

INVESTIGATING STUDENT USE OF TECHNOLOGY FOR INFORMED AND  
ACTIVE DEMOCRATIC CITIZENSHIP IN A GLOBAL AND MULTICULTURAL  
AGE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of  
Philosophy in the Graduate School of The Ohio State University

By

Brad M. Maguth, M.Ed.

College of Education and Human Ecology

The Ohio State University

2009

Doctoral Examination Committee:

Dr. Merry M. Merryfield, Advisor

Dr. Steven L. Miller

Dr. Rick Voithofer

Copyright by  
Brad M. Maguth  
2009

## ABSTRACT:

This study undertook a five month qualitative investigation into technology use amongst twelve high school social studies students in two different sites in the Midwestern United States. After looking at the ways in which selected students' use of technology related to their perceptions of democratic citizenship, this study examined any possible relationship between students' use of technology and democratic citizenship education. For this study, technology is defined as any computer mediated device, capable of maintaining an electronic network connection.

Collecting data through semi-structured student, teacher and parent interviews, classroom observations, online-threaded discussions and document analysis, I triangulated findings, and employed a qualitative approach to generate theory from findings. While the research has come a long way in examining how teachers are using technology in the social studies, there has been very little investigation into how the use of technology by students relates to the civic mission of the social studies in a global and multicultural age. The study finds a relationship between digital natives' use of technology and their perceptions of democratic citizenship, and that students' use both mediates and complicates their gaining the skills, understandings, and attitudes necessary for informed and active democratic citizenship in a global and multicultural age.

Researchers, educators, and administrators might consider these findings in better understanding how the use of technology by digital natives relates to civic development.

Dedicated to all those educators that have made a difference in the lives of their students, and rarely do they know it. Today, I stand on your shoulders. Grandma, this work would not have been possible without you convincing me all things are possible.

## ACKNOWLEDGEMENTS

A special note of thanks to my advisor and mentor Dr. Merryfield for all she has done in sharing with me her passion and insights into Global Education and the Social Studies. Your research, teaching, and guidance inspire us all to reach for a higher ground.

I am deeply grateful to Dr. Steve Miller for upholding his commitment to see me through my dissertation despite his retirement. As a scholar, his knowledge and passion for global economic education and all things ‘Dewey’ will live on amongst former students.

I can’t thank Dr. Rick Voithofer and the late Dr. Suzanne Damarin enough for all their mentorship and guidance. Their examination of the opportunities, challenges and externalities of instructional media and technology in schools will forever inspire my work.

I would like to thank my family for all their support. To my mother and father, you provided me with the work-ethic and values to reach for the stars. May this achievement inspire a cycle of academic enrichment by current and future family members.

Thanks to Joey for being by my side through all the challenges and opportunities life offers. Finally, thank you, to all of my friends for their never ending support. In the

darkest of times, I knew I could count on you to raise me up. Misato, Bethany, Jing, Mavis, and Anne, thank you, for your global, lifelong friendship. To all those individuals that have inspired me, Thank You.

## VITA

1980.....Born in Cleveland, Ohio USA

2003.....B.A. Hiram College  
Integrated Social Studies Education  
Hiram, Ohio USA

2003-2006..... Social Studies Teacher  
Western Reserve High School  
Collins, Ohio USA

2006.....M.Ed. Teachers College: Columbia University  
Social Studies Education  
New York, NY USA

2006-2009.....Graduate Teaching Assistant/University Supervisor  
Social Studies and Global Education  
The Ohio State University

2007..... Graduate Course Work: Chinese Academy of Agricultural Sciences  
Rural Development and Globalization  
Beijing, China

2008.....Graduate Course Work: London School of Economics  
International Political Economy  
London, England

## PUBLICATIONS

Maguth, B. (2008). Connecting Students Globally: The Effects of Infusing Technology into the Global Classroom, *Proceedings of the Society for Information Technology & Teacher Education* in Las Vegas, NV, March, 2008.



## FIELDS OF STUDY

Major Field: Education

Social Studies and Global Education

Instructional Media and Technology

Qualitative Research

## TABLE OF CONENTS

	<u>Page</u>
ABSTRACT.....	ii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
VITA.....	vii
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xv
 CHAPTERS	
1. INTRODUCTION.....	1
Statement of the Problem.....	7
Research Questions.....	10
Methodology and Research Design.....	10
Significance of the Study.....	18
Limitations of the Study.....	20
Terms in the Study.....	21
Organization of Remaining Chapters.....	24
2. REVIEW OF LITERATURE: SOCIAL STUDIES AND CITIZENSHIP EDUCATION	
Introduction.....	26
The Turf Wars: Social Studies and Citizenship Education.....	27
Philosophy & Core Tenets of Citizenship Education.....	40
Role of K-12 Edu. for Dem. Citizenship Edu. in a Multicultural Age.....	46
Impact of Globalization on Democratic Citizenship Education.....	62
International Perspectives: Citizenship Education in Canada & Britain .....	80

3. REVIEW OF LITERATURE: GLOBAL EDUCATION, SOCIAL STUDIES, AND TECHNOLOGY	
Introduction.....	91
What is Technology?.....	92
Technology and Teacher Education.....	101
Technology and the Social Studies.....	110
Using Technology to Forge Global and Multicultural Perspectives.....	116
-Teaching About Global Issues Using the Internet.....	120
-Digitally Fostering Global Interconnectedness.....	123
-Student Use of the Internet to Build a Better World.....	125
The Challenges of Using Technology for Citizenship Education.....	129
4. METHODOLOGY AND RATIONALE	
Introduction.....	143
On the Nature of Qualitative Inquiry.....	145
Methods of Data Collection & Management.....	147
Participant Selection, Gaining Access, and Context.....	158
Data Analysis.....	164
Establishing Trustworthiness.....	167
Role of Researcher & Ethical Considerations.....	172
Writing Up Process.....	175
Limitations of Research.....	177
Issues and Problems that Emerged.....	178
Portraits of Student Participants.....	180
Alpha High School	
Sarah McIntyre.....	180
Justin Seiner.....	183
Sharron McPeck.....	186
James Adams.....	189
Cindy Lane.....	192
Patrick Fitzgerald.....	195
Beta Early College High School	
Eman Hassan.....	200
Lisa Williams.....	203
Jeffrey Cantor.....	206
Denish Kumar.....	209

D'Angelo Hall.....	212
Brad Masters.....	215
Conclusion.....	221
 5. FINDINGS: OUR DIGITAL BACKYARD	
Introduction.....	223
Background: The Schools.....	225
Summary of the Findings.....	226
Findings Explained.....	227
Digital Natives' Perception of Democratic Citizenship Relates to Students' Experiences with Technology.....	227
Knowledge.....	229
Skills.....	239
Attitudes.....	247
Digital Youth and Their Perception of Democratic Citizenship.....	255
Student Use of Technology Mediates and Complicates Democratic Citizenship Education.....	256
Mediates.....	257
Information Consumers.....	258
Networks.....	260
Communication and Collaboration.....	263
Digital Producers.....	266
Complicates.....	269
Information Reliability and Credibility.....	270
Appropriate Usage.....	272
Illegally Downloading Copyrighted Materials.....	273
They Won't Say it to My Face, Only to MySpace.....	276
Zombie Like: "Get Out and Play".....	278
Conclusion.....	278
Constructive Use of Technology in Social Studies: Improving Student Morale and Performance.....	279
Differences Between Schools.....	279
Constructive Use: Increased Enthusiasm and Performance.....	286
Using Tools Students Are Familiar With to Make it Relevant.....	287

Multiple Sources of Information.....	289
Digital Based Systems of Organization.....	292
Activism Online.....	296
Conclusion.....	300
6. DISCUSSION AND RECOMMENDATIONS	
Introduction.....	302
Discussion.....	304
Curricular Congruence: Building Connections Between 21 <sup>st</sup> Century Students and the Social Studies.....	304
The Challenges of Using Technology for Democratic Citizenship Education.....	308
Moving from Web 1.0 to Web 2.0: Constructive Use of Technology for Democratic Citizenship Education.....	313
Implications.....	318
Further Research.....	319
APPENDICES	
A. Demographics of Internet Users.....	322
B. Timetable of the Study .....	325
C. Consent Forms.....	327
D. Recruitment Letters.....	340
E. Sample Interview Questions.....	347
F. James Student Interview: Round 1.....	352
G. Data Analysis: Emergent Codes and Categories.....	358
REFERENCES.....	364

## LIST OF TABLES

### TABLES

2.1. Freeman Butts: The True Form of Democratic Civism.....	42
2.2. The <i>Civic Mission of Schools</i> (2003): Approaches to Civic and Political Engagement and their Most Likely Benefit.....	48
3.1. Disengagement and Engagement Model to Technology and Civic Education.....	114
4.1. Example Data Collection Log.....	150
4.2. Students Posting on Invite-Only Blog (Threaded Discussion).....	152
4.3. Example of Field Notes.....	155
4.4. Example of Reflective Notes.....	157
4.5. Number of Research Participants.....	162
4.6. Bulk of Data Collected.....	165
4.7. Debriefing Schedule.....	171
4.8. Alpha High School Students' Demographics.....	198
4.9. Beta Early College High School Students' Demographics.....	220
5.1. Connecting Research Questions and Findings.....	227
5.2. Digital Natives' Perception of Democratic Citizenship and its Relation to their Use of Technology.....	253
5.3 Mediation and Complication of Understandings for Democratic Citizenship Education.....	269

5.4. Traditional and Constructive Usage of Technology in the Social Studies.....	285
5.5. Constructive Use of Technology and Student Performance.....	300
6.1. Connecting Research Questions, Findings, and Points of Discussion.....	317

## LIST OF FIGURES

### FIGURES

3.1. Technological Pedagogical Content Knowledge.....	107
3.2. World Internet Users.....	139
6.1. Growing the Field: Where My Research Fits In?.....	319
6.2. The Need for Further Research in the Field.....	321
A.1. Demographics of Internet Users by Age.....	323
A.2. Percentage that Use the Internet by Race/Ethnicity.....	323
A.3. Percentage that Use the Internet by Educational Attainment.....	324
B.1. Timetable of the Study.....	326
G.1. Category: Student Perception of Democratic Citizenship.....	359
G.2. Category Student Use of Technology: Mediates and Complicates Dem. Citiz. Edu.....	360
G.3. Category Students' Experience Inside Social Studies Classroom.....	361
G.4. Category Students' Experiences Outside Social Studies Classroom.....	362
G.5. Category Students' Perception of Globalization & Multiculturalism.....	363



## CHAPTER 1

### INTRODUCTION

Seconds after President-Elect Barrack Obama surpassed the 270 electoral votes needed on November 4th, 2008, the world learned of The United States' nomination of its first African American President through television, cell phones, text messaging, chat rooms, and online newspapers. At this moment in history, the world was tuned in and more connected than ever. More impressive than how new technologies were used by people to cover the presidential race was how Obama's campaign used these technologies to engage voters. Unlike any other presidential candidate in history, the President effectively used digital technologies to mobilize and organize supporters (Sanchez, 2008; Winograd & Hais, 2008). As potential voters learned of Obama's stance on issues and campaign tour stops at BarrackObama.com, many of these faithful supporters would learn of Obama's vice presidential running mate, Joe Biden, through a sent text message. Through the use of social networking websites like Facebook and Twitter, Obama was able to sign up over 2.4 million supporters. Team Obama seized the power of the Internet to gain the attention and support of young voters, as evidenced by their

posting over 2,000 “get out the vote” videos to Youtube.com (“Technology & the Campaigns”, 2008).

New technologies are reshaping the skills, understandings and dispositions students need in a technologically advanced and globally interconnected age (Merryfield, 2000; Friedman, 2005; Maguth, 2008). The world is flattening, and nation-states are more economically, politically, and socially interconnected than at any other previous time. For instance, as China’s rising demand for automobiles and energy brings it into competition with other nations for resources, stock brokers in exchanges in London and Chicago cautiously monitor global oil supplies and its influence on global prices. Any fluctuations in supplies and prices are immediately communicated through such advanced technologies as cell phones, cable and network news, online newspapers, blogs, podcasts and chat rooms. In the midst of this high tech environment, one must ask ‘what has the response been of schools, teachers, and more importantly students?’

Over 90% of today’s generation of U.S. students, or Millennials (those people roughly born between 1978 and 1996) are online, and over half of these users get political information from the Internet (“Progressive Politics of Millennial Generation”, 2008). Students are not only using these technologies to access social, political and economic information, but they are using these devices to communicate and collaborate (Pew Internet & American Life, 2008). From rating their experience with sellers on ebay.com to mounting political opposition to the war in Iraq, today’s youth are using electronic technologies to make a difference. The growing use of new technologies and their

implications on the learning process has led many social studies organizations and institutions to advocate technological literacy as a necessary skill for the 21st Century (National Council for Accreditation of Teacher Education, 1997; International Society for Technology in Education, 2000; Ohio Department of Education, 2003; U.S. Department of Education, 2004, 2005; NCSS, 2008). These calls have often gone unanswered due to many schools suffering from a disproportionate lack of equipment, professional development, and technological infrastructure (USDC, 2004; Banks, 2006).

However, the Digital Divide is narrowing, and research shows that almost all students have gained access to both computers and the Internet in schools (USDE, 2004). Even with this proliferation of technology inside of schools and the social studies classroom, many studies conclude that the use of technology continues to be a ‘sleeping giant’ with great unrealized potential on both teaching and learning (Ehman & Glenn, 1991; Berson, 1996; Martorella, 1997; Whitworth & Berson, 2003).

#### *A Battle Brews: Technology and Civic Engagement*

The use of technologies offers students unprecedented opportunities to engage in public life (Bennett, 2008; Palfrey & Gasser, 2008). Using the Internet, students can locate multiple information sources, communicate and collaborate with other members of a community, and even organize for a cause. While these traits are usually associated with civic engagement, using technology as a means to achieve civic literacy has been controversial. According to Bennett (2008), a battle brews between those in competing camps that see technology as a means of fostering civically engaged youth, versus those

that view technology as disengaging youth. The disengaged view associates the growing use of new technologies by students as working against greater civic involvement. The supporters of this view believe the proliferate use of video games and the Internet only encourages individualism and social detraction (Putnam, 2000). Viewing technology as working contrary to the goals of civic engagement, followers cite decreasing patterns of social trust, participation in civil society, news consumption, and knowledge about government. For instance, David Buckingham (2008) describes how the growing use of the Internet encourages participation and communications but calls into question its relation to civic engagement. Buckingham (2008) advocated the need to differentiate between ‘media engagement’ and ‘civic engagement.’ Followers of this theory believe that while the Internet and new technologies may well support participation and communication they can also serve to undermine the ‘civic’ (Putnam, 2008; Banks, 2007; Barber, 1984).

Another view, the engaged view, entrusts that students are using technology for personal expression, activism, and to project identities into a collective space (Levine, 2008; Bennett, 2007). Instead of passive consumers of information, new technologies hold the potential for students to become both producers and consumers. For instance, unlike any time before, students are using digital tools like Twitter, YouTube and Facebook to draw attention to important social, political, and economic issues. Peter Levin (2008) has spoken out against an overtly negative view that labels today’s generation of digital natives as civically lethargic and uninvolved. Describing how the

‘disengaged’ viewpoint often portrays a simplistic narrative that overlooks large creative developments by youth in cyberspace, Levine (2008) attributes value to the use of technology for informed and active democratic citizenship. Citing massive increases in youth volunteerism and study abroad, Levine (2008) sees the Internet as holding the potential for youth to shape their political, economic and social environments.

According to Lenhardt et al. (2007) of the *Pew Internet and American Life Project*, the number of teenagers using the Internet has grown 24% in the past four years, and 87% of those between the ages of 12 and 17 are online. While the number of students using technologies has grown, their use inside the social studies suffers from many challenges (Ehman & Glenn, 1991; Martorella, 1997; Whitworth & Berson, 2003). Despite the absence and limits of using these technologies in the social studies classroom, many students are employing them outside of school in meaningful and civically relevant ways (Bennett, 2008; VanFossen, 2008).

New technologies such as the Internet and online gaming offer a means for heightened civic participation (Rheingold, 2008; Friedman, 2008), access to information (Flanagin & Metzger, 2007; Gee, 2003), and even social action (Kennedy & Zanetis, 2007; Earl & Shussman, 2007). For instance, Earl & Shussman (2007) describe how gamers used protests and demonstrations in both *World of War Craft* and *Second Life* to draw attention to unfair policies and issues. Besides activism in video games, websites such as TakingITGlobal, Freerice.com, and iEARN, provide students with the means to make a difference politically, socially and economically in their world. Providing

students with access to information, a means to collaborate and organize, and an ability to petition and protest, new technologies hold the potential to benefit democratic citizenship education. As today's generation of digital citizens emerge, the social studies must continue its efforts to seek new knowledge into those tools used by citizens that impact the democratic condition (Dewey, 1916).

*Technology and the Social Studies: A Story of Missed Opportunity*

The field of social studies faces many challenges in preparing citizens equipped to confront the challenges of the 21<sup>st</sup> Century. As evident in the massive International Association for the Evaluation of Education Achievement (IEA) survey of 90,000 fourteen-year old students in twenty-eight nations, civic education remains a largely teacher and textbook centered experience, disattached from the controversial and relevant issues students face (Torney-Purta et al., 2001) As the use of textbooks devolve instruction into narrow perspectives and uninspiring activities, students are often left dreading the social studies (Cuban, 1991; Chiodo & Beyford, 2004). With the national efforts of *No Child Left Behind* (2002) mandating state use of high stakes testing to hold students and schools accountable, research indicates the damage this legislation has done to the social studies (Baily, Shaw & Hollifield, 2006; O'Connor, Heafner, & Groce, 2007; Volger & Virtue, 2007)

As schools are facing increased challenges in educating informed and active democratic citizens, schools are also gaining greater access to new technologies. From 3% in 1994 of public schools in the United States having Internet access to over 98% in

2007, the proliferation of quality access to the Internet is beginning to take off (NCES, 2003). Due to the growing influence of new technologies on students, researchers have started to examine the potential of the use of new technology in the social studies classroom (Mason et al., 2000; Friedman & Hicks, 2006; Bolick, 2006; VanFossen & Waterson, 2008). While research in this area has grown, a technologically advanced era demands continuous assessment in how the social studies is developing informed and active democratic citizens (NCSS, 2008). There is a need for research in the social studies that addresses how technologies are being used by students (Berson, 1996; Braun & Risinger, 1999; Diem, 2000; Dootlitttle & Hicks, 2003; Whitworth & Berson, 2003; Berson & Balyta, 2004), and how the personal use of technologies by students for democratic citizenship relates to their use in the social studies (Bennett, 2007).

### **Statement of the Problem**

In my study, I investigated how the use of technology by students related to their perceptions of democratic citizenship, and how student use of technology aligned to the goals of the social studies. Although the personal use of technology amongst teachers and students is growing (Rainie & Jorrigan, 2005), it seems as if the application of new technologies has yet to fully transcend into the social studies classroom. As a result, many researchers describe a ‘very thin knowledge base’ on research in the use of interactive technologies in the social studies (Ehman & Glenn, 1991; Whitworth & Berson, 2003). With limited research in the overall use of technology in the social studies, the field must also acknowledge large gaps existing within the research that has

been conducted. Between 2004-2006, most of the studies conducted in this area examined the reasons why, and how, teachers incorporated technology into their instruction (Hicks, Doolittle, & Lee, 2004; Dewitt, 2004; Marri, 2005; Friedman, 2006; Saye & Brush, 2006). Far fewer studies exist in the areas of how students use technology in the social studies, and what they gain in the process of its use (Heafner, 2004; Sunal, 2008).

There have been two studies in particular that have examined the use of technology on students' sense of civic duty and rights. In Heafner's (2004) study, students were assigned the task of researching and creating a campaign advertisement for a local senatorial candidate. As one of the few studies that examined the use of technology by students in the social studies, this research concluded that the use of the Internet and PowerPoint influences students' enthusiasm, motivation and engagement. However, Heafner (2004) failed to consider other variables besides the use of technology, such as the student-centeredness of the activity, which could have influenced student engagement and motivation.

Another study by Cynthia Sunal (2008) aimed to investigate how students' use of technology influenced their engaging in civic events, and its implications on civic education. Ironically, this study was dependent upon the analysis of student work and teacher focus groups to try and interpret student conceptions of citizenship. Sunal (2008) failed to conduct any student interviews, or, even directly question students on their experiences with technology or citizenship. Like most studies conducted on students'



views towards democratic citizenship, outsiders were given authority to provide their expertise to try and interpret student views. Given a large deficit in high quality studies that examines how the use of technology relates to civic learning, more research in this area is greatly needed (Berson, 1995; VanFossen, 2007; Swan & Hofer, 2008).

With a lack of research on how the use of technology by students relates to civic learning, other studies exist that more generally examine the relationship of technology on scaffolding in the social studies (Saye & Brush, 1999; Milson, 2002; Lee & Calandara, 2004). Most of this research entails the analysis of student interactions with certain types of software or technologies (i.e. WebQuests, Podcasts, or the Internet). For instance, Saye & Brush (1999) used a quasi-experimental design to explore ways in which students used an Internet-based learning environment, Decision Point!, to support 'hard scaffolding' over 'soft scaffolding' in the history classroom. The researchers concluded that the experimental group of students using technology had more opportunities for 'hard scaffolding' than the control group but they failed to make use of the available assistance. In a later study, the findings of Wolf, Brush & Saye's (2003) were contrary to results in their original research, as students took advantage of the hard scaffolding offered in using the technology. A lack of research and inconclusive findings illuminate a general deficit in knowledge that examines the relationship of technology on student civic learning.

## **Research Questions**

In my study, I investigated how the use of technology by students related to their perceptions of democratic citizenship. This included analyzing how students use technology to access and think through information/make decisions, communicate and collaborate. This research also investigated the ontological beliefs of students surrounding democratic citizenship, and the ways in which they employed different technologies to forge the skills, understandings, and attitudes needed for ‘good’ democratic citizenship. This study answers the following research questions:

1. In what ways does the use of technology by students relate to their perceptions of democratic citizenship in global times?
2. In what ways does students’ use of technology relate to their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age?
3. Upon students characterizing their use of technology, how does the use of technology by students relate to the goals advocated by the social studies?

## **Methodology and Research Design**

### *A Qualitative Inquiry*

In researching possible approaches to this study, I located an approach that prioritized student perspectives on both their use of technology, and their views towards democratic citizenship. In prior studies on citizenship education, researchers have often employed interviews and focus groups that have surprisingly prioritized the perspectives

of teachers to better understanding student perspectives on democratic citizenship (Anderson et. al, 1997; Lee, 2005; Sunal, 2008). Furthermore, in a review of previous research, I could not locate any studies that allowed students the opportunity to provide their perspectives of the ways in which their use of technology relates to citizenship education.

Unlike many previous studies, students in this particular study were given an opportunity to describe what knowledge, skills, and attitudes were necessary for 21<sup>st</sup> Century democratic citizenship. Angela Sather Cooks (2002) describes how, “We as educators and educational researchers must seriously question the assumption that we know more than the young people of today about how they learn or what they need to learn... it’s time we count students among those with authority” (Cook-Sather, 2002, p.3). The selected research approach provided students, all of whom are natives to a global and technologically sophisticated age, with the opportunity to be counted amongst those with authority in what constitutes democratic citizenship.

Another important consideration in selecting a research approach included it allowing me the freedom to have student participants use technology in describing their uses of technology, and their views on democratic citizenship. The selected approach provided student participants with the opportunity to richly discuss important events and experiences that have shaped their perceptions of citizenship. This chosen approach allowed for the collection of data through technologically enhanced methods, namely online threaded discussions. By offering student participants a means to contribute their

perspectives and experiences on their use of technology and its relation to citizenship education, I was able to gain ‘rich’ and ‘thick’ data. While researchers are beginning to use electronic technologies to collect data (Wang, 2005; Suh, 2005), further research indicates the need for researchers to employ 21<sup>st</sup> Century tools in the data collection process (Mann & Stewart, 2000).

With these two considerations in mind, a qualitative approach was selected as a best fit for this study. Instead of using a quantitative approach that seeks to confirm a hypothesis (Johnson & Christensen, 2000), this study aims to utilize more inductive means to generate new theory. According to Strauss and Corbin (1990), areas where little is known can often benefit from a qualitative approach. This is especially of importance since research in the area of technology and the social studies (Ehman, & Glenn, 1991; Whitworth & Berson, 2003), and in technology and democratic citizenship, is in its infancy (Heafner, 2004; Crowe, 2006; VanFossen 2006; Bennet, 2008). The use of a qualitative approach is essential in laying the initial foundation of knowledge and factors in a given context.

#### *Key characteristics of qualitative research*

1. Qualitative research may have an emergent design as opposed to a predetermined structure. While findings emerge, all structures are inductively ‘grounded’ in the data (Glazer & Straus, 1967; Goetz & LeCompte, 1984)
2. This approach examines and produces case based knowledge in their natural setting rather than overly broad generalizations (Lincoln & Guba, 1985).

Through thick description, prioritizing face-to-face data collection, and in understanding what things mean for people *in situ* the qualitative researcher exerts significant time in the field becoming familiar with the context and participants (Becker, Geer & Hughes, 1968; Denzin, 1971).

3. The researcher acknowledges the role of "human as instrument" throughout the research. In all stages of the research, the researcher cannot separate entirely their assumptions or cultural experiences to formulate 'objective' research (Guba & Lincoln, 1981).
4. Striving to discover the meaning and significance of events for individuals that experience them, qualitative researchers are descriptive, and generously incorporate the language and voice of participants (Eisner, 1991, p. 36).
5. Qualitative research is concerned with the "...experience as it is lived or felt or undergone (Sherman & Webb, 1988, p. 7)." Noting the uniqueness of each case, qualitative researchers encourage transferability over generalizability. This transferability approach entails the researcher providing the reader with a highly detailed description of their research design, context and methods so that the reader is left to decide if the results can 'transfer' to another context (Patton, 2002).

## **Participants & Data Collection**

I used purposeful sampling to select teachers and students that actively and meaningfully use technology. While this process of selection does have its drawbacks, Patton (2002) concludes this form is ideal for researchers striving to locate information rich cases. To locate possible teacher participants, high school social studies teachers were screened on their use and expertise with technology. The final selection of teacher participants rested on their performance during interviews in regards to criteria (LeCompte & Preissle-Goetz, 1994).

*Criteria used in the selection of final teacher participants include:*

1. Teaching middle or high school social studies, currently, and has done so for at least two years.
2. Provided evidence of their expertise and frequent use of technology in their classroom. This was gained through potential participations providing illustrations of their and their students' use of technology.
3. Offered their informed consent, and were able to uphold the demands of the study.

In the selection of student participants, students were recommended for the study by their teachers based upon criteria. While teachers provided recommendations, the final decision for the selection of students was made by me. Possible student participants were screened through interviews by me based upon these criteria.

*Criteria for the selection of final student participants include:*

1. Invited students from diverse environments and backgrounds to participate. All students had to have been enrolled in a selected social studies teacher's high school classroom.
2. Participated in a preliminary interview whereby students were asked to demonstrate their level of expertise and usage of technology at home and in the social studies classroom. Students were asked to illustrate ways in which they use technology to access information, communicate, and create digital artifacts.
3. Gained the informed consent of their legal guardian(s), and offer their informed assent to participate in the study. Furthermore, they were willing to provide the time and effort required for participation in the study.

For a period of eleven weeks, I collected data from two schools (a STEM school, and a suburban school). Data were collected through semi-structured interviews with two selected teachers (2 rounds), twelve students (4 rounds), their parents/legal guardian (1 round), and two technology coordinators (1 round). Important documents such as instructional activities, lessons, and student work was collected and copied for analysis throughout the study. Besides collecting data inside of the school, the twelve student participants were asked to contribute to an online threaded discussion once a week. This invite-only online threaded discussion asked students to identify specific technologies they have used, and what they gained from its use. Furthermore, this forum served as an online community whereby students discussed different technologies that hold civic potential. My reflective notes served as another means of data. Themes for the audio

recorded and transcribed semi-structured participant interviews included: 1. Background information about the participants and their context. 2. Ways students access/use, and their experiences with, electronic technologies. 3. Participants' understanding of democratic citizenship in a global and multicultural age. 4. Description of what is gained and lost when students and social studies teachers use technology for civic education.

### **Data Analysis**

Over 694 pages of data were collected throughout a three month span. Since qualitative data rapidly accumulates in the collection process, timely and consistent analysis helped sort out significant features for data reduction (Miles & Hauberman, 1984). This sorting process involved a 'progressive focus' whereby the researcher works to gather, sift through, review and reflect on data (Parlett & Hamilton, 1976). As the data was collected, I moved through the four phases of data analysis outlined by Baptise (2001): Defining the analysis, classifying the data, making connections between the data, and conveying the data message(s). This process involved examining the data and organizing elements into general categories/ open codes. The intention involved moving from a description to explanation and theory generation (LeCompte & Preissle-Goetz, 1994).

After the first round of student interviews were completed, already data was coupled with newly collected data (i.e. class observations, student online postings, teacher interviews, collected documents) to undertake the first steps of preliminary



analysis. All collected data underwent a content analysis to sort and categorize the data. Throughout the data analysis, I was looking for relationships and differences between data (Strauss & Corbin, 1994). This involved utilizing a constant comparative method for analysis. This method involves an inductive method whereby theory evolves from data collected (Merriam, 1998). As advocated by Guba & Lincoln suggest (1989), I avidly sought out relationships and discrepancies between data in order to code data. During the coding process, I initially read the first round of student and teacher participants' interviews. This provided me with a general idea of participants' lives, experiences, and perceptions. After a thorough content analysis of the first round of student and teacher interviews, I began the coding process for the other sources of data. As additional data was collected, the categories grew to reflect new experiences and participant insights. These codes eventually grew into categories.

As this process unfolded, five major categories emerged. These categories included: Student Perceptions of Democratic Citizenship, Students' Usage of Technology, Students' Experiences in Social Studies., Students' Experiences Outside Social Studies, Students' Perception of Globalization and Multiculturalism. These five categories grew out of more preliminary categories to reflect the sum of the data collected. By constantly comparing data, I re-read and re-coded the data until I had meaningful categories on students' perceptions of democratic citizenship, and the ways in which their use of technology related to their perceptions of democratic citizenship.

### **Significance of the Study**

While it is true that there is a growing body of literature on the use of technology in the social studies by teachers (Bennett, 2005; Friedman & Hicks, 2006; Whitworth & Berson, 2008; VanFossen & Berson, 2008), far less attention has been given to the ways in which students use new technologies. This research deficit includes a thorough examination of how students' usage of technology relates to their perceptions of democratic citizenship (Sunal, 2008), and how their use of technology in the social studies relates to their gaining the skills, understandings, and attitudes necessary for democratic citizenship (Swan & Hoffer, 2008; VanFossen & Berson, 2008). While there has been a growing focus on the ways in which teachers use technology (Dewitt, 2004; Hicks, Doolittle, & Lee, 2004; Marri, 2005; Friedman, 2006; Saye & Brush, 2006), researchers often marginalize and exclude the fact that teacher use does not translate into student learning. Since teacher use is often disconnected from student use and learning this study aims to offer significant value to the field. As a result, this study investigated students' usage of technology and its relation to both the social studies and citizenship education in a global and multicultural age.

Besides a research deficit in how student use of technology relates to their perception of democratic citizenship (Bennett, 2007; Swan & Hofer, 2008), most of the conducted research is disconnected from the realities of students' lives. Despite the growing use of new technologies amongst students, and the many positive learning outcomes that can result from its use in school (Thornburg, 1998; Garofalo, Drier,

Harper, Timmerman, & Shockey, 2000; Switzer & Callahan, 2001; Richardson, 2009) significant obstacles and challenges remain for its effective use in the social studies classroom (Berson, 1996; Damarin, 1998; Diem, 2000; Crocco & Cramer, 2005; VanFossen & Waterson, 2008). For instance, Philip VanFossen and Robert Waterson (2008) describe how teachers' pedagogical beliefs and the traditional barriers to access such as filters and restrictions on social studies websites and programs serve as challenges in using technology meaningfully in the social studies classroom. Due to these barriers, many students have easier and more navigatable access to technology outside of the social studies classroom, like at home or the library.

With so many obstacles and challenges to using technology effectively in the social studies classroom, new knowledge must be gained in how student usage of technology inside and outside of the social studies classroom relates to the goals of the social studies, particularly, citizenship education (Bennett, 2008; VanFossen, 2008). While it is true that a sizable proportion of students lack home access, the International Telecommunications Unions (ITU) reports that nearly 71% of U.S. families have residential access to the Internet. As residential access multiplies, students will increasingly utilize new technologies to capture information and communicate. Given a growing supply of computer and Internet resources at local libraries, in schools, and in homes, this study will seek to understand the ways in which students' use of technology relates to their perceptions of democratic citizenship in a global and multicultural age. With Media Post citing that the average U.S. teen spends around 3 hours a day online,

and over 90% saying they frequently use the Internet at home for school based research (Davis, 2006), a greater understanding must be gained in how these technologies are being used outside of social studies classroom.

### **Limitations of the Study**

As an outsider, I am concerned with my representations of the study. Since I understand the degree to which the researcher is the primary instrument of data collection and analysis (Guba & Lincoln, 1981), I recognize that my interpretations of the findings and understandings are limited based upon my cultural experience. As an avid consumer and student of electronic technologies, I find myself privileged in having access to them; which is far from the universal global experience. In looking at the ways in which students' use of technology relates to the goals of the social studies and citizenship education, I also find my cultural experience with citizenship as having been one of privilege; quite contrary to the experiences of many marginalized and discriminated against groups. So in many ways this study stems from my own cultural assumptions and experiences with technology and citizenship.

My pre-constructed knowledge influenced the study during the data collection, analysis, and reporting. This pre-constructed knowledge mandated my undergoing a 'reflexive account' to clarify my positionality and experiences to my audience (Mauthner & Doucet, 2003). The study is also limited in that I am a growing researcher, and, while I had the wonderful support and feedback of my dissertation advisor and committee, this is my first major independent undertaking of a research study. Besides the weaknesses

that accompany any qualitative approach (Merriam, 1998), the number of participants in no way encapsulates a representative sample for generalizable results. I elaborate the challenges and issues that arise more in Chapter 5.

### **Terms in the Study**

The following are terms with their accompanying definitions as they are used throughout the study.

In a field full of controversy and elusive language, there arises a need to define some important terminology in this study. As noted by Swan and Hofer (2008), *technology* taken broadly can mean any tool or device used to improve the human condition. The term technology can refer to both an artifact (i.e. the Internet) and a process (i.e. a way of thinking or system). For instance, students may give presentations (instructional technology) using PowerPoint (electronic technology). While the definition of technology is fluid and dynamic, this study limits its focus to the use of computer or networked tools (i.e. computers, software, Internet, cell phones, mp3 players, video games, ect.) that hold the potential to support both teaching and learning in the social studies (Swan & Hofer, 2008).

Another term that needs clarification is *educating for democratic citizenship*. This form of citizenship education attempts to foster informed and active citizens necessary to improve the democratic condition (Parker, 2001). Influenced heavily by the ideas of Kahn and Westheimer (2006), this form of education aims to promote active decision makers capable of uplifting their community and planet. In building from the

literature on democratic citizenship education (Dewey, 1916; Hahn, 1996; Avery, 1999; Hess, 2001; Torney-Purta, 2001; Levine, 2007; CIRCLE, 2008), this study examines students' perception of democratic citizenship in a global, multicultural, and technological age. The inclusion of student views on democratic citizenship education is of special attention to this study. This research aims to extend previous research on democratic citizenship education by paying special attention to the views and experience of students living in a global, multicultural, and technologically sophisticated age.

While many institutions and organizations aim to promote democratic citizens, this study sets out to examine the use of technology by students, providing special attention to the goals of the social studies and civic education. The scope has been narrowed to the social studies due to its educative commitment to preparing informed and active citizens to undertake the 'office of citizen' (NCSS, 2001). With democratic citizenship education at the heart of social studies education (NCSS, 2001; Evans, 2004; Parker, 1996), this study serves as an investigation into both the challenges and opportunities of students using technology for citizenship education.

One of the more controversial terms used in the study evolves from Prensky's (2001) work *Digital Immigrants, Digital Natives*. This term implies that today's students have been born into a highly digitalized era, whereby, they have become increasingly fluent and enculturated with computers, the Internet, mobile phones, MP3 players, and other digitized technologies. Prensky (2001) notes how this experience is quite different than the experience of previous generations, or, what he coins as digital

immigrants. As a result of digital natives' fluency with technology, Prensky presents the argument that students (digital natives) will often be at the forefront of enculturating and teaching their elders (digital immigrants).

It is true that many critics see Prensky's assumption as problematic. Bennett, Maton, and Kervin (2008) have been at the forefront of reviewing Prensky's assumption as overly simplistic and implanting false generalizations. They note that not all students are digital experts born into using technology, and not all adults are techno-illiterate. Acknowledging the limitations of Prensky's (2001) assumption, this study employed the term digital native not to draw its comparison against digital immigrants but to entice a new way of thinking towards the ways in which these purposefully selected student participants use technology in their daily lives. Even though not all digital natives have access to technology, the students selected for *this study* were selected based upon their wide access and use of technology. Thus, this study employs the term digital native to refer to those students that have been narrowly, purposefully selected for participation in this study due to their digital experiences, interests and backgrounds. The term does not imply a gross over-generalization of students and adults often found inherent in Prensky's (2001) work.

Finally, the definition and conceptualization of the social studies is often polarizing and contentious. As Ronald Evans (2004) describes, in *Social Studies Wars: What Should We Teach the Children*, the social studies is filled with competing camps, beliefs and pedagogical practices. The definition of the *social studies* has fluctuated in

focusing exclusively on history education to a more integrated approach involving all of the social sciences (Ross, 2006). For the remainder of this study, the definition of the social studies will reflect the definition provided by the NCSS *Expectations for*

*Excellence: Curriculum Standards for the Social Studies* (2008): The social studies is

...the integrated study of the social sciences and humanities to promote civic competence... The primary purpose of the social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (10-15-2008).

### **Organization of the Remaining Chapters**

The purpose of this study included exploring the ways in which the use of technology by students relates to their perceptions of democratic citizenship. I investigated the ways in which twelve high school social studies students' use of technology related to their gaining the skills, knowledge, and attitudes necessary for democratic citizenship. The research questions, methodology, and my interpretation of findings were shaped by my theoretical foundations in social studies education, citizenship education, global education, and instructional media and technology. In the remaining chapters, I present a review of the existing research and literature and the selected methodology. Chapter 2 details the research and literature in social studies and citizenship education. Chapter 3 reviews the literature in education and technology, and the use of technology in global education/social studies. Chapter 4 outlines the research methodology and procedures utilized in the study. Chapter 5 explains the findings of the



study, while chapter 6 lays a path for future recommendations and discussion in the field of social studies, technology, and citizenship education.

## CHAPTER 2

### REVIEW OF LITERATURE: SOCIAL STUDIES & CITIZENSHIP EDUCATION

#### INTRODUCTION

Confrontation between competing factions over what ideology, values and behaviors are best is all too common in the human experience. As the current wars in Iraq and Afghanistan demonstrate, societies are often willing to sacrifice both lives and finance to defend those ideas they deem important. These confrontations between competing ideologies are also very evident in both the history of education and of the social studies. Battling for control of the curriculum, instructional methods, and policies in education, different groups often clash on how best to prepare future citizens. This chapter will serve to document some of the vital tensions between different factions in how best to educate and prepare future citizens. While it is still quite true that there is no consensus in how best to reach this objective, there are some prevailing ideas and tenets related to citizenship education. Seizing the works of leading researchers and teachers of the social studies, these enduring concepts and core tenets will be analyzed. Finally, this chapter ends with a discussion on the ways in which global and multicultural forces are reshaping and redefining what it means to be a ‘good citizen.’

## **The Turf Wars: Social Studies and Citizenship Education**

“The apparent consensus on behalf of citizenship education is almost meaningless. Behind that totem to which nearly all social studies researchers pay homage lies continuous and rancorous debate about the purposes of social studies (p. 21).”  
-Marker, G., & Mehlinger, H. (1992). *Social Studies*

The social studies itself, let alone citizenship education, has been characterized by competing groups battling for control (Ross, 2006; Evans, 2004; Woyshner, Watras, and Smith Crocco, 2004). In fact, Ronald Evans, in *Social Studies Wars: What Should We Teach the Children* (2004), describes the history of the field as a “...story of turf wars among competing camps, each with its own leaders, philosophy, beliefs, and pedagogical practices (p. 1).” To better understand the dynamics of this contended turf, one must understand the history of the social studies.

In the mid-19<sup>th</sup> Century, the social studies consisted of a variety of fragmented courses. Ranging from courses on religion, character and moral development, history, geography, civics and political economy, these isolated courses were taught exclusively independent of one another. Comparable to what would eventually become some of the foundational courses in the social studies, these early course offerings encouraged love of country, a devout belief in God, duty to parents, thrift, honesty, hard work, and in the perfection of the United States (Evans, 2006). Emphasizing ancient mythology, legends and heroes, these history based courses aimed to inspire patriotism and loyalty. Through the use of formal recitation and textbooks, well embedded with stereotypes, bias, and historical inaccuracies to promote love of nation, students emerged as passive learners

expected to never question the legitimacy or validity of selected content (Evans, 2006). While these history-based courses worked well to indoctrinate and promote passive student learning, the lack of structural coherence and standardization of the curriculum impeded the process of colleges evaluating high school credit for admissions. The need to standardized and redefine the course offerings in what would emerge as the social studies took root.

In 1884, the National Education Association (NEA) appointed the Committee of Ten to define the content and instructional approaches needed to improve the condition of secondary course offerings. Establishing the Madison Conference of the History of Ten Subcommittee, the group was in charge of evaluating the offerings of history, civil government and political economy in secondary schools. In their final recommendation, the History of Ten favored a history dominated curriculum that offered American History, French History, Roman History, and Ancient Mythology (NEA, 1894). While the group continued to promote a history-based model over the integration of the disciplines, the group did advocate a change in pedagogy, stating the “dry and lifeless system of instruction by text-book should give way to a more rationale kind of work ...whereby students employed the ‘training of the mind’ (Evans, 2004, p. 9).” Providing vague guidelines and language, the NEA asked the American Historical Society to appoint another committee, the Committee of Seven, to draw up a scheme of college entrance requirements in history (Evans, 2004). Much like the strong traditional history based model enlisted by the Committee of Ten, the Committee of Seven affirmed,

“History aids the pupil to think correctly... and gives them resources for good and useful citizenship (AHA, 1899, p. 2).” These two committees attested to and promoted a traditional history-based model to the social studies, one with little to no integration with the other social science disciplines.

Many consider the *1916 Compromise: The Report of the Social Studies Committee of the NEA Commission on the Reorganization of Secondary Education* as being the birth of the modern day social studies (Evans, 2004). Shifting the curriculum away from a firm allegiance to traditional history offerings, the committee favored an emphasis on current issues, social problems, recent history, and meeting the needs and interest of students (NEA, 1918). All of these findings clashed with the content and pedagogy favored by the American Historical Association. John Dewey, a strong advocate of progressive ideas and using education to meet the needs of both students and society, stated in *Democracy and Education* (1916) that the history-based model failed in that it “...related the past to the present as if the past were a projected present... past events can not be separated from the living present and retain meaning. The true starting point of history is always some present situation with its problems (p. 251).”

Advocating the need of using the social studies to meet the students where they were, Dewey’s progressive ideas challenged the static nature of the traditional history model. The advancement of Dewey’s ideas in the 1916 compromise drew critique and outrage by more conservative scholars. Historians, such as Henry Johnson, called these plans outrageous and believed they would ‘dumb down’ the curriculum (Evans, 2004).

Drawing from an earlier 1915 report, the 1916 Committee stated, “Good citizenship should be the aim of social studies in school (NEA, 1918).” Advocating the creations of courses on ‘The Problems of Democracy’ and ‘Community Civics’, the social studies was seen as an apparatus to heighten future citizens’ knowledge and abilities in meeting the mounting needs of a diverse and industrialized society.

After the 1916 Compromise, major camps began to seek out their turf in the social studies. Such groups as the American Historical Commission on History and Education for Citizenship, the American Economics Association, the American Political Science Association, and the American Sociological Association all vied for more influence in the social studies curriculum (Evans, 2004). The mounting question of how much influence and time should history have versus the other social science courses of political science, economics, geography and sociology in the new social studies curriculum continued, especially, in a relevant and contested Problems of Democracy course.

With a battle brewing between the history and social science camps, 1921 saw a group of professors and scholars at Teachers College: Columbia University forming the National Council for the Social Studies (NCSS). Striving to bring order, clarity, and vision to the field, the newly formed NCSS, under its previous name the National Council of Teachers of the Social Studies, defined the social studies as consisting of history, government, economics, geography, and sociology (Drafts, 1921). Creating a new integrated model to the social studies, one could only expect outrage and dissent from those entrusted in a traditional history camp. However, new demands were being placed

on schools in an age of industrialization, massive immigration and war to equip future students with the knowledge, skills and dispositions needed to better society. This call for change by politicians, leaders, and citizens would be echoed by such progressives as Harold Rugg.

The trying societal, political and economic conditions brought forth new support to progressive ideas. Harold Rugg, a leading progressive social studies educator, attempted to re-organize the social studies. Seeking an entirely problem centered social studies curriculum based on democratic problems and issues, Rugg, as Evans (2004) points out, argued, “All units of work shall be... in problem-solving form,” focusing on “alternative proposals,” and with historical background developed as needed for “clear thinking” about “current affairs,” all sequenced through some form of “layer scheme” (p. 40). Attempting to use the social studies to bring diverse groups together to promote critical thinking and problem solving, Rugg saw the social studies as holding unique potential in meeting the current and future challenges of American society (Rugg, 1923). While the progressive ideas of the 1920s and 1930s took off, anti-progressives were quick to point out how these approaches lowered historical inquiry and academic rigor.

Unlike any previous time, the social studies was enlisted to move a nation to victory in the ideological battles that defined the twentieth century. In the wake of WWII, many of the progressive reforms took a back seat to the realities of war. This was evident in 1940, when the National Defense Advisory Commission assigned America’s schools the task of preparing future defense workers (Evans, 2004). The need for skilled

soldiers, industrialists, businessman, and leaders was all the more pressing. Responding to the needs of a nation at war, the Commission on Wartime Policy of NCSS in 1943 released a report entitled *The Social Studies: Mobilizing for Victory*. In this report, the Commission on Wartime Policy of NCSS charged the social studies with “...preparing citizens who would face the dangers of combat-willingly.” The report explained,

Total war requires an informed and thoughtful population, informed of the task to be done, determined to preserve democracy, and convinced of the responsibility of each citizen in the drive for lasting victory... An informed and aroused citizen is the foundation of victory in both war and peace (p. 3-10).

This desire to strengthen people’s faith in democracy would continue throughout the Cold War. Promoting traditional American values, via the discrediting of anything un-American, the social studies was used to indoctrinate, and promote passive learning (Evans, 2004). The desire to protect and proliferate American democratic ideals and values moved the traditionalists to use propaganda to negate the progressive movement in the social studies. These slanderous calls associating progressivism with collectivism and socialism were evident in Kitty Jones and Robert Oliver’s 1956 publication, *Progressive Education is REDucation*.

While the traditionalists associated progressivism to socialism to further their political agenda of advocating a rich history based model in the social studies, the greatest damage to progressive ideas came on October 4<sup>th</sup>, 1957. With the launching of the Soviet satellite Sputnik, traditionalists affirmed their calls of the damage progressive



reforms had done to weaken American education system. Fearful of the technical and militaristic threat of their Cold War rival, the United States government sponsored the *National Defense of Education Act of 1958*. Besides providing hundreds of millions of dollars in the areas of math, science, and foreign language instruction, the report promoted Americans to call into question the progressive reforms already undertaken in the social studies. Advocating a more academically rigorous course of study, the social studies was once again swayed from integration and discussing social issues; instead the field became dominated by courses in U.S. history and government (Evans, 2004).

The 1960's and 1970's in the United States were characterized by mobilized movements in Civil Rights. As a violent and costly war in Vietnam escalated, influential leaders such as Martin Luther King Jr. and President Kennedy were assassinated, and protests demanded racial, gender, and sexual justice, the U.S. was confronted with large increases in civil unrest. The violence at Kent State University and in Greenwich Village at Stonewall demonstrated a growing populist commitment to activism and social justice in these turbulent times. During this quest for equality amongst a fractured nation, the social studies aimed to address the nation's mounting concerns. The President of NCSS, Dorothy McClue Fraser, asserted the need for a revolution in the social studies, and a growing need to pay attention to human rights and equality (Evans, 2004). There was a growing call for the social studies to transform the nation into a more democratic and inclusiveness society. This meant addressing the multicultural issues of race, class and gender.

Dedicating its April 1969 issue of *Social Education* entirely to “Black Americans in the Social Studies” as well as “minority groups in American society”, there was an increased movement to teach against racism, discrimination and prejudice. NCSS pushed for the publication of materials on strategies to teach black history, ways in which to examine the perspectives, stereotypes and bias in social studies textbooks, and ways in which to infuse multiple perspectives to alleviate ignorance (Howard, 2004). Scholars such as James Banks seized the opportunity to encourage educators to rethink how issues of cultural diversity could be introduced. In Banks’ 1977 article, *Issues and Trends in American Education: Pluralism and Education and Education Concepts, A Clarification*, he describes the need for educators to infuse multiple ethnic perspectives in the social science curriculum. To counter the growing assimilatory curriculum of the traditional history-based model, Nathan Hare’s article, *The Teaching of Black History and Culture in the Secondary Schools* (1969), encouraged the social studies educator to teach critical thinking over political ideology. Thus, the war continued in the social studies. Pitting the progressives and their call for a multicultural curriculum against the traditional history’s assimilatory curriculum, the turf war between the different camps would continue.

While domestic issues of race, class, gender and even sexuality promoted multiculturalism in the social studies, international advances in trade, telecommunications, transportation, and even global alliances, swayed scholars to endorse globalizing the social studies curriculum. Chadwick Alger, Robert Hanvey,

James Becker, and Lee Anderson are all experts whose work antagonized a global perspective in the social studies. Haney, in *An Attainable Global Perspective* (1976), outlines five essential components needed for social studies teachers to teach for a global perspective. The components include: Perspective Consciousness (ability to reflect upon one's own world view), a State of the Planet Awareness (understanding of important global issues and challenges), Cross-cultural Awareness (Study of cultural universals and differences), Knowledge on Global Dynamics (Knowing how states are interconnected in a global system), and an Awareness of Human Choices (Problems of choice confronting individuals, nations, and the human race). In wanting social studies teachers to educate students to work against discrimination, appreciate diversity, and attend to issues of social justice, the global education movement grew out of the multicultural movement. While both multicultural education and global education were progressive ideas deemed necessary due to the growing communication and collaboration between diverse cultures, both domestically and internationally, they were met with resistance from those endorsing a traditional history-based model in the curriculum.

While several camps competed for control of the social studies curriculum (history, economics, political science, geography, sociology, multicultural education, and global education), fear would once again sway public sentiment towards a more traditional history model to the social studies. *A Nation At Risk: The Imperative for Educational Reform, The Report of the National Commission on Excellence in Education* (1983) worked against the progressive reforms made in the social studies. This report

blamed U.S. schools, and their weak curriculum, for the economic decline of the United States in the global economy. Stating that the U.S. rank in science, math, technology, and commerce was overtaken by "...a rising tide of mediocrity in our schools which threatens our very future as a nation and people (p.1)", the report fueled the traditionalist's claims for a social studies curriculum rich in American history and values to prepare the highly skilled citizens needed for a new era of global competition (Evans, 2004). Seizing this as a perfect opportunity to rebuild a traditional history curriculum, Ravitch, in *The Decline and Fall of History Teaching* (1985), describes how the traditionalists reminisced on the golden-age of history in schools during the 20<sup>th</sup> Century. Explaining how a social studies curriculum rich in history teaches democratic values, principles, and builds a collective national identity, the *Nation At Risk Report* provided momentum to the traditionalist agenda. This was reflected when in 1989 the National Commission for Social Studies in Schools emphasized the need for history and geography to provide the matrix for social studies instruction (Evans, 2004).

Besides repositioning the influence of history in the social studies curriculum, the *A Nation At Risk Report* ushered in a new age of accountability and demanded more out of America's schools. In order to counter the effects of a weakening educational system in a globally competitive environment, as stated in reports such as *A Nation at Risk*, organizations and policy makers moved to hold schools accountable for their performance. In 1991, the U.S. Department of Education released its *America 2000 Report* with its accompanying six goals. This report failed to cite the social studies but

only talked to the subjects of history and geography. In order to counter the government's efforts to marginalize the social studies, the NCSS leadership created its own set of standards to legitimize its position and standing. Before it could craft these standards, the NCSS moved to reconceptualize its definition of the social studies. In 1992, the Board of directors adopted the following definition:

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (McGuire, 1992).

This effort by the NCSS to forge a more inclusive definition of the social studies was aimed at legitimizing its standing in the wake of the *America 2000 Goals*. However, in its final draft, the *American 2000 Report* did not mention the social studies but only the specific areas of history, geography, and civics (Evans, 2004). Specifying that states and districts were responsible for developing their own local goals, the movement was on by national associations and organizations to influence and advocate content standards.

The proliferation of standards occurred, which included: The National Standards for History, the National Standards for Civics and Government, the Geography Education Standards Project, and even the NCSS Standards of Expectations and Excellence: Curriculum Standards for Social Studies (1994). While each of these standards strived to provide clarity in their given area, many researchers (Buckles & Watts, 1998; Hartoonian, 1994) have noted a lack of general consensus across these standards on the content of the curriculum, amounting to a state of disarray and fragmentation. The controversy surrounding the competing standards severely hampered the idea of governmental adoption of national content standards. The movement instead advocated for individual state adoption of standards. Despite the heavy focus on institutional, organizational and state standards, Stephen J. Thornton, in *Teaching Social Studies That Matters: Curriculum for Active Learning* (2004), reminds the educational community of the often overlooked power of 'the social studies teachers' instructional gate-keeping' (p. 10).

Besides the focus of individual disciplines over an integrated approach, a movement towards issue-centered education surfaced in the social studies. Shirley Engle's influential work, *Decision Making: The Heart of Social Studies Instruction* (1960), encouraged social studies teachers to teach reflective thinking and decision making. With a focus on the development of higher level thinking, Engle's work highlights the importance of mental application and decision making in the social studies. Other pedagogical and curricular models advanced in popularity, namely the use of

student centered instruction, global education, character education, social justice, authentic assessment, and service learning, and all vied for a privileged status in the social studies curriculum.

The current state of the social studies in educating informed and active democratic citizens reflects many of the similarities of its long legacy of turf wars between competing factions. A variety of fields and agendas are continually lobbying for space and time in the social studies curriculum. No longer is the debate confined to that of history versus an integrated approach to the social sciences. Today, pressure groups such as the AFL-CIO, ACLU, conservative and liberal groups, and even military recruiters seek room in the social studies curriculum. Besides the continued turf wars and culture wars, the social studies teacher must address the realities of *No Child Left Behind* (2001). The effects of NCLB, which mandates annual assessments in reading, writing and science, has prompted elementary schools to drastically eliminate the time spent on social studies (Rock et al., 2006). The historical impact of 9/11, Wars in Iraq and Afghanistan, and issues related to global climate change all demand time in the social studies curriculum. In an age of state standards and high stakes tests, the social studies finds itself more accountable for students learning greater amounts of knowledge, skills and dispositions for effective citizenship in a global and multicultural democracy.

## **Philosophy & Core Tenets of Citizenship Education**

What is quite clear from the analysis of research in both the social studies and citizenship education is that interest and pressure groups have grounded the advancement of their causes in their contribution to citizenship education. This prompted Walter Parker (1996) to state, “Some critics have charged that citizenship education is at once so vague and all-encompassing that it can mean anything to anybody (p. 18). History, multicultural education, global education, issue-centered education, infusing technology in the social studies, and many other fields/disciplines have aimed to advance their status in the social studies by affixing their cause to being essential in the development of informed and active citizens. The research demonstrates that a field or instructional method can not gain leverage in the social studies if they do not appease the mandatory requirement and mission of the social studies in building informed and active citizens. The problem comes in that a multitude of agendas have deemed themselves vital to the social studies mission of building informed and active citizens. This competition, or turf war, between rivals for a stake in the social studies, all in the name of citizenship education, has saturated the field of citizenship education. To better understand what citizenship education is, and what its core tenets are, one must tear through the false promises and rhetoric of these battling interest groups. This involves examining the core principles of citizenship education, and those responsible for its advancement.

One of the core tenets of citizenship education can be seen in Walter Parker’s *Educating the Democratic Mind* (1996). In this text, Parker describes the progressive



ideas of John Dewey's towards democratic citizenship education. Reasoning, in *Democracy and Education* (1916) that democracy is a kind of living together, or associated living, Dewey believed that education and the social studies have an obligation to promote those skills, attitudes and understandings essential to furthering democracy. Knowing that this form of associated living would involve the teaching of an appreciation for diversity and the forging of common interest, Dewey (1916) believed that schools had a special role to play in the education of competent citizens. In an age of industrialization, immigration, and conflict, Dewey advocated a kind of citizenship education that empowered students with the tools needed to improve their society and democracy. Thus, both Dewey (1916) and Parker (1996) advocate a form of citizenship education that promotes the skills, understandings and attitudes needed for the members of a democracy to not only live together but to collaborate towards the improvement of a society's democratic condition.

Besides the advancement of democratic living, R. Freeman Butts, in *The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century* (1988) provides other essential skills, understandings and attitudes essential to forms of citizenship education. Drawing from the Roman Republic's original "Laws of the Twelve Tables", Butts recommends twelve tablets of Civism that while possibly not gaining universal agreement may provide "...some agreement about what is worth studying and learning (p. 1)." These twelve elements of democratic civism advocated by R. Freeman Butts are broken down to include six obligations of citizens (*unom*) and six

rights of citizens (*pluribus*). The obligations of citizens include: Justice, equality, authority, participation, truth, and patriotism, while the rights of citizens include: freedom, diversity, privacy, due process, property rights, and human rights (Butts, 1988). Recommending the teaching and learning of these civisms, Butts saw these principles, sentiments and virtues of good citizenship essential in a democratic republic (See figure 2.1).

UNUM		PLURIBUS	
The Obligations of Citizens		The Rights of Citizenship	
Corrupted Forms of Unum	True Forms of Unum	True Forms of Pluribus	Corrupted Forms of Pluribus
Law & Order	Justice	Freedom	Anarchy
Conformity	Equality	Diversity	Unstable Pluralism
Authoritarianism	Authority	Privacy	Privatization
Majoritarianism	Participation	Due Process	Weak on Criminals
Misinformation and Half Truths	Truth	Property	Property Rights Above Human Rights
Xenophobia and Ethnocentrism	Patriotism	Human Rights	Cultural Imperialism and Forced Assimilation
	Democratic Civism		

Figure 2.1. Freeman Butts: The True Form of Democratic Civism

Few scholars have been as reputable or established in the field of citizenship education as R. Freeman Butts. Alongside this expert, in the discussion of citizenship

education one must include the ideas and insights of a great advocate to its practice, John Patrick. In *Components of Education for Democratic Citizenship in the Preparation of Social Studies Teachers* (2001), Patrick, alongside Vontz, describe important components of education for citizenship in a democracy. In order to prepare students for ‘the office of citizen’, the authors advocate a four-component model for citizenship education in a democracy. In their description of the model, the authors are quick to point out that teachers must not overlook the interactions between the knowledge, skills and dispositions in these four areas, all of which are vital to advancing and protecting democracy.

The first component recommended by Patrick and Vontz (2001) entails students learning knowledge of citizenship and government in a democracy. This civic knowledge includes concepts on the substance of democracy, important constitutions and institutions in a democracy, the organization and function of democratic institutions, and attention to the cultural, social, political and economic context of democracy. Learning this civic knowledge is not enough for Patrick and Vontz. To be able to emerge as an informed and active decision maker, the authors cite the need for democratic thinking skills.

The second component of the model encompasses students gaining the intellectual skills for effective citizenship in a democracy. These cognitive civic skills include: Identifying and describing phenomena, analyzing and explaining events and issues, evaluating, taking and defending positions, and thinking critically and constructively.

This area aims to empower students with the habits of mind necessary to make informed and versed decisions.

The third area of education for citizenship in a democracy entails students developing the participatory skills for citizenship in a democracy. These participatory civic skills include: interacting with other citizens, monitoring public events/issues, deliberating and making decisions, influencing public policy, and taking action to improve political/civic life. Getting student familiar with and comfortable in participating in the democratic process is an essential aim of this area.

Finally, Patrick and Vontz (2001) advocate students learning the dispositions of good citizens in a democracy. This includes: Students promoting the common good, affirming the common and equal humanity and dignity of each other, participating responsibly in the political/civic life, and respecting, protecting government by consent of the people. These civic dispositions strive to empower future citizens with the attitudes necessary to strengthen American democracy.

James Banks has been a leading figure in advocating multicultural democratic citizenship education in the social studies. While the discussed authors have advocated essential attitudes, skills and knowledge important to protecting a democracy, Banks emphasizes the need to rethink the ways in which we prepare students for democratic citizenship in a multicultural age. In *Diversity and Citizenship Education in Multicultural Societies* (2004), Banks describes how:

The increasing racial, ethnic, cultural, and language diversity in nation-states Throughout the world, and the growing recognition and legitimization of diversity, are causing educators to rethink citizenship education (p. 3).

