

Lecture 12

Global Citizenship and Netizenship

A. Introduction



Image 1: *Filipino Children Among Nationalities With Highest Exposure To Online Threats Globally, Says Study* (Source: Bennett, 2023: Online)

Educational institutions have been challenged by a wide range of technological, digital, and industry-based innovations, leading to the need for infrastructural renovations and curricular innovation. On the other hand, schools must comprehend the implications of globalization on curricula, cultural consciousness, digital proficiency, and the preparation of students for a globalized labor market.

Globalization facilitates the integration of economies, cultures, and societies, promoting interconnection and interdependence on a global scale. Globalization in education entails incorporating and exchanging ideas, values, and practices among different countries. It encompasses implementing a broad spectrum of educational approaches, curricula, and policies influenced by international standards. This approach promotes cultural interchange, facilitates access to global information, and encourages collaboration among academic institutions globally. Furthermore, it highlights the significance of digital literacy, proficiency in several languages, and the ability to navigate other cultures, equipping students to excel in a globally interconnected and diverse society.

Consequently, global competency in schools should include the development of intercultural understanding, the cultivation of critical thinking skills, and the fostering of adaptation. The task involves incorporating various viewpoints into educational programs, encouraging the acquisition of languages, and facilitating cross-border cooperation using technology. Schools should promote student involvement in global matters, focusing on sustainability, fairness, and social justice, leading to becoming responsible global citizens and netizens (Bilbao et al., 2019).

This lecture explores the interplay between global citizenship and netizenship in response to globalization and international competence.

Lecture 11 Conclusion

Virtual Reality (VR) and Augmented Reality (AR) have many educational benefits, such as making learning more fun and accessible and facilitating understanding. As these technologies evolve, they give teachers and students new ways to learn and improve outcomes.

B. Lecture Objectives

After this lecture, you are expected to:

1. Identify and describe the elements of global citizenship in the context of technologizing the teaching and learning process; and,
2. Discuss responsible netizenship based on global citizenship in education.

C. Lecture Content

1. The Elements of Global Citizenship

In the context of technology for teaching and learning, global citizenship fosters an inclusive and interconnected worldview wherein students perceive themselves as integral members of a worldwide community (Bilbao et al., 2019). Technology is crucial in this process as it helps to overcome geographical distances and allows access to a wide range of opinions. By utilizing digital platforms, students have the opportunity to engage in collaborative efforts with peers from around the globe, thereby acquiring valuable perspectives on other cultures and global concerns such as climate change, poverty, and human rights.

Facilitating cultural awareness is an essential element. Technology facilitates immersive experiences, such as virtual exchanges and worldwide initiatives, which promote empathy and comprehension among students. These interactions foster the development of an appreciation for diversity, which is a crucial attribute of global citizenship.

Furthermore, technology promotes conscientious conduct. Students acquire the knowledge and skills to traverse the digital realm with ethical considerations, comprehending the wide-ranging consequences of their actions on a global level. Students are instructed in the skills of analyzing material with a critical eye, safeguarding their personal information, and utilizing digital tools to promote beneficial transformations.

Global citizenship, facilitated by technology in education, provides students with the necessary information, abilities, and attitudes to actively participate in creating a more inclusive, sustainable, and equitable society. It converts the learning environment into a place where global connections and responsibilities are essential to the educational experience.

In this regard, the following key elements of global citizenship need to be discussed when integrating them into the curriculum.

a. Cultural Awareness and Inclusivity: Using technology in education can effectively diminish cultural disparities by allowing individuals to access a wide range of viewpoints and materials from around the globe. This promotes a recognition of diverse cultures and stimulates students to transcend their immediate surroundings.

b. Global Cooperation: Educational technology facilitates cross-border cooperation, enabling students and instructors to collaborate on projects, exchange ideas, and gain knowledge from one another. Video conferencing, collaborative platforms, and social media tools allow and support these encounters.

c. Access to Information: The internet offers learners extensive access to knowledge, enabling them to comprehend global matters such as climate change, poverty, and human rights. Online courses and materials provide unrestricted access to education, eliminating the constraints imposed by geographical limitations.

d. Digital Literacy: Acquiring digital literacy skills is essential for kids to engage actively in the global world. This encompasses the comprehension of locating, assessing, and responsibly employing information while also being cognizant of digital privacy and security matters.

e. Ethical Use of Technology: Teaching children about the ethical consequences of technology use, such as data privacy, digital footprints, and the societal impact of technology, is an essential aspect of global citizenship. This also entails examining the effects of technology on advancing or impeding social justice.

f. Problem-Solving Skills: Promoting the use of technology among students to address global concerns fosters inventive thinking and enhances problem-solving abilities. Engaging kids in projects and efforts that tackle real-world problems might motivate them to become proactive global citizens.

g. Equity in Education: Technology can mitigate educational disparities by granting students in disadvantaged regions access to high-quality educational materials, thus promoting equity in education. This fosters a fairer and more balanced global education environment.

h. Sustainable Development: Integrating technology in education can contribute to the achievement of the United Nations' Sustainable Development Goals (SDGs), namely SDG 4, which focuses on quality education, and SDG 10, which aims to minimize disparities. It motivates students to include sustainability in their projects and utilize technology.

