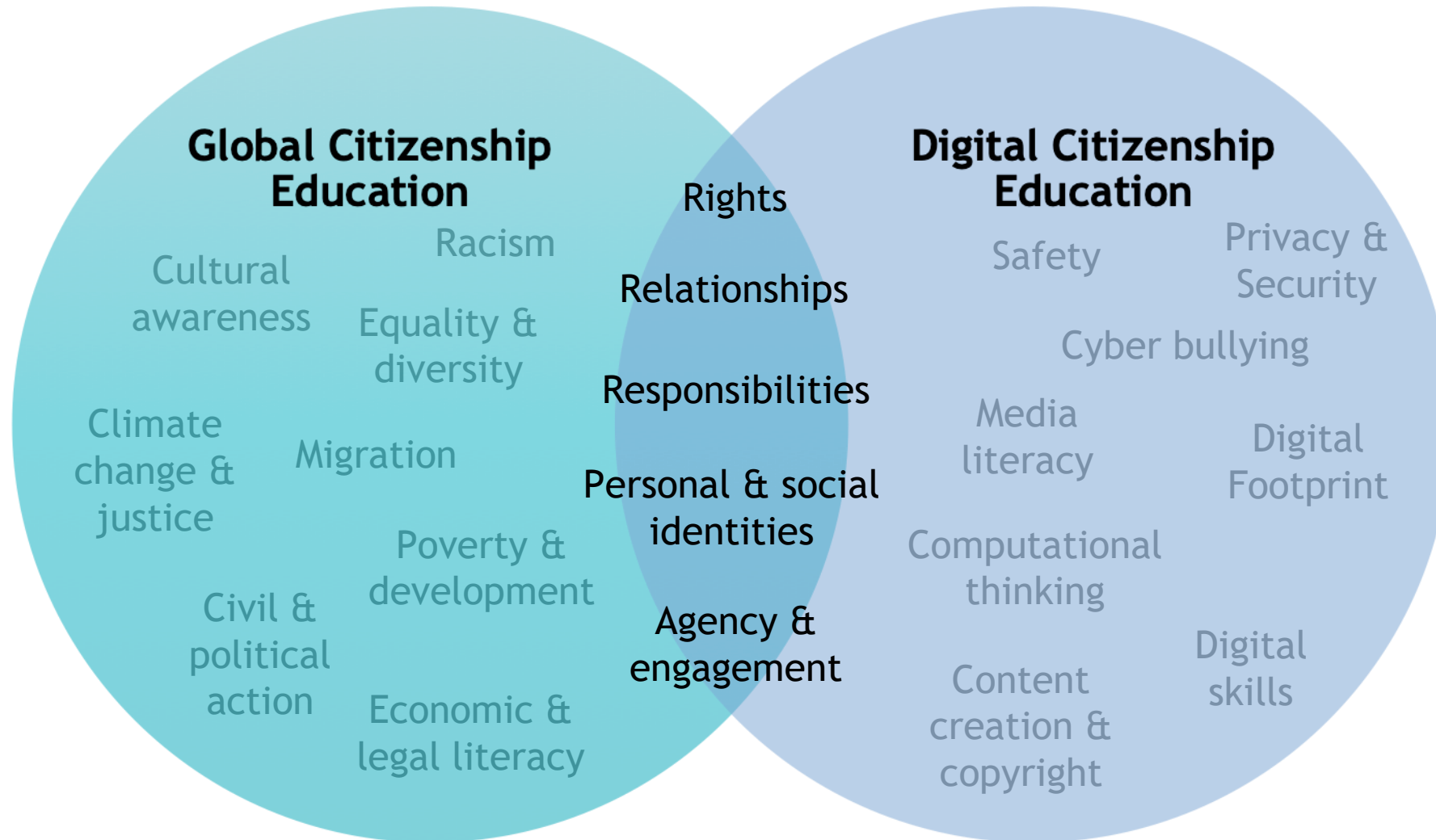
Development of teacher resource.



4

Blueprint for further research on GCE and interventions in schools.

# Key elements of Global [Digital] Citizenship Education



# Process



## **Iterative stages proposed by Arksey & O'Malley (2005):**

1. Identifying research questions
2. Identifying relevant literature and evidence
3. Selecting eligible evidence
4. Charting the data
5. Collating, summarising and reporting the results

## Research questions

1. What digital technologies are currently used to advance global citizenship education? By whom? How? Why?’
2. What are the results of using digital technologies to advance global citizenship education?