It is no surprise that in the wake of global and multicultural forces, Banks demands a rethinking of those skills, attitudes and understandings necessary for democratic citizenship. In the United States alone, the 2000 Census forecasts that by 2050, groups of color will make-up around half of the total population. Young (2002) has already noted the impact of growing multiculturalism in the United States' 100 largest schools districts, with the white student population averaging a little under 30%.

Banks (2004) does not hesitate in calling for a transformation in democratic citizenship education that aims to meet the needs of diverse groups. This new form of citizenship education in a multicultural age must help students acquire the knowledge, skills, and attitudes to make reflective decisions and to act in making their nation-state more democratic and just. These attitudes and skills would include a recognition of cultural differences and similarities, respecting diversity, an affirmation to social justice, and fighting intolerance and discrimination (Banks, 2004). Banks is not alone in this calling, noting a 1992 survey where over 70% of Americans agreed that schools should "increase the amount of coursework, counseling, and school activities... to promote understanding and tolerance among students of difference races and ethnic backgrounds (Phi Delta Kappa, 1992, p. 41). The need to debunk long lasting assimilatory models to citizenship education, which deprive minority students of their native culture and

language, must be replaced with a multicultural model that respects and appreciates diversity.

Gloria Ladson-Billings, in *Culture Versus Citizenship* (2004), describes how assimilatory models to citizenship education have served to make students of color feel marginalized in both their community culture and in mainstream culture. The lack of cultural congruence between the school curriculum and students' native culture has negatively impacted the development of a national identification amongst minority youth. Noting her 1984 study, Ladson-Billings, described her finding that marginalized African American youth hold racial/ethnic allegiances first, and national allegiances second. Since the social studies has been assigned the responsibility of building national loyalties and strong civic engagement, it is evident that assimilatory models have served to alienate and eradicate the perspective of minority cultures. Coupled with the views of James Banks (2004), students should be allowed to have multiple identifications and attachments (cultural, local, national, and global), all of which become relevant and important in the democratic classroom. A strong citizenship education agenda appreciates and respects individual cultural differences while also uniting students in the democratic ideals of justice and equality (Banks, 2008).

### **Role of K-12 Education on for Democratic Citizenship in a Multicultural Age**

The founding fathers saw the preparation of competent citizens as the main purpose of schooling. This fact promoted Thomas Jefferson, in *Notes on the State of Virginia* (1792), to state, "Every government degenerates when trusted to the rulers of the

people alone. The people themselves, therefore, are its only safe depositories.

And to render them safe, their minds must be improved to a certain degree.”

To protect the vitality of democracy, schools have a unique responsibility of empowering its citizens with the skills, knowledge, and attitudes to improve the democratic condition. Only through the teaching and learning of these essentials of citizenship can a democracy expect to grow and meet the current and future challenges of the day.

In the 2000 Phi Delta Kappa/ Gallup Poll, Americans ranked “preparing people to become responsible citizens” as the number one purpose of American schools. Teachers in the K-12 curriculum have the opportunity to interact with and shape the minds of the majority of America’s youth. No other institution has the influence and the capability to meet America’s youth where they are, and infuse the skills, knowledge and attitudes so vital to ‘good’ democratic citizenship in a global and multicultural age. This fact is well articulated in a *2003 Civic Mission of Schools Report* sponsored by both CIRCLE and the Carnegie Corporation of New York. This report states, “Schools are the only institution with the capacity, and mandate to reach virtually every young person in the country. Of all institutions, schools are the most systematically and directly responsible for imparting citizen norms (*Civic Mission of Schools*, 2003, p. 12).”

The report (2003) goes on to explain how affective classroom instruction, discussing current events, service learning extra-curricular activities, and even student voice in school governance, can influence the civic and political knowledge, skills and participation of students (see Table 2.2)

Approach	Civic and Political Knowledge	Civic and Political Skills	Civic Attitudes	Political Participation	Community participation
Classroom Instruction	X	X		X	
Discussion of Current Events	X	X	X	X	
Service Learning		X	X		X
Extra Curr. Activities		X	X		
Student Voice in Governance		X	X		
Simulations	X	X	X		

Table 2.2. The *Civic Mission of Schools* (2003): Approaches to Civic and Political Engagement and their Most Likely Benefit

While this report describes the potential schools have in promoting the skills, knowledge and attitudes needed for good citizenship, other research cites the direct positive impact schools have had in forging informed and active citizens (Nie, Junn, Stehlik-Barry, 1996; Torney-Purta, 2002). Kahne and Sporte, in *Developing Citizens: A Longitudinal Study of School, Family, and Community Influences on Students' Commitments to Civic Participation* (2007) found that school based community service projects, schools that promoted a sense of belonging, and open classroom discussions on societal issues positively impact students' degree of civic engagement. In *The School's Role in Developing Civic Engagement: A Study of Adolescents in Twenty-Eight*



*Countries* (2002), Judith Torney-Purta describe how schools hold the potential of fostering civic engagement when they rigorously teach civic content and skills, ensure an open classroom climate for discussing issues, emphasize the importance of the electoral process, and encourage a participative school culture. As new domestic and global challenges confront future democratic citizens, schools play an important part in providing students with the participatory skills and understandings necessary to improve both local and global conditions. To confront ignorance, media bias, partisan rhetoric, and civic/political apathy, k-12 educational institutions must play an important part due to their exposure to the majority of American youth.

Several other reports also link the degree of citizenship education to increased civic and political participation amongst students. The 2000 *IEA Civic Education Study*, where over 90,000 14 year olds in 26 countries were surveyed on their civic knowledge, found that civic knowledge was a major predictor of intention to vote (IEA, 2000). Those individuals that followed and understood the political process felt more comfortable expressing themselves on Election Day. Citing both a deficiency in their civic knowledge, and in failing to see how their vote can make a difference, less than one-third of Americans aged 18-24 voted in 1996 (Levin & Wichowsky, 4-15-2008). Since the International Institute for Democracy and Electoral Assistance (International IDEA) has consistently recorded U.S. voter turnout as being amongst the worst of all developed western nations, a greater emphasis must be made in promoting civic knowledge and participation. Failing to disseminate this civic knowledge not only goes

against the civic mission of K-12 educational institutions but threatens the health and prosperity of American democracy.

Despite the cited research that describes the positive impact K-12 educational institutions can have on promoting ‘good’ citizenship, there’s room for growth. With large disparities in resources, often times unengaging instructional methods (to be discussed later) and mounting pressures under NCLB, the potential of K-12 educational institutions in meeting their civic mission has been hampered. In many areas, students lack civic preparedness. Golden, in *The Relationship Between Voting Knowledge and Voting Attitudes of Selected Ninth and Tenth Grade Students* (1985), discussed a study that noted how improvements in student knowledge about voting increased students’ sense of the importance of voting. In defending the rationale for her study, Golden states, “if one of the vital signs to measure health of the ‘body politic’ is the percentage of citizens that vote, U.S. democracy is the sickest in the world.” Despite the heavy influence educators, especially, in the social studies, place on the political process, rates of voting, campaigning, and political organizing have decreased steadily (Putnam, 2000). With many educators promoting rote memorization and overly dependent upon the use of lecture and textbooks, students often fail to have the opportunity to apply gained knowledge. With a long legacy of abusing students through lecture and textbook centered instruction (Boyer 1990; Eveslage 1993), Sleeper, Strom, and Zabriereck (1990) affirm how “Various reports on the state of American education have found that our young people suffer from historical amnesia, geographic disorientation, and civic

ignorance (p. 84).” In order to improve the degree of civic preparedness, K-12 educational institutions, especially, in the social studies, must evolve to meet the needs of today’s society and learners.

The civic mission of schools must be renewed in order to meet the needs of a democratic society in a global and multicultural age. The flames of rising civic and political apathy and mannequinism amongst the younger generation must be extinguished with a dedicated focus on a citizenship education that works to meet the needs and interests of both students and a democratic and global society. Kathleen Cotton, in *Educating for Citizenship* (4-12-2008), makes important recommendations in revitalizing and strengthening citizenship education in K-12 educational institutions. Influenced by Cotton’s work, these seven recommendations below are documented ways in the literature to improve the state of citizenship education in K-12 schools. It should be noted that in no way does this list serve as a comprehensive description of all the challenges facing citizenship education; one might as easily include such topics as pre-service and in-service teacher training, the use of technology, and even assessments.

#### 1. Promote Connections

Instead of the well documented ways in which educators, especially in the social studies, present fragmented pieces of information (Patrick, 1987; Goodland, 1986; Blankenship, 1990), educators should strive to connect content to the needs and interests of students. Drikso, in *The Responsibilities of Schools in Civic Education* (1993), describes the need for students to apply their knowledge of democracy. Instead of

passively learning about democracy, students should be enticed to apply their understandings in a democratic fashion (possibly through debates, trials, or even simulations).

## 2. Create a Democratic Environment

The traditional model of teaching, which takes away from open dialogue and social learning, should be replaced with a more democratic means of learning (Angel, 1991; Hepburn, 1982). Angel, in *Democratic Climates in Elementary Classrooms: A Review of Theory and Research* (1991), describes how co-operative activities, opportunities for free expression, respect for diverse viewpoints, and student participation in discussion and decision making positively impact the desired civic outcomes of promoting civic interest and obligation in the democratic process.

## 3. Decision Making and Critical Thinking

The need for students to critically examine multiple sources of information in reaching a well informed decision is essential to the civic mission of schools. Whether the decision is political, civic, economic, or social, students should be able to critically evaluate alternatives in selecting a best/ better choice. For the social studies, these skills are well embedded in the NCSS 2005 *Curriculum Standards*. Shirley Engle, *Decision Making: The Heart of Social Studies Instruction* (1960), led the early charge to make decision making an important part of the social studies curriculum. In an age where citizens are going to have to make difficult and important local and global decisions, this skill is a priority for affective democratic citizenship education

#### 4. Controversial Issues

The need to teach students how to deliberate on important local and global challenges is an important part of educating for democratic citizenship. Teaching students how to fight for individual and collective stances has long been an important goal of the social studies. Dianne Hess, in *Teaching Students to Discuss Important Controversial Public Issues* (2001), reports that those teachers that include these discussions in their curricula provide students with the opportunity to deliberate and communicate; all of which are essential skills to ‘good’ citizenship. Walter Parker, in *Education for Democracy: Contexts, Curricula, Assessments* (2002), affirms the need to get students talking about serious problems in the presence of different perspectives and differences over what to do, for the purpose of informed decision making. Using student difference in this fashion teaches students how difference isn’t a problem to be tolerated but a key advantage in finding a better solution.

#### 5. Global Education

No longer can democratic nations isolate themselves from the reality of a globally interconnected age. Though increased global economic integration, the proliferation of worldly information, communication, and transportation technologies, and the devastating consequences of conflict and environmental degradation, nations will be forced to work together to address the global challenges and issues of the 21<sup>st</sup> Century. With many experts promoting the infusion of global perspectives in the curriculum (Hanvey, 1978; Pike & Selby, 2002; Merryfield, 2005; Gaudelli, 2003; Kirkwood-Fuss,

2003), the need to provide students with the skills, understandings, and attitudes needed to function in an increasingly interconnected local-global context is paramount.

#### 6. Community Service

Coupled with the need to promote active learning, exposure to community service activities provides students with the opportunity to ‘give-back’ and improve their community and world. In taking responsibility for the betterment of their community, students come to understand how their participation and efforts can facilitate change. Berman, in *Educating for Social Responsibility* (1990), states, “Community service efforts build self-esteem and allow students to experience themselves as part of the larger network of people who are helping to create a better world" (p. 8). In providing students with the opportunity to apply gained in-class understandings to a real world context, students not only give back to their community, but forge a deeper level of understanding.

#### 7. Multicultural Education

As the United States becomes more diverse, K-12 educational institutions have an obligation to ready students for a changing demographic landscape. Since discrimination, racism and intolerance still thrive, educators must fulfill their civic mission in producing students that are dedicated to promoting equality and working towards social justice. James Banks, in *Democratic Citizenship Education in Multicultural Societies* (2004), describes the need for a “...civic education curriculum

that will be perceived by all students within the nation-state as being in the broad public interest. Only in this way can we provide a civic education that promotes national unity as well as reflects the diverse cultures within the nation-state (p. 13).”

Forging a democratic citizenship curriculum that is attentive to the needs of a multicultural populus is essential in bringing about a more peaceful and just society.

Changes to both instructional methods and curriculum are essential in building the type of democratic citizenship education needed in a global and multicultural age. Great amounts of research point to the popular use of unengaging traditional instructional methods, especially, in the social studies (Ciodo & Byford, 2004; Goodland, 1984; Volger & Virtue, 2007) . This traditional teacher centered method, which puts memorization of facts before active learning, often works quite contrary to the overall mission of supporting democratic education in a global and multicultural society (Parker, 2002; Angel, 1991; Engle, 1960; Hess, 2001). Citizenship in a functioning multicultural democracy demands its members be able to freely and openly deliberate and mobilize with one another. Furthermore, a strong citizenship education program spawns student interest in the nation’s civic and political health. Chiodo & Byford in *Do They Really Dislike Social Studies? A Study of Middle School and High School Students* (2004) convey how the social studies often serves to perpetuate student apathy and mannequinism. Describing how students view the traditional social studies as ‘boring’ and ‘dull’, Chiodo and Byford (2004) state, “ Instruction tends to be dominated by the

lecture, textbook or worksheets... and the social studies does not inspire students to learn (p. 16).” The traditional social studies has often served to promote passive learning though an over dependence on lecture, and perpetuate stereotypes through the proliferated use of misguided textbooks.

Over-reliance on textbooks fails to stimulate students’ interests and support higher level thinking (Goodland, 1984). Notorious for its dependence on the textbook throughout the twentieth century (Cuban, 1981), far few changes have been made in the social studies towards the implementation of instructional methods that meet the needs of students future citizens in a global and multicultural age. As teachers become ever more dependent on textbooks as a ‘crutch’ to convey root facts for recitation on high stakes examinations (Vogler & Virtue, 2007), they are also dependent upon its many weaknesses. These weaknesses are cited in a September 2003 U.S. Senate Testimony whereby a member of the American Textbook Council elaborated on the prevalence of content bias, distortions, and political judgments. Emphasizing the inadequate nature of the most popular instructional instrument of social studies educators, the American Textbook Council (2003) concludes, “None of the major textbook publishing giants shows the least interest in innovation... they cater to pressure groups in an extension of broad political and cultural causes (p. 1).” The social studies’ dependence on textbooks has done little to usher in real transformative changes that meet the needs and interests of both future citizens and a multicultural democratic society



CIRCLE, a group that monitors youth political participation, conducted a 2006 *Civic and Political Health of the Nation Survey*. In this study, nearly two-thirds of young Americans were considered disengaged, and nearly one in five students cited not being involved in any of the 19 possible forms of civic participation. In a time of serious local and global challenges, students need to be engaged more than ever. Being in the midst of a global war on terror, thriving economic trade amongst nations, human migration and drastic environmental dangers, citizenship education programs must inspire and enlist the support and service of students. The traditional social studies has often failed to inspire and engage students in the betterment of their democratic community and the world. Even though numerous challenges continue to work against the social studies in fostering those democratic skills necessary in a multicultural age (i.e. deliberation, student activism, participation, a commitment to social justice and equality) teachers need to gravitate towards new tools and technologies that serve as engaging and inspiring to students as to build a strong and affective citizenship education program.

In order to promote the democratic civic competencies needed amongst future citizens in a multicultural age, educators must move away from traditional means to instruction and towards more innovative and active forms. The National Assessment of Educational Progress (NAEP) of data collected from 2006 reveals students exposed to participatory activities such as mock trials, imitated elections, and legislature hearings do better than their peers who had only occasionally or never participated in these activities. Providing students with the opportunity to participate in the construction of knowledge

not only makes the content more relevant but works to empower students with the participatory skills demanded in a multicultural democracy.

Democratic citizenship in a multicultural age works best when students are given the opportunity to forge connections and understandings between one another. Echoing this call for the fostering of a democratic classroom, the Council of Europe Committee of Ministers in 1985 stated, “Democracy is learned best in a democratic setting where participation is encouraged, where views can be expressed openly and discussed, where there is freedom of expression for pupils and teachers, and where there is fairness and justice (Cited in Osler and Vincent, 2002, p. 3-4).” The need to empower future citizens with the skills, understandings and attitudes needed to alleviate those discriminatory and unjust structures that work against the democratic values and beliefs of justice and equality must be at the center of a democratic citizenship education curriculum (Banks, 2004, Banks et al. 2005). Equipping students with the skills, knowledge, and attitudes necessary to confront racism and injustice is an important part of expanding the democratic project to meet the needs of a democratic and multicultural society.

Valerie Ooka Pang, in *Multicultural Education: A Caring-Centered Reflective Approach* (2005) outlines some essential elements vital to meeting the needs of culturally diverse learners. Pang promotes a multicultural education that values equity and diversity, works towards the elimination of racism and social oppression, and encapsulates the lived experiences of students from underrepresented groups. In order to meet these objectives, Pang suggests two very important measures, culturally relevant

teaching and a caring-centered approach. Seeing culturally relevant teaching as, “affirming to her or his students, building on what students bring to school, and encouraging students to become self-directed thinkers within a caring and democratic society (p. 329)”, Pang sees multicultural education as essential in promoting informed and engaged democratic citizens. Au and Kawakami (1994), in their study of Hawaiian students’ participation in and out of school concluded that instruction that was more culturally responsive and culturally congruent with the needs of diverse learners was more likely to promote student participation and engagement.

While both culturally response and culturally relevant teaching are important characteristics of multicultural education, it is important to acknowledge their differences. Geneva Gay, in *Culturally Responsive Teaching: Theory, Research and Practice* (2000) describes culturally relevant teaching as acknowledging the legitimacy of the cultural heritage of different ethnic groups, building bridges of meaningfulness between home and school experiences, and using a wide array of instructional methods to meet the needs of diverse learners. Whereas culturally responsive teaching aims to meet the needs of students in the classroom, culturally relevant teaching can be seen as more political. Ladson-Billings, in *Multicultural Teacher Education: Research, Practice, and Policy* (1995), describes culturally relevant teaching as serving to meet the intellectual, social, emotional and political needs of students. This form of education strives to educate the whole citizen while never asking students to sacrifice their cultural identity and heritage.

Drawing from Nel Noddings' Care Theory (1999) that sees trusting, caring relationships at the core of effective teaching, Pang (2005) believes multicultural education must seize the educative potential of enlisting care in the classroom. Developing warm, caring relationships with students, caring-centered multicultural educators examine bias, tackle racism, ethnocentrism, gender bias, and homophobia because they understand how these attitudes undermine the integrity of the democratic civic mission of schools. These skills and attitudes are essential in promoting the communication and collaboration needed to address societal challenges and issues. Since schools are not culturally neutral and serve to transfer values, beliefs, expectations, norms, and behaviors to students, K-12 education must play a special part in getting students to value diversity and equality; elements which are so necessary to democratic citizenship in a multicultural age.

Despite the potential of well aligned instructional methods and curricula to promote democratic citizenship education in a multicultural and global age, great challenges remain. Two challenges specifically center on the ramifications of *No Child Left Behind* (2001), and a large divide in the quality of citizenship education students receive. With the 2001 passage of the *No Child Left Behind Act* (NCLB), the federal government has mandated states create academically rigorous standards for middle and secondary public schools, in such social studies areas as civics, geography, history and economics, and hold their students accountable through high stakes tests. The impact in middle and secondary high schools have been a greater teacher focus on instructional

alignment with state standards, which has often meant more didactic means of instruction.

The impact of NCLB in elementary schools has been quite serious, especially, for the social studies. With most states only mandating the assessment of elementary students in the areas of math, reading and science, the social studies has seemed to fall in relevance in the curriculum. Huge pressures for elementary schools to equip their students to score well in these tested areas has promoted many schools to substantially reduce the time for social studies instruction (O'Connor, Heafner, and Groce, 2007; VanFossen, 2005; Baily, Shaw & Hollifield, 2006). In a 2004 study by the Council on Basic Education and the Carnegie Corporation of New York that interviewed 956 elementary and high school principals from four different states, almost half of all elementary principals acknowledged that the time devoted to the social studies had moderately or greatly decreased. This same report also acknowledged another troubling side effect of NCLB in that elementary schools in high minority areas were most likely to decrease instructional time for civics (Council on Basic Education, 2004). Knowing that urban schools are becoming more racially, ethnically and linguistically diverse, these schools should be at the forefront of democratic citizenship education in a multicultural age. Preventing elementary schools from allocating the needed resources, predominantly in schools with large populations of students of color, NCLB has drastically altered the overall civic mission of schools.

## **Impact of Globalization on Democratic Citizenship Education**

As our planet becomes more interconnected, educators must strive to equip students with the tools necessary to confront the problems of the twenty-first century. No longer will borders isolate and protect nations from global forces. As the carnage of 9/11 demonstrated, nations must learn and work with one another to address global issues. Whether it is global trade, conflict, human rights, nuclear proliferation or poverty eradication, these global issues must be addressed through an ever connected global system. As our nation sets out on its all important mission of readying future democratic citizens to understand, engage, and possibly even resolve many global issues, educators that infuse global perspectives into their classrooms hold an advantage over conventional classrooms.

When teachers bring the world into their classrooms, they provide future student with the all important knowledge, skills and attitudes necessary for ‘good’ democratic citizenship. From the literature, it is clear that the acceleration of globalization has motivated educators to teach students a state of the planet awareness, learn how to understand new perspectives, and confront exoticism, racism and stereotypes. Merry Merryfield, in *A Difference a Global Educator Can Make* (2006), defines a global educator as, “those teachers whose students learn global perspectives on equity, diversity, and interconnectedness (p. 18).” Teachers that infuse a global perspective in their classrooms move students to confront injustices and discrimination. Toni Fuss Kirkwood, in *Pedagogy in Teacher Education: from a Curriculum of National*

*Citizenship Education to a Curriculum for World-Centered Citizenship Education* (2003), states that global educators help instill, “attitudes, values, knowledge, and skills that are necessary for students to become competent, responsible, participatory, and compassionate citizens of their community, state, nation, and world (p. 93).” Educators that undertake the challenge of readying students for democratic citizenship in a global and complex age help prepare their students to work with a diverse citizenry committed to a deeper level of understanding in order to confront both local and global challenges.

Global educators promote essential skills, knowledge, and attitudes amongst their students in order to improve their local and global condition. Having the ability to view worldly and local issues with a global perspective, Selby & Pike, in *Civil Global Education: Relevant Learning for the Twenty-First Century* (2000), describe how students that gain a global perspective commit to the principle of “one world in which the interests of particular societies and nations are viewed in light of the overall needs of the planet (p. 140).” Students come to view their dependence on the planet’s resources as a unifier between different cultures and states. Infusing a global perspective in the classroom helps geographically distant and culturally diverse students work together in sustaining our planet by encouraging students to understand how nations around the world are mutually dependent upon the Earth’s limited resources. Climate change, deforestation, and even international trade are issues that allow educators to depict how consumption and actions in one area of the world influences the whole global system. Robert Hanvey, in *An Attainable Global Perspective* (1976), calls this process, ‘state of

the planet awareness' whereby students gain, "...an awareness of prevailing world conditions and development, including emergent conditions and trends, e.g. population growth, migration, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, ect. (p. 7)."

Students learn about the world's cultural, economic, and geographic diversity through global education. Furthermore, the mutual human dependence on a healthy and peaceful planet is reaffirmed through the introduction of global perspectives.

#### *State of the Planet Awareness*

Increasing global interactions and issues have brought about a new sense of responsibility and duty to citizens in all countries, especially, for those in developed nations. To fulfill their global responsibilities, educators must provide a state of the planet awareness to its future citizens. Robert Case, in *Key Elements of a Global Perspective* (1993), describes how this state of the planet awareness must entail students gaining an attitude of nonchauvinism, or, "a willingness to scrutinize national policies and to consider other nations' interests in developing a more enlightened national interest (p. 324)." As global educators infuse a state of the planet awareness into their classrooms, students begin to understand the importance and relevance in working with members of the global community to ensure the health and stability of our planet. Since global educators instruct students on state of the planet awareness through exposure to new perspectives and cultures, students also come to value cross-cultural awareness. As



students study our planet's interconnectiveness, "students will uphold the cherished idea of our times that contact between society leads to understanding (Hanvey, 11)." This is due in part to what Gaudelli, in *World Class: Teaching and Learning in Global Times* (2003), deems the emphasis of global education's content, "recognizing that we are all members of a single species, living on a single planet and sharing a common fate (p. 10)." As students identify the similarities and differences between other cultures and their own, students will be better equipt to forge relationships with members of other cultures that help to unite our planet.

The infusion of global issues in the classroom helps educators instruct students on the state of the planet. Since the planet is under assault via environmental degradation and resource depletion, global educators teach students about the impact of their decisions on the planet's health. Emphasizing the potential of fostering global understandings amongst students, the *1994 National Council for the Social Studies' Curriculum Standards* encourage educators to "...make links between present social, political, and ecological realities and alternative futures (p. 17)." By studying the past and present assault on the planet's resources and health, students will become equipt and knowledgeable in gauging the impact of future actions and policy. As world-minded educators discuss the impact of such global issues as child labor, the war on terrorism, and global warming, students understand the impact of these issues on the state of the planet. Furthermore, world-minded educators encourage students to develop and advocate for alternative policies that help protect the planet. As global carbon emissions

and deforestation damage the planet's ecosystems, world-minded educators prompt students to think outside the box in addressing these important challenges. Conventional educators treat such issues as a "spectator sport whereby only the 'expert' can participate (Merryfield and Wilson, 2005, p. 17)." As conventional educators use lecture and expert accounts on global issues, global educators allow students to gain the needed skills and attitudes needed to respond to global challenges.

World-minded teachers motivate students to become globally minded citizens that reflect and act upon on the state of the planet. Kirkwood-Tucker (2003) sees global minded citizens as "members of humankind that are equally charged with the responsibilities to participate in creating a just and more peaceful world (p. 103)." Case (1993) advocates how students of global education understand, "the persistent, transnational, interconnected concerns of our age: peace and security, development, the environment, and human rights (p. 219)." The classroom that infuses elements of global education pushes students to understand the interconnected nature of the global system. Students begin to understand how an act of terrorism in one region disrupts the economic markets of others. James Banks, in *Teaching for Social Justice, Diversity, and Citizenship in a Global World* (2004), elaborates on this critical point when he states, "a major goal of global education is to help students understand the interdependence among nations in the world today (p. 300)." World-minded instruction allows students the opportunity to view the states as little parts of a much bigger puzzle, planet Earth.

*Understanding Multiple Perspectives*

Citizenship in a global and multicultural age must push students to take on new and multiple perspectives. Using primary and secondary sources, media, first-hand experiences, and literature written by people in many cultures, teachers strive to teach students to understand issues through diverse people's points of view (Merryfield and Wilson, 2005). A globally minded educator would present students with many perspectives on complex global issues. As students worked to understand and appreciate this new perspective, students would also come to understand their established perspective. Through working to gain a deeper appreciation of the 'other' perspective, students become conscious of the bias within their established perspective. A global educator might prompt students to visit [Beyondfire.com](http://Beyondfire.com), where they would come to gain a new perspective as young adults and children speak of their life experiences as refugees. In developing what Merryfield & Wilson (2005) advocate as an important part of the global classroom, students gain perspective consciousness: "students learn to look at past or present events and issues through the cultural lens of other people and explore the diversity of perspectives that exist within societies (p. 55)." This new found appreciation for diverse perspectives helps to foster an understanding between people of different cultures. Pike and Shelby, in *The Global Classroom* (1999), affirm how the development of these global human-to-human relationships are pivotal because "learning must be transformative... learning that is self-motivated and directed; focuses on the

aesthetic, moral, physical and spiritual needs of the student as well as on cognitive attainment (p. 24).”

When students experience and appreciate different perspectives on issues, it prompts self discovery and inquiry. By examining different points of view on a historical event, or story in the news, Merryfield (2002) contends, “students develop the habit of looking for and considering other perspectives, especially those of people of minority cultures (p. 19).” Instead of more conventional instructional techniques that use lecture and readings, global educators infuse lessons with multiple perspectives whereby students learn collaboratively. Global educators infuse perspectives from Nigeria, Venezuela, Iran, and Japan when discussing such contemporary issues as The War on Terror. On the contrary, conventional classrooms may only emphasize a few narrow perspectives, predominantly the American standpoints. Since the global classroom is so inclusive of multiple perspectives on issues, Pike & Selby (1999) believe “A student’s self-esteem is nurtured through the establishment of a non-threatening environment that welcomes the contributions and experiences of different groups (p. 25).” Unlike the conventional classroom, the global classroom engages students to work collaboratively in gaining a deeper understanding and appreciation for multiple perspectives on complex issues.

A commitment to attitudes, skills, and knowledge that fosters intercultural understanding is a critical component of a classroom that strives to meet the needs of a global society. Pike and Shelby (1999) state, “The global classroom is receptive to, and

critically examines, other perspectives and points of view (p. 19).” As students learn about other cultural perspectives, students begin to search for a deeper understanding on issues. Students become intrinsically motivated to seek out new knowledge and participate. This aspect differs considerably when compared with conventional classrooms that often use grades and punishments in motivating students to complete assignments. Global educators prompt students to “appreciate commonalities and differences so that mutual respect, trust, empathy and cultural sensitivity can emerge in a healthy classroom setting (Pike and Shelby, 1999, p. 31).”

Globalization has influenced educators to expand the minds of their students by teaching for open-mindedness. By bringing the world into the classroom, Case (1993) describes how “Open-mindedness can be encouraged more directly by challenging students’ reasoning in nonthreatening ways and by inviting students to reconsider fundamental assumptions by assessing their implications in problematic contexts (p. 321).” Post 9/11 many students became exposed to stereotypes and overgeneralizations concerning people of Middle Eastern decent. Educators meeting the demands of a global society would allow students the opportunity to debunk such harmful and discriminatory remarks by having students engage in cross-cultural forums and encounter the perspective of people from the Middle East. As students encounter multiple perspectives on issues, they must reconsider their thoughts and ideas. This process encourages students to challenges their old assumptions based upon new perspectives.

Future citizens in a global age must be able to look outside of themselves to locate possible alternatives to both local and global challenges. Merryfield and Wilson (2005) articulate how this sort of skill, “forces students to see the US in its relation to the rest of the world (p. 107).” As past assumptions are reflected upon and challenged, students come to understand the importance of being open-minded. Teachers must strive to present multiple perspectives, especially, from those groups often excluded or marginalized, to help students develop a more holistic understanding. When the ‘other’ perspective is left out of study in classrooms, Willinsky, in *Learning to Divide the World: Education at Empire’s End* (1998), expresses how students often view the underrepresented culture as inferior or freakish. Global educators must debunk such misconceptions by incorporating the perspectives of underrepresented cultures. Elizabeth Heilman, in *Critical, Literal, and Poststructural Challenges in Global Education* (2006), states,

The view from a different place becomes part of one’s experience. In traditional social studies, the other is often described as external, as the people ‘out there.’ Students study other people and other cultures. Yet, we are all composed of others; we all are made up of others from the inside out (p. 198).

To better educate future citizens in a global and multicultural age, teachers must strive to incorporate the ‘other’ perspective. If teachers fail to acknowledge its existence in the classroom, future democratic citizens may very well fail to understand and appreciate the importance of both local and global diversity.

### *Locating and Appreciating 'The Other'*

In a global and technologically sophisticated age, students routinely turn to the mass media, including video games, television, movies and the Internet, for information (Putnam, 2001). A notable danger is that popular media often misrepresents and labels minority cultures. Since millions of students encounter such misinformation everyday, these new technologies can be very harmful. Heilman's (2006) work depicts how global educators confront exotica and stereotypes as to, "expose students to an accurate, diverse perspective that potentially helps citizens in a global age know each other, and make choices with respect to each other, while stimulating personal and intellectual growth (p. 203)." The education process should have a profound impact in correcting misinformation and prejudicial thinking so that students can become open-minded citizens capable of engaging with diverse populations. Hanvey (1976) articulates this mission when stating, "Schools must perform a corrective function; to the extent that the other social agencies and influence are glib and superficial the schools can seek to be more thorough (p. 3)." In order to educate the type of citizens needed in a global and technologically sophisticated era, educators must create a safe environment where all cultural perspectives are valued, and misinformation and stereotypes are confronted.

By incorporating other perspectives into the classroom, issues of white-privilege and media bias that serves to protect the status quo can be challenged. For too long, textbooks and educational apparatuses have protected western ideals as superior, while showcasing the 'savagery' of minority cultures (Willinsky, 1998). Education in a

globally interconnected age must strive to challenge instructional devices that marginalize a group's culture. Through a dedication to global education, students learn to value other perspectives so they can gain a deeper and more accurate picture of the world. Banks (2004) reaffirms this value in describing how "Citizenship education should help students acquire the knowledge, attitudes, and skills needed to function in their nation-states as well as in a diverse world society that is experiencing rapid globalization and quests by ethnic, cultural, language, and religious groups for recognition and inclusion (p. 299)."

When teachers present all perspectives in a fair and just manner, students are equipped with the culturally relative skills needed to work in an ever diversifying nation.

As students encounter multiple perspectives, the capability to empathize with the 'other' adds to the value of their education. Case (1993) defines empathy as, "a willingness and capacity to place ourselves in the role or predicament of others or at least to imagine issues from other individuals' or groups' perspectives (p. 323)." Suarez (2003) builds upon Case's articulation of empathy when stating the need for students to have the ability to "take on depth and substance, meaning and complexity, value and beauty beyond what had been seen previously and beyond what (teachers) project onto (students)... which allow students to make human to human connections (p. 180)." By students working to understand how others feel and why they feel that way, the channels of communication are opened between distant cultures. This ability to forge open



dialogue and expression is an essential part of citizenship in a global and multicultural age.

Since open communication and empathy building is such a critical goal of education in a global age (Sutton and Hutton, 2003), global educators develop lessons that allow students to forge relationships and experiences with new perspectives. According to Merryfield (2002), global educators help students to, “view people around the world from both insider and outsider perspectives and understand global inequalities and resistance to oppression (p. 20).” When students develop the capability to understand and feel a human connection with other cultures, educators have empowered students to think deeper and broader concerning issues of injustice and discrimination, or any other issues that face the planet. For instance, as US high school students read the personable, primary accounts of families fleeing the war torn regions of Afghanistan, and connect with it, students hopefully begin to empathize with their experiences. This process may even encourage them to actively help in contributing resources, supplies, and awareness to improve the situation.

#### *A Commitment to Social Action*

When students have the ability to empathize with other perspectives, they are more likely to stand up and take action against social ills. In a world facing serious challenges, ranging from war to poverty, future democratic citizens in a global and multicultural world must be willing to stand up and make a difference. Merryfield and Wilson (2005) proudly proclaim that, “Global education teaches students to be active

participants in the world around them (p. 21).” As students begin to empathize with those individuals and groups that have been disenfranchised, students of global education are encouraged to actively participate in making our world a better place. James Banks in *Teaching for Social Justice, Diversity, and Citizenship in a Global World* (2004) states, “students should have the knowledge, skills, and commitment needed to change the world to make it more just and democratic (p. 298).” As students make human connections to geographically distant and culturally diverse groups, students will be better suited to work amongst diverse populations to foster change. By being able to empathize and understand one another, students from diverse cultures will be able to work together to change the world for the better (Sutton & Hutton, 2001).

To train the future citizens needed in a global and multicultural age, teachers must infuse a state of the planet awareness and perspective taking into their classrooms. This must include students being able to address issues of discrimination, injustice, power and privilege. As conventional textbooks and classrooms aim to divide the world between developed and developing, the educators in a global age should aim to take the ‘other’ culture off of display (Willinsky, 1998). Issues of power that serve to marginalize and disenfranchise other cultures should be addressed. When conventional teachers display and use instructional resources that pit the developed nations against developing standards, students learn to devalue and ignore the ‘less civilized’ voice and perspective. Quite contrary, the education for effective democratic citizenship in a global age

confronts such a distortion as it advocates for the value of all cultures and voices in the decision making process.

Globalization mandates that teachers present a more balanced image of the world. Teachers with a global mindset actively debunk myths and stereotypes held about cultures and regions. As the global village becomes a greater reality, future democratic citizens must have the skills necessary to respect and understand other cultures. This process involves confronting issues of discrimination and injustice.

### *Confronting Issues of Injustice*

Since global and multicultural educators generally agree that civic education is integral to the field (Banks, 2004; Gaudelli, 2003), student must apply the learned skills as to create a more just and equitable society. Issues of discrimination and bigotry harm the creation of a peaceful and fair society. Kirkwood Tucker (2006) depict how teachers that create a global friendly classroom believe that, “All members of the human family are equal regardless of age, ability, class, ethnicity, gender, sexual orientation, socio-economic status, and race (p. 98).” Helping to promote the interests of the entire human family, teachers must helps students understand the harm and stigma associated with discrimination. As democratic citizenship educators attentive to the global and multicultural conditions create a society free of discrimination and prejudice, conventional civics is often dependent upon the use textbooks and instructional devices that limit students to a narrow perspective, possibly even containing elements of discrimination and white bias (Willinsky, 1998).

Education for the current global condition must advocate against stereotypes, exotica, and the simplification of other cultures (Merryfield, 2002). Teachers should give students the arsenal to identify their own stereotypes and then seek out additional information to demystify and correct misguided assumptions. By teaching students critical thinking skills to challenge discrimination and generalizations, classrooms are constructed that respect and value different cultures and perspectives. These safe classrooms help to provide students with an academically friendly environment where issues of privilege and power can be addressed. When teachers empower students to confront such discriminatory elements, students hold the potential of becoming agents of change (Banks, 2004).

An environment of mutual respect and understanding of others is an important part of democratic citizenship education for global and multicultural understanding. Merryfield and Wilson (2005) highlight that when global educators “develop materials integrating prejudice reduction and intercultural competence (p. 17)”, the social studies can heighten understanding, equality and peace. Furthermore, according to Hanvey (1976), this global classroom entails a “readiness to respect and accept others, while giving students the capacity to participate in making society better (p. 15).” The infusion of global elements allows students to “develop a deeper understanding of the need to take action as citizens of the global community to help solve the world’s difficult global problems (Banks, 2003, p. 301).” Through the creation of a global classroom that

empowers students to confront areas of injustice, global educators create classrooms that will not settle for simplistic unsophisticated and distorted explanations.

*Need for Global Citizens in the United States*

Post WWII, the United States felt a mounting need to respond to the unprecedented changes, dangers and possibilities in the world. Led by such scholars as Robert Hanvey (1976), James Becker (1979), Lee Anderson (1977), and Chad Alger (1985), their activism encouraged the infusion of global and international perspectives in U.S. schools. Supporting a need to empower students with the skills, understandings and dispositions needed to respond to the often distorted messages and images American media conveys to its citizens, Hanvey (1976) asserted the role schools could play in watching and correcting the media. This is evident when Hanvey (1976) states, “To the extent that those other agencies (such as the media) and influences work against a global perspective the schools can perform a corrective function... to the extent that the other agencies and influences are glib and superficial the schools can seek to be more thorough... to the extent that other agencies have blind spots the schools can work to supply the missing detail (p. 3).”

Informing his reader of how the media is event-centered, as in his words, “A volcano is of interest to them (the media) only when it erupts (p. 3)”, Hanvey (1976) felt that schools have an obligation to provide context for and watch over the media. This obligation was of special importance in an era characterized by a Cold War, nuclear proliferation, and several other global challenges. To provide students with the needed

global perspective to better understand their world, Hanvey recommends teaching for five different dimensions (Perspective Consciousness, State of the Planet Awareness, Cross-cultural Awareness, Knowledge of Global Dynamics, and Awareness to Human Choice).

Since Hanvey's *An Attainable Global Perspective* (1976), our planet has become even more interconnected. As a result, global educators in the United States are striving to prepare the next wave of democratic citizenry to confront the obstacles that stand in the way of a peaceful and healthy planet. Educators that infuse global perspectives in their classrooms teach students a state of the planet awareness, help students take on multiple perspectives, and address issues of discrimination and injustice. As the conventional curriculum slowly adopts the values of the global curriculum, global educators are readying their students for the changing times. Benitez (2001), in *Does It Really Matter How We Teach? The Socializing Effects of a Globalized U.S. History Curriculum* states, "A globally minded citizen would seem better equipt to help the United States adjust to long-term changes in the global political-economy and cooperate with other countries to solve global patterns than more nationalistic models (p. 303)." Not only does global education prompt political and economic advantages over conventional classrooms; moreover, global education helps to instill a sense of equality and justice. As global educators teach cross-cultural awareness and multiple perspectives, issues of discrimination and bigotry are addressed.

Even though many conventional teachers fail to implement global perspectives in their classrooms, many conventional teachers endorse the incorporation of global

perspectives. Jonathan Tucker, in Dias' *Global Perspectives for Educators* (1999), surveyed teachers in Dade County (Miami, Florida) and found that 90% of middle and high school teachers felt that global education should be an important part of the curriculum. However, only 42% felt that they were qualified to teach global education (p. 9). Stronger in-service and pre-service programs need to accompany a greater movement for global education. Due to limits in time, resources, and knowledge, teachers often fail to infuse global elements into their classrooms.

A classroom that infuses global perspectives holds many advantages over a conventional classroom. Global education promotes multiple perspective taking, a state of the planet awareness, and strives to address discrimination and injustice. As globalization makes borders more transparent, educators must strive to equip students with the skills, knowledge and attitudes to work within a global community to confront the problems facing the planet in the twenty-first century. As students are prompted to “think globally, and act locally”, global education offers students the tools needed to make a difference. Even though conventional classrooms fail to infuse global perspectives, Dias' study indicates the desire of teachers to add world-minded elements to the conventional classroom. While a lack of resources, time, and professional development opportunities hurt conventional classrooms, global education offers students, teachers, schools, and even our planet a better and brighter future.

## **International Perspectives: Citizenship Education in Canada & Britain**

Nations-states around the world are becoming more interconnected and diverse. As people emigrate to new areas for advancements in opportunity, many states continue to experience increasing racial, ethnic, cultural, and religious diversity. Multicultural societies around the world share a concern over the possibilities and limits of educating citizens for effective citizenship. This section will describe and analyze the ways in which selected states have used their educational intuitions to prepare students for ‘good’ citizenship. Specifically, this section will discuss Canada’s and Britain’s educational systems, and how they have evolved to foster informed and active democratic citizens in a global and multicultural age.

### *Canada*

Education in Canada is set aside as a provincial responsibility. With ten provinces and three territories, there is very little direct federal involvement in sustaining educational policies. However, the federal government does play a role in those educational areas that are vital to national interests; which happen to include both multicultural and citizenship education. From 1945-1975, over 70% of all immigrants into Canada came from the United States, Northern Ireland and Western Europe. From 1980- Present day, 70% of all immigrants come from Asia, Latin American and the Caribbean (Joshee, 2004). This massive amount of immigration from all around the world, coupled with its already established local diversity, has promoted greater state movements to prepare future citizens for an increasingly multicultural society. Through



sponsoring direct payments for citizenship instruction, and in providing grants to non-governmental organizations that impart resources to schools in these areas, the federal government does provide resources to provinces and territories for distribution to schools in trying to meet the needs of future citizens in a multicultural state (Joshee, 2004). As a bilingual country, with a range of First Nation cultures and languages, and immigrant cultures and languages, multiculturalism has served as a foundational element to any Canadian national identity. With separatist movements looming in Quebec, the Canadian government has advocated rich multicultural policies to appease tensions in the formation of a grand-national identity.

Priding itself as a multicultural nation, Canada has used democratic citizenship education to unify its people around a vast appreciation for its great ethnic diversity. With different aboriginal nations, French and English speaking populations, and a host of American and European immigrants, the history Canada is one of striving to forge a cohesive national identity. The history of Canada reflects this struggle of building a national identity. Through an analysis of this struggle, by which no means is settled today, one can better understand how democratic citizenship education has evolved in a state with so much diversity. With aboriginal settlers being the native inhabitants of Canada, European nations scrambled to acquire territory in Canada. This vast mixture of diverse populations, and their battle for territorial and political control, characterized the Canadian position in 1867. This moved the national government to prioritize the managing of diversity as a major goal of its national agenda. Unfortunately, this goal

encompassed using compulsory education as a vehicle for assimilation and nationalism (Herbert & Sears, 6-10-2008). Prioritizing the development of a national identity at the cost of other cultural identities, schools aimed to use education to indoctrinate young patriots.

From 1920-1950, citizenship education in Canada evolved. While still promoting a nationalist theme, citizenship education moved to prepare future citizens for democratic life (Herbert & Sears, 6-10-2008). The focus of this change was not so much on developing a political awareness, but centered more on promoting the social responsibilities of 'good' democratic citizens. Promoting service to community, social responsibilities and duties, and social integration, citizenship education in Canadian schools prioritized philanthropy rather than politics (Bruno-Jofre & Aponiuk, 2001). In the 1930's, the influence of progressive education was beginning to impact how best to foster democratic citizens. Educators began to view schools as important institutions in addressing the social problems of the day. This sentiment would carry over into the WWII era, where new international commitments, global trade, and massive immigration/migration, worked to influence the desired skills, knowledge and attitudes needed for 'good' citizenship in a globalized world (Herbert & Sears, 6-10-2008). With farmers leaving to find work in large cities, and growing levels of immigrants contributing to the thriving industrial development of Canada's manufacturing cities, urban xenophobia and intolerance grew rampant (Herbert & Sears, 6-10-2008). As a result of growing ethnic tension over employment and income, educators felt the need to

use democratic citizenship education as an apparatus to promote social harmony and acceptance of diversity.

From 1960-1980, a growing fear proliferated amongst Canadians that their students knew little of their own country. During this time, democratic citizenship educators strived to impart traditional Pan-Canadian history and values to their students. This movement led to growing course offerings in Canadian studies (Herbert & Sears, 6-10-2008). While acknowledging the need to unify diverse populations through Canadian studies, there was a growing acceptance of multiculturalism. Cities like Toronto grew from a once Anglo-centric city to encompassing a vast array of different ethnic neighborhoods. United in appreciating the rich cultural diversity of its many different members, Canada's democratic citizenship education evolved to instruct students on the contributions of immigrants, and the need to value cultural diversity, acceptance and equality (Herbert & Sears, 6-10-2008)

With the beginning of the 1990s to present day, citizenship education as an education goal has come upon tough times. Canadian schools have been assigned an economic agenda that mandates preparing students for the global competition 'necessary for survival in an international market place' (Herbert & Sears, 2008). Having prioritized preparing citizens for a multicultural age in the 1980s, corporate leaders and politicians were quick to point out the detrimental economic impact of this 'weakening of the curriculum' (Herbert & Sears, 2008). Calling for a more rigorous academic curriculum that empowers students with the economic literacies vital to sustaining a vibrant

Canadian economy, Canadian schools have re-emphasized and redefined the basics to include reading, writing, arithmetic, computers, entrepreneurship, competitiveness, and team work. Moving away from educating democratic citizens, the curriculum has exclusively come to view students as future entrepreneurs and consumers.

While the growing economic agenda of schools has limited the amount of focus on multicultural education, the infusion of global literacies seems to appease both the economic and multiculturalist agendas. As a result, there has been growing acceptance in both camps in promoting global perspectives in the Canadian schools. Since the 1980s, Canada has been increasingly active in global education (Gaudelli, 2003). Canada's growing direct and indirect involvement and investment in global humanitarian and economic affairs has made the infusion of global understandings a priority in educating future citizens. David Selby and Graham Pike used the growing demand for global literacies in Canada to establish the International Institute for Global Education at the University of Toronto in 1992 (Hicks, 2003). In their 1988 work, entitled *Global Teacher and Global Learner*, Pike and Selby provide four dimensions of global-mindedness: The spatial dimension, the temporal dimension, the issues dimension, and the human potential dimension. These dimensions help educators foster the kind of thinking and activism needed amongst future citizens, in Canada and abroad, to confront the global challenges of the day.

## *Great Britain*

As one of the world's foremost colonial powers, the British Empire has a rich legacy of its citizens being involved in global affairs. Through global exploration, colonization and trade, Great Britain emerged as one of the grandest empire's the world has ever seen. Uniting England (including Wales) with Scotland under the Acts of Union (1707) to forge a United Kingdom of Great Britain, and in 1800 expanding the Act to include the Kingdom of Ireland, which now only entails Northern Ireland, Great Britain is under the auspice of The United Kingdom of Great Britain and Northern Ireland; usually, shortened to "the UK" or "Britain" (CIA Worldfactbook.gov, 6-10-2008). Thus, from this point onward, when using the phrase Britain or the United Kingdom, the intention is to refer to The United Kingdom of Great Britain and Northern Ireland, unless otherwise noted.

The idea that a state system of education should be used as an apparatus for citizenship education in modern times was pulled away from the French in the second half of the 18<sup>th</sup> Century. While this idea of indoctrinating citizens on core national values and beliefs found wide support in France, the ideas provided to be more controversial in England; the largest country in the U.K (Heater, 2001). Terrified at the idea of indoctrinating the mind of young children, Priestly, a school teacher in England, declared "The state has no more right to be involved in education of children than to determine what they should wear (Barker, 1936, p. 9)." The ongoing controversy over what form citizenship education would take in the United Kingdom had begun.

Before the 1930s, the federal government had left the issue of citizenship education up to school boards and teacher unions (Heater, 2001). This usually took the form of issuing guidelines to teachers in how best to educate students for responsible citizenship. The field of citizenship education never took off in England until the presence of a ‘coherent, national, professional leadership’ (Heater, 2001), all of which would take hold with the Nazi rise to power in Germany. With a mounting need to prepare the younger generations for participation in a democracy in the ideological struggle against fascism and communism, support gathered for the creation of the Association for Education in Citizenship (AEC). The purpose of the AEC was to “...use schools as a means of strengthening liberal democracy in the face of the worrying totalitarian threat (Heater, 2001, p. 104).”

The AEC was met with fierce opposition from the *Sterns Report* in the late 1930s. Feeling as if the AEC was a leftist organization, the report recommended using the traditional subjects to impart civic knowledge while avoiding controversial issues (Heater, 2001). Affixing the ‘red’ label to the progressive ideas of the AEC, the *Sterns Report* advocated using the traditional disciplines to increase the academic rigor of the curriculum. While the *Sterns Report* advocated a more traditional and segregated approach to fostering important civic literacies, the 1949 *Citizens Growing Up Pamphlet* issued by the Ministry of Education took another approach to citizenship education. This first governmental report (as cited in Heater, 2001) on citizenship education “Declared that there are forwarding looking minds in every section of the teaching

profession ready to reinterpret the old and simple virtues of humility, service, restraint, and respect for personality. If the schools can encourage qualities of this kind in their pupils, we may fulfill the condition of a healthy democratic society (Ministry of Education, 1949, p. 41).”

This report provided an allotment of steam to the citizenship education movement.

Schools now had a governmental response in favor of fostering the type of character and participatory traits needed amongst students for democratic citizenship.

History classes during WWI consisted of wars, military heroes and naval heroes. The attempt of these courses was to promote patriotic loyalty in a time of war. This is evident in an early Ministry of Education Report that states, “If the soldiers and sailors who followed Marlborough, and Wellington, Drake and Nelson, had defended the independence of this country from foreign dangers, modern pupils in their turn might be called to do likewise (Ministry of Education, 1952). The need to develop citizens ready and capable of taking up arms in defending their country and democracy was a pivotal part of the curriculum. While using wars and heroes in the classroom to inspire national allegiances may of motivated and inspired students, the realities of the horrific slaughter of soldiers during WWI drastically impacted citizenship education.

With the 1918 entry of England into the League of Nations, an Education Committee was created in Britain to promote the teaching of international affairs and global issues (Heater, 2004). Working with educators to develop lessons and activities to teach about the league and to promote peace, there was an increased movement to teach

for world citizenship. Horrors of conflict and the possibilities of using education to promote peace prompted the teachers union to issue a joint statement entitled, 'The Schools of Britain and the Peace of the World' (Heater, 2001). This movement towards teaching for international and global understanding become popular even post WWII. This emphasis on democratic citizenship in a global age is evident in the 1952 publication of Teaching for International Understanding which states: "We assume that most

teachers will agree that 'one of the chief aims of education to-day should be to prepare boys and girls to take an active part in the creation of a world society' ...It is certain that we shall not produce good citizens of the world unless we have first produced good citizens of the neighborhood (Strong, 1952, p. 72-3)."

This large focus on international issues, and the creation of informed and active world citizens brought about an increase in courses focused on third world issues, environmental education, multicultural studies, and human rights education.

Britain as a microcosm of the world has historically had rich immigration from all parts of the world. Membership in the Commonwealth and European Union has moved the union to promote an appreciation for multicultural identities. Furthermore, the historic and current British involvements, from financial to cultural, have prompted the British to use their educational institutions to expand students' global knowledge (Heather, 2001). This desire to promote multicultural identities and expand the global knowledge of students promoted Lord Swan, the chairman of a committee on citizenship, to state, "Pupils from all background will be voting, decision-making citizens whose



views will influence public policies which affect people of all cultural backgrounds... It is, therefore, important that all are made aware of the multicultural nature of British society today, and are encouraged in the attitudes of mutual knowledge, understanding, and tolerance which alone can make a multicultural society a fair and successful one (Swann, 1985, p. 2.1).”

Lord Swann’s works emphasizes the British need to construct a form of democratic citizenship education that is inclusive and meets the needs of students in a global and multicultural society.

The latest development in democratic citizenship education in Britain has been the 1998 *Crick Report*. Constructed by the Advisory Group on Citizenship Education (AGCE), this report includes citizenship education as a cross-curricular theme in the National Curriculum (O’Hare & Gay, 2006). The report locates the three areas of ‘good’ citizenship as being socially and morally responsible, involved in the community, and politically literate. With issues like global economics, environmental degradation, globalization, and a need to defend human rights, the report recommends students start thinking in planetary terms. In key stages 1 & 2 (ages 5 to 11), citizenship education is non-statutory. However, in key stages 3 & 4 (ages 11 to 16), citizenship education is compulsory, and may even be taught as a distinct subject. In fact, students must be assessed in key stage three in their knowledge, attitudes and skills towards citizenship (Hicks, 2002). O’Hare and Gay (2006) describe two basic reasons there arose a need to make citizenship education compulsory in key stages 3 & 4.

1. Political Disengagement- There has been a large decrease in recent voter turnout
2. Children's Participation as a Right- Under the *UN Convention of Rights of a Child*, children must be given freedom to express their views with equal weight, based on their maturity. Thus, there arises a need to include them in the public decision making process.

There have been many organizations and scholars in Britain that have sought to promote multicultural education in a global age. A potent group in Britain dedicated to educating the democratic citizen in a global age is Oxfam GB, a member of Oxfam International. This organization argues that people are more linked socially, economically, politically, culturally and environmentally than ever before. Emphasizing the unequal distribution of resources, the role of social justice, and the need to act both locally and globally, Oxfam has provided teachers with numerous lessons and activities to impart global knowledge and spur activism. Authors such as Hugh Starky and Audrey Osler have both been pioneers in multicultural and global education; collaborating on a 2003 Educational Review article entitled *Cosmopolitan Citizenship: Theoretical Debates and Young People's Experiences*. Advocating a need to educate students for a multicultural and global age, researchers, institutions, and policy leaders in Britain have been at the forefront of developing resources and a curriculum that meets the needs of democratic citizens in their community, state and world.

## CHAPTER 3

### REVIEW OF LITERATURE: GLOBAL EDUCATION, SOCIAL STUDIES & TECHNOLOGY

#### INTRODUCTION

Like never before, technology has brought people from geographically distant and culturally diverse areas closer together. Through rapid developments in commerce, transportation and communication, people once separated by space, language and politics are now interwoven into a complex global system (Friedman, 2005). With the rise of new technology, local populations, businesses and states are better equipped to participate and act in a thriving international environment. Rising instability in the Middle East is immediately reported to oil and gas brokers in the U.S. Within seconds cable channels, iPods, bloggs, and cell phones are relaying how development in Asia have led to increased hardships and costs to U.S. consumers. As events like 9/11 and the 2008 Financial Crisis have demonstrated, there is no retreating from the interconnectedness of the global system. As societies strive to empower citizens with the skills, understandings and dispositions needed to operate in an interconnected global age, teachers are rapidly turning to the use of relevant learning technologies to develop new knowledge and foster cross cultural understandings.

As pressures mount for social studies teachers to equip their students with both the global and digital understandings necessary to confront the challenges of the 21<sup>st</sup> century, a more thorough analysis must be undertaken to examine the role of technology on learning. This chapter will highlight the complex, contested, and contingent ways new technologies are used by teachers in the social studies for informed and active democratic citizenship in a global and multicultural age. Many authors have written extensively on how teachers are using technology in the social studies (Heafner, 2004; Berson, Lee, Hicks, Diem, Mason, 2000), and how to use technology to teach about the world (Merryfield, 2000; Gaudelli, 2006; Diem, 1989). This analysis, synthesis and critique of the recent scholarship is significant since little research exists in ways students' use of technology mediates and complicates the civic mission of the social studies. Looking at the potential of using digital technologies, mainly the Internet, to foster a global perspective amongst students, this paper also presents relevant literature that highlights the shortcomings of its use in the classroom.

### **What is Technology?**

While in no way does this paper aim to provide a thorough and comprehensive definition of technology, a deeper examination of the concept of technology must be offered. The *Random House Unabridged Dictionary* (2006) understands technology to be, "The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied sciences, and pure science." In this provided

definition, technology is seen as a material object for use by humans in hopes of modifying and improving their environment. For instance, the U.S. government's development and construction of its technologically sophisticated Apache helicopter is often viewed as an important military resource in protecting American interests. Other objects such as the development of the hammer, the ink pen, and even the Roman alphabet, have also served to alter and modify the human environment.

However, technology has also been defined as a process. *Merriam-Webster's Dictionary* (2008) describes technology as "The particular application of knowledge especially in a particular area." The writing process, algorithms, and even co-operative learning involve a series of applications that impact and alter the human environment. For instance, organizational procedures (fire-drill) and methods of categorizing (periodic table) are all important processes that are technologies. One comes to conclude that technology is both a human artifact and an application. While technology can be seen as an artifact and a process, both areas entail technology being made by humans and impacting human actions/environment. Human history demonstrates the drive for humans to create technologies to modify their political, economic, and social condition. The social contexts in which these technologies are developed are an important point of emphasis in understanding any agendas affixed to technologies. As Neil Postman reminds us in *Technopoly: The Surrender or Culture to Technology* (1992), technology is not neutral. While technology is often linked to change, for the good or bad, one must not discount the effects humans have on technology and technology on humans. Thus,

instead of solely looking at technology as a process and/or an artifact, this work will examine technology as a means of representation and communication.

### *Technology As Representation*

The impact of technology on society and society on technology has led many authors to make the socio-technological link (Bijker & Law, 1992; Faulk, 1993; Pinch & Bijker, 1984). Besides technologies serving as artifacts and processes that strive to alter the human condition, these technologies, which are socially constructed, have been assigned meaning by dominant cultural groups. The construction of these technologies, and their declared value, has usually been held hostage to the dominant culture. Bijker & Law (1992), in *Shaping Technology/Building Society: Studies in Sociotechnological Change*, moves his reader to examine the great social power dynamics involved with creating and classifying technology. Pushing for further dialogue on ‘interpretative flexibility’, or how an artifact is interpreted or assigned meaning, Bijker & Law (1992), highlights the importance of analyzing the inscription of human beliefs, practices and agendas on technologies.

Since technologies are created by humans, they must be connected to the perspectives, culture and agenda of their maker. Well documented in sociology (Cohn, 1996; Zuboff, 1988), anthropology (Bush, 1983; Morgall, 1993), and education (Brunner, 1992), technology is developed in a way that is very much attached to the social and cultural assumptions of their designers. These devices come to be affixed with expressions and signifiers assigned to them by their human programmer(s). Acting in a

way that meets the needs and interests of their creator, these technologies often exclude the needs and interests of outsiders. In their ability to only represent certain beliefs, all of which are attached to the ideas and culture of their programmer, these devices often fail to include other perspectives in their design. For instance, the development and programming of the modern day computer is affixed to the cultural values of its creator (Damarin, 1998). Dominated by white, male cultural perspectives, these technological devices exclude the perspectives of non-represented groups (women and minorities).

Since the ideas, habits and interests of outside groups are usually not taken into account, these devices often fail to resonate with excluded groups. This lack of representation not only impacts the design of the technology but serve to provide a means of marginalizing and subordinating outside cultural groups. For instance, this would entail how the computer has been used by dominant groups to not only improve their social, political and economic condition but do so at the expense of other groups (females and minorities). One vivid example is how telemarketers and predatory lenders often use the most sophisticated technologies and rhetoric to seduce the less educated and elderly for their own profit. Since these technologies often provide their users with privileges, those groups excluded from the use of the technology often become marginalized or exploited. Not only do these technological devices often provide the dominant culture with an efficient tool but they also give the dominant group an upper hand in using their increased status to represent their culture and the culture of others (Willinsky, 1998). Thus, since the majority of Internet users come from developed

nations, it provides this dominant group with the opportunity to construct an online narrative of other races, ethnicities, and groups.