2. The Relationship between Global Citizenship and Netizenship

Netizenship, a blend of the “use of the internet” and “digital citizenship”, encompasses the conscientious and morally upright conduct of persons actively engaging in the digital realm. It involves comprehending and following online exchanges' standards, principles, and regulations. It also embraces the principles of upholding others' rights and privacy, participating in productive conversation, analyzing information discerningly, and making valuable contributions to the online community. It also involves recognizing the worldwide consequences of one's digital actions and advocating for diversity, safety, and polite communication in the online environment. In short, netizenship refers to exhibiting good citizenship in the digital realm.

Global citizenship and responsible netizenship are two major principles in educating modern learners as they are prepared for their future careers and lifelong endeavors. Therefore, the five core values are emphasized in this context.

The 5 I's of Global Citizenship and Responsible Netizenship

a. Integrity: Integrity, under the framework of global citizenship and responsible netizenship in education, entails maintaining honesty, ethical conduct, and robust moral values in both online and offline settings. For global citizens, integrity entails respecting other cultures, adhering to truthfulness, and advocating for justice and equality. Students exhibit integrity as responsible internet users by faithfully representing themselves, acknowledging sources, and participating in equitable and courteous online exchanges. Teaching integrity in education focuses on the significance of being genuine in academic endeavors, using digital tools responsibly, and cultivating a feeling of responsibility and reliability that applies to their involvement in the worldwide digital community.

b. Involvement: As global citizens, students actively participate in addressing global concerns, working together on international initiatives, and making valuable contributions towards resolving challenges of global significance, such as climate change and social justice. They engage in online debates, exchange expertise, and endorse constructive digital initiatives as responsible internet users. Encouraging student involvement in education promotes their initiative, proactivity in learning, and utilization of technology to connect, collaborate, and create a good influence in wider digital and global networks.

c. Interconnectedness: The concept of interconnectivity underscores the enormous networks of individuals, communities, and nations through digital and physical channels. It recognizes the interdependence of actions in a specific area with worldwide consequences. Global citizens must have the capacity to understand and value cultural diversity and world issues. As conscientious members of the online community, students employ technology to establish relationships, share information, and foster collaboration across global borders. In the realm of education, the notion of teaching interconnectedness centers around the importance of empathy, global awareness, and collective responsibility. The objective is to motivate students to actively and positively engage in the interconnected digital and international environment while fostering intellectual involvement.

d. Information Technology: Information and data technologies and platforms enable global communication, learning, and cooperation. It exposes pupils to diverse perspectives, global issues, and international education. Information technology helps people understand and address global issues. Students use these resources ethically, respecting privacy and IP as responsible online users. Information technology in education improves critical thinking, digital literacy, and global awareness. This trains students to contribute responsibly and efficiently in an increasingly digital culture.

e. Impact on Society: Education that promotes global citizenship and responsible netizenship cultivates a cohort of knowledgeable, compassionate, and principled persons capable of tackling global issues. By fostering cultural understanding, enhancing digital literacy, and promoting ethical online behavior, these principles equip students with the skills needed to navigate and make a good influence in an interconnected world. They encourage active involvement in global matters such as climate change and social justice, fostering collaborative endeavors for sustainable development. This educational method fosters individuals who possess critical thinking skills and demonstrate responsibility as digital citizens. These individuals actively promote fairness and inclusivity, contributing to developing a more cooperative, empathetic, and adaptable society in the present century and beyond.

D. Conclusion

Cultivating global citizenship and responsible netizenship in school nurtures empathy, ethical conduct, and well-informed participation in the digital realm, equipping students to contribute constructively to the global community and tackle intricate international issues.

E. References

Bennett (2023). *Filipino Children Among Nationalities With Highest Exposure To Online Threats Globally, Says Study*. [Online Image] [Accessed on May 25, 2024] <https://www.smartparenting.com.ph/parenting/real-parenting/filipino-children-online-threats-a1856-20220530>

Bilbao, P.P., Dequilla, M.A.C.V., Rosano, D.A., & Boholano, H.B. (2019). *Technology for teaching and learning 1: OBE-, PPST-, and ICT competency-based*. Quezon City, Philippines: Lorimar Publishing Inc.