# Results



## Queries

1. Global Citizenship
2. Global Citizenship Education
3. Digital Citizenship

## Criteria

1. Published since 2010
2. Explicitly include in the abstract the use of any DT
3. Written in English, Spanish and Portuguese

Initial searches N= 457

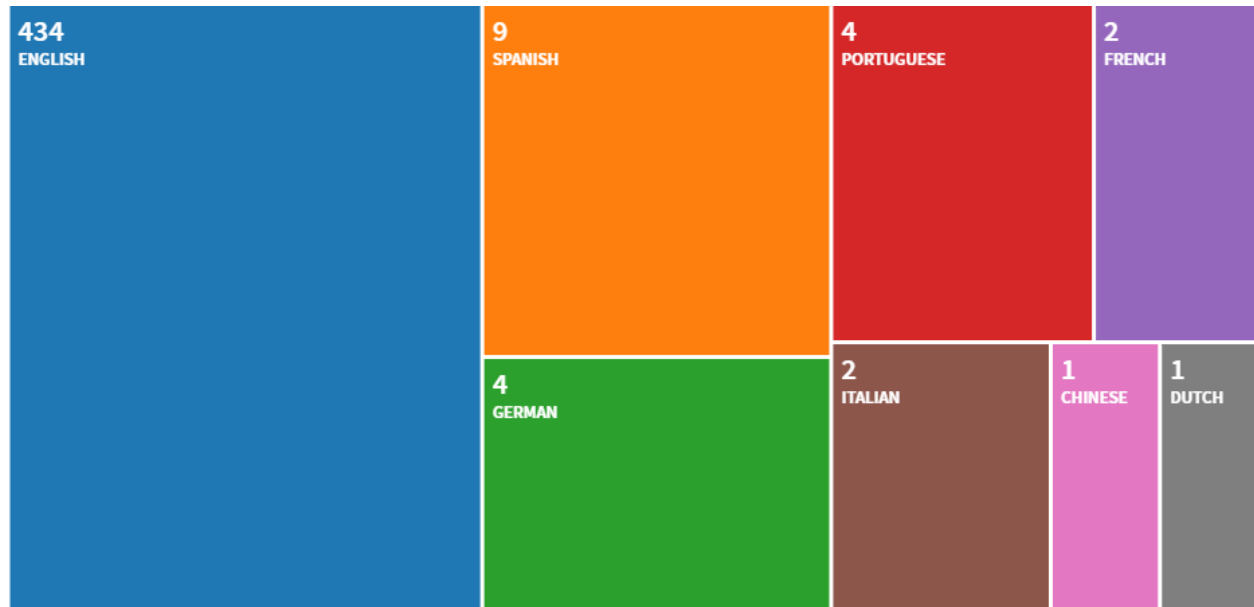


Publications included N=27

# Results



Initial searches: results sorted by disciplines



Initial searches: results sorted by language of publication

# Examples of digital technologies



Technologies identified:

.Videos - eg. IWitness - video testimonies

.Mobile apps

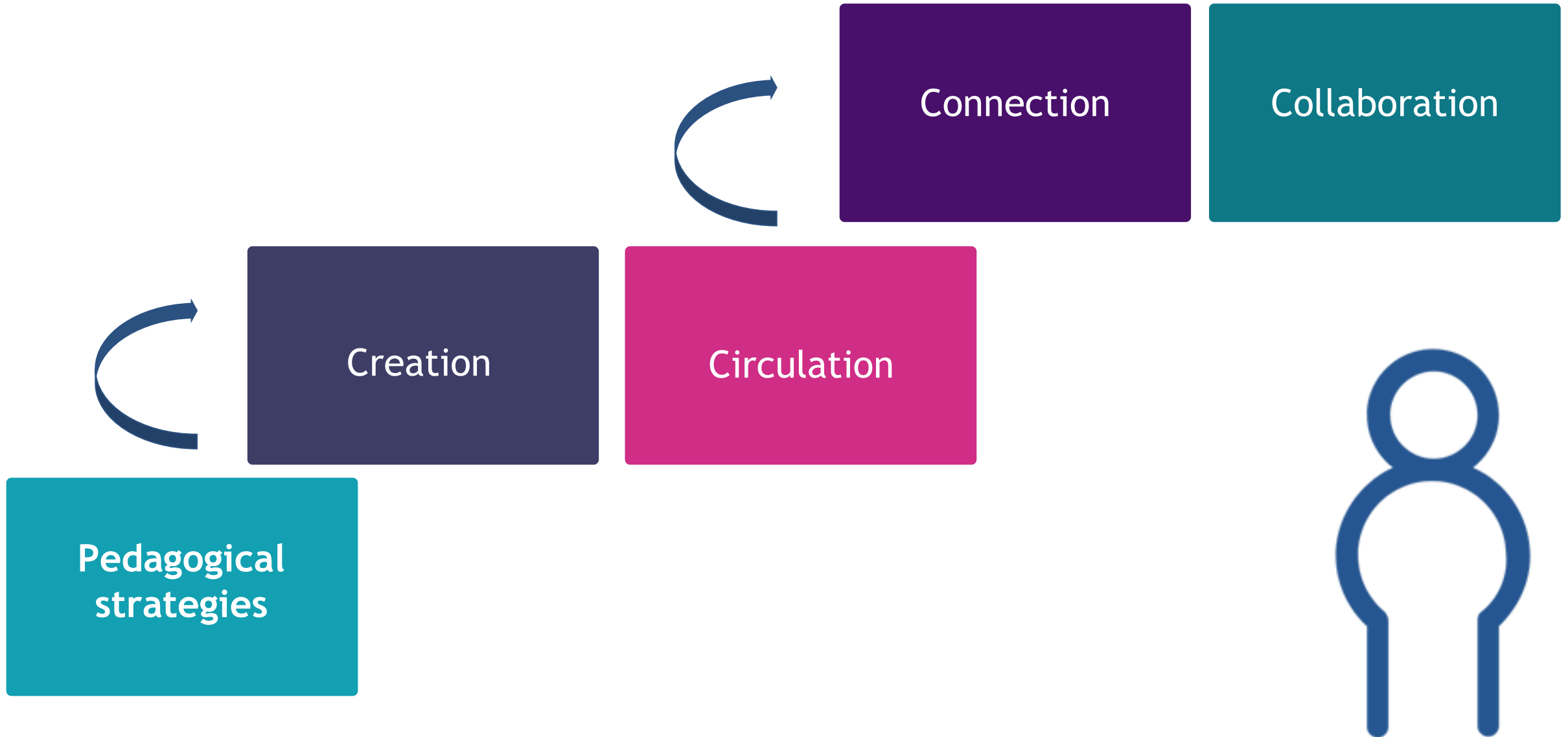
.Social networks - eg. Twitter, Facebook, blogging

.Games - eg. Minecraft/Statecraft

.Digital platforms - eg. [www.weavenews.org](http://www.weavenews.org), TakingITGlobal, storyboard.com



# Results



# Results



# Results



## Challenges:

### 1. Lack of critical engagement

dialogue with self has many civic benefits but without highly developed critical thinking skills and constant reflection it is not uncommon for people to respond to oppositional or uncomfortable content with dissonance (Pathak-Shelat, 2014).

### 2. Disparity of the knowledge base

both in terms of the global issues being explored but also in terms of media literacy and critical media literacy (Pathak-Shelat, 2014; Collins, 2011)

### 3. Accessibility

Democratising or exclusive? (Andreotti & Pashby, 2013)

# Results



## Advantages:

### 1. Professional support for teachers

DT can create inclusive, flexible and generative online spaces for teachers to share and exchange ideas and reduce the sense of isolation that some GCE teachers report (Quaynor & Strum, 2019).

### 2. Children and young people's participation

from media literacy to participatory media - young people as participants in public debates and producers of media (Wall, Baines & Rajaram, 2014; Collins, 2011)

### 3. Experiential learning of GCE

DT can offer learners *an experience* in global citizenship. The capacity for DT to make connections between people across space and cultures is one of the most frequent benefits of using DT to support GCE (Pathak-Shelat, 2014)

# Results



## Risks:

### 1. Safety, security and privacy

Overall in the literature, there was a significant lack of discussion related to online ethics, safety or security (Livingstone & Stoilova, 2019)

### 2. Reproduction of systems

DT can reproduce inequalities and power structures (Andreotti & Pashby, 2013)

### 3. Unmediated use

Drill and kill (Wilson & Johnson, 2014); soft GCE approaches prevail (Harris, 2014; Andreotti & Pashby, 2013)

# Thank you

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