Issues related to how technologies represent are not limited to their design. In examining how technologies go about representing, it is important to consider the positionality of both the designer and the audience. Having already discussed the inclusive versus exclusive issues related to the design/producer of technology, the positionality of the audience/user must be addressed. Users come to the technology with their own expectations and histories. Thus, even when producers intend to forge and disseminate an inclusive representation one can not be certain the user will gather the same intended representation. For instance, as banks spend large sums of money to produce and advocate online banking in developing countries that are geared to be convenient, efficient, and user friendly, they have found great difficulties in gaining the public's trust, especially, amongst senior citizens (Benamati & Serva, 2007). While the producer sees their technology as representing the needs and interests of the user, the user's experiences may contradict the ideas of the producer. Many researchers have been passionate about pointing out how a lack of cultural congruence between educators' teaching strategies (technologies) and students' experiences and culture (user) have negatively impacted the learning process (Delpit, 1998; Gay, 2000; Ladson Billings, 1995). The positionality of both the producer and the user are essential elements in discussing the representation of technology.



### *Technology as Communication*

Besides representing the values, beliefs, and agenda of its producer to users, technology serves as an important means of communication. Now more than ever, people depend upon a vast degree of technological devices to communicate. Radios, telephones, newspapers, cell phones, the Internet, voice over Internet protocol, GPS devices, and text-based and video online conferencing, are just some of the many technologies people have become dependent upon to gather and spread information. With the proliferation of these communication devices, news today can be relayed in real time instead of weeks, days or seconds. In analyzing the communicative process of technologies it is essential to ask how, when, where, who, what, and why these technologies communicate.

#### *1. How?*

Technologies can communicate in a variety of different ways. The simplest and one of the longest lasting mediums have entailed the use of the spoken word. Folklore, word of mouth, and stories have been an important part of communicating important happenings. Even today, through the popularity of podcasting, cell and corded phones, music, and the radio society continues the rich legacy of using sounds to communicate. Besides spoken language, people can communicate in written form. The daily newspaper, books, magazines, the Internet and even this literature review thrive on the use of written language. In pre-historic times, Neanderthals would draw carvings into stone to record important events. Today, society continues to use images to communicate

ideas, events and news. In fact, the phrase a picture is worth a thousand words has become a paramount part of current societal trends. Combining the use of images, spoken language, and even text, video encompasses a multi-sensory experience. As a result, the use of video, as evident through the popularity of video games, television, cable, and even Youtube.com, has become an important part of communication process.

All of these mediums of communication have merged in the online experience. Besides digitally accessing text, sound, video and images, web users can also view important cultural artifacts. While all of these mediums are essential in the communication process, it is important to list some of the drawbacks of these mediums. Foucault's (1982) work emphasized the need to examine how power structures surround knowledge and discourse. Since all these mediums have been associated with spreading knowledge, non-greater in academic than by text and spoken word, it is essential to analyze the in-place power differentials concerning knowledge being conveyed. In particular, Davis explains the importance of images as a powerful tool in deceiving others into believing stereotypes, biases and misguided assumptions.

## *2. When/Where?*

The time it takes to relay information is an important part of the communication process. In an age where information is conveyed immediately through cell phones, cable and video on-demand, technologies vary in the amount of time it takes to impart information. Synchronous communications transmit information in close to real time. Events like phone conversations and live video are communicated without prolonged

delay. Asynchronous communications entail a delay in transmitting information. Threaded discussions and newspapers are examples of communications that do not disseminate information immediately. Both asynchronous and synchronous communications have their advantages. Synchronous mediums are up-to-date and in-part a sense of real social networking/community, while asynchronous communications provide ample time for reflection and are more cost effective (Goldberg, 2008)

Besides looking at the time it takes for technologies to convey information, it is important to examine the whereabouts of the technology. Is the technology located in a public/private space? Also, one must examine the city, state and national regulations on the technology. Since the location of the technology and its user impacts the degree of interactivity and freedom, this has to be an important part of analyzing the communicative process of technologies. For instance, web users in the United States have significantly more web freedom and access than those users in China (BBC NEWS, 2003). Besides the political conditions that impact how technologies operate, mounting divides exist between regions and groups in accessing technology (this will be explored in depth later).

#### 4. *Who/What/Why?*

Who has access to technology is an important part of understanding how technologies communicate. What groups are excluded and included in their use? As one understands why certain groups or individuals have access to the design and use of technology, one can better address the habits of the use of that technology. This must

move in the direction of asking “What information is being conveyed by the technology?.” Moving the user to examine the motives and agenda attached to any information being spread, the question of ‘what’ is essential in understanding the impact of technology on culture. Knowing that dominant cultures have used technology historically to marginalize and exploit others without fair access (Banks, 2006), the question of who has access and what information is being conveyed are important probes into the communicative process of technology.

As pointed out earlier, new technologies are not neutral. The perspectives and interests of their developers are affixed in the technology. As evident in the construction of the slave ship, the cotton gin, and even nuclear missiles, these technological devices are created with the interests of their developer at the forefront. Modern media is a prime example of how a white dominated industry has inaccurately depicted and stereotyped others (Gorham, 2001; Common Sense Media, 2008). With children 8-18 interacting with over 44 hours of media (TV, videogames, Internet, IMing, and music) the messages children receive from there interactions with the content of this media is important. Over 75% of all primetime TV is dominated by Caucasians (Common Sense Media, 2008). Furthermore, young girls 11-17 see over 250,000 ads aimed at them about physical appearance, and when girls 11-17 where surveyed about their number one wish, the majority of them stated to be thinner (Common Sense Media, 2008). Technologies have an agenda attached to their development and proliferation. Asking who has access, why

they have access, and what information is being disseminated are important components in analyzing the communicative patterns of technology.

In describing how technology serves to represent and communicate, greater attention must be paid to how the use of these technologies by educators complicate and mediate the development of a global perspective amongst students. Since technologies are tools and processes that communicate and represent in complex ways, teachers that strive to use new technologies to forge a global perspective must analyze the ways in which these technologies work to satisfy and complicate their goal.

### **Technology and Teacher Education**

As students wirelessly download music to cell phones, upload authentic videos to YouTube, and store music videos to portable devices, teachers have the opportunity to seize the educative potential of their critical use in the classroom. With employers demanding higher-levels of technological literacy amongst future employees, schools must meet the challenge of empowering students with the living skills necessary so that they can be productive in a new technological age. As teachers incorporate new technologies into the classroom, not only will more relevant and captivating lessons engage students but these tech friendly lessons move students to higher-levels of thought (Thornburg, 1998).

Ever since Horace Mann ushered in the common school movement, classroom instruction and its related tools have changed very little. Classrooms in both eras encompass a dependency upon chalkboards, textbooks, and teacher centered instruction.

However, unlike schools, examine the progress hospitals have made in the past seventy years. With heart-rate monitors, blood pressure cuffs, IV units, and other high tech equipment, hospital rooms today drastically differ from those of seventy years ago. Hospitals have been eager and uncompromising in funding the latest technologies to advance the health of their patients. However, living in the days of antiquity, many schools have failed to invest in such progressive technologies that advance student learning.

In acknowledging that schools have been very slow to accept and incorporate new technologies, David Thornburg, in *Technology in K-12 Education: Envisioning a New Future* (2000), details three major technologies that transformed education. By arguing that “just as education was transformed by the invention of writing, and again by the invention of the printing press, it will be transformed by the telematic revolution as well (p. 2), Thornburg (2000) believes schools must come to their senses and integrate Internet computer technologies into their curricula. Failing to integrate the latest digital technologies into classrooms would be paramount to depriving doctors access to life saving instruments and medications.

Challenged by global competition, schools in the United States are beginning to invest in digital technologies. Spawned by such events as the Soviet launch of Sputnik, the 1983 report *A Nation At Risk*, and a drive to maintain its economic leverage in the global market place, American schools are beginning to equip citizens with the digital needs of employers and government (Pierson & Bitter, 2005). In an age where the

information in the world doubles every 900 days (Pierson & Bitter, 2005), schools must produce citizens that are able to access and navigate new technologies to meet the demands of their employer, community and world. Critical thinking, independent and lifelong learning, and being able to select pertinent and meaningful information are important elements in the mission of schools in creating the in-demand digital thinkers, problems solvers and creators.

Great movements have been made in the United States to equip schools with the necessary digital resources. Stemming from the passage of the *No Child Left Behind Act* (2002), this piece of legislation provided national momentum in making technological literacy fundamental to learning in schools. Following this act, the 2003 *Learning for the 21<sup>st</sup> Century Report* has opened the eyes of policy makers and educators in equipping a new generation of teachers and learners. This report (2003) advocates teachers using 21<sup>st</sup> century tools, assessments, and content (all digitally related) to meet the digital and global challenges of the 21<sup>st</sup> century. In 2001, the U.S. Department of Education reported over 99% of U.S. public schools had Internet access, and over 87% had access in all classrooms. Furthermore, three-quarters of all public schools reported having an operational website (US Dept. of Education, 2008). With a national ratio of Internet-ready computers to students being five to one (US Dept. of Education, 2008), progress is being made but there are still large obstacles and divides in guaranteeing fair and equitable access (to be discussed later).

As schools integrate new instrumental technologies into the classroom, student thinking will evolve to meet the needs of a thriving democracy. Instead of focusing on rote memorization, Thornburg (2000) believes that students will be expected to develop higher-level skills in:

1. Accessing information
2. Determining if the information found is relevant
3. Evaluating the reliability and validity of the new information

Students are encouraged to use new technologies to extend their thinking. Instead of focusing on what Marc Prensky, in *Digital Natives, Digital Immigrants* (2001) calls “legacy content”, teachers can focus on teaching “future content.” This future content entails the use of digital technologies in essential fields and subjects so that students have the opportunity to build and integrate such devices in an ever-changing world (Prensky p.

4). For instance, instead of an engineering class purchasing a computer that would allow them to build robotic devices, students would be expected to dig deeper and build a computer and its needed software to meet their objectives. Student expectations are increased as the incorporation of new technologies allow students to apply, manipulate, and construct their understandings in ways that meet the demands of a complex and global workplace.

New technologies being implemented in the classroom provides teachers with the opportunity to incorporate methods of instruction that genuinely interest students. For instance, Bonnie Neas, in *Tomorrowland: When New Technologies Get Newer* (2005),



points to the large degree of student interest in video gaming. In fact, she spells out that all students surveyed in the 2003 *Pew Internet and American Life Project* had played video/computer or online games, one out of five students said that gaming helped them with friendships, and most students said gaming was part of their leisure activities (2005). Neas (2005) points out the advantages of such evolving technologies when she states, “perhaps we are missing out on using these technologies that could be harnessed for collaborative purposes... games, particularly role-playing games, may be useful to foster cooperation amongst students (p. 5).” Besides arousing student interest and building communication and collaboration skills, a 1999 study noted that students demonstrated increased comprehension skills where video gamers outscored non-game playing peers in both reading and math (Mayer, Schustack & Blanton, 1999). Noting the academic benefits of teachers incorporating new technologies in the classroom, schools should be committed to providing such technological resources to teachers.

Since students demonstrate a genuine interest in video gaming, teachers should consider the critical use of these technologies into the classroom. Video games can not only help to add to the basic curriculum of math, science, geography, language arts, and history, but they can help students collaboratively engage in higher-order thought (Lee et al, 2004). For instance, the interactive online game *Making History: The Calm & The Storm* allows students the opportunity to engage in an open-ended learning opportunity where they have to confront the challenges faced by multiple states during WWII. Enlisting students to make informed decisions, consider multiple perspectives, and

‘considering the whys of WWII over the whats’, *Making History: The Calm & The Storm*, provides educators with a means of making learning relevant and interesting to digital natives. However, one must note that this game, developed by a Western firm, is not without its faults and biases. While it does use primary sources to devise a variety of potential scenarios of WWII, the game fails to adequately reflect the views and experiences of many developing states during WWII. Issues of video game violence, and putting an understanding of war over diplomacy could also be called into question.

In order to get the most out of new technologies, teachers must learn to integrate these technologies in their classrooms. Tom Carroll, the former deputy of the U.S. Department of Education’s Preparing Tomorrow’s Teachers to Use Technology Committee, affirms this point when stating, “The real power of technology in education will come when teachers have been trained well and have captured the potential of technology themselves (Pierson & Bitter, 2001, p. 25).” With a lack of pre-service (Yaghi, 1996) and in-service training (Burns, 2003), educators are often unable to use available digital resources to effectively instruct students. As Mary Burns points out in *Just Right: Rethinking How and Why of Technology Instruction* (2003), most professional developments on the incorporation of technology in the classroom fails to instruct teachers on how to link the usage of new technologies to their, proper and aligned training. Educators need to know how to use such programs as Excel and Access in their individual subjects to further student learning. Since teachers only learn to access such programs in their current training (Burns 2003), a renewed focus must turn towards

teachers actually understanding how to incorporate the usage of these technologies to further their course objectives. Educators must be able to draw from an integrated model of technological teaching and learning. This integrated model necessitates educators drawing from content knowledge, pedagogical knowledge, and technological knowledge, technological pedagogical content knowledge, or, TPCK (AACTE, 2008).

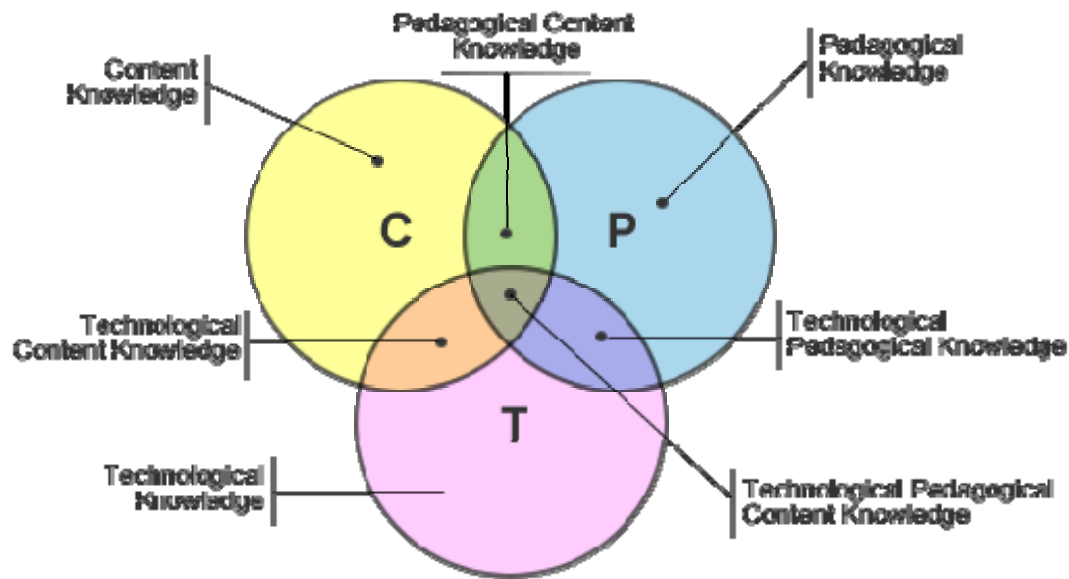


Figure 3.1. Technological Pedagogical Content Knowledge. Taken from *The Handbook of Technological Pedagogical Content Knowledge for Educators*, AACTE Committee on Innovation and Technology, 2008.

As pre-service and in-service teacher training evolve to meet the needs of teachers in applying technological devices in the classroom, teachers must also understand that the

incorporation of new technologies changes their role in the classroom (Thornburg, 2000; Prensky, 2001). Instead of their traditional role as resident experts in the classroom, teachers become co-learners with students. Thornburg (2000) elaborates on this new co-learner position consisting of “teachers helping students navigate the subjects being explored, but also being open to the new discoveries and pathways along the journey (p. 3).” Prensky (2001) also points to this co-learning role when he states, “Smart adult immigrants (teachers) accept that they don’t know about their new world (Information Age) and take advantage of their kids (students) to help them learn and integrate new technologies (p. 3).” As teachers embrace their role as co-learners, classrooms will make the needed transformation to meet the demands of a new age.

The incorporation of new technologies in the classroom helps to provide students with the skills needed to last a lifetime. Knowing that advanced technologies are not going away, and they are a real and vital part of society, business, and life, students need to become proficient in their use. When teachers use new technologies in the classroom, students not only gain a familiarity with these technologies, but they grasp an understanding of their importance. Thornburg (2000) alludes to the importance of advanced technologies in making students aware of the world around them when stating, “The Internet brings the entire planet into our grasp, making the understanding of other cultures critically important” (p. 3). Unlike any other generation, the rapid advancement of technologies are bringing people closer together. As teachers incorporate new technologies into their classroom, students have the opportunity to learn about, and gain

an appreciation for, different global cultures. For instance, as American businesses outsource call centers to India, and as the global economy thrives, students will have to have the basic skills necessary to communicate with and understand different cultures. Thornburg (2000) believes that the incorporation of technology provides teachers with the necessary instruments to provide such “new basics.” Via online distance learning projects, blogs, website development, e-mail communication and many other technologies, teachers become better equipped to bring about a global awareness and provide multiple perspectives in their classroom. As teachers utilize new technologies in the classroom, they are helping to empower students with the living skills necessary to function in a technologically advanced and global age.

Since new technologies are reshaping commerce, communication and entertainment, teachers should critically incorporate such technologies into the classroom to give students the life-skills necessary for citizenship. I-Pods, instant messengers, cell phones, and the Internet are relevant and timely technologies that shape the lives of students daily. These technologies, along with many others, have educative potential that teachers can seize in the classroom. Even though teachers may not have the level of expertise students may have on new technologies, teachers should accept their role as co-learners. Since these new technologies have the potential to extend student thinking in a way that allows students to connect with and see the relevance in course objectives, students, teachers and communities benefit with the incorporation of new technologies in the classroom. As employers demand tech savvy students, and as the demands of society

revolve around technological literacy, schools have an obligation to help students meet these important expectations.

### **Technology and the Social Studies**

New technologies are changing the ways in which citizens access information, communicate and collaborate. With online newspapers and blog readership growing, the popularity of social networking sites, and students turning to the Internet to communicate and collaborate, new technologies are reshaping the ways in which citizens have traditionally participated in a democracy (Bennett, 2008; Friedman, 2008; Levine, 2008; Schussman, 2008).

The practice of citizens using networked technologies to access information and communicate for civic purposes is not confined to the United States. Countries around the world are using networked technologies to promote civic knowledge and action. With popular media and communication structures changing, England and Berlin have been at the forefront of using new technologies to promote governmental transparency and citizen voice into government (Schmidtke, 1998; Bryan, 1998). The Netherlands' Digital City is one example of ways in which a website can be used to provide civic information and entice participation. Since Digital City's 1994 launch, Francissen and Brants (1998) describe how the online venue has been, "...much more than an electronic medium that provides easy access to government-held information... it creates new channels of discussion and the shaping of civic opinion (p. 20)." The civic networking movement/cyber-democracy continues to open up new channels for civic involvement.

The goal for the use of technology in citizenship education is to empower and inspire those individuals that have often been left out of the democratic process (Grossman, 1996; Bryan, Tasgarousianou, & Tambini, 1998). While in traditional civic settings, the shy, disabled, and exhausted worker is often left out, electronic technologies now afford more opportunities for their civic participation. Through online polling, referenda, and publishing, networked technologies hold great potential in forging a more active and inclusive polis (Grossman, 1998, VanFossen & Berson, 2008; Bennett, 2008).

Students are interacting more with networked technologies than ever before. Kaiser (2005) in a study that investigated teenage media usage cited over 87% of teenage participants using the Internet, and the average teenage media usage being close to three hours. Other research goes further to describe the ways in which students are employing new technologies for democratic knowledge and participation (Pew Internet and American Life Project, 2008, Digital Media and Learning Series, 2008). As part of the Pew Internet and American Life Project, Lenhardt, Madden and Hitlin, in *Teens and Technology* (2008), find that 76% of teens get their news online, and 31% reported using the Internet to seek out health information. From rating their experience with sellers on ebay to mounting political opposition to the war in Iraq, today's youth are using electronic technologies in creative and effective ways. As more students get wired and spend more time interacting with new technologies, greater efforts must be made by both schools and the social studies to infuse the tools of students to better the democratic civic condition.

As new technologies reshape the skills, understandings and dispositions students need for democratic citizenship in a global and multicultural age, schools and teachers must update their curriculum and practice to foster informed and active democratic citizens. Recent research points to teen use of the Internet for civic purposes at school being lackluster at best (Berson, 1996; VanFossen & Berson, 2008). Despite the fact that over 99% of all schools are connected to the Internet, Hilton and Rainie (2008), in a nationwide study on teen use of the Internet, found that over 32% of student participants reported not using the Internet at all in school. While 68% of students reported having used the Internet at school, other challenges such as a lack of technological infrastructure, teacher training, and highly restrictive filters prevents meaningful use of technology (Fabos & Young, 1999; Williams, 2000; VanFossen & Berson, 2008). The use of new technologies inside the social studies is often plagued with challenges (Ehman & Glenn, 1991; Martorella, 1997; Whitworth & Berson, 2003). When teachers do use technology in the classroom, it often resembles what VanFossen (1999) found to be ‘glorified information gathering.’ Thus, institutional barriers and teachers’ experiences with technology drastically impact any meaningful use of technology.

The use of technologies offers students unprecedented opportunities to engage in public life (Bennett, 2008). Using the Internet, students can locate multiple information sources, communicate and collaborate with other members of a community, and even organize for a cause. According to Bennett (2008), a battle brews between those in competing camps that see technology as a means of fostering civically engaged youth,



versus those that view technology as disengaging youth. The disengaged view associates the growing use of new technologies by students as working against greater civic involvement. The supporters of this view believe that the proliferate use of video games and the Internet only encourages individualism and social detraction (Putnam, 2000). Viewing technology as working contrary to the goals of civic engagement, followers cite decreasing patterns of social trust, participation in civil society, news consumption, and knowledge about government. For instance, David Buckingham (2008) describes how the growing use of the Internet encourages participation and communications but calls into question its relation to civic engagement. In responding to Jochai Benkler (2007) listing a variety of ‘civically engaging’ popular media sites, one of which included the Harry Potter fan publication, *The Daily Prophet*, Buckingham (2008) advocates the need to differentiate between ‘media engagement’ and ‘civic engagement.’ Followers of this theory believe that while the Internet and new technologies may well support participation and communication they can also serve to undermine the ‘civic.’

The engaged view entrusts that students are using technology for personal expression, activism, and to project identities into a collective space. Instead of passive consumers of information, new technologies allow students to become both producers and consumers. Peter Levin (2008) has spoken out against this overtly negative view that labels today’s generation of digital natives as civically lethargic and uninvolved. Describing how the ‘disengaged’ viewpoint often portrays a simplistic narrative that overlooks large creative developments by youth in cyberspace, Levine (2008) attributes

value to the use of technology for informed and active democratic citizenship. Citing massive increases in youth volunteerism and study abroad, Levine (2008) sees the Internet as holding the potential for youth to shape their political, economic and social environments.

*Models to Technology and Citizenship Education:*

<b>Disengagement Model</b>	<b>Engagement Model</b>
Encourages individualism (Goodman, 1995)	Students as digital consumers and producers (Levine, 2008)
Negative relations to social capital (Putnam, 2000)	Large creative developments by youth in cyberspace (PPMG, 2008)
Spike of violence and obscenity in media (Huesmann, 2003)	Global and multicultural education (Merryfield, 2000)
Infotainment versus real news (Postman, 1993)	Need for tech literacies for global competition (Friedman, 2005)
Nature Deficit Syndrome (Louv, 2005)	Societal progress & efficiency (Fare et al., 1994)

Table 3.1. Disengagement and Engagement Model to Technology and Civic Education

New technologies such as the Internet and online gaming offer a means for such civic literacies as heightened participation (Rheingold, 2008; Friedman, 2008), access to information (Flanagin & Metzger, 2007; Gee, 2003), and even social action (Kennedy & Zanetis, 2007; Earl & Shussman, 2007). For instance, Earl & Shussman (2007) describes how gamers used protests and demonstrations in both World of War Craft and Second Life to draw attention to unfair policies and issues. With over 97% of teenagers ages 12-17 reporting they play videogames (Lenhart et al, 2008), researchers like James Gee (2003) have been quick to push educators to reflect on what videogames have to teach us about learning. Videogames entitled 'serious games' are designed to teach students by realistically simulating some aspect of an important situation or event. Some examples include: business training games, flight or driving simulators, games that help patients understand how their bodies work, and games that allow players to navigate through and make decisions on a contemporary global issue. Serious games hold great promise in education because they allow users to test and experiment with systems, and develop a better understanding on relationships embedded in the system. Some videogames that may hold promise in the social studies include those that simulate gerrymandering (<http://redistrictinggame.org/index.php>), the issues associated with environmental degradation (<http://www.wastelandadventure.com>) and the horrors of genocide in Darfur (<http://www.darfurisdying.com>).

Besides activism in video games, websites such as TakingITGlobal, Freerice.com, and iEARN, all provide students with the means to make a difference politically, socially

and economically in their world. Providing students with access to information, a means to collaborate and organize, and an ability to petition and protest, new technologies hold the potential to impact citizenship education. As today's generation of digital citizens emerge, the social studies must continue its efforts to seek new knowledge into those tools used by citizens that impact the democratic condition (Dewey, 1916).

### **Using Technology to Forge Global and Multicultural Perspectives**

Coming to understand how different cultures are interconnected, educators have advocated the need of teaching students the skills, understandings and dispositions necessary for cross cultural interaction and collaboration (Merryfield, 2005; Fuss-Kirkwood, 2003; Selby & Pike, 2000). Teaching for a global perspective entails educators teaching students to work across geographical, economic, political and social lines in order to create a more peaceful, tolerant and prosperous future. Since the traditional confines of the nation-state can no longer protect states from terrorism, international trade or environmental degradation, educators are moving quickly to infuse a global perspective in their teaching whereby students are able to reach across racial, ethnic, religious and economic divides to forge alliances and deliberate on important global issues. As the mass demonstrations at the Ministerial Conferences of the World Trade Organization in Seattle (1999) and Hong Kong (2005) demonstrate, globalization has not benefited all states equally. The great divides that exist between the economically developed and the developing states are a pivotal concern in maintaining global peace and prosperity (Rizvi & Lingard, 2000).

In order to improve the condition of all of humanity, citizens in the 21<sup>st</sup> century must appreciate, interact with and deliberate with all members of the global village. Infusing a global perspective in the classroom helps teachers empower future citizens with the knowledge, skills and attitudes to listen to, appreciate and deliberate with the other (Merryfield & Wilson, 2005). In order to address the mounting global challenges our world faces, students must be ready to interact with culturally diverse and geographically distant groups. Three main features of teaching to infuse a global perspective involve understanding the interconnected nature of societies, an understanding of diverse perspectives on global issues, and actively working to bring about a better world.

In order to promote a global perspective, teachers and the curriculum must adopt instructional methods that meet the needs of students in a global age. To combat the shortcomings and weaknesses of the traditional instruction in teaching for a global perspective, educators should begin to examine the power of new technologies. Using new technologies may serve to equip students with the skills, understandings and dispositions needed in a global and technologically complex age.

With over 200 million Internet users, engrossing over 70% of the populations, the United States has quickly come to adopt Internet technologies (US Census, 2007). As items like online banking, Internet search engines and e-mail become more popular, so does the call for schools to empower students with the in-demand technological literacies. The United States is not the only country to swiftly adopt new Internet technologies. For

instance, it is not uncommon for cashiers in Japan to scan consumers' cell phones when paying for purchased goods. While the proliferation of new technologies has occurred globally, one must point out how the Internet has been a fundamental global technology reshaping global interaction. With over 38% of the world's users, Asian countries (mainly in South Korea and Japan) have come to seize the economic, political and social potential of the Internet (Nielson/Net Ratings, 2008). As the number of users continues to swell, schools from around the world should seize the educative potential of using these new technologies to foster a global perspective.

From 3% in 1994 of public schools in the United States having Internet access to over 99% in 2007, the proliferation of quality access to the Internet is beginning to take off (US Census, 2007). With the developing infrastructure to entice students into Internet based computer activities, schools should seize the educative potential of these new technologies to infuse global perspectives. As students use new technologies to learn about global issues, connect with culturally and geographically diverse populations, and collaborate with other members to foster meaningful change, these technologies may hold the potential to fill in the holes of the traditional curriculum.

Vast amounts of research points to the role computers and Internet technologies can play in advancing student learning (West Virginia Study Results, 1999; Fisher, Dwyer, & Yocam, 1996). Switzer & Callahan, in *Technology as Facilitator of Quality Education: A Model* (2001), describe how the use of technology in the classroom can enhance learning and provide "...the means for the teacher to re-examine the nature of the

classroom environment. (6-1-2008).” Most research points to how different computer and Internet technologies do have unique pedagogical benefits and that these effects must be understood in the context of a specific content area and a specific pedagogy (Shulman, 1987). When teachers are empowered with the resources, skills and training to use technology effectively, “Databases, simulations and access to the Internet can provide rich experiences and information as students acquire the skills and knowledge represented by content standards. Students can also practice the tenets of democracy while engaging in technology mediated activities (Switzer & Callahan, 6-1-2008).” When teachers are properly prepared and equipped, they can take advantage of the features of technology in ways the traditional curriculum doesn’t allow (Garofalo, Drier, Harper, Timmerman, & Shockey, 2000).

New technological devices hold great educative potential for both teachers and students. The social studies in particular has aligned itself with the mission of fostering strong citizens that have both global and technological competencies. As stated in the National Council for the Social Studies’ *Thematic Strands* (2008), the social studies should “include experiences that provide for the study of relationships among science, technology, and society”, while also including “... experiences that provide for the study of global connections and interdependence.” Highlighting the need for globally and technologically competent future citizens, students serve to benefit from the infusion of a global perspective through the critical use of technology.

## **Teaching About Global Issues with the Web**

Many reliable and up-to-date Internet resources are available for educators to use in teaching about global issues. Teachers could allow students to access [worldpress.com](http://worldpress.com) in order to read through world news and blogs. Focusing on offering readers a “first hand look at the issues and debates that occupy the world’s newspapers and magazines”, while also acknowledging that “As the world becomes more globally interdependent, it is vital for

Americans to understand that what is happening outside the United States has a direct impact on their lives and their country ([www.worldpress.org](http://www.worldpress.org)).”

Worldpress.org provides educators with a unique source to access perspectives and news from around the world. As most textbooks and newspapers usually convey a more ethnocentric and biased view towards global issues (American Textbook Council, 2006), this web resource can be used to infuse multiple perspectives to encourage critical thought in the classroom. One of the best features of this website is in its ability to communicate perspectives and information from around the world on relevant and controversial issues. Thus, as the news changes, the web resource provides up-to-date information that would otherwise be lost in a stagnant textbook.

If teachers are looking for worldly voices through online audio, look no further than [www.globalvoicesonline.org](http://www.globalvoicesonline.org). Offering its visitors audio clips from podcasts around the world, students can listen to and download reports on Kazakhs on Democracy or Malaysian protests on governmental censorship. As many teachers struggle to appease



different learning styles, this website allows students to engage in downloadable audio reports on relevant global issues. Providing students with authentic global perspectives that often go contrary to many U.S. sources, this website offers educators an instructional tool that promotes critical thought and attention to diverse views amongst students.

Pressing global issues like the genocide unfolding in Darfur, Sudan or the horrible assault on the world's ecosystem can also be better addressed through the use of Internet applications. As students digitally travel to Google Earth, accessible at <http://earth.google.com>, they can research and navigate the destroyed and pillaged villages in Darfur. Furthermore, the website allows its visitors the opportunity to view photographs and read eyewitness accounts. Advocating the potential of this website to foster awareness and action, Sarah Bloomfield, the director of the United States Holocaust Museum, states, "Educating today's generation about the

atrocities of the past and present can be enhanced by technologies such as Google Earth. When it comes to responding to genocide, the world's record is terrible.

We hope this important initiative will make it that much harder for the world to ignore those who need us most (1-10-2008)."

Providing a greater depth of information on global issues when compared to textbook usage, educators should capitalize on the benefits of web resources in fostering a global perspective.

Besides enlisting the help of Google Earth, other Google tools such as Youtube.com, accessible at [www.youtube.com](http://www.youtube.com), provide a forum for users around the

world to share important clips and videos. With March 8<sup>th</sup> being dedicated by the United Nations as International Women's Day, students have the opportunity to learn about the struggle for women's rights globally. Having just viewed footage posted to youtube.com from Aljazeera concerning a Sudanese female brutally attacked by her husband (Youtube.com, 2008), this website provides students with an opportunity to not only view primary accounts of genocide and other global issues but provides students with the opportunity to interact via threaded discussions. Fabos & Young, in *Telecommunications in the Classroom: Rhetoric versus Reality* (1999), detail the significance of providing the opportunity for students to learn in an authentic context when stating, "As students are given a meaningful and supportive writing context by literally transforming the act of writing into a social act of communication they provide the academic structure needed to improve the writing process (p. 222)."

Students have the opportunity to use these discussions to contribute new information and debunk misinformation. Youtube.com provides students with the opportunity to pose deep and meaningful comments and questions about the video. For instance, in discussing the footage of the assaulted female from Sudan, most users renounced this violence and offered their deepest sympathies to the victim. However, other users seized this forum in displaying personal, irrelevant, and misguided attitudes; as evident by one user (kilm25) stating, "Africa is a backward and sick country. African people are crazy and ruthless... that whole country is sick... they never advance... (6-22-2008)." While it is true that youtube.com, and the Internet in general, makes accessing

multiple perspectives easier, Fabos and Young (1999) also warn educators that “When multiple perspectives are presented uncritically, one result can be all perspectives are equal (p. 239).” Since some perspectives, like many countries in Africa are still working to overcome the exploitation and damages inflicted through Western colonialism are more relevant than others (i.e. the continent of African is backward), critical examination of web resources and diverse perspectives is essential. The use of Youtube.com not only allows educators and students to access important footage, and even upload their own contributions, but allows students the opportunity to critically examine bias, stereotypes, over-generalizations, and imperialistic rhetoric.

### **Digitally Fostering Global Interconnectedness**

In a globally connected world, teachers should reach outside the traditional classroom to have students forge authentic global relationships with geographically and culturally diverse populations. Internet technologies have made the world smaller (Friedman, 2005), and offer the potential to overcome boundaries of time and space to connect communities globally (Asia Society, 1-2.2008). With increased international trade and international obligations, students must come to understand the impact of global forces on the local condition. As issues like poverty, disease, climate change, and conflict know no border, schools have a civic obligation to ready students for a globally interconnected age.

Web resources can play a huge part in overcoming the lack of a global perspective in the traditional curriculum. Many websites on the Internet bring culturally diverse

students together to gain a greater insight into the ways in which states are interconnectedness in a complex global system. The Flat Classroom Project, accessible at [www.flatclassroomproject.wikispaces.com](http://www.flatclassroomproject.wikispaces.com), calls on American high school students to partner with students around the world to conduct a series of activities that deal with globalization. Free and open to all teachers, the project encourages educators to utilize local resources in teaching about the realities of globalization. Shari Albright, a chief operating officer of the Asia Society's International Studies School Network, describes how a "new international-studies school in the rural farming community of Mathis, Texas, discovered that a local company was selling cattle guard to India (Russo, 12-28-2007)." Providing local business owners, newly immigrated families, and cultural ambassadors the opportunity to demonstrate the global influences in the local community, this program serves as a means of revealing the interconnected nature of local communities to the greater global village.

Thrusting student attention to the global and multicultural forces at work in their local community, the Internet holds great promise in fostering cross cultural understandings and skills needed in a global age. Explaining the power of online discourse in making students feel comfortable in discussing controversial issues and issues of power, Merry Merryfield, in *WEBCT, PDS and Democratic Spaces in Teacher Education* (2006), sheds light on how online communications promote 'democratized spaces' in an online civic community. Prompting students to share their concerns and

views on issues of equity, injustice and privilege, the Internet is a convenient and safe forum for rich and meaningful discussions.

The educative potential of the Internet to bring culturally diverse and geographically distant students together to discuss important issues can be seen in the Friends and Flags Project. A project launched in 1999, the Friends and Flags Project, accessible at [www.friendsandflags.org](http://www.friendsandflags.org), promotes multicultural awareness by connecting classrooms around the world in international learning teams. Assigned the task of developing cultural guidebooks for a global audience, the project has enlisted over 30,000 students from over 50 countries (12-28-2007). Working together to exchange cultural artifacts and guidebooks, the project strives to encourage student led discussion and collaboration. In the aftermath of 9/11, students from around the world involved in the Friends and Flags Project demonstrated an outpouring of sympathy and words of encouragement to their American counterparts through the project. Connecting students from around the world to discuss and collaborate on projects that foster cross cultural understanding and respect, this project represents one online tool that can help to promote a global perspective in the social studies classroom.

### **Helping to Build a Better World**

While educators strive to encourage students to authentically participate in making their communities and world a better place, reports show a growing amount of student apathy and mannequinism. CIRCLE's 2006 *Civic and Political Health of A Nation Report* describes how students attending schools that provide opportunities to

volunteer and make a difference tend to be more willing to contribute time and effort to the community (CIRCLE, 2006). The Internet provides teachers with opportunities to develop, advertise and organize service learning projects to better both local communities and the global village. Through the use of technology to foster a global perspective, students come to experience the positive differences they can make in the lives of people around the world.

Imagine students from across the world working together on an idea and business plan that could one day save the world from global warming and its dependence on oil. This type of cross cultural collaboration and planning exemplifies the possibilities of The Global Challenge Program, accessible at [www.globalchallengeaward.org](http://www.globalchallengeaward.org)). Using Skype, a free voice and file sharing program for synchronous meetings, and efolio, and electronic portfolio application to create asynchronous collaborative artifacts, the students on opposite ends of the planet are using the Internet to better the world's future. Funded by the National Science Foundation, the project challenges teams that are comprised of students from around the world to collaborate using mathematical and scientific skills to make the world less dependent on fossil fuels for energy [www.globalchallengeaward.org](http://www.globalchallengeaward.org), 1-13-2008). Schools can seize such an educative digital project to work across academic disciplines in promoting cross cultural competence, heightened awareness to global issues and engage in actions that serve to better the fate of our planet.

Imagine a forum where students from around the world could ask questions and listen to the stories of young war refugees in Afghanistan, students in Sri Lanka after the

2004 Tsunami, and the young victims of the HIV/AIDS epidemic in South Africa. Students in Eastview Middle School in White Plains, New York actually had the opportunity to learn about and interact with cultural natives on these important global issues (Kennedy & Zanetis, 2007). Partnering with schools from around the world in 2005 to formulate Global Citizens: The Global Run Project, this project serves to raise funds and awareness to "...positively affect change in an area of world concern (Kennedy & Zanetis, 2007)." Last year's project, which entailed students walking miles to raise funds donated by sponsoring organizations helped to advance fresh water supplies in areas of the world with depleted sources. Through the use of the Internet to conduct videoconferencing, threaded discussions and facilitate communications and organization, students become, "empathetic, compassionate, and compelled to take action (Kennedy & Zanetis, 2007)." In providing students with the opportunity to contribute and take action in helping their community and world, the Internet holds promise in fostering a global perspective in the classroom..

iEARN has prided itself on encouraging educators and students from around the world to come together, collaborate and make a difference in addressing global issues. This Internet resource, not only connects students' learning with local issues, but mandates every project proposed by teachers and students in iEARN having to answer the question, "How will this project improve the quality of life on the planet? ([www.learn.org](http://www.learn.org), 12-16-2007)." With a vision of enabling students to become global citizens by collaborating with their peers from around the world, this project encourages

such advocacy as saving the endangered Great Apes, heightening awareness to the UN *Millennium Development Goals*, and coming to understand one another's similarities and differences. Through the use of the Internet, teachers can seize the opportunity to infuse a global perspective whereby students work across geographical and cultural divide to bring about a brighter, healthy and more just world.

Another websites that holds the potential of having students engage in service that improves the health and security of people from around with world is [www.freerice.com](http://www.freerice.com). This websites is a wonderful way to both build students' vocabulary and allow them the opportunity to make a difference. When students visit the site the first thing they see is a word with four possible definitions. If students chose the correct definition from the possible choices, the foundation donates 20 grains of rice to the UN World Food Program. For every correct answer the students select thereafter, future grain donations are provided to those in need. While many students are frustrated because they lack the financial resources to make a difference, this website goes a long way in suggesting just one of many other ways students can help those in need. With over 36 billion grains donated as of June, 2008, the funds come from advertisers whose names are listed on the bottom of the screen (UN World Food Program, 6-1-2008). As students answer words correctly, the words will get progressively hardly. When students answer incorrectly, the difficulty resets itself. In a world where so many people go to bed hungry, this website provides educators with an easy way of letting their students make a difference globally.



Knowing that there are simply too many websites that help to better the infusion of a global perspective in classrooms to list in this paper, the goal is for teachers to understand how the use of Internet resources can help encourage global and technological literacy in a time where it is drastically in demand. With the traditional curriculum failing to meet the three major areas of a good global perspective (Merryfield & Wilson, 2005), which involve educating students on relevant and pressing global issues, heightening students' awareness to the interconnected global system, and allowing students the opportunity to work for the betterment of their community and world, teachers should turn to the educative potential of the new technologies in fostering global mindedness amongst students.

### **The Challenges of Using Technology for Citizenship Education**

#### *Access*

In order to grasp a fuller picture of the ways in which the use of technology impacts informed and active democratic citizenship in the social studies, an examination of the challenges is paramount. This examination of the challenges must begin with a discussion on the types of divides that exist in the areas of technology, and the roots of these divides. Through a better understanding of those challenges that face many students and communities in accessing and using new technologies, we can begin to foster changes that allow all groups to indulge in the power and excitement that emerges from the use of technology. Knowing that certain groups benefit more from their access to hardware, software and technological understandings, those marginalized groups' lack

of opportunity to utilize new technologies to better themselves, their communities and their world must be understood

Jeffrey Grabill, in *On Divides and Interfaces: Access, Class, and Computers* (2003), elaborates on the divides that plague groups from accessing new technologies in the United States. Groups such as people with disabilities, African Americans, Hispanics, females, and people in the low SES ranks and with the least education are less likely to have access to the wonders of the Internet (Grabill p. 461). Since these divisions continue to plague the 'technopoor' from having the opportunity and skills necessary to gain proficiency with technology, the social structured inequalities in society must be held to account in explaining this problem.

The statistics demonstrate quite clearly that gaps exist in accessing new technologies are based upon racial and class lines. The U.S. Department of Commerce's NTIA Report entitled "Falling through the Net: A Survey of the 'Have Nots' in Rural and Urban American published in 1995 was the first governmental report to seriously describe the large gaps in accessing telephones, computers and telecommunications amongst Native American, Latino and African American families. As a result of this report, the 'digital divide' emerged as an important social, economic and political issue. This lead to the Clinton/Gore administration making greater efforts in addressing this mounting divide by releasing the 1998 publication "Falling Through the Net II: New Data on the Digital Divide" and by establishing a National Digital Divide Summit in 1999. While the efforts worked well to address the main issue of a divide in hardware

access, the greater divides in areas of technological literacies, infrastructure and design went unaddressed (Salpeter, 2006). Making computers and the Internet more available did little in those areas that were unequipped with the technological know how to operate and update these devices, the needed infrastructure to support these devices, and a lack of access to needed software. With computers and Internet connections being literally thrown into urban and rural schools, policy makers and educators failed to contemplate the larger divides that crippled their effective use by students.

The most recent 2004 National Telecommunications and Information Association (NTIA) report, *entitled A Nation Online: Entering the Broadband Age* relies on 2003 census data to proclaim a narrowing of the gap in ‘hard’ access. With 62% of households having computers, and 55% having access to the Internet, the report turns its attention to unequal distributions of broadband high speed Internet. However, one must not negate the large proportion of African American families (55%) and Latino families (63%) that fail to have access to the Internet (NTIA, 2004). The 2005 *Pew Internet and American Life Project* highlighted such racial differences in reporting that 70% percent of whites went online, compared with only 57% of African Americans. While hard access to both computers and the Internet is narrowing, it still remains an important issue. Furthermore, a great divide in ‘soft’ access, that being the digital infrastructure, support staff, design and software needed to effectively operate and update these new technologies proves to be a serious challenge in a much larger racial divide.

Some researchers argue that a digital divide does not exist but a temporary gap exists instead. Grabill (2003) highlights this position when stating, some individuals believe “this is a natural function of market forces; that such differential rates of access have always existed for any number of resources and technologies (p. 460).” However, this economic position fails to consider the amount of time it will take for market forces to effectively and equitably allocate these necessary technological tools. Knowing that history has shown little progress in market forces effectively and equitably distributing wages to minority groups for their labor, the economic explanation on the digital divide fails to account for the deep rooted social inequalities that have and continue to exist in our society.

Rick Voithofer and Alan Foley, in *Digital Dissonances: Structuring Absences in National Discourses on Equity and Educational Technologies* (2007), reaffirm the role of deep seeded socially structured inequalities in preventing groups from accessing technology. By elaborating on how national policies and initiatives have encouraged interventionist assumptions on the use of technology, Voithofer and Foley (2007) detail how policy makers have failed to reflect upon the role of socio-cultural values, discourses, and histories that have limited the opportunity of silenced groups from gaining literacy with the use of technology. With interventionist assumptions and standards believing that the digital divide solely rests on issues of access to technology, and as over 99% of all schools now have computers with Internet access, this position fails to account for why such a gap still exists. Voithofer and Foley (2007) explain how

interventionist assumptions ultimately place the responsibility for addressing technology equity on the shoulders of teachers. Pulling from a 2005 statement by the U.S. Dept. of Education that states, “If future teachers are empowered to harness the wealth of online educational materials at their disposal, they will be able to overcome inequalities that exist in their buildings (p. 17)”, Voithofer and Foley reveal the document’s misplaced blame and failure to examine the role of power politics and social structured inequalities in the interventionists’ assumptions.

Even though current authorities from the Federal Communication Commission (i.e. Adam Clayton Powell) have stated groups that have historically failed to have access to such technologies are slowly beginning to have such access, as evident by 99% of all schools having computers in their classrooms (Voithofer & Foley, 2007), a gap still exists in the way technology is used amongst disenfranchised groups, and the access to the skills needed to effectively use, repair, and update new technologies. Grabill (2003) highlights this gap in the skills needed to use technology effectively when stating, “The other critical gap includes knowing how to use ICTs, knowing how to understand and use the massive amounts of information available, and knowing how to be productive with ICTs (p. 462).” Even though disenfranchised groups are slowly starting to gain access to new technologies, this access means very little if they fail to have the skills necessary to use these tools productively. In fact, while these groups continue to suffer from a lack of training and understanding on these new technologies, those privileged groups

empowered with the skills and resources to use technology productively widen the gap even further.

As our society demands a greater degree of technological literacy amongst students, all issues of access must be reflected upon. Having cited the cultural and social inequalities that are at the root of an imbalance in the access to the hardware, software, and skills needed for use with new technologies, one must also consider the role of a mounting gender divide in the use of technology. Nicole Pinkard, in *How We Perceived Masculinity and/or Femininity of Software Applications Influences Students' Software Preferences* (2005), examines the role of the gender gap in accessing technology. In stating "...the majority of the explanations focus on the influence of social factors in the gender gap", he also notes the importance of exploring the relationship between "design decisions and gendered perceptions and preferences (Pinkard p. 59)." Agreeing that social factors have some influence in the gender gap, one must consider how design decisions affect gender preferences when using software.

Video game designers and marketers have targeted boys with loud, violent images that aim to lure them into purchasing such novelties. In their efforts to sell video games, one must ask, in their efforts to target males to purchase video games and noting their lack of equal efforts to provide the same zeal and appeal to meeting the interests of females, have video game design decisions swayed females away from the use of technology? Pinkard (2005) comes to such a conclusion when stating, "a strong relationship has been noted between the amount of time spent playing video-games and

self-confidence with computers (p. 75).” While young boys eagerly await their next big video game purchase, their self-confidence increases in their proficiency to use technology. Furthermore, those designers that strive to maximize the excitement and interest levels of young boys in using technology, have failed to provide such conditions for females. Pinkard (2005) refers to those critical years where boys eagerly play video games as, “having a strong influence on a student’s perception of technology even before they attend school (p. 75).” Even though social issues help explain the gender gap in accessing technology, those efforts of software and video game designers should also come under scrutiny for gender bias.

All students need the access to training and technologies that has become such an important part of modern society and business. Regardless of race, ethnicity, economic standing, or gender, all parties have a vested interest in helping to empower future citizens with the skills necessary to meet societal demands. Instead of facilitating a divide between those that have, access to technology and its accompanying training holds so much potential in empowering those that have been oppressed. When those groups that have been left behind in accessing the tools necessary to become literate technological citizens are given the resources and know how to use technology productively, the true power of technology and democracy can be realized.

### *Cultural Connections*

Even though the use of the Internet holds great promise in bringing about global and digital literacies, there are limitations that must also be considered. Many authors

(Postman, 1992; Damarin, 1998; Fabos & Young, 1999) have written extensively on the limitations of new technologies in the classroom. Key issues related to access, quality and the impact of technologies on culture are essential in dissecting the costs and benefits of educational technologies being used to foster a global perspective in schools.

Fabos & Young, in *Telecommunications in the Classroom: Rhetoric versus Reality* (1999) explain how much of the research that encourages teachers to use technology in the classroom has been contradictory, inconclusive, and possibly misleading. By citing how technologies can be used to reinforce stereotypes, preserve power imbalances between cultures, and appease corporate interests, Fabos & Young (1999) call for educators to evolve into skilled, informed and critical users of technology in their classrooms. While using new technologies, especially the Internet, in the social studies holds many advantages, educators must do so with a critical eye.

Damarin, in *Technology and Multicultural Education: The Question of Convergence* (1998), looks at how new technologies are, "...so thoroughly saturated with cultural bias that they must be changed or resisted more energetically and fully... (p. 12)." Emphasizing how new technologies promote Eurocentric, masculine ideas and ideals, Damarin (1998) would argue that blind infusion of technology in the classroom could possibly work against encouraging a global perspective. Since software designers have often failed to design technologies that meet diverse cultural groups' needs or infuse different global perspectives, many new technologies work against the development of good global citizens. Damarin (1998) emphasizes both the cultural and economic costs



associated with blindly accepting technology as the savior to all the educator's problems when stating, "Politicians' promises to provide all students with computers, or, more recently, with access to the World Wide Web have been put forth almost simultaneously with arguments, initiatives, and legislation to terminate or curtail school breakfast and lunch programs and most other support for persons in poverty (p. 16)."

Before massive amounts of investment in new technologies flow into schools, many of which when used correctly can foster greater global and digital understandings, schools and communities must not blindly succumb to the propaganda offered by giant tech corporations; they must not lose sight of their most basic priorities.

Advocating a new consciousness on how technologies can deprogram the human mind and tear away at culture, Postman, in *Technopoly: The Surrender of Culture to Technology* (1992) details how educators are like, "the house-dog munching peacefully on the meat while the house is looted (p. 19)." Not only looking at how new technologies' promises go unfulfilled in the classroom, but also how technology unconsciously encourages information glut, depersonalization, and context free sound-bites, Postman argues that a lack of foresight in evaluating the consequences of infusing technology has come at a cost to students, families, schools and cultures. Encouraging teachers to use web-based technologies in a way that encourages an understanding on the relationships between our technics and our social/psychic worlds, Postman (1992)

advocates a more informed conversation amongst educators and societies about where technology is taking us and how.

### *Global Divide*

Developed nations have allocated a great amount of necessary resources to construct the digital infrastructure necessary for its citizens to seize the advantages of new technologies. This includes using digital technologies to infuse a global perspective. However, many developing countries lack the needed resources to construct a digital infrastructure. As a result, developing countries not only lag behind developed countries in accessing and using new technologies but often fall prey to their technologies. These mounting disparities in global technological access and use between nations have been coined the global digital divide (Lu, 2001). This global digital divide falls along a much larger North-South divide of northern wealthier areas (United States, Canada, Japan, South Korea, Western Europe, and Australia) and southern economically poorer areas (mainly Latin America, Africa, and Southeast Asia).

The world's most populous region is Asia, which has a population of more than 3,776,000,000 people, and equates to around 57% of the world population (US Census Bureau, 2008). This same region only encompasses 37% of world Internet users, with the bulk of users coming from South Korea and Japan (Internetworldstats.com, 2008). In comparison, North America has a population of more than 337,167,000 people, which equates into around 5% of the world's population (US Census, 2008). This region accounts for over 17% of all world-wide Internet users (Internetworldstats.com, 2008).

Even though North America has significantly less people (over 3 Billion less), people in North American have significantly greater Internet access per-person than those people in Asia.

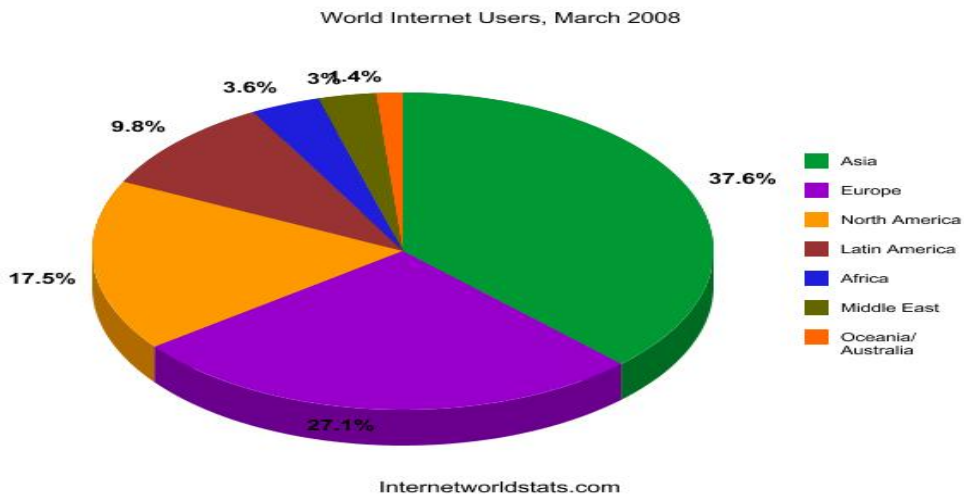


Figure 3.2. World Internet Users

Areas in the Middle East, Latin America, Southeast Asia, and in Africa (Morais-Ford, 2007) are at a strong disadvantage in harnessing the potential of new technologies. The 1999 *UN Development Report* states that productivity gains from information technologies may widen the gap between those wealthier nations and those lacking the resources and digital infrastructure needed. The report goes on to state, “The network society is creating parallel communications systems: one for those with income, education and literally connections, giving plentiful information at low cost and

high speed; the other for those without connections, blocked by barriers of time, cost and uncertainty and dependent upon outdated information (UN, 1999, p. 63).”

Knowing that access to and the productive use of technology is an essential part of economic advancement, developing states are at a huge disadvantage.

With access to information and communication being an important part of productivity in a knowledge economy, industrialized nations can use these technologies to pursue agendas that advance their cause. For instance, educators in wealthier nations can use new technologies, such as the Internet, to promote a global perspective due to the fact of them having this luxury. Knowing that access to new technologies would go a long way in building stronger hospitals, schools, governments and citizens, the global digital divide must be addressed by the global community. If not, Alain Modoux’s (2002) warning of the digital divide leading to the creation of a gigantic ‘cyber-ghetto’ where the info-poor (developing nations) are exploited politically and economically by the cyber rich/developed countries could emerge.

There has been progress in bringing this issue before the world community. The G8 adopted at the Genoa summit in July, 2001 an action plan to allow everyone the opportunity to participate in the information society and share its benefits (G8, 5-25-2008). The United Nations has created a dedicated and global task force, titled the United Nations ICT Task Force, aimed at disseminating information communication technologies in developing states. The United Nations has also formed alliances with the

International Telecommunications Union to form the World Summit on the Information Society, which held sessions in 2003 & 2005 (Madoux, 2002). The business community and private foundations have also begun the process of working to address the global digital divide. MIT and Media Lab's work in developing the One Laptop Per Child Program aims "To create educational opportunities for the world's poorest children by providing each child with a rugged, low-cost, low-power, connected laptop with content and software designed for collaborative, joyful, self-empowered learning. ([www.laptop.org](http://www.laptop.org), 6-12-2008)."

Until all members of the global village have meaningful access to the digital resources needed to participate, educators from around the world will have difficulties connecting students to cultures around the world. Until then, educators must empower students with the passion and the skills necessary to better their community and world. This commitment must involve helping all members of the global village gain meaningful and participatory access to technology.

Other issues such as Western culture's, and English's, disproportionate influence on such technologies like the Internet (CNN, 2000), state sponsored censorship of technology and media (Marquand, 2006) and fostering great diversity in the design and programming of new technologies (Damarin, 1998) are essential elements in the divide. Furthermore, challenges such as standardized testing, issues of information reliability and validity, corporate interests in new technologies, cyber-security/privacy, and a lack of training and time for teachers and students to explore new technologies in the classroom

limit the effectiveness of teachers using the Internet to encourage both global and digital understandings. Despite these limitations, the careful use of relevant and engaging technologies does hold promise in helping to foster informed and active democratic citizens in a global and multicultural age.

## CHAPTER 4

### METHODOLOGY AND RATIONALE

#### INTRODUCTION

This chapter will illustrate the methods by which deeper understandings to the following questions were sought:

1. In what ways does student use of technology relate to their perceptions of democratic citizenship in global times?
2. In what ways does students' use of technology relate to their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age?
3. Upon students characterizing their use of technology, how does the use of technology by students relate to the goals advocated by the social studies?

In order to better understand how these research questions relate to the chosen methodology, this section will provide a discussion on epistemology, ontology and the study's conceptual framework. In attempting to provide a clearer view into this study, there will be a description of the methods used to collect data. This description will

include ways in which I gained access to selected populations, how I collected and analyzed data, and the ways in which I established trustworthiness throughout the study.

After entering into a thorough description of the study's methodology, this section will describe how my identity and decisions as a 29 year old white male born and educated in a large Midwestern city affected my interpretation of the data, and how my cultural background and experiences in the social studies and with technology influenced my decisions. As a former secondary social studies teacher, I am always amazed at how a curriculum predicated on fostering informed and active democratic citizens often negated and marginalized the needs and interests of its students. In finding that many of my students often 'tuned-out' to an irrelevant and disengaging standardized curriculum, I was also amazed to learn that many of these same students went home to enthusiastically access and discuss political, economic and social information online. This experience served to formulate my belief that other sectors, particularly students' interactions with electronic technologies, play a significant role in educating the citizen. While this experience helped shape my perspective, I do acknowledge how every phenomenon is experienced differently by individuals from varying contexts (Patton, 2002). Even though all the student participants of the study were selected due to their demonstrating a high level of expertise and usage of technology, their experiences are by no means considered universal, and even amongst participants, should be seen as diverse due to different cultural backgrounds, experiences and interests.



### **On the Nature of Qualitative Inquiry**

A major premise of educational research is to deeply describe what is taking place in a particular classroom or setting in order to provide “coherent explanations of how classrooms work” (Heinecke and Drier, 1998, p. 277; Erickson, 1986). This study investigated the ways in which student use of technology related to their perceptions of democratic citizenship. Since Strauss and Corbin (1990) advocate the need for qualitative research in those areas where little is known, and researchers in the social studies generally agree little is known in regards to the intersection of citizenship education and students’ use of technology (Heafner, 2004; Crowe, 2006; VanFossen, 2006), a qualitative study was most appropriate. Through thick descriptions this qualitative approach allows for in-depth exploration of the ways in which students’ use of technology relates to their views towards democratic citizenship (Lincoln & Guba, 1985). With this research striving to discover the meaning and significance of events for individuals as they experience them, qualitative research’s advocacy of the incorporation of the language and voice of participants is maintained in this study (Eisner, 1991). Besides using the experience and language of participants, this design was a way of inductively grounding and aligning findings to the data (Glazer & Straus, 1967; Goetz & LeCompte, 1984).

Qualitative research allowed for the study of participants in their natural setting (Rossman & Rallis, 1998). Data collected in qualitative studies do not seek to quantify and provide generalizable truths. Instead, qualitative research highlights the role of the

researcher in constructing and interpreting data. Serving as a human instrument (Guba & Lincoln, 1981), the researcher conducted the study through "...talk[ing] with people, observ[ing] actions and interactions, and pay[ing] attention to physical surroundings to learn aspects of the social world (Rossman & Rallis, 1998, p. 116). Thus, qualitative research highlights how the researcher's mere presence within the experiment's natural setting destroys the possibility of an objective search for or articulation of truth. Besides the researcher's influence, this study accounts for the ontological assumption that acknowledges multiple realities exist and that knowledge is relative and context-bound (Denzin & Lincoln, 2000). In my study, this includes acknowledging that different realities not only exist between participants but are contingent upon the chosen research locations.

In this study, I utilized a naturalistic design to investigate the ways in which selected students' use of technology related to their perceptions of democratic citizenship. This design benefited the study in that it allowed for a deeper understanding on the complexities and realities of students' use of technology and its relation on their perceptions of democratic citizenship. For instance, it allowed for persistent observations to see the ways in which students actually use technology inside of the social studies classroom. When investigating the ways in which students' use of technology related to their perception of democratic citizenship, I had the opportunity to interview students about the possible relationship of technology on student learning outside of the social studies classroom. Besides understanding what things mean for people *in situ*, the

research design allowed for ample time in the field to become familiar with the both the context and participants (Becker, Geer & Hughes, 1968; Denzin, 1971).

### **Methods of Data Collection**

Due to different methods having potential weaknesses, Erickson (1986) advocates the use of more than one method of research. When combining different research methods through ‘triangulation’, a greater degree of accuracy amongst the findings can be expected (Denzin, 1970). In this study, I used multiple methods to confirm emerging findings. Methods to data collection included interviews of students, teachers, parents, and technology coordinators, student responses in an invite-only blog, classroom observations, and document analysis. Reflective notes were also used as an additional method of data collection.

