Digital citizenship
What it is, what it should be

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Growing up in difficult times

“Escher! Get your ass up here.”
Now add digital transformations
School and home and places in between
What is digital citizenship?

Before you

Is it True?
Is it Helpful?
Is it Inspiring?
Is it Necessary?
Is it Kind?
What is digital citizenship?
Global citizenship education aims to enable learners to:

- develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;
- develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others and the environment and respect for diversity;
- develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.
In “The Class” . . .
The digital is itself troublesome
The digital is also troublesome for children
The digital can compound existing inequalities
The digital can eclipse questions of citizenship
**Connected Learning**

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

- **Production Centered**: Connected learning prizes the learning that comes from actively producing, creating, experimenting, and designing, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

- **Interests**: Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners' achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

- **Shared Purpose**: Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of cross-generational learning and connection unfolds when centered on common goals.

- **Peer Culture**: Connected learning thrives in a socially meaningful and knowledge-rich ecology of ongoing participation, self-expression, and recognition. In their everyday exchanges with peers and friends, young people fluidly contribute, share, and give feedback. Powered with possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

- **Openly Networked**: Connected learning environments link learning in school, home, and community, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

- **Academic**: Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.

**Active Relevant Real-world Effective Hands-on Networked Innovative Personal Transformative**
The digital can intrude or disappoint
What was citizenship?
What is citizenship?
A rights-based approach to citizenship

The United Nations Convention on the Rights of the Child
A rights-based approach to (digital) citizenship
Make the most of digital connections
Ensure digital citizenship is in students’ interests
Enable meaningful participation

Most young people feel that they are never consulted,

Politicians tend to be old men from the beautiful district. They speak about youth not to youth.

We don’t live in a democracy... No one listens to poor young people.
Recognise that young people will engage
Ensure that visions translate into practice

Education is freedom.

-Paulo Freire
Recall the ladder of participation

Eight levels of young people's participation. The ladder metaphor is borrowed from Sherry Arnstein (1969); the categories are from Roger Hart.
Thank you

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