#### *Interviews*

In order to investigate the experiences and perspectives of participants, I used semi-structured recorded and transcribed interviews. Merriam (1998) describes how interviewing is necessary when we cannot observe behaviors/feelings, and when the past events we are interested in are impossible to replicate. Since this study investigated the ways in which students’ use of technology related to their perceptions of democratic citizenship, interviews of students served as important means of data collection. Bateson (1990) also notes that interviewing is the best technique to use when conducting intensive qualitative research. With this study employing a qualitative design, the use of

interviewing helped provide the rich and thick description necessary to meet the goals of the study.

Opting to employ semistructured interviews was based on Merriam's (1998) call that these sort of interviews "...be guided by a list of questions or issues..., and neither the exact wording nor the order of the questions were determined ahead of time. This format allowed me to respond to the situation at hand, to the emerging worldview of the respondent, and to the new ideas on the topic (p. 74)." This sort of interview format provided the needed structure to address important themes and issues, yet was flexible enough to modify the structure to access relevant and unthought of themes. Since the research design is built on an exploratory framework, semi-structured interviews offered the flexibility and structure demanded in the study.

In order to achieve this called for structure and flexibility, I employed an interview protocol devised by Patton (1990). In using this approach, I constructed an interview guide that lists questions or concerns that were to be explored in the course of the interview (Patton, 1990). All of the semi-structured interviews were audio taped and transcribed as soon as possible after the interview in order to stimulate recall as well as enrich the "unelaborated, raw notes" (Erickson, 1986, p. 144). Key themes included on the interview guide for students, parents and teachers included:

1. Background information about the participants and setting.
2. Ways students access/use, and their experiences with, electronic technologies.
3. Participants' understanding of democratic citizenship.

4. Description of what is gained and lost when students and teachers use technology for informed and active democratic citizenship.

Because I conducted interviews with minors as well as adults, I made sure that I protected both the participants' rights and comfort-level throughout the study. Based on protocol and guidelines provided by The Ohio State University's Office of Responsible Research Practices (ORRP), I ensured informed consent and practice of strong ethical guidelines. Interviews of students and teachers took place at school during the most convenient time and location for the participants; this usually included before and after school, and during lunch. One round of interviews of parents, which ranged from ten to fifteen minutes, took place over the telephone. I conducted four rounds of twenty minute interviews with students, two rounds of interviews with teachers, and one interview with each school's technology coordinator. These interviews were kept concise and short due to the participants sacrificing their non-instructional time. In all, I recorded and transcribed over 1800 minutes, or, over 30 hours of interviews. I kept an interview log in a larger data collection log that described and organized the dates and times of the semi-structured interviews with teachers, parents, technology coordinators, and student participants.

Method	Participant Type	Name	Date	Location	Time
Interview	Teacher	Mr. Sanders	3-4-2009	CHS Classroom	3:00-3:40PM
Interview	Teacher	Mr. Irons	3-5-09	CHS Classroom	3:00-3:40PM
Observation	Student	Eman	3-10-09	CHS Classroom	8:20-8:50AM

Table 4.1. Example Data Collection Log

*Invite-only, Secure Online Threaded Discussions*

Besides classroom observations, and interviews, student participants were asked to contribute 10 minutes each week to posting comments to a research blog. In order to collect data on student usage of technology at home, I asked students throughout the study to self-monitor their at home usage. For eight weeks, students were asked to document the following information on this blog:

1. A description of a way in which they used a particular technology and its relations to ‘good’ citizenship.
2. Note where they accessed this technology
3. Indicate how long they used the technology for this civic purpose
4. Describe what they gained/learned from its use.

Only student participants and myself were able to view and post comments to this blog. Pseudonyms were used to protect students’ identities. Students were asked to never reveal identifying information (i.e. real names, home schools, e-mail addresses).

Students were directed to talk about their civic uses of technology with other student participants on the blog. All posted content was consistently reviewed by me for appropriateness. While no inappropriate information was posted, if it was, it would have been immediately removed. Two weeks after the close of the research, the blog was deleted and discontinued. However, printed transcripts of discussions from the blog will be maintained for three years after the close of the study.

For instance, if students played the video game *World of Warcraft* at home and found themselves communicating with peers and leading an online guild, I would ask that they record this information in the on-line threaded discussion. Since I was restricted by guidelines from the Office of Responsible Research Practices (ORRP) in monitoring student usage of technologies at home, these regular online postings served as an important means for students to self-report their home usage. Furthermore, the collected data helped inform the specific questions for student interviews.

*Example: Students Posting On Invite-Only Blog (Threaded Discussion)*

**User:** Justin Steiner

**Name of Technology:** Google Earth

**Date and Time of Its Use:** 4-3-09, and ever since it came out!

**What I Learned:** In history we're studying about India and colonization in India by the British in the 1800s, and I was curious about the relative sizes of India compared to England, as well as other British colonies. I used a program called Google Earth, which I'm sure many of you are familiar with or have heard of it to find out more. Google Earth is also a very cool tool to use for anything related to geography or history to gain some perspective on the topic. Google Earth is such a revolutionary program that you can visit anywhere on Earth. It has everything on the globe all mapped out. I also used this by looking at India and Pakistan border on Google Earth. I read about the Pakistani and Indian tensions online and other places and I was curious to see this mapped out in front of me.

**USER:** John Adams

**Name of Technology:** Recovery.org

**Date and Time of its Use:** 3-18-2009 from 3-4 PM

**What I Learned:** The Recovery.gov site was created by the Barack Obama Administration and outlines how the American Recovery and Reinvestment Act money is going to be used in order to benefit the economy. This site outlines how all of the \$787 billion dollars of the Recovery Act is going to be used and where that money is going. This site also promotes transparency in the government and encourages the participation of citizens in government. I accessed this site in order to find information on the Recovery Act for a Social Studies Club meeting in order to understand the topic of debate. For more information on this site and for the information on the American Recovery and Reinvestment Act please visit [www.recovery.gov](http://www.recovery.gov).

Figure 4.2. Students Posting On Invite-Only Blog (Threaded Discussion)

*Classroom Observations*

To better understand student experiences with technology in the social studies classroom I utilized classroom observations. These observations took place in the natural



setting of the social studies classroom. There are a variety of reasons why classroom observations were useful to this study. While interviews are dependent upon secondhand knowledge, observation allowed for the recording of behaviors as it happened (Merriam, 1998). This additional means of data helped raise questions about other collected data and even served to triangulate findings. Observations also helped provide a background and context for future interviews. For instance, Mishoe (1995) notes the advantages in observing clinical therapists before interviewing them in that she could ask what they were thinking in regards to certain performed actions. Merriam (1998) also discusses how observations can be advantageous to interviews when participants are hesitant or not willing to discuss the researched topic. Since some students were hesitant to offer rich and thick descriptions of the ways in which they use technology in the classroom and its relations to their civic development, observations helped provide firsthand accounts of their usage.

Based on Gold's (1958) spectrum of four different relationships between participants and researchers (Complete participant, participant as observer, observer as participant, and complete observer), I became an observer as participant. In this position, my researcher activities were known to the group, and my participatory role was definitely secondary to the role of information gatherer. Adler and Adler (1994) describes the researcher's role as, "observ[ing] and interact[ing] closely enough with members to establish an insider's identity without participating in those activities constituting the core of group membership (p. 380)." While revealing my researcher role

to students, the main task at hand was to collect in-depth information for the study. In order to provide a written account of the observation, field notes were typed and stored. Taylor and Bodgan's (1984) suggestions for field notes were followed. This included: focusing on specific people, interactions or activities over the larger picture, looking for key words or remarks, and maintaining strong organization. Field notes also contained descriptions of the setting, people and activities, direct quotations, and observer comments. In my study, this entailed paying special attention to, and documenting, the usage and types of technology used by students in the social studies classroom.

All observations were recorded in a data collection log. From March 1<sup>st</sup>, 2009 to early June, 2009, I observed social studies courses at two different high schools in 9<sup>th</sup> grade Modern World History, 12<sup>th</sup> grade American Government, 12<sup>th</sup> grade AP American Government, and a 10<sup>th</sup> Grade US History course. Besides observing students in social studies class, I also sought out opportunities for observations at any other school sponsored event that used technology for citizenship education.

During the classroom observations, I sat in a location where I did not interrupt or interfere with classroom activities. My focus during observations was on student interactions and experiences in the social studies classroom, and with technology in particular. My goal was to observe each class twice a week, spending a total of 5-6 hours a week at each school solely doing classroom observations. Those social studies classes that infused the use of electronic technologies were given the highest priority.

**03/12/2009 C2-Mr. Sanders**

**Third Period-U.S. Government- 10:20 to 11:20AM**

Before class

-Mr. Sanders is setting up his laptop for a PowerPoint presentation on Civil Rights. He looks like he is having a bit of difficulty in getting the technology to work.

-Lisa is very excited and talking to a neighbor as the teacher works on the connection

Class begins

-Mr. Sanders asks all students to pass forward their homework from last night

Table 4.3. Example of Field Notes

### *Document Analysis*

While in the social studies classroom, important documents/ archival evidence were collected. This included lesson plans, student hand-outs, instructional materials (like PowerPoint), websites the teacher/students used, copies of student work, and assessment material. Marshall and Rossman (1999) describe how the collection of documents are “unobtrusive” to review and “...rich in portraying the values and beliefs of the participants in the setting (p. 116).” These documents not only helped me better understand the ways in which students used technology in the social studies classroom but enabled me to better understand the context and expectations of the classroom. One of the greatest advantages of the collection of student work comes in that it served as a

catalyst for further discussion during student interviews. These documents were used alongside interviews and classroom observations to triangulate findings.

### *Reflexive Notes*

A reflective journal served as a means to document and reflect upon my methodological learnings (Mauthner & Doucet, 2003). I used a reflective journal to record personal observations and learnings from the research field. Besides serving as a research journal, this tool provided important reflections on areas of my research. These notes served as a way of documenting my methodological learnings from the beginning till the end of the study. These notes offered future advice and insights as I continued into the research process. After most observations, interviews or research related endeavors, I documented both what I did well and those areas I need to improve upon.

Brad Maguth  
Reflective Journal

**March 5th, 2009: Teacher Interview Number 1 (12:05PM-12:35PM)**

Today, was my first interview with both of the teacher participants. I felt very anxious and eager to conduct my first interview. The weather today was above average hovering around 55° with sunny skies. I conducted the interview in the teacher participants' classroom. This experience involved interviewing the teacher participant at American high school. I had scheduled this interview in advance, and forwarded the teacher participant the interview questions before hand so he had the opportunity to review the questions. I felt as if sending these questions out in advance really helped the participant think through their responses. Comparing this to my experience in interviewing participants in the past, I felt as if this time around, the participant was ready to offer rich data. I made sure that I arrived to the interview site early to check my equipment thoroughly. I wanted to make sure that my batteries were operational and I had the recorder set to the proper speed. I think another advantage to arriving early was building a strong rapport with the teacher participants.

Table 4.4. Example of Reflective Notes:

*Data Management*

Qualitative data collected for this study included audiotaped interviews and their transcriptions, student postings to online treaded discussions, classroom documents, and field notes. I transcribed all audiotape recordings as a means for member checks, and to ensure the interviews were available for future analysis. I secured all materials collected (interview recordings and transcriptions, field notes from classroom observations, collected documents, and reflective notes) in a secure location in my home. In order to protect the anonymity of participants, their names were not used in either working or

archival copies of collected data. Instead, codes were used, and these coding records were kept in a locked file cabinet.

### **Participant Selection, Gaining Access and Context**

#### *Participant Selection*

In this study that investigated the ways in which students' use of technology related to their perceptions of democratic citizenship, there existed a need to select adequate research sites. Not all possible research sites, social studies classrooms, offered the rich and thick data on student use of technology necessary for the study. In fact, research (Martorella, 1997; Diem, 2000; VanFossen, 2001) describes the overall lackluster use of technology in the social studies. Due to a lack of both use and meaningful use of technology in the social studies classroom, I turned towards the use of nonprobability sampling. Honigmann (1982) describes how the use of nonprobability sampling methods:

...are logical as long as the field worker expects to use his data not to answer questions like 'how much' and 'how often' but to solve qualitative problems, such as discovering what occurs, the implications of what occurs, and the relationships linking occurrences (p. 84).

With this study examining the ways in which students' use of technology relates to civic development, nonprobability sampling was most appropriate.

Purposeful sampling, the most common form of nonprobability sampling, was employed to select participants. This form of sampling is predicated on the investigator

selecting information rich participants to gain deeper insights and understandings. Patton (1990) argues that the "...logic and power of purposeful sampling lies in selecting information-rich cases for study in-depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research (p. 169)." To gain a deeper understanding towards student use of technology inside the social studies classroom, purposeful sampling demanded I locate information rich participants, or teachers and students that demonstrate a high level of expertise and usage of electronic technologies.

This study specifically used snowball purposeful sampling. This process involved asking participants to refer me to other participants that used technology. Patton (1990) goes on to explain how this strategy includes identifying "...cases of interest from people who know people who know people who know what cases are information-rich, that is, good examples for study, good interview subjects (p. 182)." Thus, this study asked previously identified social studies teachers that use technology to refer me to other possible teacher participants.

In order to locate a meaningful sample, I constructed relevant and aligned selection criteria. LeCompte and Preissle-Goetz (1994) advise that the researcher create a list of attributes essential to the selected population and then "...proceed to find or locate a unit matching the list (p. 70)." These established criteria helped guide me in identifying and locating information rich cases. Initially, through snowball sampling based upon fixed criteria, I located five high school social studies teachers that were

screened on their use and expertise with technology. The final selection of teacher research participants centered on their performance during conversations in regards to certain important identified criteria.

*Criteria used in the selection of teachers include:*

1. Currently teaching middle or high school social studies, and has done so for at least two years.
2. Since the study aspires to understand the use of technology by students in different settings, the site offered diversity in student body.
3. Presented evidence of their expertise and frequent use of technology in their classroom
4. Provided their informed consent, and had the ability to allocate the needed time and effort for the study

In the selection of student research participants, students were recommended for the study by their teachers based upon fixed criteria. While teachers provided recommendations, the final decision of students was made by me. Each teacher recommended 12 possible student participants, 24 total participants. These recommended student participants underwent a screening process in order to select the final 6 participants at each school.

*Criteria for the selection of students include:*

1. Inclusion of students from diverse environments, enrolled in a selected social studies teacher's high school classroom



2. Being recommended by a participating teacher and, during a preliminary interview, demonstrated a high level of expertise and usage of technology at home and in the social studies classroom.
  3. Student participants had the informed consent and participation of their legal guardian(s), and offered their informed assent to participate in the study.
- Furthermore, was willing to put forth the required time and effort to participate in the study.

For a period of over eleven weeks, beginning the week of March 1st 2009 and ending early June, 2009, I logged over 50 instructional hours of classroom observation. I traveled between two high schools and between four social studies classes. At Alpha High School school, I observed and interviewed students enrolled in American Government, AP American Government, and Modern World History. At the Beta Early College High School, I could only observe a blocked two hour U.S. Government course, as that was the only course offered. Usually, I spent two days a week at each school during the course of the study. The total amount of participants included two teachers, twelve students, two technology coordinators, and six parent/legal guardians.

<b>School 1</b>	<b>School 2</b>
<i>Suburban High School</i>	<i>STEM High School</i>
1 Teacher	1 Teacher
1 Technology Cord.	1 Technology Cord.
6 Students	6 Students
3 Parent/Guardians	3 Parent/Guardians
= 11 participants	= 11 participants

**= 22 Total Participants**

Table 4.5. Number of Research Participants

### *Gaining Access*

Gaining access involved my gaining consent from the proper authorities to research; this includes observing, interviewing, and seeking documents (Glesne, 1999). My first step in gaining access involved getting approval from the Human Subject Review Board from The Ohio State University. Since my research offered minimum risk to participants, I submitted my IRB proposal for an expedited review. Once I received permission from the Human Subject Review Board, I started the process of getting approval from potential school districts.

In locating potential school districts and teachers, I relied on both the guidance of my advisor and previous familiarity and associations with social studies teachers that use technology in the area. Having presented and sat in on presentations on the use of technology in the social studies at the Ohio Council for the Social Studies' Annual Conference, I contacted middle and high school teachers that have presented on ways in which they used technology. Furthermore, having supervised social studies student teachers in the area for over three years, I used my prior experiences to locate potential

participants. Once a potential participant was located, I then asked them to refer me to as many other middle and high school social studies teachers as possible that used technology frequently and in meaningful ways (see snowball sampling above).

After I located and interviewed potential social studies teachers for the study, I selected five for further screening. This led me to selecting the final two participants based upon fixed criteria (see criteria above). To locate possible student participants, I asked that each of the two selected teachers recommend at least 12 students that meet certain criteria (see criteria above) for participation in the study. After interviewing all recommended students, I selected six students from each teacher's classroom, giving the study a total of 12 student participants.

I completely adhered to the ORRP's recommendation that the researcher obtain consent from the all research participants, particularly, teachers, students, their parents/guardians, and that of the technology coordinators in order to protect the participants' rights and identities. Before gaining the signed informed consent/assent, I thoroughly explained the details and procedures of the study both in writing and verbally to participants. All of them received a copy of the ORRP approved recruitment letter and consent/assent form. In order to maintain parent/guardian understanding of the study, I explained the study to all parents, either verbally through a telephone call or by visiting them at their house.

## **Data Analysis**

Over 694 pages of data were collected throughout a three month span. When considering transcribed interviews, I collected 242 pages from twelve students during four rounds of student interviews, 28 pages from two rounds of teacher interviews with two teachers, 36 pages from one round of interviews with six parents, and 13 pages from one round of interviews with two technology coordinators. While a variety of different data collection devices were used to triangulate findings, this bulk of collected data came from participant interviews.

Another source of collected data included 112 pages of field notes from the two high schools during classroom observations. Having visited each classroom two times a week for a three month span, these observations were pivotal in gaining a better understanding on the ways in which students use technology in the social studies. Besides interviews and classroom observations, I collected 15 pages of data from students' online postings to a threaded discussion. Other sources of data included 27 pages from a reflective journal, 171 pages of relevant collected documents (i.e. student work, lesson plans, activities, student handbook, ect.), and 50 pages of general notes (i.e. schedules, correspondences, timelines).

<b>Bulk of Data Collected (3 Months)</b>	
Interviews	Student Interviews: 242 pgs.
	Teacher Interviews: 28 pgs.
	Parent Interviews: 36 pgs.
	Tech. Coordinator Interviews: 13 pgs.
Class Observations	Alpha & Beta H.S.: 112 pgs.
Online Threaded Discussions	Student Postings: 15 pgs.
Document Analysis	Collected Documents: 171 pgs.
Reflective Journal	Method. Learnings: 27 pgs.
General Notes	Schedules, Ect.: 50 Pages
<i>Total Pages: 694</i>	

Table 4.6. Bulk of Data Collected

Since qualitative data rapidly accumulates in the collection process, timely and consistent analysis helped sort out significant features for data reduction (Miles & Hauberman, 1984). This sorting process involved a ‘progressive focus’ whereby the researcher works to gather, sift through, review and reflect on data (Parlett & Hamilton, 1976). As the data was collected, I moved through the four phases of data analysis outlined by Baptise (2001): Defining the analysis, classifying the data, making connections between the data, and conveying the data message(s). This process involved examining the data and organizing elements into general categories/ open codes. The intention involved moving from a description to explanation and theory generation (LeCompte & Preissle-Goetz, 1994).

After the first round of student interviews were completed, already collected data was coupled with newly collected data (i.e. class observations, student online postings, teacher interviews, collected documents) to undertake the first steps of preliminary

analysis. All collected data underwent a content analysis to sort and categorize the data. Throughout the data analysis, I was looking for relationships and differences between data (Strauss & Corbin, 1994). This involved utilizing a constant comparative method for analysis. This method involves an inductive method whereby theory evolves from data collected (Merriam, 1998). As advocated by Guba & Lincoln suggest (1989), I avidly sought out relationships and discrepancies between data in order to code data. During the coding process, I initially read the first round of student and teacher participants' interviews. This provided me with a general idea of participants' lives, experiences, and perceptions. After a thorough content analysis of the first round of student and teacher interviews, I began the coding process for the other sources of data. As additional data was collected, the categories grew to reflect new experiences and participant insights. These codes eventually grew into categories.

As this process unfolded, five major categories emerged. These categories included: Student Perceptions of Democratic Citizenship, Students' Usage of Technology, Students' Experiences in Social Studies., Students' Experiences Outside Social Studies, Students' Perception of Globalization and Multiculturalism. These five categories grew out of more preliminary categories to reflect the sum of the data collected (see appendix for emerged codes and categories). By constantly comparing data, I re-read and re-coded the data until I had meaningful categories on students' perceptions of democratic citizenship, and the ways in which their use of technology related to their perceptions of democratic citizenship.

## **Trustworthiness**

This study asked that participants divulge personal and professional information, contribute time and energy to honestly answer questions, and to grant me access into their school and classroom. These elements necessary to the study presented inherent ethical dilemmas. In order to protect both research participants and the reputation of this study, I maximized trustworthiness. Specifically, I provided participants with understandable information in regards to goals, duration, impact, and benefits of the study. After a thorough explanation and clarification, if respondents agreed to participate in the study, I proceeded with acquiring their signed informed consent. Lincoln and Guba (1985) describe trustworthiness as the researcher's description of how they conducted the research, and the legitimacy of the collected data. Tashakkori and Teddlie (1998) indicate the effects data collection can have on the behaviors and/or responses of participants, and the need to maintain trustworthiness as being an essential part of the study. In order to create a climate conducive to both the needs of participants and the study, I fostered a professional, honest and trusting relationship with participants. This included making myself consistently available to participants to answer any questions or to listen to any comment(s).

To promote trustworthiness in the study, the recommended techniques of Lincoln and Guba (1985) were followed. These eight techniques included: Prolonged engagement and persistent observation, triangulation, peer review and debriefing, negative case analysis, clarification of researcher's bias, member-checking, rich and thick

description, and external audit. Having already discussed the study's reliance on the collection of data that is thick and rich, and the role of my reflective notes in recording researcher thoughts and experiences, I will turn my attention to those other important elements, as described by Lincoln and Guba (1985), essential to the trustworthiness of the study.

#### *Prolonged Engagement and Persistent Observation*

Qualitative research emphasizes the need for significant time in the field becoming familiar with the context and participants (Beecker, Geer & Hughes, 1968; Denzin, 1971). This prolonged experience in the field allowed me to better understand both the participants and the context of the problem. In this study, I spent a total of eleven weeks collecting data in the field. I found myself at the field sites at least two to three times a week conducting frequent observations, collecting data, and in interviewing students, teachers, and coordinators. Besides four rounds of interviews with students, two rounds of interviews with teachers, and one round of interviews with selected parents/guardians and technology coordinators, I conducted weekly observations of social studies classes.

I arrived before classes were scheduled to start to get a better understanding of the school's culture. Furthermore, besides pronged formal engagements, I had informal conversations with research participants to ensure rapport and trust. This outside the class time interaction, in the halls and before/after classes, helped in allowing me to better understand both the research participants and the context of the research problem. While



observing in the field, I was sure to maintain my role of research observer, one that sits in the back of the classroom in order to not disrupt the learning environment.

### *Triangulation*

In order to bolster the trustworthiness and internal validity of the study, I ensured triangulation. Triangulation involves using multiple sources of data, or multiple research methods to confirm emerging findings (Denzin, 1970; Merriam, 1998). In collecting data through student, teacher, technology coordinator, and parent interviews, classroom observations, an online threaded discussion, and the analysis of important documents, this study used a variety of sources to validate emerging findings. Triangulation allows for the researcher to collect multiple data sets and look for contradictions and relationships. Besides helping to ground findings in a variety of data sets, Mathison's (1988) points out triangulation also serves as a means for a more 'holistic understanding' on the studied phenomena (p. 17).

In having the opportunity to interview students about their use of technology in their social studies classrooms, and in interviewing teachers on their students' use of technology, I examined different perspectives. Besides interviews, I used classroom observations that allowed me the opportunity to better understand the participants and context of the studied phenomena. Since each method has its short comings, and each one on its own fails to provide a holistic picture, the use of multiple data collection devices served to enhance the validity of the study (Denzin, 1970). Using multiple methods of data collection helped promote the validity and trustworthiness of the study.

### *Peer Review and Debriefing*

Lincoln and Guba (1985) describe peer debriefing as “...a process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purposes of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer’s mind (p. 308).” Peer debriefing helps bolster the trustworthiness of the study in many ways. It allowed me to run my findings by another peer to capture an outside, honest perspective. Due to prolonged exposure in the study, I often found myself looking at the data with ‘tunnel vision.’ Asking another peer to review some of the findings and patterns of the research provided a much needed ‘outsider view’ (Lincoln & Guba, 1985). Besides adding a much needed ‘outsider view’ on potential findings, these discussions also entice reflective conversations between me and my partner on past and potential issues, concerns, and/or patterns.

While the selected peer was an outsider to the research study, they met the requirements set forth by Lincoln and Guba (1985). These requirements included having a substantive level of expertise in both the content area and on the chosen methodology. This person was also “...neither junior... nor senior” to the researcher so that their input was not be disregarded or compulsory. My peer was a Social Studies and Global Education Doctoral Candidate at The Ohio State University. Currently, working on her qualitative dissertation in global education, she has a sufficient level of expertise to serve in this capacity. As a beginning researcher in social studies education, she has the practical experience and methodological knowledge to provide helpful feedback. We met

for two hours, starting in February, 2009, once a month up till the end of the study, early June, 2009, for a total of 10 hours.

<b>Mode of Communication</b>	<b>Debriefing Dates</b>	<b>Location</b>	<b>Times</b>
Face-to-face	February 1 <sup>st</sup> , 2009	Coffee Shop	6-8pm
Face-to-face	March 2 <sup>nd</sup> , 2009	Coffee Shop	6-8pm
Face-to-face	April 1 <sup>st</sup> , 2009	Coffee Shop	7-9pm
Face-to-face	May 1 <sup>st</sup> , 2009	Coffee Shop	7-9pm
Face-to-face	June 1 <sup>st</sup> , 2009	Coffee Shop	7-9pm

Table 4.7. Debriefing Schedule

### *Member Checking*

To promote trustworthiness in this study, I used member checking. This process involved “...taking data and tentative interpretations back to the people from whom they were derived and asking them if the results are plausible (Merriam, 1998).” This study continually sought out the feedback of participants on collected data and preliminary findings. Lincoln and Guba (1985) describe the benefits of member checking to the study in that it provides an opportunity for the researcher to assess the intentionality of the participant, it offers participants an opportunity to edit and correct errors, and it allows the researcher an opportunity to fill in research gaps on selected topics, almost in an interview fashion.

All informal member checks, those checks taking place during the course of the field work, were done promptly after collecting the data. All participants were provided with copies of the interview transcripts to read and edit as necessary. Teachers were also

asked to read and check-over classroom observation notes. Classroom observations notes encompassed anywhere from six to eight pages each, and the teachers were e-mailed these notes within one to two days via e-mail. Teacher interviews were usually around eight to ten pages each, and again, teachers received a typed draft of the interview via e-mail to suggest changes. Formal member checks, those checks taking place after data analysis, were completed in person with both teachers and students. At the midway point of the research (April, 2009) and at the end of the study (June, 2009), I shared categories and findings that had emerged with both student and teacher participants, and sought out their verbal feedback. Due to time constraints and numerous commitments, it was often difficult for participants to thoroughly examine these documents. They often recommended only minor changes that did little to influence the overall findings.

### **Researcher's Role and Ethical Considerations**

As an outsider, I was concerned with my representations of the study. Since I understand the degree to which the researcher is the primary instrument of data collection and analysis (Guba & Lincoln, 1981), I recognized that my interpretations of the findings and understandings are limited based upon my cultural experience. As an avid consumer and student of electronic technologies, I find myself privileged in having access to them; which is far from the universal global experience. In looking at the ways in which students' use of technology relates to their perception of democratic citizenship, I also find my cultural experience with citizenship as having been one of privilege; quiet contrary to the experiences of many marginalized and discriminated against groups. In

order to strengthen the dependability of my research, I have taken the advice of LeCompte and Preissle (1994) to articulate the assumptions and theory that guide my research, my positioning within the group being studied, and the basis/procedure for selecting participants. Guba and Lincoln (1981) expound on this process by suggesting the researcher keep an 'audit trail' that describes in detail how data was collected, how categories were derived, and how decisions were made throughout the inquiry. I have maintained this audit trail in the form of my researcher logs and my reflective journal, all in the name of making my research as transparent as possible.

In this study, I also have the obligation and responsibility to protect research participants. Merriam (1998) notes how qualitative research often poses ethical dilemmas over data collection and the dissemination of findings. Since this research used classroom observations to better understand the ways in which students' use of technology related to democratic citizenship education, this study obeyed strict guidelines in protecting the research participants and environment. When conducting observations, researchers become guests in the private world of participants. Stake (1994) points out that researchers must use good manners and abide by a strict code of ethics. When observing, I did not disrupt the learning environment as I collect information. Serving as 'participant as observer' (Gold, 1958), all my observations were known to the group and I collected data without participating in core group activities.

When interviewing, I understood the risk posed to individuals. I knew that respondents may feel as if their privacy was being invaded, that they may be embarrassed

to answer certain questions, and they may tell things they had never intended to reveal (Merriam, 1998). Since I asked students about their usage of technology both inside and outside of the social studies classroom, some participants were a bit reluctant to offer information due to embarrassment or fear of consequence. Furthermore, I was concerned that some student participants may have been afraid that super-ordinates or authority figures may gain access to information, despite my constant reassurance to the contrary. In order to protect all participants, I undertook Fontana and Frey's (1994) recommendations to limit ethical problems. This process included accessing participant informed consent/student assent, respecting a right to privacy, and protecting participants from harm. In order to protect participants, I explained the purpose of the research, its procedures, and how the information is to be used. I informed participants of both the potential risks and benefits of their participation in this study. Pseudonyms are used to protect the participants' and schools' identities. In order to secure the data, I kept all collected data in a locked file cabinet in my room. Since ORRP requires me to keep my data for three years, I will destroy the data in 2012. Furthermore, I did not outsource any transcription of data.

I never forced participants to answer any question. I provided them with enough information to make well informed decisions. They were informed that at any time they may leave the study without consequence. If any student discloses information, particularly about their use of technology, that reveals a clear and present danger to themselves or someone else, I told them in advance that I would follow the guidelines set

forth by the ORRP and the State of Ohio in working with vulnerable populations. When discussing the benefits of the study with participants, I described how students will help contribute new knowledge to an important and growing field of study.

### **Writing Up Process**

Research in education is an attempt to extend the knowledge base of the field as well as inform and improve practice in the field. In order to communicate findings, I had to write up my research. Glesne (1999) explains how writing helps "...give form to the researcher's clumps of carefully categorized and organized data (p. 155)." The process of writing not only helped me organize my findings but served to warrant the conclusions I reached. Erickson (1986) describes the main purpose of writing to be "...to convince the audience that an adequate evidentiary warrant exists for the assertions made, that patterns of generalizations within the data set are indeed as the researcher claims the are (p. 149)." Since all theories and findings were rooted in the data, the writing process helped me open up the lines of transparency to the reader. I frequently used direct quotes from the field and interviews to substantiate claims. Besides describing relationships and patterns in my research, my writing explained the rationale for the chosen methodology and research methods. My goal is to better inform the reader of the process and findings of the study.

### *Using Student Portraits*

My writing incorporated descriptions and vignettes along with commentary to explore the ways in which students' use of technology relates to their perceptions towards

democratic citizenship. In order to warrant the conclusions reached in this study, I initially constructed twelve individual portraits on the students at both Alpha High School and Beta Early College Preparatory High School. In these portraits, I provide important demographic information, and describe the ways in which students most frequently use technology. I also describe some of their views and perceptions towards democratic citizenship. Most of the information on student demographics and their typical usage of technology came from the first and third interview. I relied on data collected from the other rounds of interviews, and data from their weekly postings to an online threaded discussion, to showcase each student's experience with technology and perception towards democratic citizenship. Each portrait relied on 'rich data' which usually accounted for around one-quarter of the collected data for each participant. These portraits sought to provide the audience with enough information to become somewhat familiar with each student (Stake, 1995).

After sketching a portrait of the twelve student participants at the two different research sites, I began the process of comparing portraits in looking for relationships, commonalities, and differences. This entailed conducting a constant comparative analysis to look for existing relationships and conflicts in collected data between student participants. After this comparative analysis took place, key categories and findings emerged. This form of analysis allowed for a deeper comparison between both the students' views towards democratic citizenship, and in their experiences and views with technology.



### **Limitations of Research**

This study is in no way a complete picture and has a number of limitations. I am restricted in having a limited number of research sites to choose from. Since research indicates most social studies classrooms' use of technology is lackluster (Ehman & Glenn, 1991; Whitworth & Berson, 2003), I was placed in a position whereby purposeful sampling needed to be used to locate an adequate sample. While this process of participant selection does have its drawbacks, Patton (2002) concludes this form of sampling is ideal for researchers striving to locate information rich cases. While the results of the research are not generalizable, qualitative researchers encourage the possibility of transferability (Patton, 2002; Merriam, 1998). This transferability approach entails the researcher providing the reader with a highly detailed description of their research design, context and methods so that the reader is left to decide if the results can 'transfer' to another context (Patton, 2002).

Besides a limited number of locations to choose from, the study is also limited in its number of participants. This research study only investigated the use of technology by twelve students, and in two teachers' classrooms. The study could have benefited by infusing more research participants' perspectives. While the study collected data in two different schools, the research fails to investigate the use of technology by an important urban and rural student population. Since the selected students were assigned the task of posting ways in which they used technology to access information, communicate, collaborate, or advocate once a week on an online threaded discussion, one could cite my

encouraging students to use technology to engage civically. Other flaws such as the limited timeframe of the study, the implicit assumptions and worldviews of myself, and the limits of any qualitative design are built into this research.

### **Issues and Challenges that Emerged**

During data collection and analysis, issues and problems arose. One of the biggest challenges was scheduling student interviews during non-instructional time. Since students' school days are highly structured, with every minute being accounted for, the process of scheduling student interviews to coincide with their availability became difficult. As mandated by the Office of Responsible Research, all student interviews took place during non-instructional time. Since students do not have a study hall at Beta Early College Preparatory High School, all student interviews were done during students' assigned lunch period. With only half an hour for lunch, students often ate their lunch and responded to questions. This resulted in students feeling rushed at times. If we were not able to complete the full load of interview questions, I would pick up where we left off the next school day. While this allowed me to complete the student interviews, at times, it disrupted the flow of the interview. When possible, make-up interviews were scheduled before and after school.

At both locations, scheduling student interviews proved challenging. At Alpha High School, student interviews mostly took place during their assigned study hall. However, a few of the students had not enrolled in study hall. As a result, I conducted these student interviews before and after school. I came away with a new found

understanding of the difficulty of working with student participants due to their highly structured school day. Since many students hold extra-curricular commitments, and are dependent upon parental transportation to and from school, there's oftentimes a challenge in conducting student interviews before and after school.

Other issues emerged throughout the study as well. During the first few rounds of interviews, students were hesitant in offering information that might incriminate themselves or their teachers. For instance, one student in particular was very hesitant in admitting that his teacher allows the class to use their cell phones to browse the Internet to do class research. Since the school has a zero tolerance policy on cell phones, the student felt as if such offered information might work to incriminate their teacher. A few students were also initially hesitant in admitting they used the Internet to illegally download copyrighted materials such as movies and music. I sensed that a few students felt as if this information would have been self-incriminating and opted to not disclose such information. However, after emphasizing the study's code of confidentiality and ways in which it ensured the protection of research participants, students felt more comfortable in disclosing sensitive information. This is evident as data collected in rounds three and four are much richer and personable. I was also challenged in that some students contributed more to the online threaded discussion than others. After reiterating the importance of students posting weekly comments, and the study's rationale for offering student participants a ten dollar BestBuy Gift Card as they were expected to

contribute to the study while at home, I noticed an increase in the frequency of postings by most students.

### **Portraits of Student Participants: Alpha High School**

In this section, I sketch a portrait of the six student participants at Alpha High School. I describe the students' backgrounds, and their views and experiences with both technology and democratic citizenship.

#### *Profile of Sarah McIntyre*

Sarah is a 12<sup>th</sup> grade student at Alpha High School. As a highly motivated student, Sarah has decided to enroll in three Advanced Placement courses this year to better her chances of being admitted into a competitive college. When asked how she would define a 'good' democratic citizen, Sarah commented, "Somebody that knows what their obligations are as a human being. A good citizen knows what's going on in the world... they also take the initiative to fix any problems." It was clear that Sarah felt as if 'good' democratic citizens were both informed and active on local and global challenges. She felt as is democratic citizens need to look out for other people in order to improve society. During our second interview, Sarah described her mother as a 'good' citizen because of her 'standing up for what's right.' She commented:

It's important that citizens understand they have to look out for the interests of the nation and not just their own...Even though my mom is straight, I really admire how she stands up for the legal rights of gays and lesbians... I think that being a good democratic citizen means trying to make your nation stronger and more inclusive of all races, ethnicities, religion and lifestyles (Student Interview 2, 4-3-09).

Sarah's believed that 'good' democratic citizens should work to build a stronger and more just planet. This included looking out for those people that are disadvantaged and/or discriminated against. To do this, Sarah noted the importance of citizens being both informed and active in the democratic process.

When asked about her typical day, Sarah described her frequent use of technologies both inside and outside of school. She commented, "As soon as I get to school, I head to the library to check my teachers' websites for a listing of the previous night's homework and readings." She finds her social studies teacher's website a convenient way to stay organized and abreast with the day's activities and homework.

While some teachers have their own websites, Sarah described how she really enjoys ProgressBook, an online classroom management system that allows parents, students, and teachers to monitor students' performance (Software Answers, 2007). After leaving her afterschool job at a neighboring preschool, Sarah comes home and jumps online. "When I'm online at home, I usually go to Progress Book and see if I'm missing any assignments. Then, I'm off to Facebook." When asked to describe her Facebook usage, Sarah stated:

It's awesome. Over the summer I go to camp, and I know people from all over the country. This is a cool way to stay in touch with them. It's also a cool way to stay organized with all the stuff that's going on at school (Student Interview 1, 3-17-09).

Besides communicating with friends to stay up-to-date with what's happening in their lives, Sarah has used Facebook to support and advocate for certain causes. Since Sarah

is passionate about women's empowerment and environmental sustainability, Facebook provides Sarah with a forum to discuss and articulate her beliefs and ideas. For instance, after reading an online article on domestic violence, she recently engaged in a lively discussion on Facebook concerning whether a battered female should try to work things out with her abusive husband. Besides engaging in lively debates on social, political, and economic issues, Sarah sees Facebook as a way to advertise and publicize important events. With more people becoming active in social networking, Sarah sees Facebook "... as a way for more people to know about an event, it's a lot better than just putting up posters at school. " Because Facebook links millions of users together, Sarah relies on this social networking websites to advertise and advocate for certain social and political causes. For instance, she has recently posted information on her Facebook page to inform her friends and family on the genocide in Darfur.

For Sarah, Facebook is a way "...for an individual in a world with 7 billion people to stand out." With everybody having a different page, users are free to add their own style and personality to their homepage. Sarah goes on to state, "It makes you feel like you're not just another person in the crowd." Visitors have the opportunity to learn about other users' interests, hobbies, and everyday happenings. However, Sarah cautions that the Internet and Facebook can be a brutal place. She drew from the experience of one of her friends, and commented, "...people posting pictures of stuff they have done (on Facebook) that they shouldn't be doing... It can ruin someone's life." Apparently, a few of her friends have been penalized for posting sexually explicit pictures, and pictures

of them partying and drinking alcohol. While the Internet is an efficient way to access information, communicate, and create, Sarah also pointed to people needing to be aware of the growing dangers of cyber-bullying, identify theft, and privacy issues.

*Profile of Justin Steiner*

Justin is a 9<sup>th</sup> grade Arab-American male at Alpha High School. Born in the United States, Justin really enjoyed sharing his views on what entails ‘good’ democratic citizenship. As an Arab American, Justin felt very strongly that the rights and obligations of citizenship must cross across national borders in today’s global atmosphere. During our first interview he commented:

I think of the human race as all one race. We should all work together no matter what our nationality. We all need to be well informed about issues today. Like the issues of the Middle East, the economy, you know, issues like that are important and we need to be well-informed. We need to form our own standpoints... We need to talk with other citizens around the world in trying to make solutions. Like as a global citizen, all of us need to be informed. Not just limited to America, but the whole world, we need to work together...We need to try to make the world a better place (Student Interview 1, 3-10-09).

Justin saw citizenship in global terms in that all citizens around the world must be informed and active to better address the many global issues of today, which include issues like climate change, global poverty, and HIV/AIDS. In order to address these issues, Justin expressed the importance of citizens talking to one another in order to facilitate cross cultural understanding and global progress on global issues.

While Justin viewed the responsibilities of citizens as transcending national boundaries, he also noted the importance of ‘good’ citizens knowing about the

democratic and governmental processes and institutions. In our second interview, he commented:

U.S. Citizens need to know how their government works. They need to know who their elected representatives are so they can hold them accountable for their decisions and votes... During elections, citizens should know the candidates and issues. They should be able to read through the political spin and propaganda (Student Interview 2, 4-1-09).

Justin expressed the importance of citizens understanding the democratic process, and the importance of average citizens and voters to the health of a democracy.

Justin really enjoys using technology. In fact, Justin described his father's early push for him to learn to use technology when saying, "As a result of my dad being so into technology, I grew up using a computer. I grew up on the Internet." As a self described digital native, Justin is well spoken and highly driven. He possesses a passion for learning about history and the social studies. In fact, during the course of an interview, Justin expressed frustration when the teacher only discussed the Panama Canal very briefly in his Modern World History course. As a result, Justin went online to learn more about the history and challenges behind the construction of the Panama Canal. He said:

I only had one sentence about this (Panama Canal) [in my notes]. But, I really found it interesting. I went home and went online and researched it. I went to both the online Encyclopedia Britannica and Wikipedia. I really enjoy being able to use the Internet to do my own research, I really like learning more (Student Interview, 3-10-09).

Besides using the Internet to research topics of interest, he has also found himself doing research for his Model United Nation's club. Justin enjoys sharing his research



and learning with friends. When describing his Model United Nations involvement,

Justin commented:

...we do research on different countries, and different global issues. I really like participating in this club, and I really enjoy sharing this research with people... Like in our research on Nepal. They had an earthquake problem, and we created a presentation to share our knowledge on how to prevent damage and save lives in Nepal.

The use of technology has allowed Justin to further understandings gained in school.

Moreover, he frequently uses this new knowledge in classroom projects and amongst conversations with friends.

When Justin goes home from school, he is an avid user of both Facebook and online video games. Besides using Facebook to communicate with friends, Justin frequently uses the social networking tool to complete group projects. When asked about a particular project in which his group used Facebook, Justin said:

Our Enlightenment project, we used Facebook because we didn't have to hassle with telephone numbers and stuff. Also, all the information we post was there for future reference. If we typed in links, people could just click on them (Student Interview 1, 3-10-09).

While Justin acknowledged that the bulk of his time on Facebook was to check-in with friends, and update his profile, he was keen on the educative possibilities of the social networking tool to discuss and collaborate on assignments. Besides this online utility, Justin pointed to his growing use of playing massively multiplayer online role playing games (MMORPG). Growing in popularity amongst digital natives, these MMORPGs allow virtual players from around the world to collaborate and communicate in

accomplishing different tasks (Friedman, 2007). In describing his online video game use, Justin noted:

I really enjoy online global gaming. I get to play video games with people on the other side of the globe. It really shows how small our world really is... The distance between countries is getting smaller (Student Interview 1, 3-10-09).

Justin's use of technology allows for new possibilities in accessing information to grow academically, and in communicating with others both locally and globally. When asked about the influence of technology on democratic citizenship, Justin commented:

I think that the way citizens go about accessing information, communicating, and learning about governmental issues is a lot different than 10 to 15 years ago. Technology is allowing for new opportunities... there's just so much information online. Good democratic citizens need to know where to go on the Internet, how to find credible sources, and they need to know how to use this resources to make a difference (Student Interview 2, 4-1-09).

Justin feels as if his use of technology, namely the Internet, offers him many opportunities in learning about, and participating in civic networks.

#### *Profile of Sharron McPeck*

Sharron is a 12<sup>th</sup> grade high school student at Alpha High School. As a highly involved student, she has taken on a great deal of responsibilities. As a member of her school's National Honor Society and Broadcast Club, Sharron enjoys raising awareness about issues and helping others. This attitude of wanting to help others was evident when she was asked to describe a 'good' democratic citizen. During our first interview, Sharron pointed out that "A good democratic citizen is someone who is able to use their resources for the benefit of not only themselves but the greater good and everyone else

around them.” Sharron felt as if democratic citizens must work to uplift those in need, and be willing to share their resources with others. Throughout all of our discussions on democratic citizenship, it was clear that Sharron felt as if citizens must be able to step outside of themselves. This included citizens taking into consideration what’s in the best interest of the whole nation and world over any individual interests.

Sharron noted the importance of citizens “...knowing what’s going on around them in the world and where they live.” She felt as if ‘good’ democratic citizens take the initiative to stay up-to-date on political, economic, and social issues so that they are well informed and capable of making good decisions. With the current economic crisis, and U.S. involvement in wars in Iraq and Afghanistan, Sharron felt that more citizens must take the initiative to learn about civic issues and make their voices heard. Having attended the 2008 Presidential campaign rallies of both Barack Obama and John McCain, and having voted in the recent 2008 election, Sharron expressed the importance of citizens learning as much as they can about issues and candidates to cast ‘a smart vote’ during national elections.

With a bright smile, Sharron described how she just recently helped her father create a LinkedIn profile. LinkedIn is a global social networking website for professionals (LinkedIn, 2008). Before creating the account for her father, she “... explained to him how it would help him stay in contact with his colleagues at his work, and to network with different vendors and things like that. It’s like Facebook but more for business

purposes.” Sharron really enjoys using her technological expertise to help her father get ahead in a digital and global marketplace.

What is very apparent throughout my interviews is that despite her busy schedule, Sharron is constantly looking for ways to better her nation. That’s one of the reasons she was so heavily involved in the 2008 Presidential election. As a first time voter, she turned to the Internet to learn about the candidates’ stances. Sharron used the Internet to learn about the candidates’ stances on the wars in Iraq and Afghanistan, and the ongoing economic crisis. She felt as if her informed vote was an important means to improve the condition of her nation. This prompted Sharron to talk about a blog she frequently visited prior to the 2008 Presidential election. She described how she would “...go back and forth with a bunch of different people on the credentials and ideas of the political candidates.” In fact, having taken the time to learn about the two different candidates online, Sharron was able to sort out her own political views. She commented:

By doing that I was able to sort out how I felt. And, my views didn’t match up with how my parents felt. And, I was thinking on my own. It was kind of cool to have that (Student Interview 1, 3-10-09).

While Sharron continues to use the Internet to stay abreast on political happenings, she was adamant in describing how she spends most of her time online updating her social networking sites.

When Sharron wakes up every weekday at 5:30am, the first thing she does is to check her Facebook and Myspace. She reads through and replies to the different comments left by friends on her ‘wall.’ Having lived in four different states in the past

five years, she enjoys staying in contact with friends and family left behind. Besides keeping tabs on what's happening in the lives of friends and family, Sharron described how she uses Facebook as a tool for networking. When asked how she used Facebook for networking, Sharron credited its use to helping her get admitted into one of the nation's best university programs in journalism. Sharron explained:

I had a friend that went to this university, and I was talking to him on Facebook. Since some of his friends were also in the journalism program at that university, I began to contact them and ask them questions about the university and program. Eventually, these contacts helped me arrange a meeting with the director of the program. Ever since, I've stayed in contact with these individuals and I've been able to stay up-to-date on what's happening there (Student Interview 1, 3-10-09).

Having just found out she has been admitted to the university's program in journalism, Sharron continues to use this social networking tool to build relationships that will carry over into her first year as a college freshman at this university.

#### *Profile of James Adams*

James is a highly active 9<sup>th</sup> grade student at Alpha High School. Besides being a member of the Social Studies Club, he is a first year member of his school's rowing team. When asked to describe the qualities of a 'good' democratic citizen, James noted the importance of citizens:

"...be[ing] knowledgeable on what democracy really is. They should understand the important role people play in government. They should be knowledgeable on what's going on in government, and express their opinion to their elected leaders. They have to be able to express their views to their elected leaders so they [elected leaders] can represent their views in government (Student Interview 2, 4-17-09)."

To James, ‘good’ democratic citizens were knowledgeable on their role in government, the democratic process, and ways in which they can contribute to society. James felt as if democratic citizens should inform governmental leaders of their views, and use the power of the democratic process, namely voting, to hold their leaders accountable.

While democratic citizenship usually entails political connotations, James was adamant about ‘good’ democratic citizens being ‘good people.’ During our first interview, he pointed out:

Good democratic citizens should always be respectful of other people. They should not just pick fights with others just to pick fights. They should like to help others, and work to make things better. They could donate to charities, give to the hungry, and just kind of help society work together (Student interview 1, 3-10-09).

While ‘good’ democratic citizens are informed and active in the democratic process, James expressed the importance of citizens upholding many social obligations. These obligations included them being respectful and helpful to one another.

Due to his busy schedule, he often uses technology to stay up-to-date on current events and the lives of his friends and family. As involved as he is, James is often unable to find time to watch or discuss these events in real time. To him, one of the greatest advantages to technology is “... people can access information quickly, and endless amounts of people can communicate with each other.” As a teenager with many commitments, being able to use the Internet to access information quickly, and being able to engage in multiple conversations at one time, helps James manage his time efficiently. James definitely sees the social utility in social networking. He points out:

In Facebook, you can quickly browse over to your friend's profiles and see how things are going with them. You can also update your profile so they know what you've been up to. It's like you can have many quick conversations without having to make a lot of timely phone calls to each one. Since my schedule is quite hectic, Facebook really helps me out (Student Interview 1, 3-10-09).

Without this tool, James would not be able to stay in touch with as many people. In communicating through Facebook, James is able to stay up-to-date and maintain his peer relationships. Or, as James points out, "Technology is for me a way not to explode."

Besides using Facebook to 'stay in the know' on what's happening with friends and family, James frequently uses many of the features of Facebook to complete coursework and projects. Using the Facebook Instant Messenger feature, James was able to work with his assigned group on a social studies project. Since members of his group had difficulty finding a common time to meet, James' group turned to the chat feature in Facebook. When asked to describe the assignment, James said,

We had to devise a skit about Charles Darwin's trip to the Galapagos, and how he started to explore the island... The Instant messenger feature on Facebook is fast, and you can hook up with lots of different people at one time. You also have a record of the conversation (Student Interview 1, 3-10-09).

James' group was able to use the Internet to plan out and organize a skit for this assignment. This tool helped overcome the difficulties of locating workable meeting times, and the difficulties of making travel arrangements; especially, when few of the high school group members possessed a driver's license.

James also uses the Internet to stay up-to-date on political happenings. During the 2008 Presidential Campaign, he signed up for Facebook alerts as the campaigns posted

new materials to their Facebook profile. James described how this feature really helped him stay up to-date with the candidate's views on the many different issues. He frequently posted political comments on the candidates' page to voice his concerns and opinions. Other than these Facebook alerts, James frequently visits [recovery.gov](http://recovery.gov) to monitor how taxpayer dollars in a recently passed economic stimulus package are being spent by the Obama Administration in the current financial downturn.

*Profile of Cindy Lane*

Cindy is a quite spoken 9<sup>th</sup> grade student at Alpha High School. Many times throughout the interview, I had to smile and remind her to speak up so the cassette recorder could pick up her voice. While she may be a bit timid, she had some very important views to share on what she felt constituted good democratic citizenship. Cindy emphasized the social responsibilities of 'good' democratic citizens. During our first interviews, she commented:

I think that good democratic citizens have an attitude of caring about what happens to our country and each other. This means that they actually do something that helps others...They could show that they care by donating time at a soup kitchen, by handing out literature on an issues, by contacting their representatives, and even by helping their neighbor carry in groceries (Student Interview 1, 3-10-09).

It was very clear that Cindy felt 'good' democratic citizens took the initiative to help others. This included genuinely caring about the fate of other citizens and their families. For Cindy, democratic citizens should abide by the golden rule in that citizens "...treat one another in the way that they would want to be treated." She also pointed out that



democratic citizens should respect one another's differences, and stand shoulder to shoulder in creating a peaceful and prosperous society.

Cindy believes that service to others is an integral part of being a 'good' democratic citizen. Having volunteered a lot of her time to her church for events that aim to help less fortunate members of her community, Cindy really believes in citizens coming together to help those in need. Besides volunteering time to her Church, and the soup kitchen they operate, Cindy noted how her and her family adopts a child to give Christmas gifts to each year. Cindy commented on the important spirit of giving during our second interview:

Good citizens are there to help people that are homeless or don't have enough money. They chip in and come together with others to help them... Like my Dad... he helps build houses for needy families... Good citizens should give back, and not be greedy. For those citizens that receive this sort of help, they should pay it forward and give back to others as well the best that they can (Student Interview 2, 4-9-09)."

Cindy's story concerning her use of technology may have been the most emotional and inspiring. When Cindy gets home from school, she always heads over to the computer and goes online. This is when she checks her grades and performance on ProgressBook, and then, looks up the night's homework on many of her teachers' personal websites. When asked if her mother uses ProgressBook to keep up-to-date on her and her brother's in-school performance, Cindy said, "Yes. A lot. Everyday. She likes it because if we don't do our work she can nag us about it." Progressbook is one of many tools both Cindy and her mother can use to monitor her academic performance.

Cindy's passion is downloading and listening to Korean music. After using the Internet to check her grades, and complete any homework assignments, she heads over to YouTube to listen to some of her favorite Korean music videos. Listening to the songs and watching the music videos has sparked an interest in Korean culture. She frequently uses the Internet to learn about Korean culture and food. To her, the Internet's best feature is "...you're able to access so much information in such a short amount of time."

Cindy knows all too well the potential of the Internet to do research. Having found out she was adopted, Cindy described a promise her adopted mother made to her this past summer. Cindy stated:

My adopted mother promised me she would help me find information about my birth parents... My birth mother was really young when she had me and my brother, like 17 and 19 years old. She promised me that she would help me find information about her, and if I have any other siblings (Student Interview 2, 4-9-09).

Cindy really admired and appreciated this promise made by her adopted mother. In fact, during our second interview, Cindy called her mother an ideal citizen for having kept her word in regards to this promise. In using a variety of search engines and online databases, Cindy and her mother have been able to locate friends and family associated with her birth mother. The Internet has been a valuable tool in contacting people that knew of Cindy's mother, allowing for her to help piece together her past. During informal conversations, Cindy described how this digitally based search for information on her birth mother has greatly strengthened the bond between her and her adopted mother.

*Profile of Patrick Fitzgerald*

Patrick is a 12<sup>th</sup> grade high school student at Alpha High School. Having grown up in a politically active family, Pat really enjoys staying abreast of the latest national and global political, economic, and social news. When asked to describe what entails a ‘good’ democratic citizen, Pat commented:

Not only does being a good democratic citizen mean staying informed and participating [in government] but it includes understanding how being uneducated on issues and still participating in government harms democracy (Student Interview 1, 3-13-09).

Patrick believed that ‘good’ democratic citizens must take the time to learn about the issues before they actually participate. Pat noted how he feels “Too many citizens participate and jump on the band wagon without actually knowing about the entire issue.” As a result of not researching the entire issue, Pat commented on how he feels people make misguided and uninformed decisions that hurt the country.

After citizens actually ‘do their homework’, Pat feels as if citizens have a responsibility to participate in government to make their country stronger. During our second interview, he commented:

People should be informed about all of the ways in which they can participate. This includes participating at the low levels, like voting and attending town hall meetings, to actually collecting signatures to support a position or starting a movement. Good citizens need to actually invest the time and energy to voice their opinion and strengthen their country (Student Interview 2, 4-3-09).

Pat expressed the importance of democratic citizens knowing their rights, obligations, and the issues. By staying informed and up-to-date with the latest national and global

news, Pat feels as if these citizens are capable of making better decisions when they go to participate in the democratic process.

As a politically and technologically involved student, Patrick finds himself constantly using technology. In fact, in his typical day, Pat can't wait to get home and log onto the Internet. As soon as he gets home, he races over to his computer to check his e-mail and Facebook. For most of his shopping, Patrick does intensive research before he makes the transaction. During our first interview, he commented, "I purchase things online a lot. I also use the Internet a lot to compare prices. If I make the purchase online, like I did a week ago at Amazon, I post a review of the transaction." Having recently purchased a videogame from Amazon, Pat described how he was able to comment on the slow shipping time, and damaged packaging. He believes that reading and posting these sorts of customer reviews can greatly benefit consumers. In explaining this position, Pat says, "If I read a bad online review, I won't do business with that seller." These online reviews are also beneficial to Patrick when he sells items online, as he has done on eBay.

Patrick has very strong political opinions. He frequently turns to online news outlets to read about current events. This includes such websites as CNN and Fox News. Lately, Patrick has been following the passage of President Obama's 2009 economic stimulus plan and the war in Iraq very closely. Having a more politically conservative worldview, Pat is often frustrated by what he perceives as a liberal media bias. This

‘poor liberal media coverage’ of the US war in Iraq led him to create a YouTube video that defends the U.S. war in Iraq. Pat stated:

I made this video about the Iraq war because I’m very much for the war effort. Since there are a lot of opinions on the Internet about the War, I wanted to create a video that gave proper information on it (Student Interview 1, 3-13-09).

After posting the video to YouTube, Patrick noticed that visitors were posting a lot of antiwar comments. He countered by offering more pro-war positions. The discussion continues today.

For the past two years, Patrick has been engaged in Geocaching. Geocaching is an outdoor treasure hunting game whereby participants use global positioning systems (GPS) to locate containers (or “caches”). When participants locate these containers, they enter information into a logbook, and relocate it. Currently, there are around 800 million caches placed in over 100 countries around the world (Groundspeak, 2009). Patrick, in an online posting, described how this digitally based sport:

...allows people from all over the country and world to share experiences... I have met many interesting people and visited many interesting places... this sport allows people to enjoy the beauties of nature that’s all around them (Threaded Discussion, 4-6-09).

Name	Age	Ethnicity/ Race	Sex	Grade	Student Views on Dem. Citiz.	Student Use of Technology
Sarah McIntyre	18	Caucasian	F	12th	It's important that citizens understand they have to look out for the interests of the nation and not just their own... I think that being a good democratic citizen means trying to make your nation stronger and more inclusive of all races, ethnicities, religion and lifestyles (Student Interview 2, 4-3-09).	Facebook, MySpace, MS Office, Teacher's Website, Google Search Engine, NYTimes, Local Newspaper Online, Progressbook,
Justin Steiner	14	Arab American	M	9th	We all need to be well informed about issues today... We need to form our own standpoints... We need to talk with other citizens around the world in trying to make solutions. Like as a global citizen, all of us need to be informed. Not just limited to America, but the whole world, we need to work together. (Student Interview 1, 3-10-09).	World of Warcraft, Wikipedia, BBC News, MS Office, Google Search Encyclopedia Britannica, Teacher's website, Facebook, RSS Feeder, Recovery.gov
Sharron McPeck	17	Caucasian	F	12th	A good democratic citizen is someone who is able to use their resources for the benefit of not only themselves but the greater good and everyone else around them (Student Interview 2, 4-2-09)	Facebook, Whitehouse.gov, CNN Online, Teacher's Website, Google Search MS Office, MySpace, Political Blogs, Progressbook, Video Editing & Sharing Sites
James Adams	15	Caucasian	M	9th	Citizens should be knowledgeable on what democracy really is. They should understand the important role people play in government. They should be knowledgeable on what's going on in government, and express their opinion to their elected leaders. (Student	Facebook, Yahoo News, Recovery.org, CSPAN Online, History Channel Online, MS Office, Google Search Engine, CNN Online, Teachers website,

Table 4.8. Alpha High School Students' Demographics (Cont.)

Table 4.8. Alpha High School Students' Demographics (Cont.)

					Interview 2, 4-17-09)."	
Cindy Lane	15	Caucasian	F	9th	I think that good democratic citizens have an attitude of caring about what happens to our country and each other. This means that they actually do something that helps others...They could show that they care by donating time at a soup kitchen, by handing out literature on an issues, by contacting their representatives, and even by helping their neighbor carry in groceries (Student Interview 1, 3-10-09).	YouTube, iTunes, Progressbook, Google Search, Yahoo News, MS Office, Wikispaces, Teacher's website, Korean Pop Music Website
Patrick Fitzgerald	18	Caucasian	M	12th	People should be informed about all of the ways in which they can participate. This includes participating at the low levels, like voting and attending town hall meetings, to actually collecting signatures to support a position or starting a movement. Good citizens need to actually invest the time and energy to voice their opinion and strengthen their country (Student Interview 2, 4-3-09).	Facebook, e-mail, Independent Film Site, Fox News, CNN, Whitehouse.gov, Ohio State House Online, MS Office, Ebay, Fox News, Video Editing, Geocaching

### Portraits of Participants: Beta Early College High School

In this section, I sketch a portrait of the six student participants at Beta Early College High School. I describe the students' backgrounds, and their views and experiences with both technology and democratic citizenship.

### *Profile of Eman Hassan*

Eman is an energetic and bright 15 year old Palestinian-American student at Beta Early College High School. As a very political involved and active student, she was excited to share her views on democratic citizenship with me. Like many other students, Eman emphasized the importance of citizens being informed and active in the democratic process. During our second interviews, Eman commented:

I think they [democratic citizens] should be informed about what's going on in their nation, and what's going on in their government. You can't make responsible decisions unless you're informed... Personally, I don't stick to one news source. I like to view things from many angles. I read and watch news in Arabic on Al Jazeera, and in English at the BBC and CNN (Student Interview 2, 4-14-09).

Eman felt that democratic citizens should not only be informed on important issues but they should understand these issues from different perspectives. She noted that as citizens come to understand multiple perspectives on issues, they are better able to work together, forge consensus, and make decisions that help our nation and world.

Eman was very poignant in feeling as if democratic citizens in the United States have an obligation to look out side of themselves and their country to better understand global issues and problems. She expressed a feeling that "...people in the United States should know what's going on in the rest of the world...Too often we don't know anything about what's going on outside our own border." As a result of increased global forces, Eman felt as if 'good' democratic citizens understand how the United States is connected to the world, and the world is connected to the United States. When asked to



give an example of how democratic citizens in the United States are connected to the rest of the world, she commented:

Last month, in Gaza, the people were under siege and over 1000 people were injured and over 200 died. People don't know these things. They don't understand the impact it has on us. Yea, they are in a different country, and there are other things happening, but they do affect us at home. Especially, in regards to foreign policy. They [good democratic citizens] just need to understand that (Student Interview 2, 4-4-09).

Eman's perception of 'good' democratic citizenship meant looking beyond oneself and towards a greater national and global interest. To her, democratic citizenship entailed forging a sense of understanding and community, both locally and globally. This includes being aware of how democratic citizens are intimately connected to many global political, economic, social, cultural, and technological systems.

As a heavily involved 10<sup>th</sup> grade student, Eman described herself as "...always on the go and striving to be in the know." Her advocacy for women's rights and empowerment came across during our first interview as she described her deciding to play football for her high school. In order to prove her ability to compete in a traditionally male dominated sport, Eman has been taking karate lessons and working out almost every day in the gym. Besides her athletic commitments, Eman is a member of her school's student Allies association; a group that aims to foster tolerance and cultural diversity.

Eman described how her use of technology helps connect her to friends and the planet. One technology she frequently turns to is her cell phone. Her T-Mobile SideKick

in constantly on, and it's always 'attached to her.' She frequently uses her phone's Internet capabilities to check her e-mail and to locate directions. Last month, Eman used over 1400 text messages. In fact, during the 2008 Presidential campaign, Eman received regular text message updates on the happenings inside the Obama campaign. When asked why she turns to text messaging so frequently, she stated:

I'm constantly doing stuff. I like to keep active, and I usually don't have time for a long discussion with friends or family. It's a way for me to get a quick answer, and know what's going on (Student Interview 1, 3-12-09).

Eman's use of text messaging helps her access information to solve problems. For instance, if she needs directions or forgets the night's homework assignment, she uses her cell phone for a quick and easy solution. Besides serving in this capacity, Eman also uses her cell phone as a planner, alarm clock, and calculator.

Eman's use of the Internet to access and think through information is even more impressive. As an Arab American, she has come to value the necessity of staying informed on global issues. Feeling disappointed in that "All too often, we (citizens of the United States) don't know anything about what's going on outside our own border", she uses the Internet to learn about global issues from many different perspectives. Noting that information is just a click away, she feels as if it is easier than ever to learn about and from other people. When asked to illustrate how she has done this, Eman described how she recently viewed an Egyptian video on the Israeli-Palestinian conflict on YouTube:

This video did a great job of telling the other side of the story. It interviewed those Palestinian families that have been greatly impacted by Israeli hostilities. You hardly ever hear their side of the story when reading CNN or Fox News... I

feel I'm better informed on this issue, and I'm better able to formulate my own thoughts and judgments (Student Interview 2, 4-4-09).

When in school, Eman feels as if her frequent use of technology helps keep her interested. She feels as if this generation is so dependent upon technology. Eman acknowledged that when her teachers provide for the use of technology in their classes, they "...incorporate a part of your life and what you're normally doing...it just keeps me more engaged."

### *Profile of Lisa Williams*

Lisa is an energetic 10<sup>th</sup> grade student at Beta Early College High school. Like many of the other participants, she holds numerous extra-curricular commitments. Besides participating in soccer and showing horses, Lisa volunteers at a local dog shelter. Lisa's description of a 'good' democratic citizen could be defined as somewhat traditional. During our first interview, she commented:

I would say a good democratic citizen sticks up for what they believe in. They follow the laws, they give back to their community, they pay taxes, and they vote. I think they should express their freedom to vote because they unlike many other people in other countries have this freedom (Student Interview 1, 3-12-09).

Lisa felt as if 'good' democratic citizens must understand these core civic obligations. She emphatically noted how American veterans have fought and died to protect the right of its citizens to vote. She commented on her lack of understanding in how citizens failed to uphold this most basic civic obligation. Other obligations she noted of citizens included: Serving your country, through volunteerism and/or military service, paying taxes, and participating in jury duty.

While Lisa was quick to point out the importance of democratic citizens understanding their obligations to their nation, she was just as quick to point out the need for them to understand their Constitutional Rights as American citizens. During our second interview, she commented:

I think citizens need to understand the rights that are guaranteed in our Constitution. Like if an officer asks you to step out of your car and you say you would rather not, that's your Constitutional right. If you don't know your rights, you can be taken advantage of (Student Interview 2, 4-8-2009).

For Lisa, it was important that democratic citizens understand their most basic obligations and their Constitutionally protected rights. While she felt as if she was aware of these important rights and obligations, Lisa was quick to point out that she feels as if many democratic citizens "...don't know their rights and obligations." As a nation, she expressed the need for educational institutions, namely, her school and social studies courses, to better equip students with an understanding of their rights, obligations, and ways in which they can work to build a stronger country and planet.

During our first interview, Lisa described her passion for saving the environment. She stated, "I recycle at my house all the time, and I recycle at school. The landfills are piling up, and it's important to do what we can to help." Lisa really admires her school's efforts to go green, and use less paper. In order to make a positive environmental impact, Beta High School has limited the printing of teachers and students. Lisa describes how "...this means that when teachers give us a worksheet, it is through e-mail. And, we'll have to do it and submit it on the computer."

As Beta makes this digital transition, it is redefining the ways in which students interact with their teachers. Frequent e-mails back and forth between students and teachers are quite common. When asked about this form of interaction, Lisa stated, “I like it. We can submit assignments, and teachers provide their feedback... they can submit it right back to us through e-mail.” With the busy schedules of teachers, Lisa really enjoys having a way to forward messages and assignments to them for review. Teachers also have the opportunity to e-mail comments and feedback to students. Lisa feels as if this additional means to communication greatly improves her overall classroom experience.

For her U.S. History class, Lisa, like many of her classmates, created a digital documentary on the United Nation’s Millennium Development Goals. After extensive research on the progress different states are making towards fulfilling these goals, Lisa collected different songs, images, and footage to create a video to post online. In our interviews, Lisa felt as if this assignment really meant something. She stated:

One of my classmate’s videos made one of our teachers cry. When you hear about people suffering, you can write down all those facts on a piece of paper but it doesn’t hit you the same way emotionally as pictures, or music, or video  
(Student Interview 1, 3-12-09).

To Lisa, this assignment humanized the lack of progress made by nations in regards to the UN Millennium Development Goals. Whereas other more traditional assignments may have students memorize dates and places, this digitally based assignment connected human faces to real concepts.

Finally, Lisa was very adamant that I call her a multitasker. She rarely ever uses one piece of technology by itself. In fact, when using her MacBook to surf the web, she's usually working on multiple digital projects, like updating her Facebook, listening to music, while also text messaging her friends. Lisa calls her multitasking being able to 'transfer between many spaces.'

*Profile of Jeffrey Cantor*

Jeff is a 10<sup>th</sup> grade student-athlete at Beta Early College High School. As a student-athlete and self-described Conservative, Jeff noted how he values hard work and limited government. These attitudes were evident in our discussion on what he felt were important features of 'good' democratic citizens. When asked to describe these important features, Jeff commented:

Citizens should know how our democratic system works. They should understand how we elect representatives to government that are supposed to fight for our best interest. They should also know how the Electoral College works. I also think that if they want to vote, they should have a thorough understanding of the issues and candidates (Student Interview 2, 4-8-09).

When describing his perception of a 'good' democratic citizens Jeff pointed to important aspects of what democratic citizens should know. This knowledge included an adequate understanding of the democratic process and key institutions.

Jeff's description on a 'good' democratic citizen was somewhat traditional. He noted the importance of democratic citizens being law abiding, paying taxes, and voting. He also commented on the importance of not taking the rights and obligations of citizens lightly, as ... "military servicemen [and women] have died to protect these rights."

During our conversation, he spoke of what he felt was the ‘most important’ feature of a ‘good’ democratic citizen. He commented:

I think that good democratic citizens need to be financially stable. You shouldn’t be dependent upon society. You need to take care of yourself and you’re family.

While most of the students commented on the importance of ‘good’ democratic citizens helping one another, Jeff felt as the best democratic citizens help themselves and their families. He felt as if ‘good’ democratic citizens take ownership and responsibility for themselves and their family’s most basic needs. In order to do this, Jeff emphasized the importance of democratic citizens being well organized, able to manage multiple tasks, and valuing hard-work.

Throughout the course of the day, Jeff is always on his laptop. In fact, he jokingly notes that track practice is the only time he isn’t on his computer. Since Beta is a mostly digital college preparatory high school, students are expected to bring and use their laptop in all their classes. In our second interview, Jeff described both the possibilities and challenges of using a laptop in classes. When asked about how his classroom performance differed in a paper-based system compared to a digital system, Jeff stated,

...I used to lose all my papers, all the time. I would start getting lazy and forget to whole punch the papers. Then, by the end of the first two weeks, I would have a stack of papers, and everything unorganized. But in a computer system, I have to save it anyway. I just select the folder that I want to save it in. I have a folder for every class, and it’s so organized (Student Interview 1, 3-12-09).

Since students at Beta receive, complete and submit most of their assignments electronically, Jeff described how this system has improved his ability to manage and organize information. During informal conversations, Jeff noted that his lack of being organized really hampered his grades in previous schools. However, at Beta, Jeff has been able to better organize information with folders in his laptop, and this has resulted in his earning better grades. To Jeff, being able to organize himself digitally comes naturally because that's what he's most use to at home.

From a C student under a paper-based system, to an A student in a digital system, Jeff is very enthusiastic about using technology in class. Jeffrey pointed out in a recent discussion that "...using technology is a whole new way of learning." When using technology, Jeffrey feels as if students are often given an opportunity to create and explore; something he notes is usually missing in more traditional classrooms. For his U.S. History class, Jeff was assigned the task of creating a digital documentary on the current status of a United Nation's Millennium Development Goal. After researching the different goals, Jeff decided to produce his digital documentary on the need for nations to work together in eradicating world poverty and hunger. When asked why he liked making videos over more traditional assessments, Jeff stated, "If you put it in a video, people are more likely to watch it. The video is just a lot more interesting. You can have sound, images, and video. It's more of an experience." As a visual learner, Jeff believed that this sort of medium would do more to gain the attention of his peers. After completing his video, Jeff decided to place his digital documentary on YouTube to



showcase its message to the rest of the world. When posting the link to his YouTube video to share, he commented, “Hey, who knows, maybe somebody will watch this video and it will make a difference.”

Outside of class, Jeff produces and watches comedies on YouTube. When he’s not on YouTube, or Facebook, he’s playing videogames. In a threaded discussion, Jeff described how he utilized an emulator to play some of his favorite GameBoy games on his computer. During classroom observations, it wasn’t uncommon for Jeff to be secretly using his laptop to catch up on some of his favorite video games.

### *Profile of Denish Kumar*

Denish is a first year Indian American student at Beta Early College High School. As a highly motivated and articulate student, Denish was eager to share his views on democratic citizenship. During our first interview, I asked him to describe some of the features of ‘good’ democratic citizens. He commented:

I think that good democratic citizens vote, pay taxes, and they need to have a basic understanding of politics and government. They also need work to improve their community and the world around them. They should work to improve the quality of life for other citizens. Like a doctor or scientist does (Student Interview 1, 3-12-09).

Denish felt as if ‘good’ democratic citizens should understand their most basic obligations, like voting and paying taxes. However, he felt as if democratic citizens also must work to strengthen their community. In describing an ideal democratic citizen, he discussed the scientific discoveries of Albert Einstein and how these discoveries assisted

the Allied Powers during WWII. Denish perceived ‘good’ democratic citizens as contributing to the overall health and prosperity of their nation and planet.

While ‘good’ democratic citizens work to strengthen their society, Denish also felt that democratic citizens should manage their and their family’s personal responsibilities. For him, ‘good’ democratic citizens should ensure they make smart financial decisions. He commented on this during our second interview:

I think that democratic citizens should be able to manage themselves financially. They should not go into excessive debt or make bad economic decisions. They need to work hard to ensure they can provide for themselves and their family (Student Interview 2, 4-14-09).

It was clear that Denish believed ‘good’ democratic citizens must work to manage their own personal and family affairs. However, Denish also points out those ‘good’ democratic citizens should make themselves available to assist other citizens that need help.

With a class schedule rich in college preparatory classes, especially, the sciences, he is striving to go to a good college and become a cancer researcher. During our first interview, Denish was quick to point out the benefits of technology to his future occupation. He said:

You can use different (computer) software for treatment and planning. In researching the effects of radiation on the spinal cord area, you can do it in a virtual world without having to do any actual damage (Student Interview 1, 3-12-09).

Denish aspires to use the latest technologies to improve cancer research, and help offer hope to people in need.

As a very smart and technologically sophisticated 15 year old student, Denish is a big enthusiast of the Internet. In a conversation with Denish, he said he often uses the Internet to learn more about specific programs, and to trouble shoot. He often finds himself heading over to Wikipedia or Google to search for a needed equation or tutorial. When asked how he locates this information, Denish stated:

I go into Google and I search for how to manuals... A lot of people post interesting information and tutorials. I usually turn to Google as a resource when I'm trying to learn something new (Student Interview 1, 3-12-09).

Denish uses different search engines to locate webpages that help him accomplish certain tasks. These webpages serve as a scaffold in helping him gain a deeper level of understanding. As a self-motivated student, Danish uses the Internet to access otherwise inaccessible information. He frequently visits blogs and discussion boards to ask questions and learn information. His most recent self-help searches allowed him to learn more about splitting video for movie making, and adding effects to images in Photoshop.

Besides locating and using manuals to gain a deeper understanding of specific content, Denish feels as if it is important to share your knowledge in the online world. He describes this cycle as "People post, and you learn. Then, you post what you learn, and people can learn from you. You get to share your knowledge." Having posted over thirty videos to YouTube, many of these tutorials on how to use certain computer software, Denish is using these postings to pay-it-forward. He understands that by contributing self-help tutorials to YouTube, he continues the cycle of sharing knowledge. Besides creating and posting self help tutorials into YouTube, Danish enjoys creating

digital shorts and comedies for YouTube. He often remixes audio and video to create new digital videos for posting. When given the opportunity to use his movie making skills in his social studies class to create a World War II documentary, Denish exclaimed, “It was fun!”

*Profile of D’Angelo Hall*

D’Angelo is a very focused 15 year old African American male at Beta Early College High School. During our discussions, it was interesting to listen to D’Angelo’s perspective on ‘good’ democratic citizenship. When asked to describe the features of a ‘good’ democratic citizenship, D’Angelo commented:

Good citizens should stay informed and vote. They should also contribute to society. They could donate items to charities or they might even get involved in politics. And, in no way should they be oblivious to what’s going on in the world.

D’Angelo cited many of the traditional features of ‘good’ democratic citizens. He noted the importance of them paying taxes, voting, and even working to support their families.

D’Angelo also felt as if democratic citizens should know how their political and economic decisions influence other citizens both locally and globally. During our first interview, he stated:

...good citizens understand how we all need one another. That a decision I make influences you’re life and it influences the lives of people in China. Also, if you do something bad it can affect other people in society (Student Interview 2, 4-8-09).

D’Angelo believed that ‘good’ democratic citizens are able to reflect upon how their decisions influence the lives of other people. From their economic and political choices,

to their decision to get behind the steering wheel of a car intoxicated, D'Angelo felt citizens should be aware of their interconnectedness to other people.

Building upon the theme of democratic citizens needing to think about and look out for one another, D'Angelo commented on the importance of democratic citizens being rooted in their communities and neighborhoods. During our second interview, he built upon this point:

I think that good democratic citizens are good neighbors that look out for one another. They should know what's going on in their community. They should communicate and build relationships with their neighbors. A lot of stuff happens in my neighborhood with crime, and I think that good citizens would look out for one another's house, family and property (Student Interview 2, 4-8-09).

D'Angelo perceived 'good' democratic citizens as taking care of their and their families most basic responsibilities while also looking out for the betterment of their community and neighborhood. Besides democratic citizens paying taxes, voting, and serving their country, D'Angelo also felt that these citizens should also understand how their interest and fates are inherently connected to the lives of other people in their neighborhood, country, and planet.

Every morning D'Angelo wakes up early to play video games on his computer. In fact, he's always looking forward to his next big online quest. When asking D'Angelo about his video game usage, he noted that his favorite massively multiplayer online role-playing games (MMORPGs) were World of War Craft (WoW) and GuildWars. As he explained the rules and details of each game, I often found myself asking for a

clarification on terms like *quest-masters* and *powering up*. D'Angelo enthusiastically shared with me his knowledge of these majestic online worlds.

Most of the games D'Angelo plays are player versus player (PvP). Participation in these games excites D'Angelo for a variety of reasons. He commented:

There's a lot of thinking. You have to use your skills, and you have to know what to collect when. There's a whole strategy involved (Student Interview 1, 3-12-09).

Participating in these games challenges D'Angelo's thinking. He described how in these games you have to apply what you know in order to be successful on quests. Besides mandating a high degree of skill, these games offer D'Angelo the opportunity to escape. In our second interview, he stated, "It can be a world where you do anything you want. It's a way to get away from your real life issues. You can get away from going to school and doing homework. It's like stepping away." These unstructured yet highly sophisticated digital environments allow D'Angelo to be in control, and for his decisions to matter. As he sets out to complete different quests, he investigates the digital surroundings and inquires into possible solutions to problems. He points out this scenario is often far removed from his highly structured, 'less engaging' school day.

In playing these online role playing games, D'Angelo competes and collaborates with other players all around the world. He explained to me that players create avatars that can communicate with one another throughout the game. When asked about the opportunities to communicate with others, D'Angelo stated:

There are people all over the world playing these games. They have different backgrounds, different perspectives on how they see stuff. I'm always learning different stuff from different people (Student Interview 1, 3-12-09).

During informal conversations, D'Angelo described how players often discuss different strategies in completing quests. Through these discussions, many of which took place with gamers in Japan, Russia, and Poland, D'Angelo has been better able to successfully complete missions. He has reached a point where, "I really enjoy playing the game online because I'm real good at it." However, D'Angelo also pointed out, while there's collaboration and communication, the players are often competing and dueling against one another.

When asked to characterize his use of the Internet, D'Angelo was rather blunt in providing a few different examples. Recently, he searched Google for different volunteering opportunities in his area. He hopes to find a summer volunteering opportunity in the field of science and technology. However, D'Angelo also described how he uses the Internet in more sinister ways. He stated, "I watch movies on the Internet, even though I know I shouldn't." D'Angelo uses the Internet to illegally download Hollywood movies from different file sharing networks. Even though he described how he had been told it was wrong, he seemed to not truly understand why it was wrong.

#### *Profile of Brad Masters*

Brad is a 15 year old student athlete at Beta Early College High School. Brad is a very intelligent and well spoken young man. Having a great interest in politics and

philosophy, Brad is excited to speak with me about his views on democratic citizenship.

During our first interview, I asked Brad to describe some of the features of a 'good'

democratic citizen. He commented:

A good democratic citizen is someone who is educated, someone who knows their rights, someone who knows about their government...Maybe not knowing all the answers but staying educated and informed... Not just living in a bubble (Student Interview 1, 3-12-09).

Brad felt that 'good' democratic citizens should follow current events, and understands their rights and obligations under the Constitution. He also noted how 'good' democratic citizens might not know all the answers but they continue to seek out new knowledge and learn.

In order to be a responsible democratic citizen, Brad felt that members should have to stay informed on not only local but global issues. He expressed the view that democratic citizens should be able to look outside of themselves and understand how they are connected to the rest of the world. Pointing out how all of humanity must work together to curtail climate change, conflict, poverty, and disease, Brad stated the importance of democratic citizens understanding how they are connected to the rest of the world. Brad comments on this feature during our second interview:

We are all interconnected because we are all really just humanity sitting on this little rock out in space. If we don't know what's going on, on this little rock, how can we hope to ever get off this rock or survive together on this rock (Student Interview 2, 4-8-09)?

In order to confront and solve global issues and concerns, Brad cited the importance of 'good' democratic citizens working with geographically distant and culturally diverse



populations. He points out that this sort of global communication and collaboration is vital in order to create a more peaceful and prosperous planet.

In our conversations, he consistently described himself as being a digital native. In school, he uses a laptop that has Internet access to download, complete, and submit assignments. He feels as if technology adds to his learning experience at Beta. He commented, “I don’t have to keep track of binders, everything is well organized, and it saves the planet.” Access to his computer not only helps him organize and manage files, but has been a huge resource in improving the readability of his notes and assignment. Since Brad has many ideas coming into his head at once, he has extreme difficulty writing legibly. Brad stated, “I have always had poor handwriting. It (the computer) just helps because I’m a very fast typist.” The use of technology has really benefited Brad academically as he has been able to use it to create legible documents and to better organize his work.

While in science class, Brad had the opportunity to take his laptop to a nearby swamp to type-up notes, analyze data, and upload pictures to the Internet. He described an experience in social studies class where he created a webpage to inform voters of the 2008 Presidential candidates. It presented the major candidates, and their beliefs on topics like the war in Iraq, Iran, the economy, energy, and the environment. The page was linked to the school’s webpages so visitors could easily navigate over to it. Brad really enjoyed this project as it was an opportunity for him to share his research with others.

Brad has a passion for research, and sees the Internet as an indispensable research tool. This is based on Brad's belief that like never before, the Internet has allowed for the publication and proliferation of global primary sources. He points to this advantage when stating, "Instead of reading someone else's view on someone else's published work, you can actually see the real field studies and the actual field work that is going on right now." In describing his interest in learning about emerging technologies, Brad commented on how he frequently reads multiple online journals:

In order to do this, you can't just go to one source. I just can't go to the BBC and say oh it's the BBC and it has everything... I go to the New Scientist Online, Popular Mechanics Online, the Discovery Channel Online... I also go to the United Nations and other websites (Student Interview 2, 4-8-09).

The Internet provides a means for users to access multiple primary sources in the matter of seconds. As more primary sources are digitized, researchers and citizens are able to access quality information in making their interpretations and conclusions.

Brad also pointed out how he feels technology is 'flattening the planet.' With Internet access growing globally (Internet World Stats, 2008), citizens from around the world are gaining the opportunity to share ideas and learn from one another. He notes how Information can instantaneously be sent from a field in Kenya, to a distribution center in New York, to someone doing a report in California. As a result, Brad believes that technology, especially the Internet, holds the potential to bring geographically distant and culturally diverse populations closer together.

When asked about the drawbacks of the Internet, Brad described how much of this online knowledge sharing is lost in translation. He stated:

The Internet is great for research. But I like to share knowledge more face-face, in conversation. When doing this face-to-face, I can get feedback from other people. I can find out what other people's opinions are (Student Interview 3, 4-30-09).

This attitude includes feeling as if online communication is less personable and in no way an ample substitute to face-to-face encounters and knowledge sharing. Brad points out that people are more like to post obnoxious and/or misguided information in an online world marred by anonymity. He calls for web users to carefully investigate accessed information, and to vent their sources.

Name	Age	Ethnicity/ Race	Sex	Grade	Student Views on Dem. Citiz.	Student Use of Technology
Jeff Cantor	16	Caucasian	M	10th	Citizens should know how our democratic system works. They should understand how we elect representatives to government that are supposed to fight for our best interest. They should also know how the Electoral College works. I also think that if they want to vote, they should have a thorough understanding of the issues and candidates (Student Interview 2, 4-8-09).	Facebook, YouTube, E-mail, Hulu, UN Online, E-mail, MS Office, Google Search, Podcasting, Google Earth, YouTube, iMovie, World of Warcraft, Emulator, Cell phone, iPod
Eman Hassan	15	Palestinian-American	F	10th	I think they [democratic citizens] should be informed about what's going on in their nation, and what's going on in their government. You can't make responsible decisions unless you're informed... I like to view things from many angles. I read and watch news in Arabic on Al Jazeera, and in English at the BBC and CNN (Student Interview 2, 4-14-09).	Facebook, iMovie, YouTube, CNN Online, BBC Online, Al Qaeda Online, UN Online, Podcasting, Google Search, MS World, E-mail, Cell phone, Text messaging
Brad Masters	16	Caucasian	M	10th	Democratic Citizens need to understand globalization. We are all interconnected because we are all really just humanity sitting on this little rock out in space. If we don't know what's going on, on this little rock, how can we hope to ever get off this rock or survive together on this rock (Student Interview 2, 4-8-09)?	BBC Online, New Scientist Online, Popular Mechanics Online, Google Pages, Google Search, Google Earth, NY Times Online, UN Online, E-mail, YouTube, Facebook
Lisa Williams	15	Caucasian	F	10th	I would say a good democratic citizen sticks up for what they believe in. They follow the laws. they	Yahoo News, E-mail, Facebook, Cell Phone, Text messaging, iMovie,

Table 4.9. Beta Early College High School Students' Demographics (Cont.)

Table 4.9. Beta Early College High School Students' Demographics (Cont.)

					give back to their community, they pay taxes, and they vote. I think they should express their freedom to vote because they unlike many other people in other countries have this freedom (Student Interview 1, 3-12-09).	Podcasting, UN Online, Google Maps, CIA Factbook, Picasa
Denish Kumar	15	Indian American	M	10th	I think that good democratic citizens vote, pay taxes, and they need to have a basic understanding of politics and government. They also need work to improve their community and the world around them. They should work to improve the quality of life for other citizens. Like a doctor or scientist does (Student Interview 1, 3-12-09).	YouTube, iMovie, Facebook, World of Warcraft, Tech Bloggs, MS Office, YouTube, Wikipedia, Podcasting, Google Pages, E-mail, Tech Chatrooms
D'Angelo Hall	15	African American	M	10th	I think that good citizens understand how we all need one another. That a decision I make influences you're life and it influences the lives of people in China. Also, if you do something bad it can affect other people in society (Student Interview 2, 4-8-09).	Online Movies, World of Warcraft, Guild Wars, Wikipedia, iMovie, YouTube, MS Office, E-mail, Google Earth, Google Pages, Podcasting, Google Search Engine, Facebook, E-mail

### Conclusion

This is a qualitative study that employed a qualitative design to examine the ways in which students' use of technology related to their perceptions of democratic citizenship. This study relied on student, teacher, technology coordinator and

parent/guardian interviews, classroom observations, student responses on an invite-only, secure blog, and collected documents as important means for data. Teachers were selected based upon fixed criteria, and demonstrated technology literacies during a screening process. After teachers were identified, they were asked to recommend potential student participants based upon fixed criteria. From this potential pool, recommended students underwent a screening process to locate the final twelve student participants for the study. During data analysis, I used a constant comparative method of analysis to locate patterns and relationships to develop categories. In order to enhance the trustworthiness of the study, I followed the advice of Lincoln and Guba (1985) that includes: Having prolonged engagement and persistent observations, use of triangulation, peer debriefing, and member checks.

## CHAPTER 5

### FINDINGS: OUR DIGITAL BACKYARDS

#### INTRODUCTION

The National Council for the Social Studies (NCSS, 2008) and the International Society for Technology in Education (ISTE, 2008) call for preparing students with the skills, understanding, and attitudes necessary for an increasingly technologically advanced, and globally interconnected age. As technology changes the world we live in, one must ask, how should this technological revolution influence student civic learning in the social studies? This study is a step in that direction in addressing the following research questions:

1. In what ways does student use of technology relate to student perceptions of democratic citizenship in global times?
2. In what ways does students' use of technology relate to their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age?
3. Upon students characterizing their use of technology, how does the use of technology by students relate to the goals advocated by the social studies?

A qualitative study was conducted on the use of technology by twelve students at two different high schools in the Midwestern United States. The study used data from interviews with students, teachers, parents, and the school's technology coordinators. Additional data were collected through classroom observations, online threaded discussions, and the collection of important documents. Each of these data sources provided valuable information into the phenomena under study, while also helping to triangulate findings. The data were grouped and examined to analyze existing relationships and themes related to the research questions.

The results of this study, as presented in this chapter, revolve around three recurring themes. The themes emerged from data collected at both locations. The following are themes presented in this paper:

1. Digital natives' use of technology greatly related to their perceptions of democratic citizenship in how they acquire its necessary skills, understandings, and attitudes.
2. Students' use of technology both mediates and complicates their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and digital age.
3. As students are afforded the opportunity to use technology meaningfully in the social studies, it can increase student morale and performance.



*Background: The Schools*

I conducted this research at two high schools situated in two very different Midwestern communities. Alpha High school is a sprawling suburb located in Newberry, and Beta Early College High School is located in Centerville, a growing urban community. All the names have been modified to protect the confidentiality of research participants. According to the 2000 Census, Newberry has a growing population of over 25,000 residents. The racial make-up of the community was 80% Caucasian, 10% Asian American, 4% Hispanic, 4% African American, and 2% 'Other.' With the average median income for a household being over \$100,000, and as the world headquarters of many multinational corporations, Newberry's economic affluence has positioned its schools to earn high academic marks. Alpha High School has been rated by US News and World Report as 'One of America's Best Schools.' With a student population of approximately 2,000 students in grades 9-12, Newberry maintains that *all* their students "...can and must learn in order to excel in an increasingly global and digital environment."

Beta Early College High School is located in Centerville, a rapidly growing, multicultural and urban Midwestern community. According to the 2000 Census, Centerville has a growing population of over 500,000 residents. Its metropolitan area has a population of over 1,800,000 residents. The 2000 Census sites the racial make-up of the city as 65% Caucasian, 24% African American, 4% Asian American, 4% Hispanic, and 3% 'Other.' With over 400,000 foreign born residents, Centerville is emerging as a

growing multicultural and global city. Its economy is strong and diversified with many large educational institutions and multinational corporations. Beta Early College High School, which has a 9-12<sup>th</sup> grade enrollment, has a curriculum based on the advancement of Science, Technology, Engineering, and Math (STEM). It prides itself on teaching students to use math, science, and technology to engage in an interconnected world.

### **Summary of the Findings**

In this chapter, I discuss my findings in relation to the stated research questions. This study investigated: 1. In what ways does the use of technology by students relate to their perceptions towards democratic citizenship in global times? 2. In what ways do students' use of technology relate to their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age? 3. How does student use of technology relate to the goals of the social studies? After extensive data collection and analysis, the major findings from this study include:

1. Digital natives' use of technology greatly relates to their perceptions of democratic citizenship in how they acquire its necessary skills, understandings, and attitudes.
2. Students' use of technology both mediates and complicates their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age.
3. As students are afforded the opportunity to use technology meaningfully in the social studies, it can increase student morale and performance.

Research Questions:	Findings
(1) In what ways does student use of technology relate to their perceptions of democratic citizenship in global times?	Digital natives' use of technology greatly relates to their perceptions of democratic citizenship in how they acquire its necessary skills, understandings, and attitudes.
(2) In what ways do students' use of technology relate to their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age?	Students' use of technology both mediates and complicates their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a digital and global age
(3) Upon students characterizing their use of technology, how does the use of technology by students relate to the goals advocated by the social studies?	As students are afforded the opportunity to use technology meaningfully in the social studies, it can increase student morale and performance.

Table 5.1. Connecting Research Questions and Findings

### *Findings*

**Digital natives' use of technology greatly relates to their perceptions of democratic citizenship in how they acquire its necessary skills, understandings, and attitudes.**

The experiences of students inside and outside of their schools differ greatly, as described earlier. Knowing that selected students came from a variety of different backgrounds and cultures, I was a bit surprised by what I found as digital natives, or, those selected students that have grown up using digital technologies, described their perceptions of what constitutes a 'good' democratic citizen. Many of the students

described similar notions of what entails a ‘good’ democratic citizen. I reflected on this point in my March 27<sup>th</sup>, 2009 journal:

When describing some of their perceptions on democratic citizenship, students’ responses cut across one another to advance common important skills, knowledge, and attitudes. In regards to some of the essential attitudes, students agreed that citizens should feel as if their efforts can make a difference, they should be able to work hard to improve society, and they should continue to learn about the world around them. In regards to skills, students believe good democratic citizens think critically about information, and feel connected to something larger than themselves... In regards to knowledge, students viewed good democratic citizens as knowledgeable in the democratic process, understanding multiple perspectives on controversial issues, and understanding how globalization, diversity and technology are changing society.

Students’ experiences with family, friends, the media, and technology greatly contributed to their conceptions of what encompasses a ‘good’ democratic citizen. When asked during the second round of student interviews to describe a ‘good’ democratic citizen, and what makes them a ‘good’ citizen, all of students cited either family members or teachers. For instance, Sarah, Cindy, and Denish view their mother as strong citizens, Pat, Jeff, Justin, and Eman look up to their father’s civic involvement, and James, Lisa, and D’Angelo see their teachers as ideal citizens. When trying to discern a ‘good’ democratic citizen, Brad described a hesitancy to single anyone out:

I don’t want to single anyone out because I feel as if I would be excluding someone. A good citizen is someone who is educated, someone who knows their rights, someone who knows about their government... Maybe not knowing all the answers but staying educated... Not just living in a bubble (Student Interview 1, 3-12-09).

This perception of a ‘good’ democratic citizen being aware and active in the world around them was an important theme for selected students. Many students felt as if technology and globalization are bringing nation-states closer together, complicating more traditional notions of citizenship. Pat in a March 16<sup>th</sup>, 2009 online posting described how he had been thinking about, “What it means to be a U.S. citizen. Is it being a part of a nation? What about being a citizen of the world? I’ve been thinking about this topic for a few months now.” Like Pat, in a March 10<sup>th</sup> interview, Justin concluded “...technology is what’s driving globalization.” He reiterates how “We need to talk with other citizens about trying to make solutions. Like as global citizens... Not just limited to America but the whole world. We need to work together.” Students believed their use of technology greatly related to their perceptions of the necessary knowledge, skills, and attitudes necessary for democratic citizenship.

### *Knowledge*

Data collected in the study pointed to students feeling as if their experiences with technology greatly related to their perception of the essential knowledge necessary for democratic citizenship. Sharron, D’Angelo, and Eman all express that globalization is influencing what citizens need to know and be aware of. Enraged by the Palestinian Israeli conflict, Eman described how democratic citizens in the United States must know how their policies and the policies of other states influence global peace and security. In an April 4<sup>th</sup> interview, Eman explained how democratic citizenship mandates looking outside one’s perspective:

Last month, in Gaza, the people were under siege and over 1000 people were injured and over 200 died. People don't know these things. They don't understand the impact that it has. Yeah, they are in a different country, and there are other things happening, but they do affect us at home. Especially, in regards to foreign policy. They ('good' democratic citizens) just need to understand that (Student Interview 2, 4-4-09).

Eman felt as if the American media often excludes and marginalizes the perspectives of minority groups, especially, when covering a polarizing issue like the Israeli-Palestinian conflict. In order to access non-American perspectives, Eman uses the Internet to read world newspapers and watch YouTube footage from citizens around the world on global issues. Just a few days ago, she accessed a YouTube video uploaded from an advocacy group in Egypt that depicted the brutality of the 2008 Israeli strike in Gaza (Threaded Discussion, 3-27-09). Technology has allowed her the opportunity to learn about the perspectives of different groups and actors on global issues. When asked to describe this video, Eman commented:

This video did a great job of telling the other side of the story. It interviewed those Palestinian families that have been greatly impacted by Israeli hostilities. You hardly ever hear their side of the story when reading CNN or Fox News... I feel I'm better informed on this issue, and I'm better able to formulate my own thoughts and judgments (Student Interview 2, 4-4-09).

In the process, Eman has come to understand how citizens and other states are increasingly interconnected in a larger global system. With greater economic, political, social and cultural exchanges demanding greater global cooperation, Eman cited the need for democratic citizens to use technology to learn about different perspectives, cultures, and issues (Student Interview 2, 4-4-09).

Sharron expressed a sense that ‘good’ democratic citizens need to understand their connection to the rest of the world. During our third round of interviews, Sharron noted how she has been keeping tabs on the global pandemic of H1N1. Sharron articulated her interest in this disease by saying that “...trade, finance, the movement of people, and disease are no longer limited to one country anymore. People, goods, and ideas are moving across borders around the world (Student Interview 3, 4-30-09).” As a ‘good’ democratic citizen, Sharron felt that she had an obligation to be informed of the challenges and opportunities around her because “A global challenge could turn into a local challenge, and vice versa, real quickly.” As the United States becomes more economically, politically, socially, technologically and culturally connected to the rest of the world, Sharron noted how the traditional notion of ‘isolationism’ is backward and unrealistic. She commented:

With the amount of people, resources, goods, and ideas coming into and out of our country we really have to question our notions of citizenship. It’s like we’re all so interdependent upon one another. If a flu outbreak happens in China, it’s a matter of days if not hours before the same virus hits the United States... As we become more globally connected, we have to better understand how the rest of the world needs us and we need the rest of the world (Student Interview 3, 4-30-09).

D’Angelo and Sharron also feel as if democratic citizen must grasp multiple perspectives on global issues. When researching women’s rights around the world, D’Angelo expressed outrage at how females were often persecuted and discriminated against globally. During a class activity, D’Angelo decided to research women’s equality and empowerment (Document Analysis: Baraka Project, 3-5-09). Using research from

around the world, D'Angelo developed a new perspective on the obstacles to women's equality. This included watching videos of YouTube concerning a disproportionate lack of educational opportunities for females, and reading firsthand accounts from women in Sierra Leone about the horrific pain associated with the cultural practice of female genital mutilation. Even though D'Angelo immediately developed 'disgust' with the practice, he continued to rely on the Internet to research perspectives and the rationale for its use (Student Interview 1, 3-12-09). When presenting his research to his classmates, D'Angelo stated "...democratic citizens should be aware of the world around them. Like Dr. King said, injustice anywhere is a threat to justice everywhere (Student Interview 1, 3-12-09)." As a result of his efforts online, D'Angelo felt as if 'good' democratic citizens should be able to research and examine multiple perspectives on issues. For him, citizens must be able to use technology to forge a more versed understanding on all issues. With the majority of American citizens having unprecedented and easier access to a massive amount of information and perspectives online, D'Angelo felt that it must be the civic responsibility of all democratic citizens to examine the multiple sides to an issue when trying to come to a conclusion.

Besides being knowledgeable towards different perspectives on varying issues, and feeling connected to the world around them, students felt that democratic citizens should know the responsibilities and obligations associated with democratic citizenship. All of the students endorsed citizens knowing traditional civic obligations such as voting and paying taxes. D'Angelo commented that a good citizen 'Contributes to their society



by voting', and Jeff notes that good democratic citizens "'...have a job, and pay taxes. They take care of their families, they vote, and they don't break laws.'" While many students pointed to these fundamental responsibilities of citizens, they also pointed to the ways in which their access to technology influences these traditional areas. Jeff commented:

Today, if you want to get a job, file your taxes, or even contact your [elected] representative, odds are you're going to have to use the Internet. I have been looking at colleges and I just found out that most of the colleges make you fill out the application and financial aid forms online... My mom and dad actually filed their taxes online. Even though you're expected to contribute to society, it seems like technology is becoming a bigger and more important part (Student Interview 2, 4-8-09).

Jeff felt as if the use of technology is becoming a bigger and more important part of the overall civic experience. Both Justin and James continue this theme during conducted interviews. Justin described the need to know how to type up letters, e-mails, and correspondences to contact elected officials (Student Interview 2, 4-1-09). In an online posting, James described his belief that good democratic citizens understand the need to use the Internet to hold their elected leaders accountable:

The Recovery.gov site was created by the Barack Obama Administration and outlines how the American Recovery and Reinvestment Act money is going to be used in order to benefit the economy. This site outlines how all of the \$787 billion dollars of the Recovery Act is going to be used and where that money is going. I feel good democratic citizens would visit this site as it promotes transparency in the government and encourages the participation of citizens in government (Threaded Discussion, 5-30-09).

Knowing how to participate and access information were important features raised by students to describe ‘good’ democratic citizens (as evident by the views of D’Angelo, James, Sharron, and Eman). Pat and Brad continued this trend by expressing the need for democratic citizens to understand and protect the democratic process. Quoting Plato, Brad affirmed that citizens “...that do not participate in politics are doomed to be ruled by their inferiors (Student Interview 1, 3-12-09).” Brad felt as if democratic citizens must understand their role as protectors of democratic institutions. For Brad, this responsibility has and continues to be mediate by digital forces. Brad felt that ‘good’ democratic citizens should be able to harness the power of technology to improve the welfare of their community and world. This included using the Internet to fact check what politicians tell their constituents, being able to digitally voice their concerns, and in being able to create advocacy networks to heighten civic awareness on particular issues (Student Interview 1, 3-12-09).

The majority of students pointed to democratic citizens being obligated to stay informed and active in the democratic process. In our first interview, Pat described how ignorant and apathetic citizens threaten the stability of democracy:

Not only does being a good democratic citizen mean staying informed and participating but it includes understanding how being uneducated on issues and still participating in government harms the democracy (Student Interview 1, 3-13-09).

In order to protect democratic institutions, students described the importance of voters being informed, vigilant, and active in the democratic process.

Many of the students noted the importance of citizens working to protect and strengthen democratic institutions. Lisa was very adamant about the need for citizens to work to "...protect the rights of all citizens not just those with money and influence." Lisa's felt as if all citizens must be guaranteed the same fundamental rights and privileges guaranteed under law. While Lisa expressed her concern that all citizens should have their legal rights protected, Sarah understood how many groups are often deprived of these 'protected' rights and privileges. Sarah commented on the need for citizens to speak up and advocate on behalf of those discriminated against groups:

It's important that citizens understand they have to look out for the interests of the nation and not just their own interests... Even though my mom is straight, I really admire how she stands up for the legal rights of gays and lesbians... I think that being a good democratic citizen means trying to make your nation stronger and more inclusive of all races, ethnicities, religions, and life styles (Student Interview 2, 4-3-09).

As evident by both Sarah and Lisa's comments, many of the students cited the need for citizens to make democratic institutions more inclusive. This meant viewing the democratic condition as an evolutionary process over an end. The students felt as if future citizens have a responsibility to continue to grow, expand, and progress the tenets of democracy.

As shown by many of the student comments, students expressed a pressing need for democratic citizens to have a thorough understanding of democracy. However, many of the students offered different versions on what defines a democracy. These definitions ranged from more succinct versions to more complex descriptions. While all of the

students pointed to democracies involving government being run by the people, they differed significantly in their descriptions of a democracy. Danish, Cindy, and Pat point to democracies involving people being actively involved in the political process. For instance, Danish commented:

In a democracy, the people are responsible for making the political decisions that decide the future of their country... In other forms of government, like Communism, the people's views and opinions don't matter as much (Student Interview 2, 4-14-09).

Danish's comment represents a common theme amongst some students as they strived to define democracy. These students saw democracy as being predicated on the direct, active role of everyday citizens in the governmental and political process. While this is one type of student described view towards democracy, other students described a more complex version of democracy.

James, Brad, Eman, and Pat all commented on the role of the people in a democracy in coming together to hold their elected leaders accountable for the will of the people. This student described view towards democracy sees the people as being represented by their elected leaders, and as citizens being responsible for holding these leaders accountable through the electoral process. Brad sums this view up best when stating:

In a democracy, citizens have the privilege and responsibility of choosing their governmental representatives. Through elections, the people are able to decide what leaders they trust and have faith in to move our country forward (Student Interview 2, 4-8-09).

This student view towards democracy encompassed the importance of citizens vetting different candidates to select governmental representatives that best represent their constituents' ideals and values. James builds off of this view towards democracy when commenting:

I think that democracy involves having people with a variety of different opinions coming together to act in the best interest of our nation. It's a way for all of the citizens to come together and have one big conversation on which candidates are best to lead our nation... I think that democracy brings people together in an attempt to fix our problems (Student Interview 2, 4-3-09).

Even though all of the students' views towards democracy entailed the people being involved in the governmental process, some students, like James, went further in describing a more complicated relationship between the people and their government. The more sophisticated view towards democracy included characterizing democracy as an ongoing conversation amongst a diverse population to elect leaders that offer the best course for the health and future of their community, state, nation, and world.

Students felt as if the use of technology was vital in helping citizens access information about their elected leaders and government. For instance, during the 2008 Presidential Election, Lisa (Student Interview 2, 4-8-09), Jeff (Student Interview 1, 3-12-09), Sharron (Student Interview 1, 3-10-09), and D'Angelo (Student Interview 1, 3-12-09) all noted how they did extensive research using the Internet to learn about the different presidential candidates. Following the 2008 Presidential debates, Sharron described how after learning about the candidates' views, she visited a blog whereby she "...went back and forth with a bunch of different people on the credentials and ideas of

the different political candidates (Student Interview 1, 3-10-09).” Sharron was able to share and discuss new insights into the qualifications of the different candidates through her participation in a political blog.

All of the students felt as if their use of the Internet drastically helped them in locating information about different candidates and campaign issues. While many students cited their use of technology having helped them learn more about the candidates during the 2008 elections, many of the students also acknowledged their consistent use of technology to learn about current governmental policy and actions. For instance, James commented on how he has been going to a U.S. Government website to investigate how the current presidential administration is spending collected tax dollars through an economic stimulus plan. James commented:

I am really interested in what is happening with the American Reinvestment and Recovery Act. Recovery.org shows where all the money is going. I’m able to use that information to formulate my own opinion on the success of the legislation (Student Interview 2, 4-17-09).

The Internet has provided students with a convenient means to locate information about governmental affairs to better hold their elected leaders accountable.

Students’ use of technology allows them to access multiple perspectives, to understanding global issues and learn about global interconnectedness. It also helps them in learning about a citizens’ role in the democratic process. As evident by students’ experiences and perceptions, their access and use of digital technologies is altering the

ways in which they perceive the necessary knowledge, skills, and attitudes of democratic citizenship.

### *Skills*

Besides influencing what democratic citizens need to know, digital natives felt as if growing access and use of technology is altering many of the skills needed by citizens.

All of the student participants described how the Internet offers users them access to massive amounts of information. For instance, Justin described how the Internet “...allows people to access and gather information immediately about topics they’re interested in... They can gather as much information as they want to (Student Interview 1, 3-10-09). With information at the touch of their fingers, these advancements in technology have led most of the students to believe democratic citizens must be able to digitally process massive amounts of information. This information processing scheme described by students included citizens being able to locate information through technology, being able to investigate and vent digital information, digitally organizing information, and digitally applying this information for individual and/or society betterment.

Students are using the Internet to immediately access information. All of the students frequently noted using Google and Wikipedia to learn about different topics. In describing his use of Wikipedia in an online threaded discussion, James noted:

I have learned so much from Wikipedia ever since it has come out! Whenever I have a question on a topic, whether it is a word I heard somewhere, an event in a book, a topic in a TV show, I can always pick my laptop or access a computer

somewhere and look it up. It is such an amazing piece of technology that everyone can use. Wikipedia is in a ton of languages so many people speaking different languages can read it. The good thing about Wikipedia is that it is so convenient to access, and it generally, note *generally*, has correct information (Threaded Discussion, 4-28-09).

Growing amounts of information are being uploaded into electronic databases, search engines, encyclopedias, and news articles. As a result, all of the students described how they access most of their information from online sources. For instance, Lisa described her using online resources to learn about the different candidates in the 2008 Presidential Campaign (Student Interview 2, 4-8-09), and Pat routinely turns to the Internet to research prices before he purchases items (Student Interview 1, 3-13-09). And, most of the students commented on how they frequently turn to social networking sites like MySpace and Facebook to stay up-to-date on what's happening in the lives of their friends and family. Since a massive amount of information is available on-line, students feel as if democratic citizens must know how to evaluate and investigate this information.

With so much information available users can find anything they do or don't want on the Internet. All of the students acknowledged the need for democratic citizens to be able to investigate information for bias and reliability. In fact, when describing his online experience, Jeff stated:

Everything online is like a company trying to sell you something. Or, a candidate that wants your vote. Or, just a private person trying to throw their opinion out as fact. Even a lot of organizations will try and spin something online (Student Interview 1, 3-12-09).



During the course of the research, students clearly expressed the need for democratic citizens to be able to sort through fact and fiction, especially, in the sometimes hostile world of the Internet. In order to investigate sources online, Justin (Student Interview 2, 4-1-09) and Brad (Student Interview 1, 3-12-09) call for putting information through a ‘vetting process.’ Justin reminds us that users should:

Question the credibility of online sources. Whether it’s true or not. You know, the factual accuracy of the document...and whether it has bias or not. Did the author put that online only to promote their side? It could have fake or skewed information... They could bend or skew their words (Student Interview 2, 4-1-09).

Turning to the Internet as their predominant means of accessing information and communication, the students reiterated the need for democratic citizens to investigate and think critically about the massive amounts of information they read, see, and hear online.

All of the students noted how the Internet affords them immediate access to massive amounts of information. While this access holds promise in citizens learning about different issues and perspectives, many students cited the need for democratic citizens to be able to sort through this information to organize themselves. Denish commented:

I think that citizens today have access to so much information. The hard part is making sense of all of this. Good citizens need to stay organized and not explode because of all of this information... They need to be able to think through the information, like be able to sort through it and manage it (Denish, Student Interview 2, 4-14-09).

Having grown up in a digital age whereby they are frequently assaulted with the latest national news and school gossip through their cell phones and social networking sites, many of the digital natives pointed to the importance of democratic citizens keeping themselves organized to make sense of all of this information. For instance, Sharron, Eman, and D'Angelo rely on digital calendars to keep them organized. Sharron uses a calendar feature in Facebook that allows her to post and view important tasks and upcoming events. Sharron commented:

I rely a lot on the calendar feature in Facebook to keep me organized. This software really helps me in organizing and planning my day, week, and year... It allows me to post to-do-lists, I can post my school schedule, and I can even connect with my friends to share events like upcoming birthdays and other social gatherings (Student Interview 3, 4-30-09).

As a senior in high getting ready to attend her first year of college, and working part time, Sharron feels as if it is important for her to stay-up-to-date and aware of happenings in the lives of friends and family, and on current events. Due to her busy schedule, Sharron uses a digital calendar in organizing and planning out her day.

As a result of their having multiple commitments, coupled with the fast pace of the news cycle, many students found it extremely difficult to stay up-to-date on current national and global economic, political, and social happenings. In order to keep themselves up-to-date on current happenings, many students noted that they had turned to certain technologies. Justin was one such student that was depended upon an RSS Feeder to retrieve the latest online content he was interested in. When asked to explain his use of the RSS Feed, Justin commented:

It's a way for me to easily stay informed. I don't have to visit each website individually. I can have access to the latest news on the topics I'm most interested all in one place. Besides saving me time, it really helps keep me organized... I separate different stories by headlines into different folders. So if I want to read the latest news stories on the Iraq war, I can just click on that folder (Threaded Discussion, 5-1-09).

Because of the massive amount of information now available to citizens through technology, most of the students noted the importance of making sense of, and organizing this information. Besides using technology to access political, social, and economic information, students are also using technology to sort through it and organize it.

Due to advances in technology, students described how they are moving away from paper-based systems in organizing themselves to more user-friendly digital systems. As students locate and investigate information online, they are also organizing this information digitally. For instance, Denish, Jeff, and Eman described how digital storage systems have made their lives much easier. Instead of having to carry around multiple folders, binders, and textbooks to each class, they only have to carry around a laptop computer. On their computer, they create, transfer, and modify new files and folders. For Jeff at Beta College Preparatory High School, its usage has been academically enriching:

I use to lose all my papers, all the time. I would start getting lazy and forget to whole punch the papers. Then, by the end of the first two weeks, I would have a stack of papers and everything unorganized. But in a computer system, I have to save it anyway. I have folder for every class and I'm so organized (Student Interview 1, 3-12-09).

As Jeff has moved from a paper based system of organization to a digital based system of organization, he described how this improved his organization which in turn raised his academic achievement.

While students at Alpha High School are not allowed to bring in their personal computer, Sarah explained how if given the opportunity to use computers daily in class it might improve her academic performance:

It would be a lot easier in organizing everything. I always lose my notes, and I'm really unorganized. If I could just put in all on the computer it would be so much easier (Student Interview 3, 5-1-09).

Students are locating and sorting through massive amounts of digital information. As digital natives use technology to locate and investigate online information, students point to the advantages of citizens being able to use technology to organize themselves.

After locating, investigating, and organizing information digitally, students described how democratic citizens need to be able to use collected information to better themselves and society. For many of the students, the Internet is not only a means to consume information but provides them with a forum to contribute and produce materials. Following the 2008 Presidential Debates, Sharron described how after learning about the candidates' views, she visited a blog whereby she "...went back and forth with a bunch of different people on the credentials and ideas of the different political candidates (Student Interview 1, 3-10-09)." Sharron was able to share new insights into the qualifications of the different candidates through her participation in a political blog. The Internet affords students a variety of opportunities to produce and

publish their perspectives. James, Sarah, Jeff, Lisa, and Sharron all acknowledged their use of social networking sites to learn about and question the views of presidential candidates in the 2008 election. This social networking use involved students writing messages and/or posting questions on the candidate's homepage, signing up to receive text message alerts to learn about issues and campaign tour stops, and better understanding ways they could become involved in the political process. For instance, James describes how after befriending then Presidential candidate Barack Obama on Facebook, he had the opportunity to "...stay on top of what was happening. It also gave me the chance to engage in the political conversation with other followers (Student Interview 1, 3-10-09)." James' use of Facebook allowed him to voice his opinions to Presidential candidate Barack Obama while also allowing him the opportunity to participate in a social network to discuss important civic issues.

While many students described how they used Facebook, MySpace, and Twitter to consume and produce civic information, Pat illustrated how he used YouTube to voice his opinion:

I made a video about the Iraq War because I'm very much for the war effort. Since there are a lot of opinions on the Internet about the War, I wanted to create a video that gave proper information on it (Student Interview 1, March 13, 2009).

Technology, especially, the Internet, allows students unprecedented opportunities to voice their concerns and perspectives. Like Pat, students described their deciding to use technology to disseminate their perspectives and research to new audiences. For instance, Brad explained how he is currently undertaking a research project where he will

give a digital presentation to local university experts over video conferencing (Skype). In this project, Brad plans to:

Propose that the United Nations build a network of Internet nodes in Africa. I think that one of the major problems is that only around 12% of the population have an Internet connection, and most are in Egypt and South Africa which are two of the more developed countries. By spreading the nodes, I think that Africa can continue to progress, and to accelerate continental economic development (Student Interview 3, 4-30-2009).

Many students discussed their viewing and creating YouTube documentaries.

This included Jeff creating a digital documentary on the need for the United Nations to forge global partnerships in advocating environmental sustainability (Student Work , 3-7-09), and Denish posting a tutorial to YouTube that helped users navigate and use Photoshop computer software (Interview, 4-14-09). Not only has technology allowed students to undertake research and access previously unavailable sources of information, including primary sources, but this technology has allowed students the opportunity to share their knowledge with, and hopefully, improve their local and global communities.

All of the students noted the relationship between their use of technology and their perceptions of the skills necessary for 'good' democratic citizenship. They commented on the need for democratic citizens to use technology in locating, thinking through, organizing, and applying information. Students described how books, pen and paper, and protest posters are increasingly giving way to a new digital information processing scheme. This information processing scheme described by students includes citizens being able to locate information through technology, being able to investigate

and vent digital information, digitally organize information, and digitally apply this information for individual and/or society betterment.

### *Attitudes*

Digital native's experiences with technology are influencing their perceptions of the knowledge, skills, and attitudes necessary for democratic citizenship. Through online activism, digitally mediated communication and collaboration, and fostering awareness digitally, students commented on the need to rethink how citizens go about participating in bettering their community, nation, and/or world. In frequent conversations, Cindy, Denish, Sarah, James and D'Angelo point to their use of technology enhancing their opportunities to practice democratic attitudes. All of the students also commented on the need for a hybrid model of activism whereby citizens organize and advocate digitally and in their streets.

Many students pointed out the need for democratic citizens to be responsible to both other people and the world around them. Sharron describes a good democratic citizen as "Someone who is able to use their resources for the benefit of not only themselves but the greater good and everyone else around them (Student Interview 1, 3-10-09). James reiterates this concept of a 'good' democratic citizen helping both themselves and society. In our second interview, he commented:

They should voice their opinion if they don't think something is going well. They should like to help others achieve what they want to. To better everybody. So you could donate to charities, give to the hungry, just keep working to help society (Student Interview 2, 4-17-09).

While this notion of striving to strengthen one's community has always been an important part of democratic citizenship education, students' use of technology is enhancing their perceptions of this civic attitude.

The majority of students felt as if democratic citizens must initiate and follow paths that aim to improve their society. Cindy comments:

I think that good democratic citizens have an attitude of caring about what happens to our country and each other. This means that they actually do something that helps others... They could show that they care by donating time at a soup kitchen, by handing out literature on an issue, by contacting their representatives, and by even helping their neighbor carry in their groceries (Student Interview 1, 3-10-09).

Cindy starts off as somewhat traditional in that she feels as if 'good' democratic citizenship usually involves physically interacting with and helping others. However, electronic technologies have opened up a whole new world of opportunities for citizens as they aim to improve their society. Cindy comes back to this later on in the interview:

I think that you can be a good citizen by making online donations to important causes, by raising awareness on issues, and by creating digital movies and media that inspire other people to take action... I think that the Internet allows for new possibilities in that it allows citizens the opportunity to use their interest and resources to make a difference (Student Interview 1, 3-10-09).

With the acceleration of technology, citizens are afforded new opportunities in trying to improve their community, state and planet.

While most of the students noted having volunteered time or money to support certain causes, they were very eager to describe ways in which they used the Internet to contribute to their society. In frequent conversations, Cindy, Denish, Sarah, James and



D'Angelo all point to their use of technology enhancing their opportunities to practice attitudes necessary for democratic citizen. D'Angelo described how he has been using the Internet to search for volunteer opportunities in his community (Student Interview 2, 4-8-09), Cindy has been using the Internet and e-mail to raise awareness for needy families (Student Interview 2, 4-10-09), and Sarah has been posting information on her Facebook pages about freerice.com, a website that helps raise food and support for starving families around the world (Threaded Discussion, 4-2-09). D'Angelo, Pat, Eman, and Jeff have all posted videos to YouTube advocating for greater public and private awareness and support on particular global issues. These videos deal with issues that range from Jeff's commentary on the need for increased state donations to fight world poverty and hunger (Document Analysis: Baraka Video, 3-5-09) to D'Angelo's commentary on the need to empower women globally to raise more families out of poverty (Document Analysis: Baraka Video, 3-5-09). These videos use video, music, images and text to inform and inspire audiences to help alleviate humanitarian, political, economic and societal problems.

Students are using the tools they are most comfortable with to improve the lives of people in their local and global community. During our 2<sup>nd</sup> Interview, Brad described how he created a webpage during the 2008 Presidential election to better inform voters on the different candidates' stances towards particular issues (4-8-09). The Internet allowed Brad to use his technological expertise and interest in a way that supported the greater

public good. These technologies provide students with the opportunity to shape policy, and voice their perspectives on important civic issues.

All of the students noted the importance of democratic citizens contributing to the best of their abilities in trying to improve their community and planet. During our second round of interviews, Jeff explained the importance of technology towards this attitude:

Our world is changing. There's so much information at your fingertips, and it's so much easier to find information about things. I think that technology is a part of our culture, and that you citizens should be able to use it... Its use is important if you want to be apart and aware of what's happening (Student Interview 2, 4-9-09).

Alongside having an attitude of building a better future, students felt as if democratic citizens should continue to learn. With the availability of technology, students believe it offers democratic citizens new opportunities in seeking out new knowledge, and expanding one's mind. With the Internet providing a plethora of information and networks, democratic citizens have greater access to the tools necessary to further research different topics. Many students commented that this provides citizens with an ideal means to stay educated and informed on different perspectives and issues. For instance, Denish describes how:

Sometimes I go to Google and I type in how to manuals... Because a lot of people post interesting information in how to manuals and tutorials, I learn how to do different things (Student Interview 2, 4-14-09).

Pooling from other people's knowledge, students feel as if technology holds the potential for democratic citizens to share knowledge, learn from one another, and expand their worldview.

Besides offering users access to information in tutorials, encyclopedias, and webpages, digital natives also described how they have learned from communicating with people online. James, Brad, Pat, and D'Angelo all expressed how technology has offered them a means to collaborate and communicate with other citizens. James has completed homework projects and assignments through web-based chat discussions (Student Interview 1, 3-10-09). In many of these online mediated discussions, group members discuss, plan out, and contribute information to the class assignment. For instance, James points to how he used Facebook IM to complete a group project in social studies:

Our group used Facebook Instant Messenger to complete a social studies project on how Charles Darwin's ship had gone to the Galapagos. We devised a skit through Facebook IM, and we even had a typed up record of the conversation... It was great because as we discussed the project we were all online and could look up and talk about information we accessed right away by searching the web (Student Interview 1, 3-10-09).

In using technology to complete this project, students were able to use search engines, online databases, and Internet resources to locate information about Darwin's journey. The students then discussed this information and shared their insights in a chat room to apply this information to the project.

Digital natives have turned to the Internet to communicate and collaborate with other people. The use of technology by digital natives has led them to describe the

importance of democratic citizens using electronic technologies to continue to seek out new knowledge. Pat frequently interacts with other members in a computer programming chat room to trouble shoot software and hardware problems (Student Interview 1, 3-13-09). D'Angelo is an avid online gamer that frequently collaborates with other users located around the world to solve quests and missions (Student Interview 2, 4-9-09). D'Angelo uses these lines of online communicate to gain valuable information and strategies from other global users in playing online video games. As a result of the variety of ways in which citizens are afforded the opportunity to access information and communicate with others online, digital natives cite the need for democratic citizens to use technology to pool and share knowledge and to expand their mind.

Knowledge	Student Perceptions of Democratic Citizenship	Students' Use of Technology & It's Relations to Democratic Citizenship
	1.Global Interconnectedness	<p>"It's like we're all so interdependent upon one another. If a flu outbreak happens in China, it's a matter of days if not hours before the same virus hits the United States... I think that the Internet and technology helps us to learn about how we are all connected to one another as humans."</p> <p>Sharron, Student Interview 3, 4-30-09</p>
	2.Multiple Perspectives	<p>"This [online] video did a great job of telling the other side of the story. It interviewed those Palestinian families that have been greatly impacted by Israeli hostilities. You hardly ever hear their side of the story when reading CNN or Fox News... I feel I'm better informed on this issue, and I'm better able to formulate my own thoughts and judgments."</p> <p>Eman, Student Interview 2, 4-4-09</p>
	3.Their Role in the Strengthening the Democratic Process	<p>"Those citizens that do not participate in politics are doomed to be ruled by their inferiors... They need to stay informed, vote, volunteer, pay taxes, and work to make their country better... I think that using technology is an important part in doing this."</p> <p>Brad, Student Interview 1, 3-12-09</p>
	4.Understanding of What Constitutes a Democracy	<p>"I think that democracy involves having people with a variety of different views, ideas and values coming together to act in the best interest of our nation. It's a way for all of the citizens to come together and have one big conversation on which candidates are best to lead our nation... I think that democracy brings people together in an attempt to fix the problems of the nation... Many of these discussions</p>

Table 5.2. Digital Natives' Perception of Dem. Citiz. and its Relation Tech. (Cont.)

Table 5.2. Digital Natives' Perception of Dem. Citiz. and its Relation Tech. (Cont.)

		take place in chat rooms, blogs, and online newspapers.” James, Student Interview 2, 4-3-09
<b>Skills</b>	1. Locate & Investigate Information	“Question the credibility of online sources. Whether it’s true or not. You know, the factual accuracy of the document...and whether it has bias or not. Did the author put that online only to promote their side? It could have fake or skewed information... They could bend or skew their words” Justin, Student Interview 2, 4-1-09
	2. Organize Themselves	“It (RSS Feeder) really helps keep me stay organized... I separate different stories by headlines into different folders. I don’t have to visit each website individually. I can have access the latest news on the topics I’m most interested all in one place.” Justin, Student Interview 3, 5-1-09
	3. Communicate and Collaborate	Following the 2008 Presidential Debates, Sharron described how after learning about the candidates’ views, she visited a blog whereby she “...went back and forth with a bunch of different people on the credentials and ideas of the different political candidates.” Sharron, Student Interview 1, 3-10-09
	4. Use Knowledge to Better Society	“I made a video about the Iraq War because I’m very much for the war effort. Since there are a lot of opinions on the Internet about the War, I wanted to create a video that gave proper information on it.” Pat, Student Interview 1, 3-13, 2009
<b>Attitudes</b>	1. Think Outside of Themselves	“I think that democratic citizens need to work look out for those less fortunate people... I have been visiting freerice.com to help raise food and support for starving families around the world.” Sarah, Threaded Discussion, 4-2-09)

Table 5.2. Digital Natives' Perception of Dem. Citiz. and its Relation Tech. (Cont.)

Table 5.2. Digital Natives' Perception of Dem. Citiz. and its Relation Tech. (Cont.)

	2. Participate and Make Informed Decisions	<p>"I also use the Internet a lot to compare prices. If I make the purchase online, like I did a week ago at Amazon, I post a review of the transaction... In my last transaction, I commented on how the shipping time was slow, and the packaging was damaged... I know that If I read a bad online review, I won't do business with that seller."</p> <p>Patrick, Student Interview 1, 3-13-09</p>
	3. Use Internet and Tools to Better Society	<p>"I think that you can be a good citizen by making online donations to important causes, by raising awareness on issues, and by creating digital movies and media that inspire other people to take action... I think that the Internet allows for new possibilities in that it allows citizens the opportunity to use the skills, knowledge, and resources they have to make a difference."</p> <p>Cindy, Student Interview 1, 3-10-09</p>
	4. Continue to Inquire and Learn	<p>"Our world is changing. There's so much information at your fingertips, and it's so much easier to find information about things. I think that technology is a part of our culture, and that you citizens should be able to use it... Its use is important if you want to be apart and aware of what's happening."</p> <p>Jeff, Student Interview 2, 4-9-09</p>

### *Digital Youth and Their Perception of Democratic Citizenship*

Digital natives' use of technology greatly related to their perceptions of democratic citizenship in how they acquire its necessary skills, understandings, and attitudes. By enlisting technology, mainly the Internet, to consume and produce

information, digital natives in this study felt as if future democratic citizens must develop a greater awareness in how technology can be used to uphold their civic obligations and responsibilities. Students felt as if democratic citizens must be able to use technology to expand their minds and to positively contribute to society. As society become more technologically advanced, and globally interconnected, digital natives cited the potential for citizens to use technology to forge these necessary civic attitudes.

**Students' use of technology both mediates and complicates their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a digital and global age.**

As I investigated the ways in which students' use of technology related to their gaining the skills, understandings, and attitudes necessary for democratic citizenship, it was clear that all selected students described their having rich experiences using technology inside and outside of the classroom. From being in social studies classes that provided them with the opportunity to use computers and the Internet for research, to their creating webpages, digital documentaries and podcasts at home, many of these students were enthusiastic about using technology. All of the students were eager to express their enthusiasm for using technology. When asked about his enthusiasm Danish stated:

I think that technology makes life easier. I also like it because there is a lot of ways to creatively present data and ideas. You can be really creative with it, and add audio and video. It's nice to actually experience it rather than just completing stuff on paper (Student Interview 3, 4-30-09).



To most of the students, technology provided them with a 'digital backyard' whereby they get to express their ideas, and listen to the views of others in a familiar and comfortable environment. Technology provided students with a relevant means to immediately access information and to communicate. By listening to students articulate their experiences and views of technology, and in undertaking classroom observations, it was clear that all students felt as if their use of technology serves to both mediate and complicate their learning the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age.

#### *Mediates Democratic Citizenship Education*

Before entering into a discussion upon the ways in which students' use of technology complicates their gaining important civic understandings, I will discuss the ways in which students felt their use advances the civic mission. It was clear from the data that students frequently turn to technology to access information, organize themselves, and to communicate with others. My interactions with Cindy initially spurred my thinking on the ways in which technology can be used by students for civic participation. I recorded this in my reflective journal on April 9<sup>th</sup>, 2009:

This was one of my more emotional student interviews. One of the reasons that this interview was so emotional was that the student disclosed in question number two that she had been adopted. When asked who she thought was an example of a good citizen, she pointed to her adopted mother. She really admired her mother's ability to reach out make a difference in her life. Her adopted mother took her out of a very unfortunate situation. The student had also talked about how the adopted mother had made a promise to her that included helping her look for her birth mother. The adopted mother said that she would do everything she possibly could to assist. As the student was describing her adopted mother's

effort to help her locate her birth mother, you can begin to see the tears coming from the students' eye. The student had known that her mother was trying to do everything she possibly could to help the student and to make her feel better. The student felt that this was somebody that made a good citizen, somebody that is capable of doing the right thing even when it's difficult to do.

Then, what role does technology play in both advancing this form of citizenship education? Well, in an informal conversation after my interview with Cindy, she described to me how her and her adopted mother had been using the Internet as a resource to learn more about her birth mother. Working together, they have been able to find out a lot of information about Cindy's birthmother. They were able to locate the mother's first name, to locate and talk to people that knew Cindy's birthmother, to find out the birthmother's age, and to contact a few of these people to find out that Cindy's mother was going through difficult personal problems during her pregnancy. The Internet has been able to facilitate this sort of contact, communication, and research. Technology holds the potential for citizens to learn about one another, to learn about their community, and to work together in trying to solve pressing problems.

### *Information Consumers*

Students are using technology to access information, to communicate, and to solve problems. Instead of using more stagnant traditional print based sources like encyclopedias, phone books, and newspapers, students are using online search engines, like Google, to locate massive amounts of information. Lisa, Denish, Jeff, Brad, James, Pat, and Sarah extensively commented on their use of Google's search engine. For instance, during the 2008 Presidential Election, Lisa (Student Interview 2, 4-8-09), Jeff

(Student Interview 1, 3-12-09), Sharron (Student Interview 1, 3-10-09), and D'Angelo (Student Interview 1, 3-12-09) all noted how they did extensive research using the Internet to learn about the different presidential candidates. In describing his use of search engines, Jeff stated:

Our world is changing. There's so much information at your fingertips, and it's so much easier to find out about things. You can find them out so fast (Student Interview 2, 4-8-09)

The Internet provides students with access to large amounts of information. Like never before, students can use the Internet to monitor global and national issues in real time.

For instance, Pat expressed how:

The news is always changing, and if you don't have the ability to access information than you would have tunnel vision. If you have technology you can have access to new stuff and perspectives. You can access other sources and have a wider view (Student Interview 3, 5-1-09).

This was a common theme amongst students in that they are afforded the opportunity to access multiple sources of information through the Internet. Sharron comments that "We can now access information on our cell phones, on the Internet, and on our iPods (Student Interview 2, 4-2-09)." These students are also using technology to stay up-to-date on current events. This use of technology to stay abreast on important issues includes Sarah's daily readings of the Online New York Times (Student Interview 1, 3-13-09), Brad's consistent listening to BBC streaming video (Student Interview 2, 4-8-09), and Justin's use of Google Earth to learn about geopolitical quarrels between India and Pakistan (Student Interview 2, 4-1-09). One student in particular was quite passionate

about the possibilities of using technology to access multiple perspectives on global issues. During our second round of Interviews, Eman commented:

Too often we don't know what's going on beyond our border. Last month, people in Gaza were under siege and over 1000 people were injured and over 200 died... I like to view things from many angles. I visit many different sources... like the Palestinian web, the BBC, and CNN (Student Interview 2, 4-13-09).

As technology advances, students described their comfort level in using digital tools to learn about important, social, political, and economic issues.

### *Networks*

Students are also using technology to create social, political, and economic networks. Most of the students acknowledged using the Internet to review prices and to make online purchases. With large amounts of information on the prices of goods and the quality of the service offered by suppliers, students seem to be using the Internet to make informed consumer decisions. During our first interview, Pat described how he frequently goes online to compare prices and to make purchases. After researching the different reviews of low price sellers on Amazon.com left by other consumers, Pat made an informed decision when purchasing a video game (Student Interview 1, 3-13-09). Pat noted during our first interview that, "If I read a bad review, I won't do business with that seller." After the game was shipped to his house, Pat commented on how he went back to Amazon.com to describe the quality of service he received so that other consumers could make an informed decision (Student Interview 1, 3-13-09). This is just one

example of how students are using technology to communicate with, and to build connections with others.

With the advent of social networking, students are frequently using websites like MySpace, Facebook, and Twitter to establish connections. For instance, James commented throughout the Interview process of his frequent use of Facebook to maintain friendships. With a very busy schedule of school and numerous extracurricular commitments, James uses Facebook to "...have many quick conversations without having to make timely phone calls. Since my schedule is hectic, Facebook really helps me out (Student Interview 1, 3-10-09)." The social networking website allows James to maintain friendships and networks he might otherwise have lost due to his busy schedule. Besides using Facebook to stay in touch with friends, both Justin and James have used Facebook to complete a project for the social studies. James notes:

Our group used Facebook Instant Messenger to complete a social studies project on how Charles Darwin's ship had gone to the Galapagos. We devised a skit through Facebook IM, and we even had a typed up record of the conversation (Student Interview 1, 3-10-09).

Convenience and the ease of use also propelled Justin to use Facebook to complete a classroom project. Justin commented:

Our Enlightenment project, we used Facebook because we didn't have to hassle with telephone numbers and stuff. Also, all the information we posted was there for future reference. If we typed links, people could just click on them. The Internet is quick, and you can do it all at once. If we typed something up it's going to stay there... Rather than if you're on the phone (Student Interview 1, 3-10-09)

Most of the students acknowledge extensive use of social networking sites to maintain social connections to friends and classmates. However, a few students used the social utility to extend social connections. James, Pat, Sharron, and Denish all described their befriending politicians and social advocacy groups on social networking sites. Denish goes as far to say, “I had Obama on my (Facebook) pages for a while, and I think I still have him on there (Student Interview 2, 4-13-09).” Many students are excited about the opportunity to use their digital backyard to research and connect with politicians and social advocacy groups.

Sharron’s experience with Facebook went far beyond using it to maintain existing relationships. As a high school senior, Sharron used the Facebook website to learn about and to network her way into college. Her description of using Facebook in this manner unfolded during our second interview:

Sharron: I had a friend that went to a university I wanted to attend. He went to this university, and I was talking to him on Facebook. Since some of his friends were also in the journalism program at that university, I began to contact them and ask them questions about the university and program. Eventually, these contacts helped me arrange a meeting with the director of the journalism program there. Ever since, I’ve stayed in contact with these individuals and I’ve been able to stay up-to-date on what’s happening there.

Researcher: so you networked through Facebook?

Sharron: yeah, through my friend who was in the program. I also joined the university’s group on Facebook and stuff like that to see other people that are going there in the same year as me.

This is one example of how a student used the networking capability of a social networking site to advance her career interests. Digital networking will only continue to

increase over more traditional forms of networking with the ushering in of a new digital era. In order to operate in this new digital era, students are using technology to forge important social, political, and economic connections.

### *Communication and Collaboration*

The proliferation of new technologies are allowing for new possibilities in democratic citizenship education. In accessing electronic technologies, students are provided both synchronous and asynchronous means of communication and collaboration. The Internet in particular affords student participants immediate opportunities to listen to, speak to, and work with geographically distant and culturally diverse populations. In our first interview, Sarah commented on how the Internet provides users with the opportunity to "...see what's going on around you, and you can read about other people's lives on blogs." She goes on to comment how the Internet "...makes the world a smaller place. You can talk to somebody in Australia so fast (Student Interview 1, 3-13-09)." Having friends around the world, Sarah uses both Facebook and Skype to communicate with friends situated around the world. Spelling out how globalization has brought citizens of the world together, Sarah comments, "I think it (the Internet) is cool. It brings a lot of people together from everywhere. Somebody all the way in Japan can be viewing the same webpage you're viewing (Student Interview 1, 3-13-09)."

As technology spreads globally, students are finding themselves interacting with global populations. D'Angelo and Justin are both self described 'gamers' that frequently

play massively multiplayer online role playing games (MMORPG) with people all around the country and world. When asked about what he likes about ‘gaming’,

D’Angelo commented:

There are people all over the world playing these games. They have different backgrounds, different perspectives on how they see stuff. I guess I get to learn different stuff from different people (Student Interview 1, 3-12-09).

When discussing his online quests, D’Angelo described how he often strategizes and works with his online friends in Poland, Russia, and Greenland to solve quests. This global collaboration amongst various ‘users’ has allowed D’Angelo to be quite successful at ‘gaming.’ Justin also expressed how he enjoys playing games with people on the opposite side of the world. To him, this use of technology demonstrates:

The distance between countries is getting smaller. It really shows me how small our world really is, and that the world we’re in today is very much globalized. You can talk to someone on the opposite side of the globe immediately (Student Interview 1, 3-10-09).

Students are also using electronic technologies to communicate and collaborate. Many students have become dependent upon text messaging to access and spread information. Through mass text messaging, James has been able to send out notices to teammates and to classmates. During a class project on imperialism in the Middle East, James described how his group frequently used text messages to inform members of his group about particular websites or information about the project (Student Interview 2, 4-17-09). All of the students cited their extensive use of text messaging to communicate with others. In our first interview, Lisa described the advantages to texting:



My mom is always asking me why I am texting when it's so much easier to have a phone conversation. I tell her that it's just a quicker way to send a brief message. So if I'm busy or it's loud in the room, I can text someone and not worry about them being unavailable or it being loud in the room (Student Interview 1, 3-12-09).

Many of the students acknowledged an increasing dependency on text messaging. For instance, in the month of March, Eman used over 1400 text messages and James used over 1200 text message. Both James and Eman acknowledged receiving text messages from advocacy groups. During the 2008 Presidential contest, they received frequent text messages from Barack Obama's campaign, which included updates on campaign tour stops and Obama's Vice-Presidential selection of Joe Biden. In receiving text messages from the Obama Campaign, students have been able to learn about Obama plans for healthcare reform, energy, and the environment.

New technologies are affording students the opportunity to communicate and collaborate with one another. In an online posting to a threaded discussion, Patrick expressed how he had been using Geocaching, an outdoor treasure hunting game whereby participants use global positioning systems (GPS) to locate containers (or 'caches'), to communicate and collaborate with other people. He described that when participants locate these containers, they enter information into a logbook, and relocate it. Visitors are able to use the website to track the position of different 'caches' that users hide. This sport provides users the opportunity to use technology to locate and

communicate the whereabouts of different ‘caches.’ Patrick, in an online posting, describes how this digitally based sport:

...allows people from all over the country and world to share experiences... I have met many interesting people and visited many interesting places... this sport allows people to enjoy the beauties of nature that’s all around them (Threaded Discussion, 4-6-09).

Geocaching and many other new technologies are bringing democratic citizens together to discuss and investigate different issues. These technologies afford students the opportunity to communicate and collaborate with people in their digital backyard. Many students cited their experiences in using technology to listen to, speak to, and work with geographically distant and culturally diverse populations.

### *Digital Producers*

Besides using technology to access information and communicate, students are also turning to the Internet to digitally produce new media. The Internet has opened up a whole new audience for students and citizens to share their work. Instead of passively sitting back and reading and watching the views and perspectives of others, today’s students are able to use technology to create digital artifacts that contribute to the civic discussion. For instance, after viewing YouTube videos on the Iraq war, Pat became irritated of what he perceived to be a liberal bias to the majority of the coverage. During our first interview, Pat explains:

I made this video about the Iraq War because I’m very much for the war effort. Since there are a lot of opinions on the Internet about the War, I wanted to create a video that gave proper information on it (Student Interview 1, 3-13-09).

Detecting bias coverage of the War, Pat created and posted a video online to better inform others of his perspective on the conflict. Even after uploading the video, Pat was sure to follow what people were saying about his video. He was quick to point out that it received over 50 comments. When asked about the advantages of posting a video to a site like YouTube, Pat stated:

It's like an informal discussion. You get other views, and you get to counteract those views. You get to have those sort of discussions with people of the same and opposite views. It's a way to learn about other people's views (Student Interview 1, 3-13-09).

Other students turned to YouTube to both upload videos, and to comment on other people's ideas. Many students commented on their reliance on YouTube to watch videos on the different political candidates during the 2008 campaign season. For social studies class, both Eman and Jeff have posted their original works to YouTube for public viewing. Eman's digital documentary encourages states to double their efforts through the United Nations to empower females (Document Analysis: Baraka Project, 3-5-09). During an informal conversation, Eman commented on how she enjoyed having the opportunity to showcase her work to a wider audience outside of just her class (Reflective Journal, 3-10-09). As a frequent up-loader of videos to YouTube, Jeff commented on how people are more likely to watch a video over just reading a brochure. During our second interview Jeff states, "The video is just more interesting. You can have sound, images, and video. It's more of an experience (Student Interview 1, 3-12-09)." Jeff's

latest YouTube video encouraged online viewers to take action in helping nation-states in sub-Saharan Africa have access to clean water supplies.

One of the most prolific student users of YouTube was Denish. He is a frequent consumer and producer of digital movies on the website. Having posted over 30 videos to YouTube, Denish discussed how he got started posting movies to the Internet:

I used to see these videos on YouTube. Eventually, I began to watch YouTube movies on how to make YouTube movies. I also asked people questions... these YouTube users. And they really taught me how to do it. And then I became interested in it (Student Interview 1, 3-12-09).

Denish has posted a variety of different digital shorts to YouTube. Some of his most serious work on YouTube provides visitors with short tutorials on such computer software programs as Adobe's Photoshop, and After Effects. He has also made available to the public a short digital documentary he created in social studies class concerning the horror of WWII (Document Analysis: WWII YouTube Video, 3-9-09). When asked what he likes best about the Internet, Denish commented, "People post, and you learn. Then, you post what you learn, and people can learn from you. You get to share your knowledge (Student Interview 1, 3-12-09)."

New technologies are providing students and citizens with the opportunity to both consume multiple sources of information, and then to produce digital artifacts that contribute to civic discussions. Citizens are then able to discuss and investigate issues further. These technologies, all located in the students' digital backyard, afford them the

opportunity to watch, read, listen to, and create news. As a result, they are able to listen to, speak to, and work with geographically distant and culturally diverse populations.

*Complicates Democratic Citizenship Education*

Despite the many opportunities the use of technology affords students in democratic citizenship education, it is clear that students' use of digital technologies also complicate civic learning. This is an important point of consideration as more students turn to computers and the Internet to access information and to communicate. To say that students' use of technology is entirely bolstering their civic knowledge and participation would be inaccurate. In fact, many students described how their usage often complicates their forging the type of skills, understandings, and attitudes necessary in a global and multicultural age. In fact students' frequent usage of technology can often work against democratic citizenship education.

<b>Mediates</b>	<b>Complicates</b>
Information Consumers	Information Reliability and Credibility
Networks	Appropriate Usage & Etiquette
Communication and Collaboration	Illegally Downloading Copyrighted Materials
Digital Producers	Depersonalization of Communication
	'Zombie-like': They Need to Get Outside to Play

Table 5.3. Mediation and Complication of Understandings for Democratic Citizenship

### *Information Reliability and Credibility*

When considering both the costs and benefits of students using technology, especially, the Internet, it's important to reflect on the vast amount of information and networks users have access to. In the touch of a button, students can view images, movies and stories about the War Iraq. However, at the same time, many of these materials may be inappropriate or misleading. James described how the Internet can spread both correct and incorrect information:

It's a lot like the game telephone. Remember when you always started off with the right idea but by the end the originally idea had changed to something completely different. Because the original idea had been filtered by so many different people things get distorted along the way (Student Interview 4, 5-20-09)."

The Internet offers users a particular set of challenges when trying to use it learn. People can pass themselves off as so called experts online, often distorting the truth and/or misleading others. Sarah had an experience of users posting inaccurate and misleading information on a Christian website she frequently visits. When visiting a Christian website to download biblical verses, she noticed that users where chastising and spinning the views of then Presidential candidate Barack Obama. Sarah noted:

The website assumed every Christian has the same belief... This user posted a comment about Barack Obama that took an excerpt of what he said (in a speech) out of context. Having watched the originally speech, I could tell they had spun it so it looked like he was doing something bad. It really made me mad (Student Interview 4, 5-15-09).

Much like Sarah, Pat also felt disgusted by the amount of misinformation and ignorance posted by Internet users. He described how many users left inappropriate comments on his YouTube video depicting the War in Iraq:

People commented about how horrible President George Bush is and how he's killing a bunch of innocent women and children. I kind of get really upset because these comments are very ignorant and it's not the whole truth (Student Interview 4, 5-15-09).

Most of the students commented on the horrific language and great deal of bias by users when posting to YouTube videos. Jeff made a particular mention of this, stating, "YouTube comments are probably the worst and most bias comments out there... I've actually seen a lot of racist comments when viewing YouTube videos. They usually leave misguided information that makes no sense (Student Interview 4, 5-15-09)." Eman, a 10<sup>th</sup> grade Muslim-American female, also expressed this concern about the Internet. Even though the Internet has so much potential in helping connect citizens to one another, she felt humans can use this tool to spread hate and lies. Eman commented:

I do think the Internet can be a hostile place. With anything, it can be used in the wrong way. I have looked things up and have found blatant comments and writings that demean my culture. It's something that's out there and you have to learn to deal with (Eman, 5-14-09).

Later, when asked to give an example of a misleading or demeaning comment about her culture online, Eman stated:

One person said all Arabs are connected with terrorism. This is all stuff you find online. All of these are inaccuracies and stereotypes... Once you put something

online you're not getting rid of it. There are obviously instances where I felt threatened online (Eman, 5-14-09).

Denish picks up on this theme in our final interview when he notes how one YouTube user commented that "All Muslims should be killed (Student Interview 4, 5-18-09)." The Internet in particular provides vast amounts of information and unlimited possibilities. Unfortunately, this includes misinformation and a multitude of possibilities that serve to complicate democratic citizenship education.

### *Appropriate Usage*

The use of technology affords students new possibilities, many of which threaten the emotional and physical safety of students. From sexting to cyber bullying, students' use of technology can often detract from its civic purposes. Many of the students commented on how users often throw identifying information online without thinking through its consequences, namely, people all around the world having access to this sensitive information. Sarah points out:

It's not like our parent's generation where when you make a mistake taking a picture you can get it back. Now, if a picture of you leaks out onto the Internet it's out there forever for the world to see. And I think students forget that stuff they post on the Internet can come back to haunt them (Student Interview 4, 5-15-09)."

While technology, like the Internet and cell phones, can be used to instantaneously forward out information, this immediacy can also be dangerous when students fail to think through the information they send out. In our May 14<sup>th</sup> interview, Lisa described how students:



Often text message naked pictures of themselves to other students. ...At my home high school, a lot of students have sent around naked pictures (through text messaging). A lot of times girls take a naked picture of themselves for their boyfriend and then their boyfriend sends it out to all of their friends. And then from there it goes everywhere (Student Interview 4, 5-14-09).

Many of these inappropriate pictures end up online. Jeff also commented on how one of his classmates had inappropriate pictures of him uploaded to Facebook (Student Interview 4, 5-14-09). Many of the students described having viewed pictures of underage drinking, sexual behavior, and other inappropriate behaviors on social networking websites.

A few students commented on the popularity of having Internet accounts hacked into. After failing to log out of his Wikispace account, another user assumed James's identity and disseminated an inappropriate mass e-mail to his contacts (Student Interview 4, 5-20-09). Jeff also described how users cracked into his friends Facebook account and uploaded sexually explicit and vulgar comments to his homepage (Student Interview 4, 5-14-09). Issues of cyber security and privacy have become major concerns for students as more and more information is posted online. In an interview with the parent of Justin Steiner, Mr. Steiner noted the leaking of personal and identifying information by his son as one of his greatest concerns (Parent Interview 1, 5-29-09)

### *Illegally Downloading Copyrighted Materials*

Not only does technology provide students with unprecedented opportunities to post and share information but it also provides students with a convenient and cost-

effective means to illegally download and access copyrighted materials. All of the students interviewed acknowledged having downloaded copyrighted materials illegally.

During an interview with Lisa, she explained:

I will admit I use Limewire (an online file-sharing network) to download music illegally. It seems like everybody uses it. I really don't view it as a bad thing because I have never had a bad experience with it. I think of it as pay a dollar for every song (through iTunes) or pay nothing at all (Student Interview 4, 5-14-09).

Many of the students rationalized illegally downloading copyrighted materials online due to its convenience, limited enforcement by authorities, and a troublesome view of authors forfeiting their right of profit when posting materials online.

With students spending a lot of their time online to browse through information, communicate, and to listen to music, it becomes quite convenient for them to illegally download songs, movies, and computer software through file-sharing networks. Pat points out that:

The Internet makes downloading copyrighted materials a lot easier. It eliminates the walls and the barriers. Many students see it as the norm and they don't really understand why it's illegal (Student Interview 4, 5-15-09).

Eman reiterates how her consistent use of technology makes downloading music illegally convenient. She states, "It may be illegal but it's there (online). I think that the convenience of it overrides the risk factor (of getting caught). The chance of getting caught is relatively small (Student Interview 4, 5-14-09)."

James reiterates that "The real attraction to file sharing is that they offer songs, movies, and software to Internet users for free (Student Interview 4, 5-20-09)." D'Angelo

noted how he was quite confused and perplexed at why downloading copyrighted materials through the Internet was illegal. He stated:

I really don't understand why it's illegal. I usually download movies and music from the Internet... I go to different sites like Mega Video or YouTube... I usually download these movies because I can't pay to see them... If I had the money I would pay to see them (Student Interview 4, 5-14-09)."

Brad also commented on how high costs and large profit margins by producers serve as a motive for students when illegally download copyrighted materials. He stated:

Adobe software is a couple hundred dollars, and I don't think people have that sort of money to spend on computer software... Some of these companies are making such a high profit margin that one has to ask should they really be charging that high of a price (Student Interview 4, 5-18-09)?

Another popular reason provided by students in their illegally downloading copyrighted materials was a view that if the materials are uploaded to the Internet then it's 'free game' and morally just for the public to view and download. Many of the students felt that Internet users that post copyrighted materials to the Internet, such as images, music, videos, ideas, or software, must understand that they are inherently giving others the right to access this material. Jeff articulates this finding when he states, "If it's your stuff and you post it to the Internet you just signed an unwritten contract that anyone in the world can look at and use these materials. It basically becomes public property (Student Interview 4, 5-14-09)." Lisa reaffirms this point when stating:

I think that if it's on the Internet then the author is giving you permission. If the author didn't want people to use it they wouldn't put it on the Internet... If the

author doesn't want people to use it, they shouldn't put it online (Student Interview 4, 5-14-09).

Thus, student felt that if an author places music, movies, images, or ideas online, it's ok for them to access, download, and replicate these works. All of the students also agreed that if someone besides the user uploaded the materials online, it's a form of stealing. However, they all agreed that they are often ill equipped to identify where these materials originated online. One could conclude that many students are struggling with fully understanding the parameters of intellectual property rights when accessing and downloading materials online.

*They Won't Say it to My Face, Only to MySpace*

All of the students pointed out that they use technology to communicate with other people. Some of the most popular forms of communication amongst students included the use of cell phones, text messaging, social networking, e-mail, and chat based communications. While technology offers students an immediate and global means to communication, students also note how it depersonalizes communication. In our final interview, James stated:

A lot of people type something online and they rationalize it as just words of text. They don't see the face or the human being involved. Like on Facebook people believe that their comments are just words and they don't think about the impact of what they say. As much as technology can help us communicate it can also depersonalize communication (Student Interview 4, 4-20-09).

Many of the students felt as if technology brings us closer together but at the same time pushes us further apart. Some of the students described receiving text messages

concerning deaths in the family, break ups with significant others, and other personal issues. In previous times, intimate and personal issues were discussed face-to-face. However, with the proliferation of new modes of communication, people are turning to these devices to relay all sorts of information. Eman expressed this concern during our final interview:

Because you can communicate with someone instantaneously through technology it gives you an excuse not to see them in person. It's also like because you can text, e-mail, or call them, you don't have to see them. It's almost like an excuse. Honestly, phone calls are more personal than text messages but I find myself text messaging more than calling people (Student Interview 4, 5-14-09).

As students turn to technology to communicate, many of them feel as if users will say things online that they otherwise wouldn't say to a person face-to-face. Brad points out:

It (technology) removes the social contract. The social contract is the standard set of norms when talking or interacting with someone face-to-face. It includes things like respect, courtesy, and being polite. The Internet kind of removes those responsibilities. People will say things online they wouldn't otherwise say face-to-face (Student Interview 4, 5-18-09).

While many of the students believed technology can dehumanize the other because users don't have to make comments to the actual face of other users, Pat felt like technology holds the potential to inspire deeper connections between people. His emphasis was on how technology provides a means to communicate with groups that we otherwise would not have been able to communicate with. He states:

If there wasn't a way for us to talk to someone halfway around the world, which is what technology offers us now, than we wouldn't have the sort of global connections we have today. Through these (digitally mediated) connections we

can just hope that it inspires deeper human to human connections. But, with these (digital) connections you can still have misunderstanding (Student Interview 4, 5-15-09).

### *Zombie Like: Get Out and Play*

Many parents commented on how their children often become ‘consumed’ by the technology. Parents are concerned about their children being ‘glued’ to computers, the Internet, videogames, or their cell phones. One parent, Mrs. Lane, described them as ‘zombie like’ as they become consumed by these technologies (Parent Interview 1, 5-22-09). Mr. Williams illustrated this when saying, “They get on there (computer) and they shut everything else out. They don’t talk to anyone or play with their friends. I just wish they would have more real life interactions with people (Parent Interview 1, 5-22-09).” While most of the parents acknowledged having strict guidelines and protocols on their child’s use of technology, such as the amount of time in which they can interact with it, all of parents commented on how their child’s excessive use has caused household tensions. One parent went as far to say “...it’s like an uphill battle when trying to get my son off the computer... and I feel like the technology often wins out (Parent Interview 1, 5-21-09).” Parents genuinely seemed concerned with a growing sedentary lifestyle amongst digital natives, and often find themselves encouraging their children to play outside and to physically interact with friends more.

### *Conclusion*

Student use of technology both mediates and complicates their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and

multicultural age. Students are using the Internet to learn about global issues, to communicate with culturally diverse and geographically diverse populations, and as a means for social activism. However, with increased use of technology, students are often ill equipped to face the dangers and threats of a digital world. With increased access to technology, democratic citizens are faced with issues of information reliability and credibility, cyber security, invasions or privacy rights, infringement of copyrights, and lacking quality time of face-to-face interaction with one another.

**As students are afforded the opportunity to use technology meaningfully in the social studies, it can increase student morale and performance.**

#### *Differences Between the schools*

As I investigated how the use of technology by selected students related to the goals advocated by the social studies, it was clear from my classroom observations that technology was being integrated into classroom instruction. Students were often asked to use computers and the Internet to conduct research, to collaborate online and to present their work. Teachers, students, and parents felt that this increased access to technology in the social studies is essential to equip students with 21<sup>st</sup> Century skills. With technology influencing the ways in which students access information and participate, many parties felt the social studies must position itself to stay relevant in a digital and global age. This includes learning appropriate etiquette to using new technologies in an increasingly digital society.

Both teachers maintained the value of having students use and understand technology in the social studies. Mr. Irons and Mr. Sanders both felt that student use of technology is of particular importance in the social studies. In our first interview, Mr. Irons' commented:

We're here not only to teach the social studies but to teach socialization. This is how you act in society, and technology is going to become an ever more important piece in our society. We are going to have to learn technology with the content. In addition to that, the sophistication of the technology is only going to increase the communication, the information, all that kind of stuff that's going to be portrayed within the class lesson. Technology will serve as an important vehicle (Teacher Interview 1, 3-5-09).

It was very clear that Mr. Irons felt strongly that technology will continue to shape the major areas of the social studies. Mr. Sanders also expressed the importance of using technology in the social studies. While both teachers felt the infusion of technology holds great potential in student learning, Mr. Sanders felt as if teaching students to use and understand technology was one of the most important 'survival skills' advanced in his field. During our first interview, he commented:

Almost every kid in America is going to learn how to use Microsoft Word at some point or another... It's a fundamental survival skill. So, what I am trying to say is that technology is a survival skill, a power skill. If you have the ability to manipulate tools and information and process information using technology you have the ability to influence others. Then you have a power skill that puts you head and shoulders above other people (Teacher Interview 1, 3-4-09).

With technology continuing to influence the ways in which people interact with information and one another, the two teachers viewed the meaningful use of technology



as a survival skill. These skills included knowing how to type, how to access and think through information, knowing how to communicate safely and responsibility with others, and being able to use technology to improve your community and planet. During the course of my classroom observations, it was clear that students at both high schools were afforded opportunities to use technology. While under the premise of helping students gain digital survival skills, it was observed that the two schools held different approaches to having students use technology.

Students in Mr. Irons' social studies course at Alpha High School used technology in more traditional ways. Students' use of technology in social studies was mostly premised on accessing information. Mr. Irons maintained a very thorough class website whereby students could download important readings, lecture notes, class syllabi, and course content standards (Document Analysis: Course Website, 3-15-09). It was clear that this website was meant to help students organize and access a vast array of course related information. Since all of Mr. Irons' students had access to the Internet at home, he felt that uploading these materials to a course website would help students stay organized and prove convenient in accessing course related information. It seemed as if students in Mr. Irons' social studies course primarily used technology to organize and access course related information.

Many of Mr. Irons' projects incorporated the use of computers and the Internet. Besides navigating to their teacher's webpage to read the specifics of assignment, students were frequently asked to undertake their own research online and to construct a

PowerPoint presentation to the class. Even though students had the opportunity to search the web for information and to create a PowerPoint, it seemed as if students' use of technology resembled their teacher's mode of pushing information outward. After a class observation whereby students presented their research to the class, I commented on these resemblances in my Reflective Journal:

Students seem to be using technology in very traditional ways. All of them used PowerPoint as a means to lecture, almost pushing information upon other students. I feel that Philip VanFossen's (2008) idea of students and teachers using technology for glorified information gathering remains very relevant and noticeable. It seemed as if many students simply copied and pasted an exuberating amount of information in slides. As they read vast amounts of information directly off of the slides, they never fielded any comments about their references. Students were not critically reflecting upon their research...This also includes not getting others involved in the discussion of their research (Reflective Journal, 3-20-09).

Students in Mr. Irons' social studies courses used technology to simply access, organize, and present information. Most class observations involved students downloading a guided notes handout, and filling it in as the teacher relied on a PowerPoint presentation for lecture (Class Observations, 3-18-09; 4-2-09; 4-9-09; 4-16-09; 4-21-09; 4-21-09; 5-5-09; 5-15-09; 5-20-09). Rarely, were students asked to formulate their own structure and ideas. At times, they simply regurgitated information found online or in class presentations without thinking critically about it. The use of technology seemed to serve as a convenient mechanism for the teacher to force feed students information. Students were expected to use the Internet to download and access their teacher's webpage that

housed lecture notes and assignments (Document Analysis: Teacher's Webpage: 3-5-09).

Students in Mr. Sanders' social studies class at Beta Early College High School used technology more constructively. The goal was for students to use technology to explore information, think critically about it, and to synthesize this information to produce a new artifact. Students were expected to pool resources and ideas in order to formulate a final product (Class Observations, 3-19-09; 4-1-09; 4-3-09; 4-8-09; 4-14-09; 4-17-09; 5-6-09; 5-7-09; 5-12-09). The emphasis was on using technology as a means for collaboration. Mr. Sanders discussed the progress he's made as a teacher in this area during our first interview:

So before I was a much more traditional teacher, I would show a PowerPoint and then we would have some discussion, then, we would have some group stuff that would be based upon what we just talked about, or, we might have some think, pair, and share. I did literacy building stuff in the past but now I can see the importance of building their technology skills in tandem with their social skills. You have to know the one to learn the other. It makes both of them more relevant, and I think that's cool (Teacher Interview 1, 5-4-09).

Instead of just having students individually use technology to regurgitate information, Mr. Sanders focused on having students use the technology to strengthen their ability to collaborate, make decisions, and to reflect on information. Students use technology to meet the overall goals advocated by the social studies. Besides becoming proficient in using and understanding technology, students are asked to think through information and to collaborate in class assignments. During classroom observations, you routinely saw

students sitting in a circle holding their laptop notebooks while looking and listening to one another. In these discussions, students would share information they located online. After sharing and thinking through this information as a group, students were often asked to present a new digital artifact that reflected their learning. For Instance, during a classroom observation on March 20<sup>th</sup>, I made a field note of this sort of instructional arrangement:

This assignment was very meaningful, not only to him (teacher) but to many of the students that were reading it. This being because the State Legislature has decided to cut funding for STEM schools that have their students take post secondary courses at their local universities. Since many of the students have come to this program to take post secondary courses at their local university many of the students were very upset about this budget cut. In order to respond to this proposed budget cut, the social studies teacher had the students use their laptops to research and construct a letter that they will be sending to their local elected representatives. Students will be sending these letters through e-mail and postal mail. Students used the Internet to research the different representatives they were planning to send their letter to, this added a personal touch. Besides sharing the online information they accessed between one another, students were e-mailing classmates their letter for peer-review (Reflective Journal, 3-20-09).

On multiple occasions students were using technology to communicate and collaborate with one another. From building digital documentaries on particular UN Millennium Development Goals (Document Analysis: Baraka Project, 5-5-09) and posting them to YouTube, to creating podcasts that dealt with issues of imperialism and inequality (Document Analysis: Podcasting Project, 3-7-09), students were expected to communicate and collaborate with others through the activities. Students were expected to use technology to listen to and comment on the insights of others. In fact, as students

presented their digital artifacts, they often fielded difficult and challenging questions from their peers, their teachers, and invited audience members.

In no other assignment was this more evident than in Mr. Sanders' White Paper assignment. In this assignment, students were expected to write a paper and to create a digital documentary that aimed to pursue an elected governmental representative to take action on an issue (Document Analysis: White Paper, 4-17-09). Students were expected to proficiently research a specific public policy concern and offer a well versed solution. Technology integration was vital for students to e-mail and interview (via Skype) politicians and experts. Students were expected to supply reliable and credible web and print based sources. Finally, they were asked to synthesize their new found understandings to create a visual for a community presentation; most students, created a digital documentary. During the last week of school, students presented their white papers and digital documentaries, and fielded questions and comments, from community leaders, university experts, local politicians, and friends and family (Class Observation, 6-8-09).

<b>Traditional Use</b>	<b>Constructive Use</b>
Passive Information Gatherer	Critical Thinker
Individualistic	Collaboration
Memorization and Low-Level Application	Authentic and High Level Application
Example: Mr. Irons' Daily Guided Notes	Example: Mr. Sanders' White Paper Project

Table 5.4. Traditional and Constructive Usage of Technology in the Social Studies

Students in Mr. Sanders' social studies class at Beta Early College High School used technology to think through multiple sources of data, to communicate, and to collaborate. His students were expected to use technology to explore information, think critically about it, and to synthesize this information to produce a new artifact. Students were expected to work together and learn from one another when using technology. This experience differs from the more traditional experience offered by Mr. Irons at Alpha High School in having students use technology to access already teacher gathered information and then regurgitate it on an assessment piece.

### **Constructive Use: Increased Enthusiasm and Academic Performance**

When technology is used constructively in the social studies classroom in can engage students and improve their academic performance. One of the major reasons students' use of technology holds potential in social studies is that it allows students to use tools they are familiar with and excited about. When interviewing both teachers, they explained student enthusiasm when using technology to be a major incentive for its use. Students are given the opportunity to use the tools they are most familiar with to be innovative and creative; quite contract to more didactic forms of instruction like lecture, textbooks, and worksheets. Mr. Irons built upon this point during our first interview:

Many of these students use it all the time. I know most of them are better at it than I am, in terms of using the technology. So why not use something that they use all the time and find interesting. In order for them to learn the content you have to make it relevant to them. My idea is that the more technology you can use

makes it relevant to students' lives and the more interested you can get them to become (Teacher Interview 1, 3-5-09).

Providing students with the opportunity to use technology in the social studies is a way for teachers to have students use the tools they are most familiar with to learn. By providing students with the opportunity to use computers and the Internet in the classroom, learning becomes more meaningful and relevant.

*Using Tools Students Are Familiar With to Make it Relevant*

The use of technology in the social studies holds the potential to change the environment whereby students are free to use their prior learning and experiences with technology to contribute to the class. Students' understandings and experiences with technology are given authority in the classroom, and they are given the opportunity to use this knowledge to research and create in the social studies. Students not only have the opportunity to use their digital knowledge to help one another but they are afforded the opportunity to help their teacher grow in their digital understandings. As a result, all of the student participants described how they enjoyed having the opportunity to use technology as it made learning fun and relevant. Eman emphasized this point in our third interview when she stated:

If you are trying to convey a message to someone you want to do it in the most relatable way. Technology is something us students can relate to...The fact that my teachers can implement these technologies shows me that they are not just trying to teach me but they are *really* trying to teach me. They are creating lessons that will help us remember... it's not something you're going to blow off in three weeks...it's something I will retain and use (Student Interview, 5-6-09).

Affording students meaningful opportunities to use technology is a way for social studies teachers to make connections with their digital students. As students are given these opportunities, learning becomes more meaningful and relevant. It's a way for teachers to use the digital interests and experiences of students to forge the type of connections needed to encourage meaningful learning. Furthermore, it fosters an environment whereby students are encouraged to share their knowledge with other students and their teachers. At times, students emerge as digital experts whereby they become obligated to help other students and even the teacher in the learning process. Both teachers pointed to technology fostering an environment whereby students' knowledge is authenticated and they're encouraged to share their knowledge.

When giving the opportunity to use technology, students not only learn necessary 21<sup>st</sup> Century digital skills but they are given an outlet to apply what they know and have learned in creative ways. Technology allows students the opportunity to apply their knowledge to create new works and to share them with distant audiences. For instance, in Mr. Sanders' U.S. Government course, students were assigned to groups and given the task of devising an online timeline to document Western imperialism around the world. Using Google Documents, students were able to collaborate with one another to comment on and build upon each other's work (Document Analysis: Google Aps Assignment, 5-14-2009). Students were expected to apply understandings gained in class and through independent research to build their online timeline. Furthermore, students were able to



peer-review one another's work, and learn from one another in their exchange of information. In our third interview, Jeff points out:

When I'm using technology I feel like I'm not just learning it but I'm understanding it...I just know how to use it, and I'm so much more aware now. Before I didn't even know iMovie or GarageBand existed let alone how to work it. Now, I know how to make Comic Life, iMovies, and Garage Band songs and it allows me to come up with creative projects... Everything that we do with technology we have the opportunity to connect it back to what's happening in class. We get to apply that information to our lives (Teacher Interview 2, 5-6-09).

When given the opportunity to use technology constructively in the social studies students have the chance to use tools they are comfortable with, and are given the opportunity to apply what they've learned in innovative and creative ways. This often results in increased student performance and learning. All of the students felt as if their use of technology had positively influenced their academic performance. While at times their use of technology can distract them from coursework, all the students felt as if their overall technology usage helped them academically.

#### *Multiple Sources of Information*

Technology, particularly the Internet, allows students to rapidly access multiple sources of information. Using the Internet, students are able to download images, music, videos, and primary sources. The Internet truly expands the amount of information available to students. In our second interview, Brad pointed to the benefits of having so much information available online:

More traditional media like magazines and newspapers are dying a slow death... I get most of my news from the Internet... When doing my capstone project, all of

the sources I used were digital. I was able to access more information that I wouldn't have been able to find at the local library in traditional sources. Online I accessed field studies from the United Nations, the World Health Organization, and the Bill and Melinda Gates Foundation... Instead of reading someone else's view on someone else's published work you can actually see the real field studies and the actual field work being done with the Internet (Student Interview 2, 4-8-09).

The Internet allows citizens and students to access a great deal of digitized primary source information. As more primary sources become digitalized, students gain access to previously inaccessible information. Instead of having to travel to distant libraries, museums, or sites, students can access a vast degree of primary source information from the Internet. Students now have access to a vast amount of reports and news from around the world. From presidential speeches to United Nations Reports, the Internet is rapidly expanding access to important information. As Brad points out, instead of having to read other readers' perspectives on events, the Internet allows students the opportunity to analyze original documents themselves to make their own interpretations.

James also emphasizes the importance of having access to vast amounts of information online. Concerned about the bleak economic condition of the United States, James frequently visits the website [recovery.org](http://recovery.org) to monitor the actions taken by the government to improve the economy. He points out:

I am really interested in what is happening with the American Reinvestment and Recovery Act. [Recovery.org](http://Recovery.org) shows where all the money is going. I'm able to use that information to formulate my own opinion (Student Interview 2, 4-17-09).

Increasing numbers of governmental and nongovernmental organizations are posting important information to the Internet. Citizens and students now have greater access to important records, statistics, and insights to forge a deeper understanding of contemporary issues. As more organizations and individuals use the Internet to disseminate information, students have the ability to access unprecedented amounts of primary source information.

Students are able to read original transcripts, view original images and footage, and read historical newspapers to formulate their own views and thoughts. Furthermore, students can now access news from around the world to better understand multiple perspectives on current issues. Both Eman and Brad use the Internet to read through and browse newspapers from around the world. When asked about his motives in browsing global newspapers online, Brad stated:

We're all interconnected because we really are just humanity sitting on this little rock out in space. If we don't know what is going on, on this little rock, how can we hope to ever survive together... We just need to know what's going on elsewhere to educate ourselves and to know what we're talking about (Student Interview 2, 4-8-09).

Students are using the Internet to access sources in other countries to learn about different cultures and perspectives on global issues. This newfound access to global information seems to promote a sense of global interconnectivity amongst students.

As students continue to use computers and the Internet to learn about the world, there holds the potential for them to explore and debunk held stereotypes or over-

generalizations. In having access to information from people around the world, students are better situated to find reliable information about different cultures and states. Instead of relying on stereotypical images and caricatures found in popular media and textbooks, students can use the Internet to gain first hand information from people situated around the world. During our first interview, Jeff explained how by using the Internet he was able to gain a deeper understanding of the Islamic Republic of Iran:

One of the things that we did is that we were studying globalization, and we studied Iran...They showed us pictures and stuff online (through Google Maps), and it's nothing like you would expect it to be. It shattered my stereotypes of the Middle East being like a desert because they had freeways, and cars, and buildings, and stuff....I thought Iran was just a desert. Just like camels, and like nomads. But it turned out to be a much more modern country than I had thought. We also used CIA (World) Fact Book to look at standards of living online of different countries. And Iran had a significantly higher GDP than a lot of other countries... (Student Interview 1, 3-12-09).

The Internet opens up a whole new avenue for students to learn about and communicate with people around the world. Instead of relying on hearsay and popular media depictions of different cultures and countries, students have the ability to use the Internet to access primary sources and accounts of culturally diverse and geographically distant populations. In accessing multiple sources of information from around the world, students are better able to formulate their own thoughts and ideas.

#### *Digital Based Systems and Organization*

All of the students were adamant about how their access to technology is redefining how they stay organized. Students are using computers, the Internet, cell phones, and even their iPods, to store and organize information. These devices allow

students easy access to text, audio, and movie files. Previous generations often depended upon a vast array of compact disks or cassettes to listen to their music. However, all of the students interviewed described how they download and upload music to digital devices, such as iPods and their computer. This sort of digital access allows them the opportunity to organize and transport files at their convenience without much hassle. As the students point out, most of them have organized extensive media libraries on their MP3 Players and/or computers. With a simple click of a button students are free to listen to music by their favorite artists; whether at home, on the school bus, or hanging out with friends.

Access to digital technology is not only redefining how students go about organizing their music collections. It's also redefining how they stay organized for school. All of the students noted creating different digital folders for each of their classes so they could save assignments, projects, and important course information. Since both of the social studies teachers mandated students download class files electronically, students commented on the need for them to organize themselves digitally. James was quick to comment:

I organize everything by using my computer. I put files together inside folders. I also organize these folders on a separate jump drive. This has really helped me stay organized for school (Student Interview 2, 4-17-09).

Since many students use computers and the Internet to complete homework, class work, and projects, students are increasingly moving away from a paper-based system of organization to a digital system.

While students at Alpha High School mostly used a hybrid system of organization, students at Beta Early College High School mostly relied on a digital system to organize themselves. All of the students commented on the advantages to the digital system. Brad points out:

You don't have to worry about losing your homework or leaving it at school because if you lose your laptop there is a problem because it's a very heavy thing and you're going to notice it as soon as you walk out the door. It's definitely more useful because everything is in one place. I don't have to keep track of a binder and everything is well organized, and it saves the planet (Student Interview 1, 3-12-09)!

In using a digital system to organize themselves, students noted losing less papers and being more likely to take important homework and class assignments home to complete. Instead of having to maintain and locate several different binders and folders for each class, students at Beta Early College High School really enjoyed having a laptop computer to help them stay organized. As more assignments and activities require students to use computers and the Internet, students are revamping the ways in which they organize themselves.

One student in particular was adamant about how having access to a laptop improved his ability to stay organized; thus, his academic performance. When asked if a digital based system helps him stay organized, Jeff commented:

Oh definitely! Because I used to lose all my papers, all the time. I would start getting lazy and forget to whole punch the papers. Then, by the end of the first two weeks, I would have a stack of papers, and everything unorganized. But in a computer system, I have to save it anyway. I just select the folder that I want to save it in. I have a folder for every class, and it's so organized. I have trimester

one, trimester two, and then like in trimester to for example, I have a chemistry folder, a world studies folder, a trig folder, and in each of those I have my different assignments. And, in some of them I even have subfolders for like the different units. So it's very organized (Student Interview 1, 3-12-09).

As a result this digital organization, Jeff noted how his grade is significantly better. With increased access to technology, students are becoming more familiar and comfortable with organizing themselves digitally. During our second interview, Eman commented on how her cell phone has become very instrumental in her organization as it serve in the capacity of a daily planner, a calendar, a calculator, an alarm clock, an address book, and a means for communication (Eman, 4-13-2009). As more students gain access to technology, they are starting to use digital based organizational systems to label, index, and locate a vast amount of information. From class assignments to music play lists, students will continue to rely on the latest technologies for organization. With student organization essential to academic achievement, a greater consideration is needed upon the ways in which digital based organization systems influence student achievement in the social studies.

One example of students using technology to organize their work came in Mr. Irons' Wikispaces Project. In this project, students were assigned to different groups and given the task of building a group wiki on a given topic in the social studies (Document Analysis: Wiki Assignment, 4-15-2009). Students were asked to do research on their given topic, and to use this research in describing their assigned topic on a wiki. When viewing the different completed wikis, many of the groups had embedded streaming

video, images, and quotes. Each group was given its own wiki space page to construct a wiki. It was a way for students to digitally organize a variety of different thoughts and artifacts. All of the interviewed students described how they enjoyed being able to use the wiki to organize vast amounts of information. Cindy, whose group researched the Holocaust, commented:

I really liked how everything you needed was right there. You could go to our teacher's Wikispace and download the materials for the project. You could also access a description of the project and its requirements. Not only did the assignment help us organize the materials we needed but it helped us organize our work. The assignment really helped us bring together a lot of different ideas and put them in one place (Student Interview 4, 5-20-09).

Having cited this as their most collaborative and constructive use of technology in Mr. Sanders' class, students really enjoyed working together to add images, songs, and text to their group's wiki. All of the students were adamant about how their access to technology is redefining how they stay organized. Students are using computers, the Internet, cell phones, and even their iPods, to store and organize information.

#### *Activism Online*

Students frequently noted their use of technology to advocate for certain causes. This form of digital advocacy included students using the Internet to express themselves politically. In using social networking websites, students were able to express their views to try and influence other people's opinions. My Beta Early College High School classroom observation on March 20<sup>th</sup>, 2009 uncovered how students were assigned the task of contacting their local elected leaders to express their disdain for proposed school



budget cuts (Classroom Observation, 3-20-09). When asked about this social studies assignment Brad commented:

It was great to have the opportunity to become real activists for an issue so important to us. Many of us came to this school so we could take college courses. The State Legislature is planning to cut this funding... Not only did I send my elected leaders a letter through e-mail but I tagged this story on my Facebook page. I wanted my classmates and friends to learn about the importance of this issue and have them contact their representatives... I was able to get the word out through Facebook (Student Interview, 4-8-09).

Since many of his friends are on Facebook, Brad felt that this posting would help spread awareness on this particular issue. He felt that it was an easy way to disseminate information and to encourage others to take action in contacting their representatives.

After this interview, Brad noted, "...when you're trying to get a message out, you have to go to where a majority of the people are. I think Facebook is where the people are."

Other students as well described using social networking websites to advocate for certain causes. Eman has befriended the American Civil Liberties Union on her Facebook account, and posts regular updates to her page (Student Interview, 5-14-09). By doing this, Eman is able to keep her friends informed about particular issues she cares about. It also provides her with a means to encourage support for particular issues she's passionate about, like civil liberties and discrimination. Recently, she has been posting regular ACLU updates on issues relating to gay marriage to her Facebook page. As an advocate of gay marriage, she uses her Facebook account to encourage other users to research the issue more, to connect with likeminded supporters, and to inform their elected leaders.

Whereas past generations organized rallies and championed causes through posters and word of mouth, selected students richly described how they turn to such websites as Facebook, MySpace, and YouTube to inform others of rallies, happenings, and particular issues. Sarah was adamant about how she has used her Facebook account to connect and share information with people. In an online posting, Sarah commented:

I'm really interested in spreading the word about the genocide in Darfur. Yesterday, I embedded a YouTube video on my Facebook page informing others about what's going on there. A lot of my friends have been leaving comments, and a few even befriended a Save Darfur group... One (Facebook) group promises that for every 1000 supporter they gain, they will donate 1 dollar to a Darfur nonprofit charity. So far they have around 400,000 members so that's around 400,000 dollars... I even listed the SaveDarfur.org website as one of my favorite links on Facebook. The more awareness we can spread on the issue, the more likely we're able to save lives.

Besides allowing Sarah the opportunity to spread awareness to others on this issue, she also noted how Facebook allows her the opportunity to learn about upcoming protests and efforts to support this cause. She's able to view upcoming events and fund raisers of Darfur support groups she's involved in. Sarah feels as if the Internet provides her with the tools and resources necessary to advocate and mobilize issues she cares about.

Besides using social networking websites and the Internet to support and advocate for certain political causes, students are also using technology to heighten awareness on certain social issues. After having one of his favorite uncles fall victim to drugs and alcohol, Patrick described how these addictions led his uncle to suicide (Student Interview 4, 5-15-09). As an aspiring film maker, Patrick used the memories of his uncle's struggle as an inspiration for his most recent film that captures a young person

struggling to cope with addiction and self-esteem issues. In this video, an intoxicated teenager makes a series of bad decisions that eventually lead to him killing himself (Document Analysis: Pat Video 2, 5-15-09). After making this movie, Pat uploaded it to an independent film maker's website whereby other visitors viewed it. With a strong story line based on the pressures teens often encounter at home and in school, Pat's video won an award for a contest sponsored by the independent film maker's website. When asked to comment on this video, Pat stated:

I just really thought it was important to make a video that young people could connect with. It seems like we're always being told that we need to do this or that... We're always being told what's cool by others. There's just so much pressure out there that many teenagers get caught up in sticky situations. I wanted to document those sorts of struggles. Hopefully, people that view this movie better understand what it's like being a teenager... It's important that teenagers see that they are in control of their future...in the end they have to live with the consequences of their decisions (Student Interview 4, 5-15-09).

Patrick's video spoke to the challenges many teenagers face in their daily lives. By creating a digital documentary that walked you through one teen's struggle with addiction, peer pressure, and self-esteem, Pat felt as if viewers may begin to better understand the hardships associated with this difficult stage of life. The film also aimed to empower teenagers to take control of their lives and make good decisions. The Internet provided Pat with a means to spread this message and to heighten public awareness on this topic.



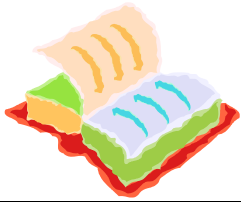





	Traditional	Constructive
<b>Relevancy</b>		
<b>Sources of Information</b>		
<b>Organizational System</b>		
<b>Activism</b>  <i>-Images come from Microsoft Word Clip Art, 2007; Twitter, 2009; Facebook, 2009</i>		

Table 5.5. Constructive Usage of Technology and Student Performance

### Conclusion

If given the opportunity to use technology constructively in the social studies, students have the chance to use tools they are comfortable with, and are given the opportunity to apply what they've learned in innovative and creative ways. This often

results in increased student performance and learning. All of the students felt as if their use of technology had positively influenced their academic performance. When using technology, not only do students get to use the digital tools they are comfortable with, but they get to access multiple sources of information. Finally, as students' access to technology grows, they are increasingly favoring digital based organizational systems and advocating for causes digitally. The utilization of these familiar systems in the social studies holds promise in helping students achieve academically.

## CHAPTER 6

### DISCUSSION AND RECOMMENDATIONS

#### INTRODUCTION

This study has provided me with a wonderful opportunity to listen to, discuss, and learn from high school students about their use of technology inside and outside of the social studies classroom. From my experiences and conversations with students, their teachers, and parents, I have been able to investigate the ways in which students' use of technology relates to their perceptions of democratic citizenship. I have also been able to research the ways in which students' use of technology relates to the skills, understandings, and attitudes of democratic citizens. I tried to infuse the thoughts, ideas, and words of research participants to speak to the topic under study. Since the beginning of this study, I have analyzed and scrutinized collected data and findings. I can only hope that this study sparks a much needed discussion to ensure students are being provided with an education that readies them for a digital, multicultural and global age.

The purpose of this study was to understand the ways in which students' use of technology relates to student perceptions of democratic citizenship education within the framework of democratic citizenship education and instructional media and technology.

Research questions included: 1. In what ways has the use of technology by students relate to their perceptions towards democratic citizenship in global times? 2. In what ways does students' use of technology relate to democratic citizenship in a global and multicultural age? 3. Upon students characterizing their use of technology, how does the use of technology by students relate to the goals advocated by the social studies?

### **Summary of the Research**

After a completed investigation into the cited research questions, three major findings emerged. These findings included: 1. Digital natives' use of technology greatly relates to their perceptions of democratic citizenship. 2. Students' use of technology both mediates and complicates their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a digital and global age. 3. As students are afforded the opportunity to use technology meaningfully in the social studies, it can increase student morale and performance.

In this final chapter, I build upon the three major findings of the study with a discussion on its related implications for teaching, learning, and research. These discussion points include: 1. A need to build curricular convergence between digital natives and the field predicated on citizenship education, the social studies. 2. A need to better understand the challenges of students using technology for democratic citizenship education. 3. The need to usher in more constructive means of technology usage for democratic citizenship education, namely, moving from a Web 1.0 to a Web 2.0 model. I offer two important implications that stem from this discussion. These implications

involve the potential benefits of students' usage of technology, and the need to invest in providing social studies teachers with training and resources necessary to build these called for digital connections with students. The chapter concludes with suggestions for future research.

## **Discussion**

### *Curricular Congruence: Building Connections Between 21<sup>st</sup> Century Students and the Social Studies*

All of the student participants acknowledged that their dependence upon technology related to their perceptions of democratic citizenship. The fact is an increasing number of youth are gaining access to, and frequently using, technology. More than two-thirds of the people in the United States have Internet connections at home, with the majority having broadband connections (Horrigan, 2008). By 2014, it is estimated that 90% of all people in the United States will have high speed Internet connections (Fox, Anderson, & Raine, 2005). With over 90% of school age youth using the Internet, and ages 12-17 representing the largest and fastest growing segment of users (DeBell & Chapman, 2006; Lehhard, Afrafeh, Smith & Macgill, 2008), educators in general are going to have to rethink how they go about teaching an increasingly digital student body. In this regard, my study supports an emerging body of literature on technology in social studies education (Whitworth & Berson, 2003; Hicks, Doolittle, Lee, 2004; Bennett, 2005; Friedman & Hicks, 2006; VanFossen & Berson, 2008).



We must continually ask ourselves to what degree does the enacted curriculum align to the needs and interests of students and society (Dewey, 1916)? As students increasingly access information, communicate, shop, organize, network, collaborate, and advocate using electronic technologies, teachers must reflect on the instructional methods they use to engage digital learners. For instance, Mr. Irons' consistent use of PowerPoint to lecture did little to entice the interest and creativity of digital learners. Sarah, Justin, Sharron, and Cindy all acknowledged the dullness of having to consistently take notes while in social studies class. Mr. Sanders' ability to design and execute digital activities that promoted collaboration, creativity, and critical thinking amongst students fared better in maintaining student interest.

The social studies is predicated on equipping students with the understandings, skills, and attitudes necessary to make good decision as democratic citizens (NCSS, 2008). As evident by this study, many students are not being properly educated on issues of cybersecurity, intellectual property, and cybersafety. According to a Cox Communication Teen Online and Wireless Safety Survey (2009), over one-third of today's teens have experienced cyberbullying. Many of the students in this study described hostile interactions and experiences online. For instance, James', Jeff's, and Eman's account of hearing homophobic, ethnocentric, and foul language in chat rooms and on social networking websites was quite commonplace. All of the students acknowledged that they routinely encounter bullies and inappropriate comments online.

Besides encountering name calling and personal threats online, other forms of student use of technology leave them vulnerable to outside predators and the law.

According to a recent survey, one if five teens have engaged in sexting- sending, receiving, or forwarding suggestive nude or nearly nude photographs through text message or e-mail, and one in ten students cited having sent these messages to people they don't even know (Cox Communications, 2009). This point is affirmed by Lisa's remarks when she pointed to occurrences of teens at her high school, especially, between boyfriends and girlfriends, in sending out nude pictures of themselves. By taking and forwarding out these pictures, students make themselves vulnerable to online predators and could possible face criminal charges. Taking or even possessing nude photographs of minors results in serious legal consequences in most states. Students can be labeled sexual predators and even face jail time. As students experiment with their use of technology, the discipline predicated on fostering informed and active democratic citizens, the social studies, often ill prepares students for the dangers of an ever increasing digital world.

In order for the social studies to matter, it must undertake the mission articulated by Engle (1960) of placing decision making at the heart of the social studies. Since students live in a digital age, there arises a need for students to learn how to make good decisions when using technology. As students increasingly turn to technology to access information, communicate and even advocate, the social studies' lack of fostering digital decision making amongst students only leaves them more vulnerable to bullies, online

predators, solicitors, and misguided behaviors. In order for the social studies to become relevant to the needs of digital learners in a digital age, the field must re-examine how they go about preparing informed and responsible democratic citizens (Berson, 1996; VanFossen & Berson, 2008).

Technology allows for new possibilities in democratic citizenship education and the social studies classroom. Today's technologies provide students with the opportunity to immediately access primary source information, songs, movies, and to use these materials to produce new digital products. Students can now access real time news and communicate with segments of the global population. While technology allows for new possibilities in the social studies, prompting many to claim it could benefit the most from the use of these technologies (Berson, 1996; VanFossen & Berson, 2008), the social studies field in general has been the most reluctant in seizing the educative potential of technology (Ehman, & Glenn, 1991; Martorella, 1997; Whitworth & Berson, 2003).

All of the student participants frequently used social networking sites; many of whom connected with their elected leaders, advocacy groups, and colleges to voice their opinions. This relates to national trends that cite over 55% of teenagers being involved in online communities, mainly through social networking websites, outside of school whereby they exchange and request information, share photos, develop and maintain social and professional networks, and remix digital content (Lenhart & Madden, 2007). A great deal of research indicates that the social studies in particular fails to keep the interest of a majority of students (Goodland, 1984; Ciodo & Beyford, 2004; Volger &

Virtue, 2007). Through the abuse of lecture, textbooks, and other forms of didactic instruction, the social studies has often strayed from its mission of teaching social education (Angel, 1991; Hess, 2001, Parker, 2002). With new technologies allowing for new forms of student participation, communication and interest, the social studies in particular must reaffirm its allegiance to using relevant tools that students are excited about and interested in to build connections between people and content (Friedman, 2008; Bennett, 2008). In a technologically sophisticated age, this sort of curricular congruence is vital in teaching students the digital ‘survival’ skills necessary in an electronic age.

The social studies must emerge relevant to, and capable of meeting the needs, of digital learners. Social studies curriculum and instructional methods must be premised around teaching students fundamental ‘survival’ skills in a digital age. Student should learn to access and think through information online, how to manipulate and organize information digitally, how to communicate and collaborate using digital tools, and how to use technology to better their own and our planet’s health. This sort of curricular congruence is vital in building the sort of connections necessary between the social studies and 21<sup>st</sup> Century digital learners.

#### *The Challenges of Using Technology for Democratic Citizenship Education*

As evident by the second finding, selected students’ use of technology both mediated and complicated their gaining the knowledge, understanding, and attitudes necessary for democratic citizenship education. In fact, the field predicated on fostering

‘informed civic decision makers’, the social studies, was plagued with problems in trying to teach students ways to appropriate use technology for citizenship education. While its use holds great potential for the field, there are several challenges that limit its meaningful use. Despite the fact that over 99% of all schools are connected to the Internet (US Dept. Edu, 2008), Hilton and Rainie (2008) found that over 32% of students reported not using the Internet at all in school. Why then if teachers are gaining the necessary equipment, software and tools (hard access) to technology are they not using it to promote democratic citizenship education?

Public instructional classrooms with Internet access now accounts for 94% of all classrooms in the United States, and there exists a ratio of 3.8:1 students per Internet-connected computer (Wells & Lewis, 2006). There has been a dramatic growth in the amount of technological access for students and teachers. Despite an increase in access to equipment in schools, there are numerous challenges that prevent its meaningful use by students in social studies. While it is true that ‘hard access’ to technology has increased, teachers still have difficulties accessing enough Internet connected computers for every student. As observed in Mr. Sanders’ classroom, teachers often have to compete with one another to schedule computer labs and enough equipment.

Until a ratio of students per Internet-connected computer evolves to 1:1, many teachers will avoid utilizing computers due to issues of fairness and proportional access amongst students. As Mr. Sanders points out in our second interview, teachers often avoid technology when they have to grant certain students access to technology over

other deserving students (Teacher Interview 2, 5-26-09). This lack of ‘hard access’ often disproportionately affects those schools with large minority populations (Grabill, 2003). This is of the upmost importance as these same groups are often lacking adequate access to technology at home (NTIA, 2004). Other issues like sensitive Internet filters, a lack of a stable Internet connection, having an unrealistic or marginal technology policy, and outdated equipment/software contribute to a lack of use.

High stakes testing on state content standards have also proved problematic in allowing teachers the freedom and opportunity to have students use technology for democratic citizenship education. As Volger and Virtue (2007) point out in their work *“Just the facts, ma’am”: Teaching social Studies in the Era of Standards and High-Stakes Testing*, standardized testing is influencing both their selection of content to teach and pedagogy. This translates into teachers turning towards more teacher-centered forms of instruction to ‘push’ information on students. Social Studies teachers are often under intense pressure to ‘cover’ a wide array of topics and events to bolster student performance on standardized tests. With constraints on instructional time, many teachers take a position of ‘if it’s not tested, it’s usually not taught.’ As Leu, Ataya & Coiro (2002) observed, most states have been very slow and reluctant to encourage teacher and student accountability in regards to digital literacy in the social studies. They note that not a single state in the United States 1. Measures a students’ ability to critically evaluation information found online, 2. Measures their ability to read and sort through search engine results, and, 3. Assess their ability to use a computer to construct

documents, spreadsheets or databases (Leu, Ataya, & Coiro, 2002). Until policy makers infuse digital literacy into the social studies standardized curriculum, there will be a reluctance to allocated the time and resources needed for student understanding.

There exist other challenges in having teachers afford students meaningful use of technology for citizenship education. As teachers and students begin to have increased 'hard access' to technology, there has often been a disproportionate investment in teacher training, both at the pre-service and in-service level. Tom Carroll, the former deputy of the U.S. Department of Education's Preparing Tomorrow's Teachers to Use Technology Committee, affirms this point when stating:

The real power of technology in education will come when teachers have been trained well and have captured the potential of technology themselves (Pierson & Bitter, 2001, p. 25).

A greater emphasis is needed on preparing teachers to afford students meaningful opportunities to use technology. In order to do this, social studies teachers must be able equipped to draw from content knowledge, pedagogical knowledge, and technological knowledge (AACTE, 2008). This necessitates educating both pre-service and in-service teachers on how to draw on this integrated model.

Pre-service teacher education programs often marginalize the importance of providing future educators with pedagogical technological content knowledge (AACTE, 2008; Yaghi, 2008). Usually, the pre-service programs spend the bulk of their resources and focus on only pedagogical and content knowledge (Yaghi, 1996). In-service programs often only show teachers how to access certain software or programs. As Mary

Burns (2003) points out, most professional developments on the incorporation of technology in the classroom fails to instruct teachers on how to link the usage of new technologies to their pedagogical knowledge and content knowledge. A renewed focus is needed in both in-service and pre-service education that equips social studies teachers with the integration of technological pedagogical content knowledge.

Students are not being taught how to meaningfully use technology to advance the goals of democratic citizenship education. As students turn to the Internet to access information, it's quite troubling that students are not being taught sufficiently how to discerning reliable and credible information online (Hoffman, Wu, Krajcik, & Soloway, 2003). This prevents students from using the Internet to make informed and versed decisions, a major goal of democratic citizenship education (Butts, 1988). As evident in this study, many students were often unable to articulate the process whereby they vented resources for accuracy. One student acknowledged simply browsing through Google search engine results without knowing how these results were indexed.

More troubling is that most of the student participants were contemptuous concerning the protection of intellectual property rights and the Internet. Most of the students felt as if it was ok to download and upload content regardless of federal copyright laws. This is evident in my interview with Cindy, Sarah, Lisa, and D'Angelo whereby they felt all felt it was perfectly ok to download copyrighted materials illegally through the world-wide-web. There was also a failure by student participants to critically reflect on issues of socio-structured inequalities being perpetuated by disproportionate



meaningful access to technology (Banks, 2006). While democratic education is premised on affording and protecting the spaces and opportunities for citizens to express their views and contribute to society (Butts, 1988), one must contemplate to what degree a disproportionate amount of the citizenry use technology to perpetuate and protect their interests.

*Moving from Web 1.0 to Web 2.0: Constructive Use of Technology for Democratic Citizenship Education*

While students' use of technology holds the potential to improve student morale and academic performance, the use of technology in the social studies is usually applied in traditional ways that fail to spur student creativity, critical thinking, and other important 21<sup>st</sup> Century skills. The observation that many teachers are still using technology in traditional ways relates to Philip VanFossen's (2001) description of social studies teachers using, and having their students use, the Internet to solely gather information; or, what he calls 'glorified information gathering.' As evident in my classroom observations of Mr. Irons, students' use of the Internet was solely based on information retrieval and recording. Students were rarely offered the opportunity to organize, think critically about, and discuss information. Students were expected to take notes from a Power Point lecture, and to access the night's homework and handouts via a class website. This differed dramatically to students' more meaningful experiences in Mr. Sanders' classroom whereby they were expected to use technology to collaborate, create, remix, and think critically about accessed information. While Mr. Sanders'

experience offers an account of best-practices in having students use technology meaningfully, one must still agree that the use of technology continues to be a ‘sleeping giant’ with great unrealized potential on student civic learning (Ehman & Glenn, 1991; Berson, 1996; Martorella, 1997; Whitworth & Berson, 2003).

There are an increasing number of social studies teachers that are beginning to use, and have students use, technology for teaching and learning (Van Fossen, 2001; Whitworth & Berson, 2001). The research in this area focuses on the majority of social studies teachers mainly using Web 1.0 tools in their classrooms (Whitworth & Berson, 2003). Windschitl (1998) suggests that Web 1.0 is defined as the Internet being used as an information repository, and as students being passive recipients rather than producers of knowledge. Students using Web 1.0 tools do so to access, organize, and record information. When interviewing students at Alpha High School, most of the students characterized their usage of the Internet in social studies as under a Web 1.0 model. Students described having to locate and analyze information from teacher provided websites. With Web 1.0 coming to fruition in the 1990s, the Internet has dramatically grown in its capabilities. In fact, most of the students described using the Internet at home under more of a Web 2.0 model.

Web 2.0 allows students the opportunity to use the Internet to create, participate, forge new identities, and to connect with global audiences (Greenhow, Robelia, & Hughes, 2009). There have been few studies in the social studies that have examined the ways in which students have used Web 2.0 tools to create multimedia content for the

Web (Buchingham, 2005). Even fewer studies have been undertaken that investigate computer-supported collaboration (Stahl, Koschmann, & Suthers, 2006). Most of the research studies undertaken in the social studies examine teachers' and students' use of Web 1.0 tools (Whitworth & Berson, 2003). It seems as if social studies teachers have been more reluctant and less trained in using Web 2.0 tools to foster student interactivity, collaboration, and production. As Greenhow, Robelia, and Hughes (2009) point out:

Web 2.0 features allow learners to link up, create, consume, and share independently produced information, media, and applications on a global scale. Many features encourage interconnectedness among learners, allowing them to develop new networks... (p. 249).

Even though the Internet's overall usage has been lackluster in the social studies (Berson & Whitworth, 2003; VanFossen & Berson, 2008), Web 2.0 tools hold potential for democratic citizenship education in the social studies. As evident in my classroom observations and student interviews, Mr. Sanders' seized the educative potential of many of these Web 2.0 tools to further student civic learning. For instance, students were asked to use RSS feeds to stay attuned to world events from reputable news outlets (Classroom Observation, 4-14-2008). Another example of using a Web 2.0 tool was when Mr. Sanders' students were assigned the task of remixing images and music to create a digital documentary on the United Nation's Millennium Development Goals (Document Analysis: Barack Project, 3-5-09). Images, songs, and even videos were spliced and reworked by learners to forge new products. Students then published their creations via the Internet to share their work and receive feedback from distant audiences. Jenkins

(2006) notes how student participation in Web 2.0 offers new opportunities for interactivity, collaboration, and civic engagement. When using Web 2.0 tools, learners are asked to participate in online communities, forge digital affiliations, share digital products, and to collaboratively problem solve (Jenkins, 2006).

The use of Web 2.0 tools are more in accord with democratic citizenship education. Even though more research exists in regards to social studies teachers' use of Web 1.0 tools, mainly to access and analyze online information, new research is needed into the ways in which students' use of Web 2.0 technologies relate to democratic citizenship education. A major challenge exists for social studies researchers as students mostly use these technologies (i.e. YouTube, MySpace, Facebook, Twitter, Delicious, ect.) at home. More attention must be paid in how digital natives and teachers use Web 2.0 tools at home and in the social studies to promote the skills, knowledge, and attitudes necessary for democratic citizenship education. My investigation of selected students' usage of Web 2.0 tools in Mr. Sanders' classroom aims to antagonize a movement away from research in regards to using Web 1.0 tools and towards Web 2.0 tools.

As this line of research develops, researchers can help to equip social studies teachers with best practices in having their students use the Internet and Web 2.0 resources. While an increasing number of social studies teachers are having students use the Internet to learn, they are doing so based upon an outdated model that does little to foster democratic citizenship education. Web 1.0 tools are based solely on finding and recording information (Hoffman, Wu, Krajcik, & Saloway, 2003). Web 2.0 tools

promote collaboration, creativity, digital production, critical thinking, and interactivity (Greenhow, Robelia, & Hughes, 2009). In a democratic society, citizens must be able to use relevant tools to stay informed, to communicate, to collaborate, and to improve both the local and global condition (Parker, 2001). Thus, a greater focus must emerge in the social studies that afford students the opportunity to use technology meaningfully.

<b>Research Questions:</b>	<b>Findings</b>	<b>Points of Discussion</b>
1) In what ways does the use of technology by students relate to their perceptions of democratic citizenship in global times?	Digital natives' use of technology greatly relates to their perceptions of democratic citizenship in how they acquire its necessary skills, understandings, and attitudes.	Curricular congruence: Building connections between 21 <sup>st</sup> Century students and the social studies
(2) In what ways do students' use of technology relate to their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a global and multicultural age?	Students' use of technology both mediates and complicates their gaining the skills, understandings, and attitudes necessary for democratic citizenship in a digital and global age	The challenges of using technology for democratic citizenship education
(3) Upon students characterizing their use of technology, how does the use of technology by students relate to the goals advocated by the social studies?	As students are afforded the opportunity to use technology meaningfully in the social studies, it can increase student morale and performance.	Moving from web 1.0 to web 2.0: Constructive use of technology for democratic citizenship education

Table 6.1. Connecting Research Questions, Findings, and Points of Discussion

## **Implications**

In this section, I provide two main implications from my study. First, this study confirmed my assumption that students' use of technology relates to their perceptions of democratic citizenship. It also confirmed that student use of technology can hold promise for democratic citizenship education in the social studies. However, students' misguided use of technology can also work to complicate important civic understandings. As students continue to gain access and freedom in using technology, they are often ill prepared by the social studies to engage in digital forms of information gathering, communication, organization, and even advocacy. As business, politics, and even social relationships become more dependent upon technology, the social studies must grow in its ability to prepare future democratic citizens with the skills and understandings necessary to better understand the challenges and opportunities of technology. Social Studies teachers must continue to gain access to the resources and training necessary to afford students the opportunity to use the digital tools they are most familiar with and excited about to access and think through information, to participate, to create, and to advocate. All of the students felt as if their use of technology in the social studies improved their academic performance and enthusiasm.

Second, both pre-service and in-service social studies teachers must be better equipped to provide their students with meaningful access to technology to further democratic citizenship education. This includes providing students with the opportunity to use Web 2.0 tools for interactivity, creativity, and digital production. Social Studies

researchers also have a responsibility to continue the line of inquiry in regards to democratic citizenship education and technology to communicate new best practices and theory to the field. As this process unfolds, the social studies can begin the much needed transformation of becoming more relevant amongst digital learners in a global and multicultural age.

### **Further Research**

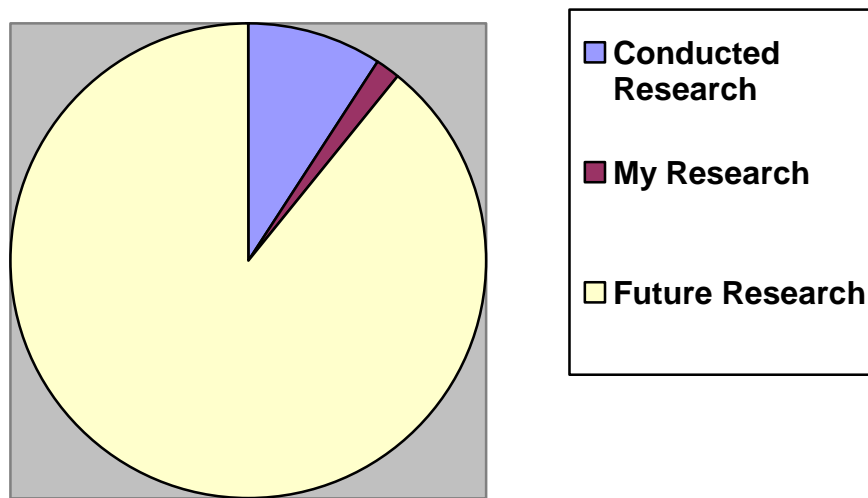


Figure 6.1. Growing the Field: Where My Research Fits In?

This dissertation study was the beginning of my research on students' use of technology for democratic citizenship in a global and multicultural age. More research is still needed in how students' access to Web 2.0 technologies is both constructive and deconstructive to the civic mission of the social studies. A greater amount of research is

needed in how practicing social studies teachers are affording students meaningful opportunities to use technology constructively. A deeper understanding must also be gained in how students' use of digital technology mediates and complicates the goals of both multicultural and global education. Since a majority of students spend most of their time interacting with technology outside of the social studies, more research is needed into the transferability of digital skills learned in social studies to students' usage at home. We must also continually ask how students' usage of technology is gendered and its corresponding implication on learning. Furthermore, the views and perspectives of parents, often times forgotten stake holders, must be further explored.



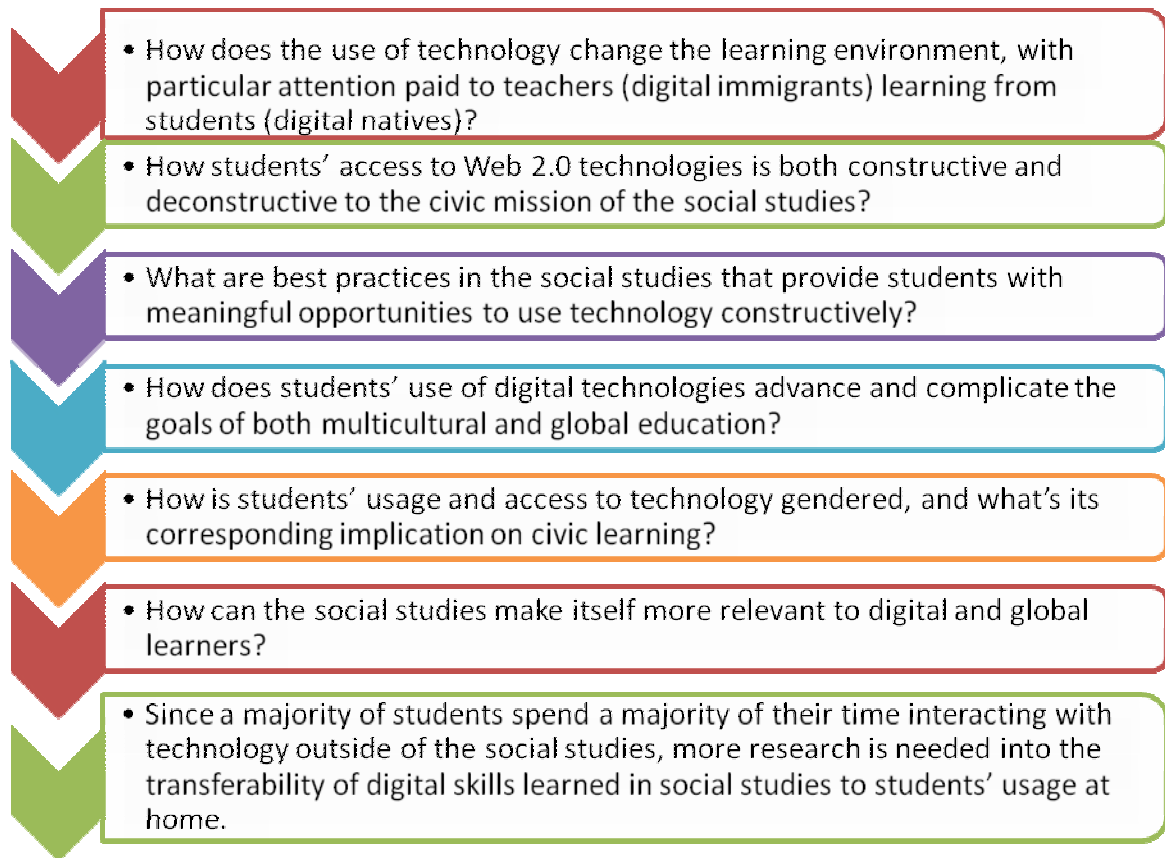


Figure 6.2. The Need for Further Research in the Field

I plan to continue my research into the ways in which the social studies must make itself more relevant to digital and global learners. This includes investigating the ways in which exemplar social studies teachers use technology to promote global awareness and global interconnectedness. I also plan to investigate the ways in which urban and rural schools are often times disenfranchised through inadequate investment and resources in trying to provide their students with opportunities to use technology constructively to forge global and multicultural understandings.

APPENDIX A  
DEMOGRAPHICS OF INTERNET USERS

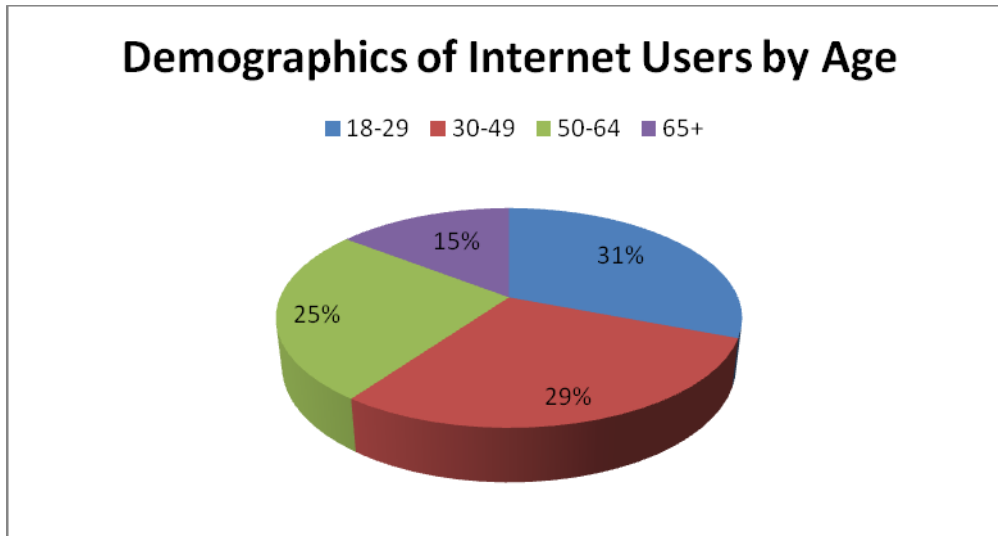


Figure A.1. Demographics of Internet Users by Age

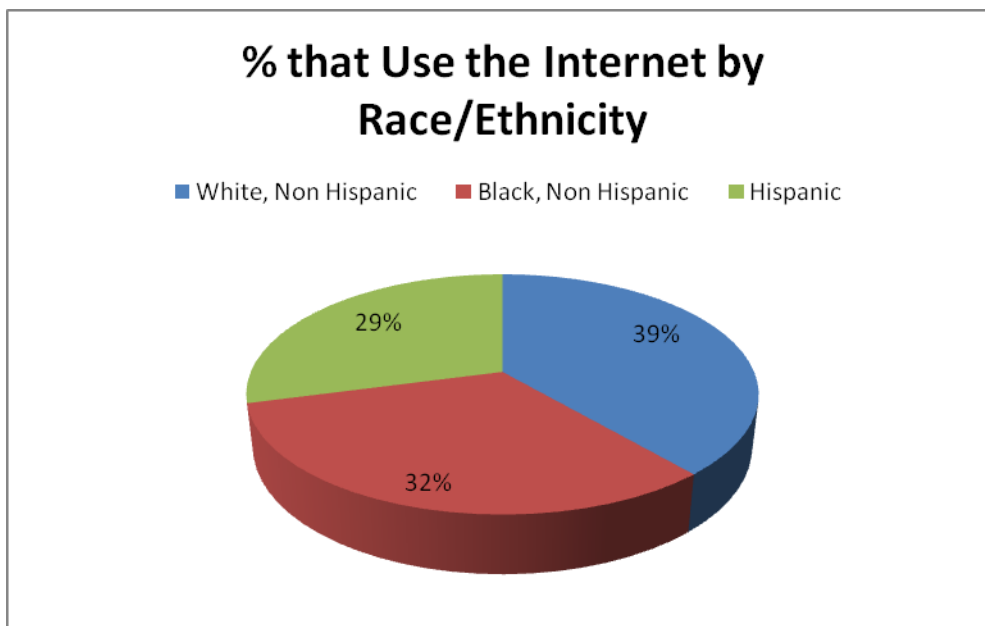


Figure A.2. Percentage that Use the Internet by Race/Ethnicity

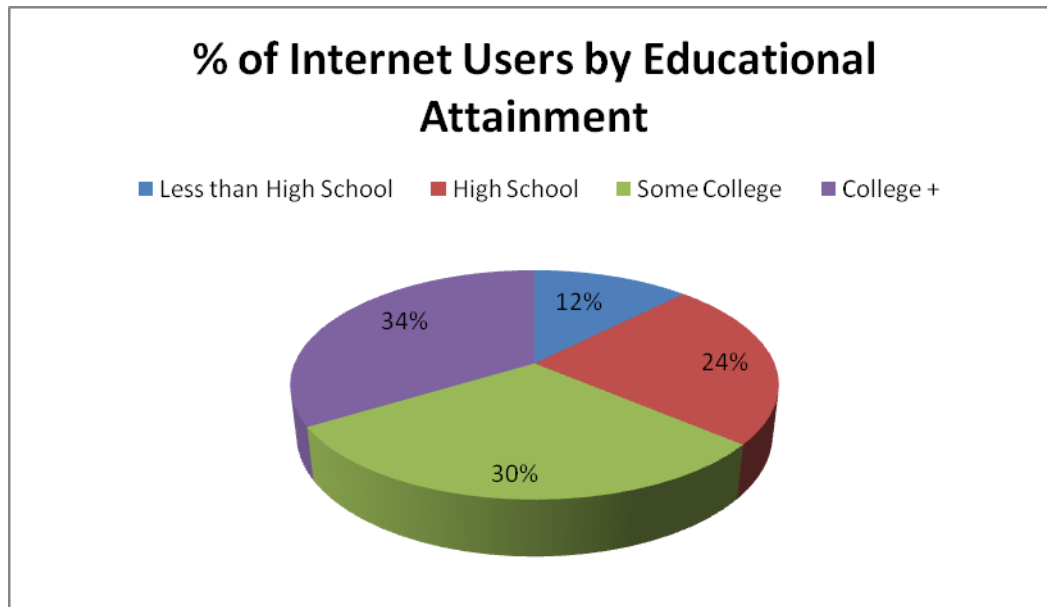


Figure A.3. Percentage that Use the Internet by Educational Attainment

APPENDIX B  
TIMETABLE OF THE STUDY

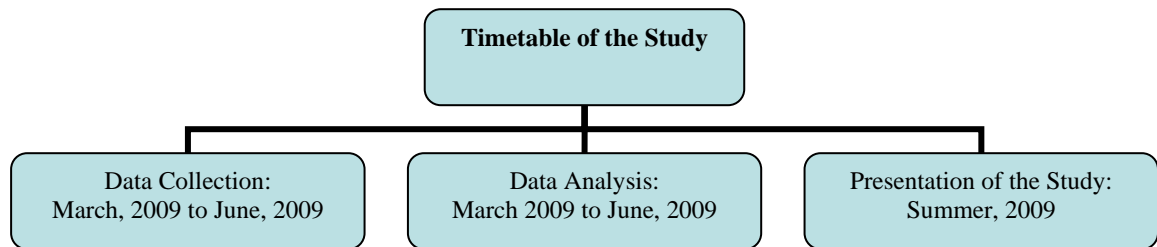


Figure B.1. Timetable of the Study

## APPENDIX C

### CONSENT FORMS FOR TEACHER, PARENTS, AND STUDENT PARTICIPANTS

# **The Ohio State University Consent to Participate in Research For: Teachers, Parent Participants, and Technology Coordinators**

**Study Title:** Investigating Student Use of Technology for Democratic  
Citizenship in a Global and Multicultural Age

**Researcher:** Dr. Merry M. Merryfield & Brad M. Maguth

**This is a consent form for research participation.** It contains important information about this study and what to expect if you decide to participate.

**Your participation is voluntary.**

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

## **Purpose:**

This study will identify ways in which twelve students at two different high schools use technology both inside and outside of their social studies classroom, and its relation to the skills, understandings, and dispositions needed for citizenship. By interviewing students about ways in which they use technology to access information, discuss topics related to the social studies, and construct artifacts associated with democratic citizenship, this study will investigate the ways in which students use technology for citizenship education. Classroom observations, interviews with students, teacher participants, technology coordinators, and parents will allow me to compare how student use of technology inside the social studies compares to student civic use outside of the social studies.

## **Procedures/Tasks:**

I will conduct two twenty minute interviews with all teacher participants, one twenty minute interview with parent/legal guardians, and one twenty minute interview with technology coordinator participants throughout the study. Hours are flexible depending on participants' schedule. All of the interviews will be voice recorded on a digital recorder. The study will use pseudonyms to protect participants' identity. Information will be confidential, and will not be shared across participants. Moreover, all collected information will remain locked in a secure location. When possible, I will observe students using technology in the social studies classroom. These observations will in no



way interfere with classroom instruction. I may ask teacher participants follow-up questions after class observations. Furthermore, teacher participants will be asked to member-check raw and analyzed data once a month.

**Duration:**

Data collection will begin for this study in early February, 2009 and continue till early June, 2009. There will be two rounds of teacher interviews, one round of parent/legal guardian interviews, and one round of interviews with technology coordinators. These interviews should last a maximum of twenty minutes. Each interview will be setup at the participants' convenience. You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

***Risks and Benefits:***

Risks associated with participation in this study are minimal due to its noninvasive nature. Besides volunteering the necessary time to participate in the study, participants may feel increased psychological stress due to having to answer questions associated with students' use of technology and its relation to students' civic development. With the proliferation of advanced technologies, teachers, schools, researchers, and policy makers are trying to better understand its impact on student learning. With a research deficit in the ways students use technology for civic competence (VanFossen & Berson, 2008), this study aims to benefit the field by providing a greater depth of understanding on the ways in which students' use of technology relates to the skills, understandings, and dispositions necessary for responsible democratic citizenship.

Participants will benefit from the data collected as it will provide future research on the ways in which students are using technology for citizenship education. This line of research holds great promise for offering findings in both teaching and learning in a digital age. Participants will also have time to reflect on and share ways in which they use technology for responsible citizenship. Furthermore, all participants are provided with a forum to cite their concerns and views on the use of technology for citizenship education.

**Confidentiality:**

Information between participants will not be shared. Data collected will be kept confidential. Participant interviews will be audio taped and transcribed. Audio tapes

will be destroyed one year after the study, while printed transcriptions will be available for three years after the study's closure. All participants will be assigned pseudonyms, and this will be used on all collected data to protect your identity. All classroom and conversational notes will also be kept strictly confidential. All data collected will be kept in a secure location.

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

**Incentives:**

You will not be paid for your participation in this study. While respondents will not receive anything tangible in return for their participation, their efforts will greatly benefit the study by contributing new knowledge to an under researched area.

**Participant Rights:**

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

**Contacts and Questions:**

For questions about the study you may contact Brad M. Maguth by phone at (216)262-4111 or e-mail at [Maguth.1@osu.edu](mailto:Maguth.1@osu.edu) . You may also contact Dr. Merry M. Merryfield by phone at (614)-766-9968 or e-mail at [Merryfield.1@osu.edu](mailto:Merryfield.1@osu.edu)

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

**Signing the consent form**

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

---

**Printed name of subject**

---

**Signature of subject**

---

**Date and time****AM/PM**

---

**Printed name of person authorized to consent for subject  
(when applicable)**

---

**Signature of person authorized to consent for subject  
(when applicable)**

---

**Relationship to the subject**

---

**Date and time****AM/PM****Investigator/Research Staff**

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

---

**Printed name of person obtaining consent**

---

**Signature of person obtaining consent**

---

**Date and time****AM/PM**

# **The Ohio State University Student Assent to Participate in Research**

**Study Title:** Investigating Student Use of Technology for Democratic Citizenship in a Global and Multicultural Age

**Researcher:** Dr. Merry M. Merryfield & Brad M. Maguth

- You are being asked to be in a research study. Studies are done to find better ways to treat people or to understand things better.
- This form will tell you about the study to help you decide whether or not you want to participate.
- You should ask any questions you have before making up your mind. You can think about it and discuss it with your family or friends before you decide.
- It is okay to say “No” if you don’t want to be in the study. If you say “Yes” you can change your mind and quit being in the study at any time without getting in trouble.
- If you decide you want to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.

## **1. What is this study about?**

This study will identify ways in which twelve students at two different high schools use technology both inside and outside of their social studies classroom, and its relation to the skills, understandings, and dispositions needed for citizenship. By interviewing students about ways in which they use technology to access information, discuss topics related to the social studies, and construct artifacts associated with active and responsible citizenship, this study will investigate the ways in which students use technology for citizenship education. Classroom observations, interviews with teacher participants and technology coordinators will allow me to compare how student use of technology inside the social studies compares to student civic use outside of the social studies.

## **2. What will I need to do if I am in this study?**

I will conduct four twenty minute interviews with students throughout the school year. Hours are flexible depending on students’ schedule. All of our conversations will be voice recorded on a digital recorder. The study will use pseudonyms to protect student identity. All collected information will remain confidential and locked in a secure location. When possible, I would also like to observe students using technology in the social studies classroom. I may also ask to make copies of any digital work you create in the social studies relating to the goals of this study.

Besides student interviews, and periodic classroom observations, I would like you to record student usage of technology for civic purposes once a week for about 10 minutes on an invite-only, secure blog. The general public will not be able to view or comment on student responses in this blog as it will only be made available to other student participants and the lead/co-investigators. Students will however be able to view and respond to eleven other student participants' postings. Students will be asked never to reveal any identifying or inappropriate information (such as name, school location, e-mail address.). If at any time this information is revealed, I will promptly remove this information from the blog.

### **3. How long will I be in the study?**

Data collection will begin for this study in early February and continue till early June, 2009. There will be four rounds of interviews lasting at maximum twenty minutes apiece. Each interview will be setup at your convenience and will at no time interrupt instructional time. Possible interview times include: before/after school, during lunch, during an available study hall. You will also be asked to volunteer 10 minutes a week to describe your use of technology for civic purposes on an invite-only, secure blog.

### **4. Can I stop being in the study?**

You may stop being in the study at any time.

### **5. *What bad things might happen to me if I am in the study?***

Risks associated with participation in this study are minimal. Besides volunteering the necessary time to participate in the study, you may feel increased psychological stress due to having to answer questions associated with your use of technology and its relation to your civic development.

### **6. What good things might happen to me if I am in the study?**

Participants will benefit from the data collected as it will provide future research on the ways in which students are using technology for citizenship education. This line of research holds great promise for offering findings in both teaching and learning in a digital age. Participants will also have time to reflect on and share ways in which they use technology for responsible citizenship. In blog discussions, student participants may even learn about a new resource or technology to advance civic learning from another student research participant. Furthermore, all participants are provided with a forum to cite their concerns and views on the use of technology for citizenship education.

**7. *Will I be given anything for being in this study?***

At the conclusion of this study, each student participant will receive a 10 dollar gift card from Best Buy, even if they decide to leave the study early.

**8. Who can I talk to about the study?**

For questions about the study you may contact Brad M. Maguth by phone at (216)262-4111 or e-mail at [Maguth.1@osu.edu](mailto:Maguth.1@osu.edu) . You may also contact Dr. Merry M. Merryfield by phone at (614)-766-9968 or e-mail at [Merryfield.1@osu.edu](mailto:Merryfield.1@osu.edu)

To discuss other study-related questions with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

**Signing the assent form**

I have read (or someone has read to me) this form. I have had a chance to ask questions before making up my mind. I want to be in this research study.

\_\_\_\_\_  
Signature or printed name of subject

\_\_\_\_\_  
Date and time

AM/PM

**Investigator/Research Staff**

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

\_\_\_\_\_  
Printed name of person obtaining assent

\_\_\_\_\_  
Signature of person obtaining assent

\_\_\_\_\_  
Date and time

AM/PM

**This form must be accompanied by an IRB approved parental permission form signed by a parent/guardian.**

## **The Ohio State University Parental Permission For Child's Participation in Research**

**Study Title:** Investigating Student Use of Technology for Democratic  
Citizenship in a Global and Multicultural Age

**Researcher:** Dr. Merry M. Merryfield & Brad M. Maguth

**This is a parental permission form for research participation.** It contains important information about this study and what to expect if you permit your child to participate.

**Your child's participation is voluntary.**

Please consider the information carefully. Feel free to discuss the study with your friends and family and to ask questions before making your decision whether or not to permit your child to participate. If you permit your child to participate, you will be asked to sign this form and will receive a copy of the form.

### **Purpose:**

This study will identify ways in which twelve students at two different high schools use technology both inside and outside of their social studies classroom, and its relation to the skills, understandings, and dispositions needed for citizenship. By interviewing students about ways in which they use technology to access information, discuss topics related to the social studies, and construct artifacts associated with democratic citizenship, this study will investigate the ways in which students use technology for citizenship education. Classroom observations, interviews with teacher participants and technology coordinators will allow me to compare how student use of technology inside the social studies compares to student civic use outside of the social studies.

### **Procedures/Tasks:**

I will conduct four twenty minute interviews with students throughout the school year. Hours are flexible depending on students' schedule. All of our conversations will be voice recorded on a digital recorder. The study will use pseudonyms to protect student identity. All collected information will remain confidential and locked in a secure location. When possible, I would also like to observe students using technology in the social studies classroom.

Besides student interviews, and periodic classroom observations, I would like student participants to record their usage of technology for civic purposes once a week for about 10 minutes on an invite-only, secure blog. The general public will not be able to view or comment on their responses in this blog as it will only be made available to other student

participants and the lead/co-investigators. Students will however be able to view and respond to eleven other student participants' postings. Students will be asked never to reveal any identifying or inappropriate information (such as name, school location, e-mail address.). If at any time this information is revealed, I will promptly remove this information from the blog. Furthermore, in the course of this study, I may ask to make copies of any assignments student create in their social studies classes related to the goals of this study.

**Duration:**

Data collection will begin for this study in early February and continue till early June, 2009. If you agree to let your child participate in this study, your child will be asked to participate in four rounds of interviews lasting at maximum twenty minutes apiece. Each interview will be setup at their convenience and will at no time interrupt instructional time. Possible interview times include: before/after school, during lunch, during an available study hall. Your child will also be asked to volunteer 10 minutes a week to describe their use of technology for civic purposes on an invite-only, secure blog.

Your child may leave the study at any time. If you or your child decides to stop participation in the study, there will be no penalty and neither you nor your child will lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

***Risks and Benefits:***

Risks associated with participation in this study are minimal due to its noninvasive nature. Besides volunteering the necessary time to participate in the study, students may feel increased psychological stress due to having to answer questions associated with their use of technology and its relation on their civic development. With the proliferation of advanced technologies, teachers, schools, researchers, and policy makers are trying to better understand its impact on student learning. With a research deficit in the ways students use technology for civic competence (VanFossen & Berson, 2008), this study aims to benefit the field by providing a greater depth of understanding on the ways in which students' use of technology relates to the skills, understandings, and dispositions necessary for democratic citizenship.

Participants will benefit from the data collected as it will provide future research on the ways in which students are using technology for citizenship education. This line of research holds great promise for offering findings in both teaching and learning in a digital age. Participants will also have time to reflect on and share ways in which they use technology for responsible citizenship. In blog discussions, student participants



may even learn about a new resource or technology to advance civic learning from another student research participant. Furthermore, all participants are provided with a forum to cite their concerns and views on the use of technology for citizenship education.

**Confidentiality:**

Information between participants will not be shared. Data collected will be kept confidential. Student interviews will be audio tapped and transcribed. Audio tapes will be destroyed one year after the study, while printed transcriptions will be available for three years after the study's closure. All students will be assigned pseudonyms, and this will be used on all collected data to protect your child's identity. All data collected will be kept in a secure location.

Efforts will be made to keep your child's study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your child's participation in this study may be disclosed if required by state law. Also, your child's records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

**Incentives:**

At the conclusion of this study, each student participant will receive a 10 dollar gift card from Best Buy, even if they decide to leave the study early.

**Participant Rights:**

You or your child may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you or your child is a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you and your child choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights your child may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

**Contacts and Questions:**

For questions, concerns, or complaints about the study you may contact Brad M. Maguth by phone at (216)262-4111 or e-mail at [Maguth.1@osu.edu](mailto:Maguth.1@osu.edu) . You may also contact Dr. Merry M. Merryfield by phone at (614)-766-9968 or e-mail at [Merryfield.1@osu.edu](mailto:Merryfield.1@osu.edu)

For questions about your child's rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

**Signing the parental permission form**

I have read (or someone has read to me) this form and I am aware that I am being asked to provide permission for my child to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to permit my child to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

\_\_\_\_\_  
Printed name of subject

\_\_\_\_\_  
Printed name of person authorized to provide permission for subject

\_\_\_\_\_  
Signature of person authorized to provide permission for subject

\_\_\_\_\_  
Relationship to the subject

\_\_\_\_\_  
Date and time

AM/PM

**Investigator/Research Staff**

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

---

Printed name of person obtaining consent

---

Signature of person obtaining consent

---

Date and time

AM/PM

## APPENDIX D

### RECRUITMENT LETTER FOR TEACHERS, STUDENTS, AND LETTER OF INFORMATION FOR PARENTS

RECRUITMENT LETTER FOR TEACHERS  
**Principle Investigator: Dr. Merry Merryfield**

Dear Sir/Madam,

I am planning on **conducting a research study** in your school about the ways in which students' use of technology inside and outside of the social studies influences the acquisition of the skills, understandings, and dispositions necessary for democratic citizenship. I would like to ask **if you would participate** in my study. If you agree to participate, I will visit your classroom as many times as possible to better understand how students are using technology. I will **observe classroom activities** that focus on citizenship education and the use of technology. I will also need to conduct **two twenty minute interviews with you and four twenty minute interviews with six student participants** during the course of the study. Hours will be flexible based upon your schedule.

As a research observer, I will not interfere with classroom instruction. Besides collecting data through observation and two interviews, I will also ask that you allow me to make copies of relevant documents; **curriculum materials**, unit plans, lesson plans, copies of textbooks, or student work. Agreeing to participate in my study does not obligate you to complete the study. You can withdraw from the study at any time or choose not to answer questions. If you agree to participate, I am required to gain your signed informed consent.

If you agree to participate, I will also ask that you recommend possible student participants for this study. At the end of the study, I am planning to write a dissertation and publish the study findings. However, **the information you and your students share with me will be confidential**. I will not use any identifiers or makers that link the information to you, your school, or students. In my report, I will **use pseudonyms to ensure anonymity**. As federal regulations require, study records will be retained from at least three years after the close of the study.

In a global and technologically sophisticated age, educators, administrators and researchers are trying to better understand the ways in which students use technology. Your support with this study would be greatly appreciated. If you have any questions related to this study, **please feel free to contact me at (216)262-4111**. If you have any questions or concerns about your rights as a participant contact The Ohio State University Office of Responsible Research Practices (ORRP) at 1-800-678-6251.

Sincerely,

**Principle Investigator: Dr. Merry Merryfield**  
614.766.9968 or [Merryfield.1@osu.edu](mailto:Merryfield.1@osu.edu)

**Co-Investigator: Brad Maguth**  
216.262.4111 or [Maguth.1@osu.edu](mailto:Maguth.1@osu.edu)

RECRUITMENT LETTER FOR STUDENTS  
**Principle Investigator: Dr. Merry Merryfield**

Dear Student,

My name is Brad Maguth. I am a doctoral student majoring in Social Studies and Global Education at The Ohio State University. I am in the process of reviewing student recommendations by teachers for participation in this study. Since your teacher has recommended you for participation, it is important that you become familiar with the study to determine if you want to participate. The main focus of this study is to understand how students are using technology and its relation to the skills, understandings, and dispositions necessary for democratic citizenship. I am asking for your informed assent to participate in this study, which will help me better understand your experiences with technology. Besides your informed assent, you cannot participate in this study without parental/guardian informed consent.

This study will aim to influence teacher usage of technology in the social studies, address the gap in the literature on students' use of technology in citizenship education, and contribute new knowledge to the ways students are using electronic technologies to advance and complicate their civic obligations. Furthermore, it will look at how students in different areas access and use technology. Your ideas and experience are very important to this study. All of our interviews will be recorded on a digital voice recorder. I will conduct four twenty minute interviews with you throughout the school year. Hours are flexible depending on your schedule. I would also like to observe you when possible using technology in your social studies classroom. Upon completing of the study, all student participants will receive a 10 dollar Best Buy gift card, even if they leave the study early.

Besides student interviews, and periodic classroom observations, I would like you to record your usage of technology for civic purposes once a week for about 10 minutes on an invite-only, secure blog. The general public will not be able to view or comment on your responses in this blog as it will only be made available to other student participants and the lead/co-investigators. You will however be able to view and respond to eleven other student participants' postings. You will never be asked to reveal any identifying or inappropriate information (such as name, school location, e-mail address, ect.). If at any time this information is revealed, I will promptly remove this information from the blog. Furthermore, in the course of this study I will not access your school/academic records.

Your participation in this study is voluntary, and you're free to withdraw from participation at any time. All information will be kept strictly confidential by assigning a

pseudonym name that will take the place of your real name. The audiotapes will be used for research purposes only, and will be kept in a secure place. As federal regulations require, all study records will be on-file for at least three years after the completion of the study.

If you have any questions related to this study, please feel free to contact me at (216) 262-4111. If you have any questions or concerns about your rights as a participant, contact The Ohio State University Office of Responsible Research Practices at 1-800-678-6251.

Sincerely,

Principle Investigator: Dr. Merry Merryfield  
614.766.9968 or [Merryfield.1@osu.edu](mailto:Merryfield.1@osu.edu)

Co-Investigator: Brad Maguth  
216.262.4111 or [Maguth.1@osu.edu](mailto:Maguth.1@osu.edu)



LETTER OF INFORMATION FOR PARENTS  
**Principle Investigator: Dr. Merry Merryfield**

Dear Parent/Guardian,

This letter is intended to inform you about a research project that will take place in your child's school about their use of technology inside and outside of the social studies classroom. I, Brad Maguth of The Ohio State University, will be conducting research at your students' assigned school from as soon as the study gains approval from The Ohio State University's Office of Responsible Research.. The title of my research is "Investigating Student Use of Technology for Democratic Citizenship in a Global and Multicultural Age."

The purpose of my study is to understand the ways in which students' use of technology relates to democratic citizenship. I would like to inform you that I will be doing classroom observations, and with your permission, be conducting four twenty minute interviews with your child on their civic uses of technology inside and outside of school. These interviews will never take place during instructional time. Possible times include before/after school, during study hall, during lunch, or other times of convenience. All participants will be informed about how the data will be gathered, used, and that they do not have to answer any questions they don't want to. Furthermore, all student participants are free to leave the study at anytime without consequence. In order for students to participate in this study, they must offer their signed informed assent, and have their parents'/guardians' informed consent. Upon completing of the study, all student participants will receive a 10 dollar Best Buy gift card, even if they decide to leave the study early.

Besides student interviews, periodic classroom observations, and the possible analysis of some student work in their social studies class, I would like student participants to record their usage of technology for civic purposes once a week for about 10 minutes on an invite-only, secure blog. The general public will not be able to view or comment on student postings in this blog as it will only be made available to student participants and the lead/co-investigators. Students will however be able to view and respond to eleven other student participants' postings. Student participants will never be asked to reveal any identifying or inappropriate information (such as name, school location, ect.). If at anytime this information is revealed, I will promptly remove this information from the blog.

In the duration of the study, I would also like to schedule a ten to fifteen minute interview with you about the use of technology by your child. This interview will center on the

benefits and challenges of your child's usage of technology outside of the social studies. I would like to know how parents view their child's use of technology. Before collecting any data and to ensure privacy and confidentiality, all research participants will be assigned a pseudonym; their real names will not be referenced in the study. As federal regulations require, all study records will be retained for at least three years after the study's end.

In a global and technologically sophisticated age, educators, administrators and researchers are trying to better understand the ways in which students use technology. Your support with this study would be greatly appreciated. If you have any questions about my study, you can contact me at (216)262-4111. If you have any questions or concerns about your child's rights as a research participant, contact The Ohio State University's Office of Responsible Research Practices at 1-800-678-6251.

Sincerely,

Principal Investigator: Dr. Merry Merryfield  
614.766.9968 or [Merryfield.1@osu.edu](mailto:Merryfield.1@osu.edu)

Co-Investigator: Brad Maguth  
216.262.4111 or [Maguth.1@osu.edu](mailto:Maguth.1@osu.edu)

## APPENDIX E

### SAMPLE INTERVIEW QUESTIONS FOR TEACHERS, STUDENTS, TECHNOLOGY COORDINATORS, AND PARENTS

## **Interview & Screening Questions for Participants**

### **Screening Questions for Students:**

1. Tell me a little bit about yourself.
2. How often do you use computers and the Internet?
3. In what places do you usually access computers and the Internet?
4. Illustrate some of the ways in which you use the Internet at home and in the social studies.
5. What do you think are some of the traits of a good citizen?

### **1<sup>st</sup> Round of Student Interview Questions (Focus: Personal Usage of Technology)**

1. Please describe your typical day.
2. What do you do in your free time?
3. Can you describe the technologies you use, and the how you use them?
4. What do you like best and least about technology?
5. Where do you usually access computers and the Internet?
6. Have you ever used the Internet to research or talk about political, social or economic issues? If so, give examples.
7. What do you think are the features of a ‘good’ democratic citizen?

### **2<sup>nd</sup> Round of Student Interview Questions: (Focus: Democratic Citizenship)**

1. What sort of knowledge do you feel good citizens must have in order to be good democratic citizens?
2. In what ways have you contributed to the betterment of your school, community, or world?
3. Describe a good citizen you know, what makes them a good citizen?
4. Have you used the Internet or other technologies to be a good democratic citizen? Explain.
5. How does your use of technology in the social studies compare to your use outside the social studies? What do you think about this?
6. How do you define democracy?

### **3<sup>rd</sup> Round of Student Interview Questions: (Focus: Technology and Citizenship)**

1. What do you think about the social studies curriculum at your school?
2. Do you have a laptop or handheld, and what do you think about using one in social studies?
3. What do you think about the school’s policy that students can’t bring in their computers, or access the Internet with their own computer at school?
4. What do you think about your teacher’s use of technology? (Tablet PC, the Internet, PowerPoint presentations, and his website)
5. What do you think about your use of technology in the social studies?

6. How important is it to you to learn how to use these technologies in the social studies to access public policy information and to voice your civic views and concerns?

**4<sup>th</sup> Round of Student Interview Questions: (Focus: Exit Interview)**

1. Have you ever had a negative experience with technology (i.e. texting, cyber bullying, cyber safety, slanderous and foul language)? If so, did you instigate the remarks, and how did you respond?
2. How does your technology use at home support or hurt your academic performance?
3. What do you think about downloading copy righted materials (images, music, videos) illegally? Have you ever downloaded these materials, and if so, how frequently?
4. How do you think globalization and technology have influenced good democratic citizenship?
5. What did your involvement in this study teach you?
6. What did you like and dislike about using Wikispaces?

**Teacher Selection Interview Questions:**

1. How many years have you been teaching?
2. Tell me about yourself.
3. What technologies do you use, and how often do you use them in your social studies classroom?
4. What are some of the benefits and challenges of having students use technology in the social studies?
5. What do you believe are some of the skills, understandings and dispositions associated with good citizenship?
6. If possible, describe some of the ways you have used technology to encouraged responsible citizenship by students?

**1<sup>st</sup> Round of Teacher Interview Questions:**

1. What is your undergraduate degree in, and do you have a Master's Degree? If so, what is it in?
2. What is your teaching philosophy?
3. What's the district and school's policy on the use of technology in the social studies?
4. Explain your experiences and comfort with computer and Internet use (i.e. taken academic courses, writes software, uses for e-mail).
5. From your teaching experience, how does the use of technology by students impact their learning?
6. What do you like and dislike about having students use technology in the social studies?

**2<sup>nd</sup> Round of Teacher Interview Questions:**

1. How does the use of technology by students in the social studies change the classroom environment?
2. How does the use of technology by students impact your role as their teacher?
3. In what ways are students using technology in the social studies to research social, political, and/or economic issues? Have students used technology to create something new? If so, explain.
4. How important is it for students to learn how to critically use and navigate technology in the social studies? Explain.
5. Do you feel information communication technologies have shaped the skills, understandings and dispositions needed by good citizens? Explain.
6. What do you see as the major challenges in having students use technology in the social studies?
7. How do you think student use of technology in the social studies compares to outside the social studies? (i.e. other classes, and at home).

**Parent/Guardian Interview Questions:**

1. What do you think about your child's use of technology (i.e. Internet, computers, videogames) by your son/daughter outside of school?
2. What do you think about the use of technology by your son/daughter inside of school?
3. Where does your son/daughter have access to technology outside of school (i.e. home, library, grandparents)? If at home, where is the technology located?
4. In what ways is student technology usage outside of school monitored? Are there any rules around the use of technology?
5. Do you think the use of technology holds promise in students learning? If so, why?
6. What do you see as the challenges of having students use technology?
7. Do you feel students should be using technology in the social studies to learn how to be a responsible citizen? Explain.

**Technology Coordinator:**

1. Can you tell me a little bit about the school's technological infrastructure?
2. What opportunities do students have in using technology in your school? (i.e. programs, clubs)
3. What challenges do students face in using technology in your school?
4. In what ways do you think students' experiences with technology at school differ from outside of school?
5. What are the advantages to students learning about and using technology in school?
6. Can you illustrate any specific ways students have used technology in school to that is aligned with the skills needed for responsible citizenship? (i.e. research political, economic, social issues, work to make a difference in their community/planet, communicate or contact politicians/media to make a civic difference)

7. In what ways to you think the use of technology by students in schools helps and/or hinders their civic mission?

## APPENDIX F

### JAMES STUDENT INTERVIEW: ROUND 1



**James Adams**  
**Alpha High School**  
**3-10-09**  
**Student Interview: Round 1**

Researcher: please describe your typical day.

James: my typical day kind of starts off with waking up in the morning, getting ready for school, going to school, doing school, coming home, doing homework, going on the computer, and then going to rowing practice. And then if I have any homework left over I'll do that after rowing practice. If not, that space after rowing kind of changes. I might go on the computer or talk to friends.

Researcher: so on the computer, what does that consist of?

James: I usually go on to Facebook, progress book, and YouTube. Those are the usual things. Just to check my grades. If I see a news article that interests me on the homepage I'll go over to that one.

James: so I move around a lot on the Internet, I jump around.

Researcher: talk about one thing specifically that you use the Internet for that meets up with what you talk about in social studies. Maybe a social studies assignment or project, anything like that?

James: yeah, the first thing that comes to my mind, is Facebook because we had a recent project that me and my group had to do on Charles Darwin, it was a skit. We had to devise a skit about Charles Darwin's trip to the Galapagos, and how he started to explore the island. It was on the theory of evolution. I had to talk to my group members over Facebook, and we kind of figure out what we were doing for that over Facebook IM.

Researcher: talk a little bit more about the skit.

James: Our group used Facebook Instant Messenger to complete a social studies project on how Charles Darwin's ship had gone to the Galapagos. We devised a skit through Facebook IM, and we even had a typed up record of the conversation. We eventually came up with a skit and we had my friend, who acted as a lizard, and then, my other friend was like the assistant to Charles Darwin. And I ended up being Charles Darwin, and we acted out, like his exploration of the island, for the skit that we had to do in class.

Researcher: so the collaboration for this skit came through Facebook?

James: yes. The Instant messenger feature on Facebook is fast, and you can hook up with lots of different people at one time. You also have a record of the conversation. It was great because as we discussed the project we were all online and could look up and talk about information we accessed right away by searching the web

Researcher: what were the benefits of using Facebook?

James: In Facebook, you can quickly browse over to your friend's profiles and see how things are going with them. You can also update your profile so they know what you've been up to. It's like you can have many quick conversations without having to make a lot of timely phone calls to each other. Since my schedule is quite hectic, Facebook really helps me out

Researcher: would you have had an opportunity here at your high school to use Facebook in order to collaborate? Or, is Facebook one of those sites that blocked?

James: Facebook is blocked. Well Facebook is good for communication and other things. You can share photos and videos. I think that officials here are afraid of that and therefore it's blocked.

Researcher: how does your use of technology differ inside your high school from your home usage?

James: inside the high school I don't go on sites like Facebook and YouTube. I do check progress book every once in a while. But once I'm in school. I'm either working on projects with Microsoft Word or PowerPoint. I have a computer graphics class, which I use Photoshop for. So it's more research in school, and at home it's more communicating with friends.

Researcher: can you give me an example of an assignment where you had to use the Internet to do research outside of school? Maybe you used a news article or blog, or something like that?

James: I'm in the social studies club. So in our social studies club we debate political things. So I went on to the new website [recovery.org](http://recovery.org) to find out where all the bailout money was going, and how it was shifting across. I went onto [Whitehouse.gov](http://Whitehouse.gov) for social studies club. I use technologies to learn more about the new Obama presidency. Different websites and such.

Researcher: during the election, how did you use technology?

James: again, for social studies club, we were debating for and against McCain and Obama. I had to research both McCain and Obama by going to their websites. Their campaign websites. To see what their sides on different topics were and then I was able to debate around the club with that. It really helped in having the information from those websites.

Researcher: a lot of the 2008 presidential campaigns were using sites like Myspace, twitter, Youtube. Were you using any of the social networking sites to stay up to date about the campaign?

James: I had Facebook alert me when new things were posted on their campaign websites. I befriending President Barack Obama on Facebook. It was cool because I was able to use it to stay on top of what was happening. It also gave me the chance to engage in the political conversation with other followers.

Researcher: how about watching videos with social political or economic events... Any thing like that?

James: yeah, I used YouTube when I was home to re-watch the inauguration speech, kind of things like that. I watched a couple of speeches by Obama and a couple of speeches by McCain to see where their ideals met up so I can better debate.

Researcher: what do you like about technology and what do you dislike about technology?

James: I like it that technology has information that is quick, and you're able to get it fast. It's a great way to communicate with everyone simultaneously. Like with Facebook, endless amounts of people can be conversing with each other. The thing that I dislike about technology is when it doesn't work like it's supposed to, or go slower than what's needed. Like you don't accidentally shuts down, or doesn't work at that time. How information is also diluted on the Internet. If you were to like search something on the Internet. You can get a hundred websites that not all of them were accurate or talking about that. It kind of gets diluted with people's opinions rather than just fact. If you were looking for straight research.

Researcher: so if there is something that you could learn in class, let's say in the social studies, pertaining to the use of the Internet, what is it that you would like to learn?

James: well, my teacher gave us a website that he created for the social studies. I guess if he was to include links to other sites off of his website that would be like the facts and not just scrolling through endless pages of opinions, the real facts, that would be helpful.

Researcher: is there anything else about the use of technology that you want to talk about? About your experiences with it?

James: I have a cell phone and it helps me communicate. I'm big with communicating with everyone. Trying to stay on top of everything. I think that technology really helps in that area because you can get information so quick through text messaging and e-mails and Facebook, and other things like that. It really helps.

Researcher: so your cell phone, you usually just talk with friends? Do you ever access the Internet on your cell phone?

James: I can access the Internet on my cell phone but I usually don't because it the plan that I have it would cost a lot, it's per megabyte and it would be a bit pricey. If I'm on the road or something and I need to get a project done, I can just open up my cell phone and access the information.

Researcher: have you created anything on the Internet? Like a blog, webpage, or video, or podcast?

James: I used to have a website that me and my friends were doing. It was kind of a review website, a game or something that they would want us to review and we wrote into the website. After I came to Jerome, that website kind of fell off. So currently. No. But I have before.

Researcher: how about responding to any blogs, letters to the editor, or anything like that?

James: not actively online. I have done it before, but it's not a normal thing that I do. Unless it's really something that I want to discuss with somebody else. Or have an opinion. Like it it's something I object against or something.

Researcher: Have you ever posted to somebody's blog, or written an online letter to the editor, or contacted a senator, or Representative, have you used technology to those sorts of things?

James: yes. An example on YouTube, I asked a question under one of the videos. I'm not sure if they checked up on it because there were thousands and thousands of

comments. I forget the case, but it was during the last state Senator race, and I commented on a YouTube video. One of the candidates was talking about a new energy plan, and I really liked that idea. So I posted a couple of questions underneath his YouTube video. It was really cool because I got to learn about the candidate, and it was a way for me to ask them questions. Even though they never answered it, a few of the other people that watched the video gave me some information on it.

Researcher: how do you think technology relates to good citizenship?

James: I think it is important for citizens to participate. How they can. In like their own scheme of government. Or, if they have an opinion, everybody has an opinion that they should be able to put out there. So like on Facebook, I was talking to one of my friends and she had a very different opinion on Obama's plan for getting us out of recession then I did. She thought it was going all wrong. I really like technology, especially, the Internet because it's a way that we can voice our opinions. So I think that all citizens should be able to use such things as blogging, Facebook, YouTube, and be able to use the Internet to write in and voice their opinions to their representatives.

Researcher: what makes a good citizen?

James: Good democratic citizens should always be respectful of other people. They should not just pick fights with others just to pick fights. They should like to help others, and work to make things better. They could donate to charities, give to the hungry, and just kind of help society work together. To better every body.

Researcher: does what you learn in the social studies classroom relate to learning how to be a good citizen? Does it help you become a good citizen? What do you see as the relationship between the social studies and being a good citizen?

James: well it's like how you can see from the past, what has gone wrong when certain things have happened so that we can kind of try to make society better by doing our little part. I'm big and everybody doing their own little part to help everyone instead of just one person doing a lot.

End of interview

## APPENDIX G

### DATA ANALYSIS: EMERGENT CODES & CATEGORIES

Category 1: Students' Perception of Democratic Citizenship

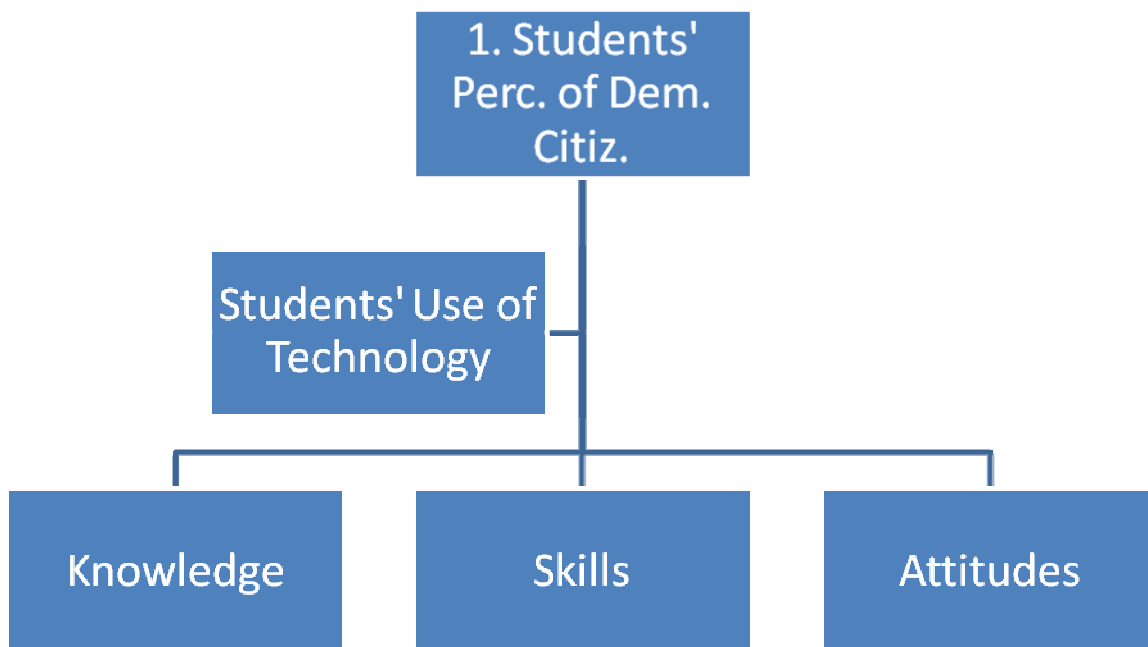


Figure G.1. Category: Student Perception of Democratic Citizenship

Category 2: Students' Use of Tech. Mediates and Complicates Dem. Citiz. Edu

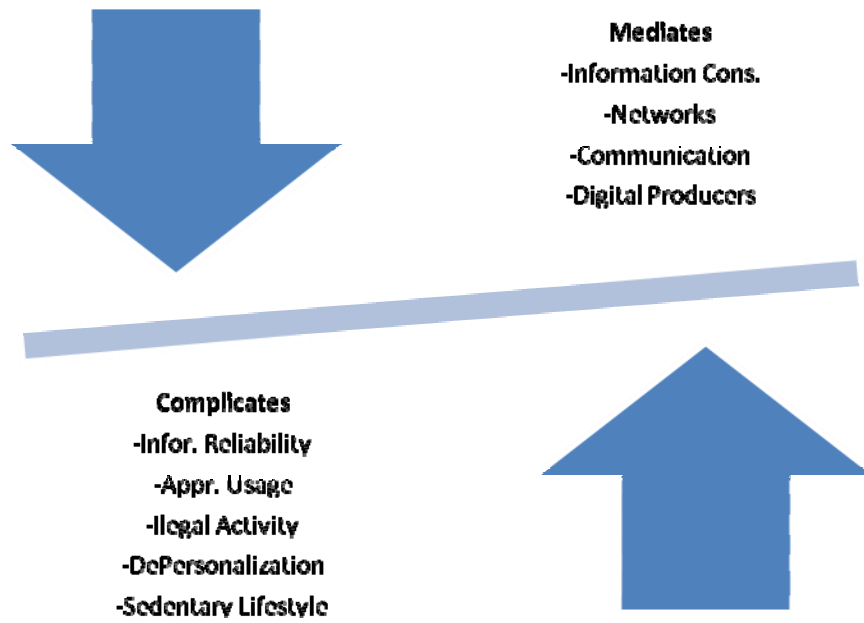


Figure G.2. Category Student Use of Technology: Mediates and Complicates Dem. Citiz. Edu.



Category 3: Students' Experience Inside Social Studies Classroom

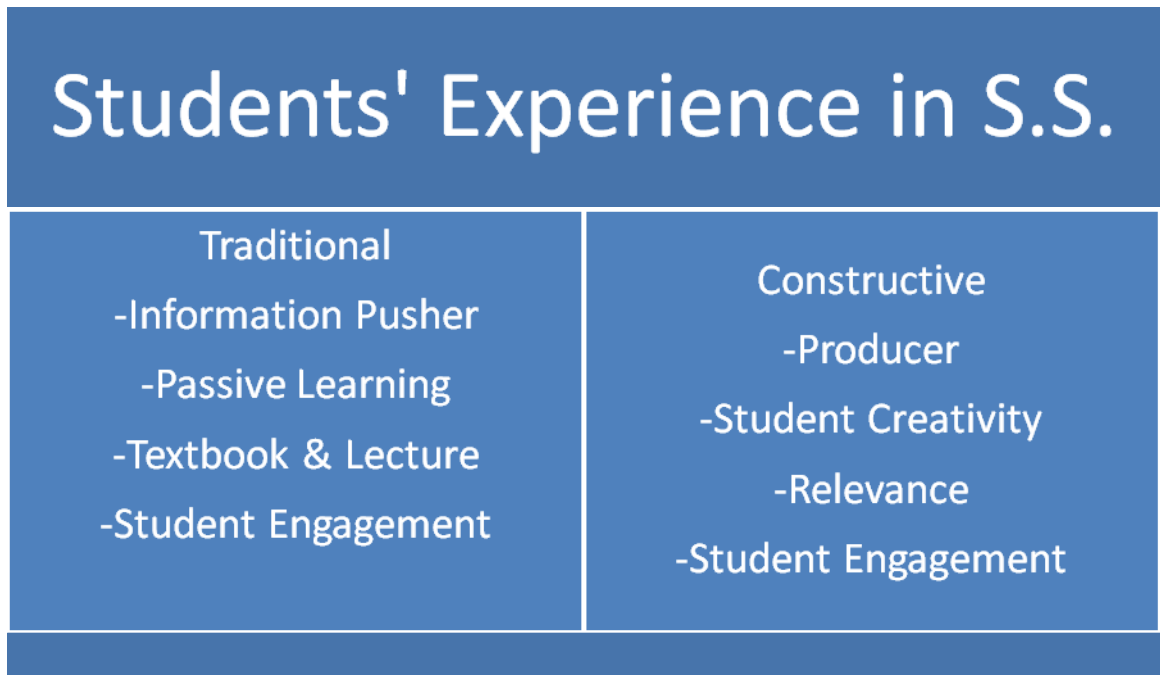


Figure G.3. Students' Experience Inside Social Studies Classroom

Category 4: Students' Experience Outside Social Studies Classroom

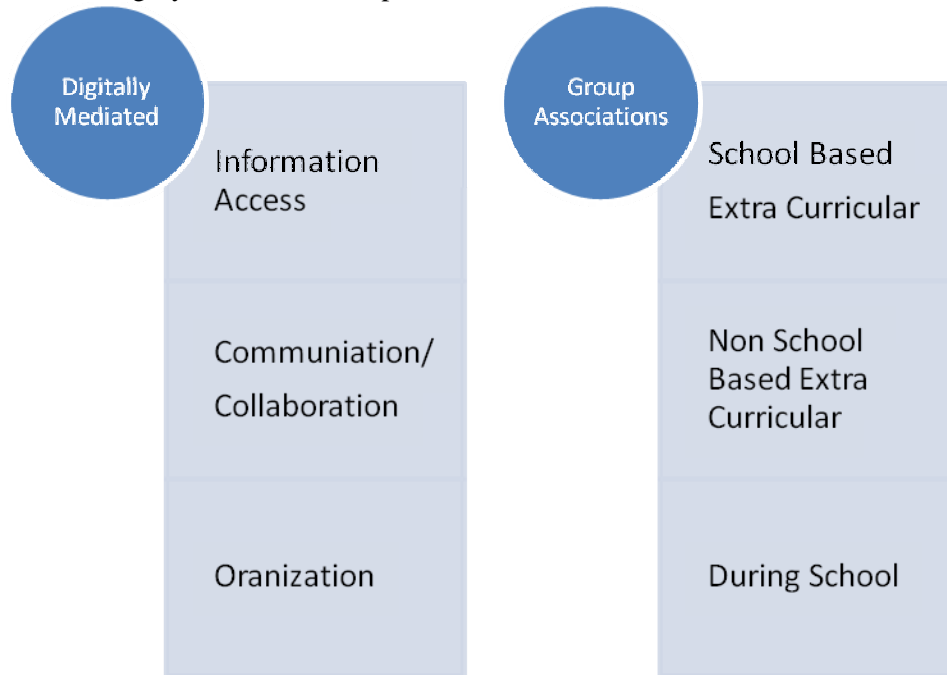


Figure G.4. Category Students' Experiences Outside Social Studies Classroom

Category Five: Students' Perception of Globalization & Multiculturalism

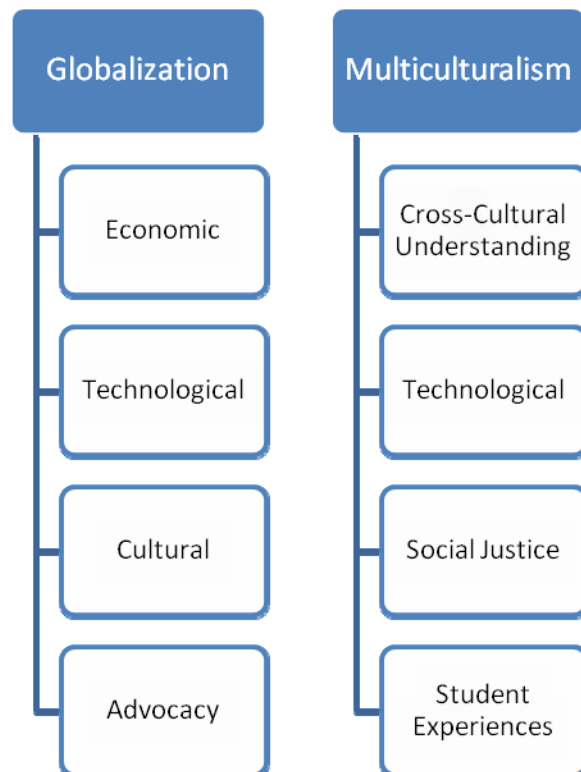


Figure G.5. Category Students' Perception of Globalization & Multiculturalism

## REFERENCES

- AACTE Committee on Innovation and Technology. (2008). *The handbook of technological pedagogical content knowledge*. New York: Routledge.  
Accessed on 11-12-2008 at <http://www.niied.edu.na/nied/pub/journal7/7art4.htm>
- Adler, P.A., & Adler, P. (1994). Observational techniques. In N.K. Denzin and Y.S. Lincoln (Eds.), *handbook on qualitative research* (p. 377-392). Thousand Oaks, CA: Sage.
- Advisory Group on Citizenship Education. (1998). *Crick Report*. Accessed on 6-8-2008 at [http://www.qca.org.uk/qca\\_4838.aspx](http://www.qca.org.uk/qca_4838.aspx)
- Alger, C. (1977). Your community in the world: The world in your community. In William Coplin (Eds), *Interdisciplinary approaches to cross cultural social science education for undergraduates*. Pittsburgh: International Studies Association, Occasional Paper No. 11, p. 27-50 (From 1979 Mershon Center Informal Publication)
- All Media Inc. (2008). *Worldpress.org*. North Woodmere, NY. Accessed at [www.worldpress.org](http://www.worldpress.org)
- American Historical Association. (1899). *The study of history in schools: Report by the Committee of Seven*. New York: Macmillan.
- American Textbook Council. (2003). Senate Testimony. *U.S. Senate Health, Education, Labor and Pensions Committee hearing on Intellectual Diversity*. September 24, 2003. Testimony of Gilbert T. Sewall, American Textbook Council, New York, NY. Accessed at <http://www.historytextbooks.org/senate.htm>
- Anderson, L. (1979). *Schooling and citizenship in a global age: An exploration of the meaning and significance of global education*. ERIC Digest. Bloomington, IN: ERIC Clearing house for social studies education.

- Angell, A. V. (1991). Democratic climates in elementary classrooms: A review of theory and research. *Theory and Research in Social Education*, 19(3), p. 241-266.
- Arthur, J., Davides, I., & Hahn, C. (2008). *Handbook of education for citizenship and democracy*. Los Angeles: Sage.
- Asia Society. (2008). *Internationaled.org*. Accessed on 1-2-2008 at <http://internationaled.org>
- Au, K.H., & Kawakami, A.J. (1994). Cultural congruence in instruction. In E.R. Hollins, J.E. King, & W.C. Hayman (Eds.), *Teaching diverse populations: Formulating a knowledge base* (p. 5-7). New York: SUNY Press.
- Avery, P.G. (1999). Authentic assessment and instruction. *Social Education*, 63(6), p. 368-73.
- BBC NEWS. (2003). *China Internet dissidents freed*. World News. Accessed on 6-2-2008 at <http://news.bbc.co.uk/1/hi/world/asia-pacific/3250834.stm>
- Bailey, G., Shaw, E.L, Hollifield, D. (2006). The devaluation of social studies in the elementary grades. *Journal of Social Studies Research*, 20(2), p. 18-29.
- Banks, A. (2006). *Race, rhetoric, and technology: Searching for higher ground*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.
- Banks, J. (1977). Issues and trends in American education: Pluralism and education and education concepts, a clarification. *Peabody Journal of Education*, 54(2), p. 73-78.
- Banks, J. (2004). Diversity and citizenship education in multicultural societies. In Banks (Eds.), *Diversity and citizenship education: Global perspectives*. San Francisco, CA: Jossey-Bass.
- Banks, J. (2004). Teaching for social justice, diversity, and citizenship in a global world. *The Educational Forum*, 68, p. 295-305.
- Banks, J. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), p. 129-139.

- Banks, J., Banks-McGee, C.A., Cortes, C.E., Hahn, C.L., Merryfield, M.M., Moodley, K.A., Murphy-Shigematsu, S., Osler, A., Park, C., Parker, W. (2005). *Democracy and diversity: Principles and concepts for educating citizens in a global age*. Center for Multicultural Education, University of Washington, Seattle.
- Baptiste, I. (2001). Qualitative data analysis: Common phases, strategic differences. *Forum: Qualitative Social Research*, 2(3). Accessed on 9-12-2008 at <http://www.qualitative-research.net/index.php/fqs/article/viewArticle/917/2002>
- Barker, E. (1936). *University of London Institute of Education, studies and reports No. X: Educating for citizenship*. London: Oxford University Press.
- Bateson, M.C. (1990). *Composing a life*. New York: Penguin Books.
- Becker, H.S. (1968). Social observation and social case studies. In Cervera, T. (Ed.), *International Encyclopedia of the Social Sciences*, Vol. 11. New York: Crowell.
- Becker, H.S., Geer, B., & Hughes, E. (1968). *Making the grade*. New York: Wiley.
- Becker, J. (1979). *Schooling for a global age*. New York: McGraw Hill
- Benamati, J.S., & Serva, M.A. (2007). Trust and distrust in online banking: Their role in developing countries. *Information Technology for Development*, 13(2), p. 161.
- Benitez, H. (2001 ). Does it really matter how we teach? The socializing effects of global education U.S. history curriculum. *Theory and Research in Social Education*, 29, p. 290-307.
- Bennett, L. (2005). Guidelines for using technology in the social studies. *Social Studies*, 96(1), p. 38.
- Bennett, W.L. (2008). Changing citizenship in the digital age. In W. L. Bennett (Ed), *Civic life online: Learning how digital media can engage youth* (p. 1-24). The John D. and Catherine T. MacArthur Foundation series on digital media and learning. Cambridge, MA: The MIT Press.
- Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital native' debate: A critical review of the evidence. *British Journal of Educational Technology*. Accessed on 6-12-2009 at [www.blackwell-synergy.com/doi/abs/10.1111/j.146-8535.2007.00793.x](http://www.blackwell-synergy.com/doi/abs/10.1111/j.146-8535.2007.00793.x)

- Berman, S. (1990). Educating for social responsibility. *Educational Leadership*, 48(3), p. 75-80.
- Berson, M. (1996). Effectiveness of computer technology in the social studies: A review of literature. *Journal of Research on Computing in Education*, 28(4), p. 486-99.
- Berson, M. (1996). Effectiveness of computer technology in the social studies: A review of the literature. *Journal of Research on Computing in Education*, 28(4), p. 486-499.
- Berson, M. & Balyta, P. (2004). Technological thinking and practice in the social studies: Transcending the tumultuous adolescence of reform. *Journal of Computing in Teacher Education*, 20(4), p. 141-150.
- Bijker, W.E., Law, J. (1992). *Shaping technology/building society: Studies in sociotechnological change*. Cambridge, MA: MIT Press.
- Bixby, J., & Pace, J. (2008). *Educating democratic citizens in troubled times: Qualitative studies of current efforts*. New York: SUNY Press.
- Blankenship, (1990). Classroom climate, global knowledge, global attitudes, political attitudes. *Theory and Research in Social Education*, 18(4), p. 363-386. Bloomington, IN: ERIC Clearinghouse for Social Studies.
- Bolick, C.M. (2006). Digital archives: Democratizing the doing of history. *International Journal of Social Education*, 21(1), p. 122-134.
- Boyer, (1990). Civic education for responsible citizens. *Educational Leadership*, 48(3), p. 4-7.
- Braun, J. (1997). Past, possibilities, and potholes on the information superhighway. *Social Education*, 61(3), p. 49-153.
- Braun, J.A., & Risinger, C.F. (1999). *Surfing social studies: The Internet book*. Washington, DC: National Council for the Social Studies.
- Brunner, C. (1992, April) *Girls and Design: Exploring the question of technological imagination*. Paper presented at the annual meeting of the American Educational research Association, San Francisco, CA.

- Bruno-Jofre, R., & Aponiuk, N. (2001). *Educating citizens for a pluralistic society*. Calgary: Canadian Ethnic Studies Association.
- Bryan, C. (1998). Manchester: Democratic implications of an economic initiative? In Tsagarousianou, R., Tambini, D., & Bryan, C. (Eds.), *Cyberdemocracy: Technology, cities and civic networks* (p. 152-166). London: Routledge.
- Bryan, C., Tsagarousianou, R., & Tambini, D. (1998). Electronic democracy and the civic networking movement in context. In Tsagarousianou, R., Tambini, D., & Bryan, C. (Eds.), *Cyberdemocracy: Technology, cities and civic networks* (p. 1-18). London: Routledge.
- Buckingham, D. (2005). *Media literacy of children and young people: A review of literature*. London: Ofcom.
- Buckingham, D. (2008). Introducing identity. In W.L. Bennet (Ed), *Youth, identity, and digital media* (p. 1-24). The John D. and Catherine T. MacArthur Foundation series on digital media and learning. Cambridge, MA: The MIT Press.
- Buckles, S. & Watts, M. (1998). National standards in economics, history, social studies, civics, and geography: Complementarities, competition, or peaceful coexistence? *Journal of Economic Education*, 29, p. 157-166.
- Burns, M. (2005). *Just right: Rethinking the how and why of technology instruction*. *Ubiquity*, 6(8), p. 1. Accessed on 6-3-2008 at <http://portal.acm.org/citation.cfm?id=1066323>
- Bush, C.G. (1983). Women and the assessment of technology: To think, to be; to unthink, to free. In J. Rothschild (Ed.), *Machina ex dea: Feminist Perspectives on technology* (p.151-170). New York: Pergamon.
- Butts, F.R. (1988). *The morality of democratic citizenship: Goals for civic education in the Republics third century*. Center for Civic Education. Calabasas, CA.
- Butts, F.R. (1997). *Education for civitas: The lessons Americans must learn*. Hanna Collection on the Role of Education. Hoover Institution, Stanford University.
- CIRCLE & Carnegie Foundation of New York. (2003). *Civic Mission of Schools*. Accessed on 6-10-2008 at <http://www.carnegie.org/pdf/CivicMissionofSchools.pdf>



- CIRCLE. (2006). *Civic and Political Health of the Nation Survey: A detailed look at how youth participate in politics and communities*. Accessed at [www.civicyouth.org/PopUps/2006\\_CPHS\\_Report\\_update.pdf](http://www.civicyouth.org/PopUps/2006_CPHS_Report_update.pdf)
- CNN. (2000). *Nations fear English language dominance on net*. Accessed on 6-12-2008 at <http://archives.cnn.com/2000/TECH/computing/01/12/world.without.borders/>
- Callahan, W.P., & Switzer, T (2001). Technology as facilitator of quality education: A model. *IN Time Publications*. Accessed on 6-1-2008 at <http://www.intime.uni.edu/model/modelarticle.html>
- Case, R. (1993). Key elements of a global perspective. *Social Education*, 57, p. 318-325.
- Chiodo, J. & Beyford, J. (2004). Do they really dislike social studies? A study of middle school and high school students. *Journal of Social Studies Research*, 28(1), p. 16-26.
- Cogan, J. (1999). Civic education in the United States: A brief history. *International Journal of Social Education*, 14(1), p. 52-64.
- Cohn, C. (1996). Sex and death in the rationale world of defense intellectuals. In B. Laslett, S.G. Kohlstedt, H. Longino, & E. Hammonds (Eds.), *Gender and scientific authority* (p. 183-214). Chicago: University of Chicago Press.
- Commission on Wartime Policy of NCSS. (1943). *The social studies: Mobilizing for victory*, 7, p. 3-10.
- CommonSense Media. (2008). *Media facts*. Accessed on 6-2-2008 at Computers and Composition, 20, p. 455-472
- Cotton, Kathleen. *Educating for citizenship*. North Regional Educational Laboratory. School Improvement Research Series. Accessed on 6-10-2008 at <http://www.nwrel.org/scpd/sirs/10/c019.html>
- Council for Basic Education & Carnegie Corporation of New York. (2004). *A report from the council for basic education*, p. 1-40. Accessed on 6-8-2008 at [www.music-for-all.org/documents/cbe\\_principal\\_Report.pdf](http://www.music-for-all.org/documents/cbe_principal_Report.pdf)

- Cox Communications. (2009). *Teen online and wireless safety survey: Cyberbullying, sexting, and parental controls*. Accessed on 6-22-2009 at [www.cox.com/takeCharge/includes/docs/2009\\_teen\\_survey\\_internet\\_and\\_wireless\\_safety.pdf](http://www.cox.com/takeCharge/includes/docs/2009_teen_survey_internet_and_wireless_safety.pdf)
- Crocco, M., & Cramer, J. (2005). Technology use, women, and global studies in social studies teacher education. *Contemporary Issues in Technology and Teacher Education* [Online serial], 5(1). Accessed on 05-12-2008 at <http://www.citejournal.org/vol5/iss1/socialstudies/article1.cfm>
- Crowe, A.R. (2006). Technology, citizenship, and the social studies classroom. *International Journal of Social Education*, 21(1), p. 111-121.
- Cuban, L. (1991). History of teaching in social studies. In J. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (p. 197-209). New York: Macmillan
- Damarin, S.K. (1998). Technology and multicultural education: the question of convergence. *Theory into Practice*, v. 37(1), p. 11-19.
- Davis, J.F. (2008). Power of images: Creating the myths of our times. *Center for Media Literacy*. Accessed on 6-10-2008 at [www.medialit.org/reading\\_room/article80.html](http://www.medialit.org/reading_room/article80.html)
- Davis, V., & Lindsey, J. 2006. *The flat classroom project*. Accessed at <http://flatclassroomproject.wikispaces.com>
- Davis, W. (2006, June 14). Web ties TV in race for teens' eyeballs. *Media Post Publications*. Accessed on 6-12-2008 at [http://www.mediapost.com/publications/index.cfm?fa=Articles.showArticle&article\\_id=44474](http://www.mediapost.com/publications/index.cfm?fa=Articles.showArticle&article_id=44474)
- Dawson, K., Berson, M., Harwood, A., Larson, B., & Diem, R. (1999). Promoting powerful social studies teaching and learning through the use of technology. In J. Price et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 1999* (p. 1550-1554). Chesapeake, VA: AACE.
- Debell, M. & Chapman, C. (2006). *Computer and Internet use by students in 2003* (NCES 2006-065). Washington DC: U.S. Department of Education, National Center for Educational Statistics.

- Delpit, L. (1993). The silenced dialogue: Power and pedagogy in educating other people's children. In M. Fine & L. Weis (Eds.), *Beyond silenced voices: Class, race and gender in the United States*. New York: State University of New York Press.
- Denzin, N.K. (1970). *The research act: A theoretical introduction to sociological methods*. Chicago: Aldine Press.
- Denzin, N.K. (1971). The logic of naturalistic inquiry. *Social Forces*, 50, p. 166-182.
- Denzin, N.K., & Lincoln, Y.S. (2001). *Handbook on qualitative research*, 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage.
- DeWitt, S. (2004). *Computer use in high school social studies classrooms. A comparative case study within social class context*. Unpublished doctoral dissertation, University of Wisconsin-Madison.
- Dewey, J. (1916). *Education and Democracy*. New York: MacMillan Press.
- Diaz, C., Massialas, B., & Xanthopoulos, J. (1999). *Global perspectives for educators*. MA: Pearson Education Company.
- Diem, R. (1989). Technology and global education. *The Social Studies*, January/February.
- Diem, R.A. (2000). Can it make a difference? Technology and the social studies. *Theory and Research in Social Education*, 28(4), p. 493-501.
- Doolittle, P., & Hicks, D. (2003). Constructivism as a theoretical foundation for the use of technology in Social Studies. *Theory and Research in Social Education*, 31(1), p. 72-104.
- Drafts of NCSS Constitutions. (1921). File 1, Box 1, Series 1, NCSS Archive.
- Drisko, J. (1993). The responsibilities of schools in civic education. *Journal of Education*, 175(1), p. 105-119.
- Drisko, J. (1993). The responsibilities of school in civic education. *Journal of Education*, 175(1), p. 105-119.

- Dryenfurth, M. (1992). *Internationalizing technology education*. Mississippi Valley Conference. Presented November 12-13 in Chicago, IL. Accessed via ERIC on 10-15-2007.
- Earl, J., & Schussman, A. (2008). Contesting cultural control: Youth culture and online petitioning. In W.L. Bennett (Ed), *Civic life online: Learning how digital media can engage youth* (p. 71-96). The John D. and Catherine T. MacArthur Foundation series on digital media and learning. Cambridge, MA: The MIT Press.
- Ehman, L.H., & Glenn, A.D. (1991). Interactive technology in the social studies. In Shaver, J.P. (Eds.), *Handbook on research on social studies teaching and learning* (p. 513-522). New York: Macmillan.
- Eisenhardt, K.M. (2002). Building theories from case study research. In Huberman, M.A., & Miles, M.B (Eds.), *The qualitative researcher's companion* (p. 5-36). Thousand Oaks, CA: Sage.
- Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York, NY: Macmillan Publishing Company.
- Engle, S. H. (1960). Decision making: The heart of social studies instruction. *Social Education*, 24, p. 301-306.
- Engler, J and Hunt, J. (2004). Preparing our students for work and citizenship in the global age. *Phi Delta Kappan*, 86(3), p. 197.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M.C. Wittrock (Ed.), *Handbook on research on teaching, 3rd Ed* (p. 119-161). Old Tappan, NJ: Macmillan.
- Evans, R. (2004). *Social studies wars: What should we teach the children*. New York: Teachers College Press.
- Eveslage, (1993). The social studies and scholastic journalism: Partners in citizenship education, *Social Education*, 57(2), p. 82-86.
- Fabos, B & Young, M.D. (1999). Telecommunication in the classroom: rhetoric versus reality. *Review of Educational Research*, v. 69(3), p. 217-259.

- Fesperman C, Evenson K, Rodriguez D, Salvesen D. A comparative case study on active transport to and from school. *Prev Chronic Disease*. 2008; S(2)
- Fisher, C., Dwyer, D, & Yocam, K. (1996). *Education and technology: Reflections on computing in classrooms*. San Francisco, CA: Jossey-Bass Publishing.
- Flanagin, A.J., & Metzger, M.J. (2007). The role of site features, user attributes, and information verification behaviors on the perceived credibility of web-based information. *New Media & Society*, 9(2), p. 319-342.
- Fontana, A., & Frey, J.H. (1994). Interviewing: The art of science. In N.K. Denzin & Y.S. Lincoln (Eds), *Handbook of qualitative research* (p.361-376). Thousand Oaks, CA: Sage.
- Foucault, M. (1982) The subject and power. In H.L. Dreyfus and P. Rabinow (Eds.) *Michel Foucault: Beyond structuralism and hermeneutics*, p. 208-226. Brighton: Harvester Press.
- Fox, S., Anderson, J.Q., & Rainie, L. (2005). *The future of the Internet*. Washington DC: Pew Charitable Trusts. Accessed on 5-25-09 at [http://pewInternet.org/pdfs/PIP\\_Future\\_of\\_Internet.pdf](http://pewInternet.org/pdfs/PIP_Future_of_Internet.pdf)
- Francissen, L., & Brants, K. (1998). Virturally going places: Square-hopping in Amsterdam's digital city. In Tsagarousianou, R., Tambini, D., & Bryan, C. (Eds.), *Cyberdemocracy: Technology, cities and civic networks* (p. 18-41). London: Routledge.
- Friedman, A. (2008, November). *Exploring guild participation in MMORPGs and civic leadership*. Paper presented at College and University Faculty Association (CUFA) Annual Conference, Houston, TX. Accessed on 12-02-2008 at <http://www.afriedman.net/mmorpg%20guild%20participation%20cufa%20final.pdf>
- Friedman, A. M. (2006). World history teachers' use of digital primary sources: The effect of training. *Theory and Research in Social Education*, 34(1), 124-141 .
- Friedman, A.M., & Hicks, D. (2006). The state of the field: Technology, social studies, and teacher education. *Contemporary Issues in Technology and Teacher Education* [online serial], 6(2). Available: <http://www.citejournal.org/vol6/iss2/socialstudies/article1.cfm>

- Friedman, T. (2005). *The world is flat: A brief history of the 21st Century*. New York: Farrar, Staus and Giroux.
- Friends and Flags. *Friends and Flags Project: A global project dedicated to cultural diversity*. Accessed at on 6-12-2008 at [www.friendsandflags.org](http://www.friendsandflags.org)
- Fulk, J. (1993). Social construction of communication technology. *The Academy of Management Journal*, 36(5), p. 921-950.
- G8. (2001) *Genoa action plan: Digital opportunities for all*. Accessed on 5-25-2008 at [http://www.g8italia.it/\\_en/docs/STUWX141.htm](http://www.g8italia.it/_en/docs/STUWX141.htm)
- Garofalo, J, Drier, H.S., Harpe, S., & Timmerman, M.A. (2000). Promoting appropriate uses of technology in mathematics teacher preparation. *Contemporary Issues in Technology and Teacher Education* [online serial]. Accessed at [www.citejournal.org/vol1/iss1/currentissues/mathematics/article1.htm](http://www.citejournal.org/vol1/iss1/currentissues/mathematics/article1.htm)
- Gaudelli, W. (2003). *World class: Teaching and learning in global times*. NJ: Lawrence Erlbaum Associates.
- Gaudelli, William. (2006). Convergence of technology and diversity: experiences of two beginning teachers in web-based distance learning for global/multicultural education. *Teacher Education Quarterly*, v. 33(1), p. 97-116.
- Gay, G. (2000). *Culturally responsive teaching*. New York: Teachers College Press.
- Gee, J.P. (2003) *What video games have to teach us about learning and literacy?* New York: Palgrave MacMillan.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In Gertz, C. (Ed.), *The interpretation of cultures: Selected essays* (p. 3-30). New York: Basic Books.
- Glaser, B.G. (1993). *Examples of grounded theory: A reader*. Mill Valley, CA: Sociology Press.
- Glaser, B.G., & Strauss, A.L. (1967). *The discovery of grounded theory*. New York: Aldine de Gruyter
- Glesne, C. (1999). *Becoming qualitative researchers: An introduction*. New York: Longman.

- Globalchallenge.org. (2007). *Global Challenge: About*. Accessed on 1-13-2008 at [http://www.globalchallengeaward.org/the\\_global.html](http://www.globalchallengeaward.org/the_global.html)
- Global Voices. *Global voices: Strengthening governance through partnership*. Washington, D.C. Accessed at [www.globalvoices.org](http://www.globalvoices.org)
- Goetz, J.P., & LeCompte, M.D. (1984). *Ethnography and qualitative design in educational research*. Orlando, FL: Academic Press.
- Gold, R. (1958). Roles in sociological field observations. *Social Forces*, 36, p. 217-223.
- Goldberg, M. (2008). Synchronous vs. asynchronous: Some thoughts. *WebCT.com Library*. Accessed on 6-2-2008 at <http://www.webct.com/service/ViewContent?contentID=2339346>
- Golden, (1985). The relationship between voting knowledge and voting attitudes of selected ninth and tenth grader students. *Social Studies Journal*, 14, Spring, p. 10-15.
- Goodlad, J.I. (1986). The Learner At the World's Center. *Social Education*, 50(6), p. 424-436.
- Goodland, J.I. (1984). *A place called school*. New York: McGraw Hill.
- Gorham, B.W. (2001). Stereotypes in the media: So what? *Howard Journal of Communications*, 10(4), p. 229-247.
- Grabill, J. (2003). On divides and interfaces: Access, class, and computers. *Computers and Composition*, 20, p. 455-472.
- Gragert, Edwin. (2000). *Expanding international education through the Internet: no longer limited to the global studies and language curriculum*. Secretary's Conference on Educational Technologies: Measuring Impacts and Shaping Futures. Presented September 11-12th, Alexandria, VA.
- Greenhow, C., Robelia, B., Hughes, J.E. (2009). Web 2.0 and classroom research: What path should we take now? *Educational Researcher*, 38(4), p. 246-259.
- Grossman, L.K. (1995). *The electronic republic: Reshaping democracy in the information age*. New York: Penguin Books.

- Guba, E.G., & Lincoln, Y.S. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*. San Francisco: Jossey-Bass.
- Hahn, C.L. (1996). Research on issues-centered social studies. In R.W. Evans & D.W. Saxe (Eds), *Handbook on teaching social issues* (p. 25-43). NCSS Bulletin 93. Waldorf, MD: National Council for the Social Studies.
- Hahn, C.L. & Alviar-Martin, T. (2008). International political socialization research. In L. Levstik & C. Tyson (Eds.), *Handbook of Social Studies Research*. (p. 81-108). New York, NY: Routledge.
- Hanvey, R. (1976). *An attainable global perspective*. New York, NY: The American Forum for Global Education.
- Hare, N. (1969). The teaching of black history and culture in the secondary school. *Social Education*, 33, p. 385-388
- Hartoonian, M. (1953, February 4). *Memo from Hartshorn to members of the board of directors and the Academic Freedom Committee*. File 2, Academic Freedom, Box 2, Series 7, NCSS Archive.
- Heafner, T. (2004). Using technology to motivate students to learn social studies. *Contemporary Issues in Technology and Teacher Education* [Online serial], 4(1). Available: <http://www.citejournal.org/vol4/iss1/socialstudies/article1.cfm>
- Heater, D. (2001). The history of citizenship education in England. *The Curriculum Journal*, 12(1), p. 103-123.
- Heilman, E., Segall, A., & Cherryholmes, C.H. (2006). Social Studies—The Next Generation: Researching in the Postmodern. *Counterpoints, Studies in the Postmodern Theory of Education*, v. 272
- Heinecke, W.F., & Drier, H.S. (1998). Research for better classroom practice and policy. *Educational Forum*, 62(3), p. 273-80.
- Hepburn, M. A. (1982). *Democratic school and citizenship in education: What does the research reveal?* Paper presented at the Annual Meeting of the Social Science Education Consortium, East Lansing, MI, June 1982 (ED 014 109).



- Herbert, Y., & Sears, A. (2008). *Citizenship education*. Canadian Education Association. Accessed on 6-10-2008 at <http://www.csse.ca/cje/articles/fulltext/cje21-2/cje21-2-03sears.pdf>
- Hess, D. (2001). *Teaching students to discuss important controversial public issues*. ERIC Digest. Bloomington, IN: ERIC Clearinghouse for social education. Accessed on 6-8-2008 at <http://www.ericdigests.org/2002-2/issues.htm>
- Hicks, D. (2002). Citizenship in England: The recommendations of the Crick Advisory Group on citizenship and the challenges of policy implementation. *International Journal of Social Education*, 17(1), p. 68-80.
- Hicks, D., Doolittle, P., & Lee, J. (2004). Social studies teachers' use of classroom-based and Web-based historical primary sources. *Theory and Research in Social Education*, 32(2), p. 213-247.
- Hitchcock, G., & Hughes, D. (1995). *Research and the teacher: A qualitative introduction to school-based research*, 2nd Ed. London: Routledge.
- Hoffman, J.L., Wu, H.K., Krajcik, J.S., & Soloway, E. (2003). The nature of middle school learners' science content understanding and use of online resources. *Journal of Research on Science Teaching*, 40, p. 323-346.
- Honigmann, J.J. (1982). Sampling in ethnographic fieldwork. In R.G. Burgess (Ed.) *Field research: A sourcebook and field manual* (p. 111-122). London: Allen & Unwin.
- Horrigan, J.B. (2008). *Home broadband adoption 2008*. Washington, DC: Pew Charitable Trusts. Accessed on 4-15-2009 at [http://pewInternet.org/pdfs/PIP\\_Broadband\\_2008.pdf](http://pewInternet.org/pdfs/PIP_Broadband_2008.pdf)
- Howard, T. (2004). Social studies during the civil rights movement, 1955-1975. In Woyshner et al (Eds.), *Social education in the twentieth century: Curriculum and context for citizenship*. New York: Peter Lang.
- International Association for the Evaluation of Educational Achievement. (2000). *Civic Education*. Accessed on 6-8-2008 at <http://nces.ed.gov/pubs2001/2001096.pdf>

- International Society for Technology in Teacher Education. (2007). *National Education Technology Standards for Students*. Accessed on 8-12-2008 at [http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\\_for\\_Students\\_2007\\_Standards.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf)
- International Telecommunication Union. (2008). *World Telecommunication/ICT Indicators Database*. Geneva, Switzerland; United Nations. Accessed on 07-22-08 at <http://www.itu.int/net/home/index.aspx>
- Internationalworldstats.com. (2008). *Internet world stats*. Accessed on 6-2-2008 at <http://www.Internetworldstats.com/stats.htm>
- Jefferson, T. (1792). *Notes on the stage of Virginia*. Electronic Text Center, University of Virginia. Accessed on 6-8-2008 at <http://etext.virginia.edu/toc/modeng/public/JefVirg.html>
- Jenkins, H. (2006). *Confronting the challenges of participatory culture: Media education for the 21<sup>st</sup> Century*. White paper for the MacArthur Foundation. Accessed on 5-14-2009 at [www.digitallearning.macfound.org](http://www.digitallearning.macfound.org)
- Johnson, B., & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. Needham Heights, MA: Allyn & Bacon.
- Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches, 3<sup>rd</sup> Ed.* Los Angeles, CA: Sage.
- Jones, K. & Oliver, R. (1956). *Progressive education is REDucation*. Boston: Meador.
- Joshee, R. (2004). Citizenship and multicultural education in Canada: From assimilation to social cohesion. In Banks (Eds.), *Diversity and citizenship education: Global perspectives*. San Francisco, CA: Jossey-Bass.
- Kahne, J., & Sporte, S. (2008, June 10th). Developing citizens: A longitudinal study of school, family, and community influences on students' commitments to civic participation. To be published in the *American Education Research Journal*.
- Kennedy, J. & Zanetis, J. (2007). Developing global citizens: The global run project. *Learning and Leading with Technology*, November, p. 26-29.

- Kirkwood-Tucker, F. T. (2003). Pedagogy in teacher education: from a curriculum of national citizenship education to a curriculum for world-centered citizenship education. *World Studies in Education*, 4(2), p. 91-107.
- Ladson- Billings, G. (1995). Multicultural teacher education: Research, practice and policy. In J.A. Banks & C.A.M. Banks (Eds.), *Handbook of research on multicultural education* (p. 747-759). New York: Macmillan.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), p. 465-491.
- Ladson-Billings, G. (2004). Culture versus citizenship. In Banks (Eds.), *Diversity and citizenship education: Global perspectives*. San Francisco, CA: Jossey-Bass.
- Laptop.org. *One laptop per child: Vision*. Accessed on 6-12-2008 at <http://laptop.org/vision/index.shtml>
- Lather, P.A. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. London: Routledge.
- Lauda, D.P. (1992). Internationalizing the curriculum in technology education. Paper presented at INCOTE-92, Weimar, Germany, April 25-30, 1992. In Blandow, D. & Dyrenfurth, M. (Eds.), *Technological literacy, competence and innovation in human resource development*. Proceedings of the First International Conference on Technology Education. Sponsor: Technical Foundation of America. Weimar, Germany: Thuringer Allgemeine.
- LeCompte, M.D. & Preissle-Goetz, J. (1994). Qualitative research: What it is, what it isn't, and how it's done. In Thompson, B. (Eds.), *Advances in social science methodology*, Vol. 3, (p. 141-163). New York: Jai Press.
- Lee, J.K., & Calandra, B. (2004). Can embedded annotations help high school students perform problem solving tasks using a web-based historical document? *Journal of Research on Technology in Education*, 36(4), p. 65-84.
- Lee, J.K., & Clarke, W.G. (2004). Doing digital local history: The story of Asaph Perry. *Social Education*, 68(3), p. 203-207.

- Lee, J.K., Luchini, K., Michale, B., Norris, C., & Soloway, E. (2004). *More than just fun and games: Assessing the value of educational video games in classroom*. Conference on Human Factors in Computing Systems, Vienna, Austria. Accessed on 6-2-2008 at <http://portal.acm.org/citation.cfm?id=985921.986068&type=series>
- Lenhart, A., Arafeh, S., Smith, A., & Macgill, A.R. (2008). *Writing, technology, and teens*. Washington, DC: Pew Charitable Trusts. Accessed on 5-15-2009 at [http://pewInternet.org/pdfs/PIP\\_Writing\\_Report\\_Final3.pdf](http://pewInternet.org/pdfs/PIP_Writing_Report_Final3.pdf)
- Lenhart, A., Madden, M., Macgill, A.R., & Smith, A. (2007). *Teens and social media*. Washington, DC: Pew Charitable Trusts. Accessed on 08-12-2008 at [http://www.pewInternet.org/pdfs/PIP\\_Teens\\_Social\\_Media\\_Final.pdf](http://www.pewInternet.org/pdfs/PIP_Teens_Social_Media_Final.pdf)
- Lenhart, A., & Madden, M. (2007). *Pew Internet Project data memo*. Washington, DC: Pew Charitable Trusts. Accessed on 8-12-2008 at [http://pewInternet.org/pdfs/PIP\\_SNS\\_Data\\_Memo\\_Jan\\_2007.pdf](http://pewInternet.org/pdfs/PIP_SNS_Data_Memo_Jan_2007.pdf)
- Leu, D.J., Ataya, R., & Coiro, J. (2002, December). *Assessing assessment strategies among the 50 states: Evaluating the literacies of our past or our future?* Paper presented at the National Reading Conference, Miami, FL.
- Levine, P. (2008). A public voice for youth: The audience problem in digital media and civic education. In W.L. Bennett (Ed), *Civic life online: Learning how digital media can engage youth* (p. 119-138). The John D. and Catherine T. MacArthur Foundation series on digital media and learning. Cambridge, MA: The MIT Press.
- Levin, P., & Wichowsky, A. (2008). *What young people know?* National Alliance for Civic Education. Accessed on 6-8-2008 at <http://www.cived.net/wypk.html>
- Levstik, L., & Tyson, C.A. (2008). *Handbook of research in social studies education*. New York: Routledge.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. London: Sage.
- Lipscomb, G. (2004). Factors that facilitate or restrict exemplary social studies teachers' use of technology. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2004* (p. 4825-4832). Chesapeake, VA: AACE.

- Lu, M. (2001). Digital divide in developing countries. *Journal of global information technology management*, 4(3), p. 1-4.
- Madoux, A. (2002, August). The 'digital divide' could lead to the creation of a gigantic 'cyber ghetto' in the developing countries, Geneva, Switzerland. Accessed on 6-4-2008 at [http://www.itu.int/wsis/docs/background/themes/digital\\_divide/modoux.pdf](http://www.itu.int/wsis/docs/background/themes/digital_divide/modoux.pdf)
- Maguth, B. (2008). Connecting students globally: The effects of infusing technology into the global classroom. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (p. 4916-4923). Chesapeake, VA: AACE.
- Marker, G., & Mehlinger, H. (1992). Social studies. In E. Wayne Ross (Eds.), *The social studies curriculum: Purposes, problems, and possibilities* (p. 17-36). Albany, NY: SUNY Press.
- Marquand, R. (2006). China's media censorship rattling world image. *Christian Science Monitor Online*. Accessed on 5-24-2008 at <http://www.csmonitor.com/2006/0224/p01s04-woap.html>
- Marri, A. R. (2005). Educational technology as a tool for multicultural democratic education: The case of one US history teacher in an under resourced high school. *Contemporary Issues in Technology and Teacher Education*, 4(4), p. 395-409. Available: <http://www.citejournal.org/vol4/iss4/socialstudies/article1.cfm>
- Marshall, C., & Rossman, G.B. (1994). *Designing qualitative research*. Thousand Oaks, CA: Sage.
- Martorella, P.H. (1997). Technology and the social studies—or: Which way to the sleeping giant? *Theory and Research in Social Education*, 25(4), p. 511-514.
- Mason, C., Berson, M., Diem, R., Hicks, D., Lee, J., & Dralle, T.(2000). Guidelines for using technology to prepare social studies teachers. *Contemporary Issues in Technology and Teacher Education* [Online serial], 1 (1). Available: <http://www.citejournal.org/vol1/iss1/currentissues/socialstudies/article1.htm>
- Mathison, S. (1988). Why triangulate? *Educational Researcher*, 17(2), p. 13-19.

- Mauthner, N.S., & Doucet, A. (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37(3), p. 413-431.
- Mayer, R.E., Schustack, M.W, & Blanton, W.E. (1999). What do children learn from using computers in an informal, collaborative setting? *Educational Technology*, 39(2), p. 27-31
- McGuire, M. (1992). *Definition of social studies papers submitted by Margit McGuire*, NCSS President, 1991-1992, File 2, 1991-1992, Accession #960307, NCSS Archive.
- Mclaughlin, C. H. (1996). Implications of global change. *The Technology Teacher*, February, p. 14-18.
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Merryfield, M. (2000). Using electronic technologies to promote equity and cultural diversity in social studies and global education. *Theory and Research in Social Education*, 28(4), p. 502-226.
- Merryfield. M. (2002). The difference a global education can make. *Educational Leadership*, October, p. 18-21.
- Merryfield, M. (2006). WEBCT, PDS and democratic spaces in teacher education. *International Journal of Social Education: Official Journal of the Indiana Council for the Social Studies*, 21(1), p. 73-94.
- Merryfield, M. & Wilson, A. (2005). Social studies and the world: teaching global perspectives. *NCSS Bulletin*, 103.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A source book of new methods*. Beverly Hills, CA: Sage.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook, 2nd Ed.* Thousand Oaks, CA: Sage.
- Milliron, M. & Miles, C. (2000). Education in a digital democracy: leading the charge for learning about, with, and beyond technology. *Educause Review*, November/December, p. 50-62.

- Milson, A.J. (2002). The Internet and inquiry learning: Integrating medium and methods in a sixth grade social studies classroom. *Theory and Research in Social Education*, 30(3), p. 330-353.
- Ministry of Education. (1949). *Pamphlet No. 16. Citizens growing up*. London HMSO.
- Ministry of Education. (1952). *Pamphlet No. 23. Teaching history*. London. HMSO.
- Mishoe, S.C. (1995, May). The effects of institutional context on critical thinking in the workplace. *Proceedings of the 36th Annual Adult Education Research Conference*, University of Alberta, Edmonton, Canada.
- Morasi-Ford, D. (2007). Technologizing Africa: On the bumpy information highway. *Computers and Composition*, 24, p. 302-216.
- Morgall, J.M. (1993). *Technology assessment: A feminist perspective*. Philadelphia: Temple University Press.
- Muzzy Lane Software. (2008). *Making history: The calm & the storm*. Overview. Accessed on 5-25-2008 at <http://www.making-history.com/hq/>
- National Center for Education Statistics. (2003). *Internet access in U.S. public schools and classrooms: 1994-2003*. U.S. Department of Education. Accessed on 03-23-2008 at [http://www.schoolwires.com/5420101117101838280/lib/5420101117101838280/files/2005015\\_NCES\\_InternetAccessinPublicSchools.pdf](http://www.schoolwires.com/5420101117101838280/lib/5420101117101838280/files/2005015_NCES_InternetAccessinPublicSchools.pdf)
- National Council for Accreditation of Teacher Education. (2008, February). *Professional standards for the accreditation of teacher preparation institutions*. Accessed on 10-08-2008 at <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies*. Task force of the National Council for the Social Studies. Accessed on 11-12-2007 at <http://www.socialstudies.org/standards>
- National Council for the Social Studies. (2001, May). *Creating Effective Citizens. NCSS Task Force on Revitalizing Citizenship Education*. Accessed on 10-08-2008 at <http://www.socialstudies.org/positions/effectivecitizens>

- National Council for the Social Studies. (2008). *Curriculum standards for the social studies thematic strands II*. Accessed at [www.socialstudies.org/standards/strands/](http://www.socialstudies.org/standards/strands/)
- National Council for the Social Studies. (2008). *NCSS Expectations for Excellence: Curriculum Standards for the Social Studies* (draft). Accessed on 10-08-2008 at [http://www.socialstudies.org/system/files/StandardsDraft10\\_08.pdf](http://www.socialstudies.org/system/files/StandardsDraft10_08.pdf)
- National Educational Association. (1894). *The report of the Committee of Ten on secondary schools studies*. New York: American Book.
- National Educational Association. (1918). *Cardinal principles of secondary education : A report of the Commission on the Reorganization of Secondary Education*. Washington, DC: U.S. Printing Office.
- Neas, B. (2005). Tomorrowland: When new technologies get newer. *Educause*. Nov/Dec, p. 15-30. Accessed on 6-2-2008 at <http://net.educause.edu/ir/library/pdf/ERM0560.pdf>
- Nielsen Online. (2008). *Netrating*. New York, NY. Accessed at [www.nielsen-netratings.com](http://www.nielsen-netratings.com)
- Nie, N.H., Junn, J., Stehlik-Barry, K. (1996). *Education and democratic citizenship in America*. Chicago: The University of Chicago Press.
- Noddings, N. (1999). Caring and competence. In G. Griffen (Eds.) *The education of teachers* (p. 205-220). Chicago: National Society of Education.
- Nyambe, J and Shipena, I. (1998). *Global education on the threshold of a new millennium: The 21<sup>st</sup> century for the new generation learner*. Accessed on 8-12-2008 at <http://www.niied.edu.na/nied/pub/journal7/7art4.htm>
- O'Connor, K.A., Heafner, T., & Groce, E. (2007). Advocating for social studies: Documenting the decline and doing something about it. *Social Education*, 71(5), p. 255-260.
- O'Hare, P., & Oonagh, G. (2006). *The political process of citizenship education*. Parliament and Constitution Centre: House of Commons Library. Accessed on 6-10-2008 at <http://www.parliament.uk/commons/lib/research/notes/snpc-04125.pdf>



- Ohio Department of Education. (2003, December). *Technology Academic Content Standards*. Accessed on 9-12-2008 at <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=793>
- Osler, A. (2002). *Citizenship and the challenge of global education*. Sterling, VA: Trentham Books.
- Pang, V.O. (2005). *Multicultural education: A caring-centered, reflective approach*, 2nd Ed. New York, McGraw Hill.
- Parker, W. (1996). *Educating the democratic mind*. Albany, NY: State University of New York Press
- Parker, W. (2001). Educating democratic citizens: A broad view. *Theory Into Practice*, 40(1), p. 6-13.
- Parker, W. (2002). *Education for democracy: Contexts, curricula, and assessments*. Greenwich, CT: Information Age Publishing.
- Parlett, M., & Hamilton, D. (1976). Evaluation as illumination: A new approach to the study of innovatory programs. In G. Glass (Ed.), *Evaluation studies review annual*, Vol. 1. Beverly Hills, CA: Sage.
- Parsons, T. (1982). *The nature and implications of text-book bias*. Accessed on 10-14-07 via ERIC, document number ED280769.
- Partnership for the 21st Century Skills Committee. *Learning for the 21st century: A report and mile guide for 21st century skills*. Accessed on 6-3-2008 at <http://www.21stcenturyskills.org/reports/>
- Patrick, J. & Vontz, T.S. (2001). Components of education for democratic citizenship in the preparation of social studies teachers. In Patrick & Leming (Eds.), *Principles and practices of democracy in the education of social studies teachers: Civic learning in teacher education*, vol. 1. Bloomington, IN: Eric Clearinghouse for Social Studies Education.
- Patrick, J. (1987). *Education on the U.S. Constitution*. ERIC Digest. Bloomington, IN: ERIC Clearing house for social studies education.

- Patton, M. (1990). *Qualitative evaluation methods, 2nd Ed.* Thousand Oaks, CA: Sage.
- Patton, M. (2002). *Qualitative research and evaluation methods, 3rd ed.* Thousand Oaks, CA: Sage.
- Pew Research Center. (2005). *Pew Internet and American life project: Teens and technology.* Washington, DC. Accessed on 6-2-2008 at [http://pewInternet.org/pdfs/PIP\\_Teens\\_Tech\\_July2005web.pdf](http://pewInternet.org/pdfs/PIP_Teens_Tech_July2005web.pdf)
- Pierson, M, & Bitter, G. (2005). *Using technology in the classroom, 6th Ed.* New York: Ally & Bacon Publishers.
- Pike, G. and Selby, D. (1999). *In the global classroom, volume 1.* Toronto: Pippin Press.
- Pike, G. and Selby, D. (2000). Civil global education: Relevant learning for the twentieth century. *Convergence*, 33(1), p. 138-149.
- Pinch, T.J., & Bijker, W.E. (1984). The social construction of facts and artifacts: or How the sociology of science and the sociology of technology might benefit each other. *Social Studies of Science*, 14(3), p. 399-441.
- Pinkard, N. (2005). How we perceived masculinity and/or femininity of software applications influences students' software preferences. *Journal of Educational Computing Research*, 32, p. 57-58
- Postman, N. (2005). *Amusing ourselves to death: Public discourse in the age of show business.* New York: Penguin Books.
- Postman, Neil. (1992). *Technopoly: the surrender of culture to technology.* New York; Vintage Books.
- Prensky, M. (2001). Digital native, digital immigrants. *Horizon*, 9(5), p. 1. Accessed on 2-12-2008 at <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Progressive Politics of the Millennial Generation. (2007, June, 20). *New Politics Institute.* Accessed on 9-12-2008 at [http://www.newpolitics.net/node/360?full\\_report=1](http://www.newpolitics.net/node/360?full_report=1)
- Putnam, R. (2000). *Bowling Alone: The collapse and revival of American community.* New York: Simon & Schuster Paperbacks.

- Rabinovitch, B.A. (January, 2004). *A comparative case study of four middle schools response to state-mandated reform. Boston College Dissertations and Theses.* Paper AAI3126394.  
<http://escholarship.bc.edu/dissertations/AAI3126394>
- Rainie, L., & Jorrigan, J. (2005, January, 25th). *A decade of adoption: How the Internet has woven itself into American life.* Washington DC: Pew Charitable Trusts.  
 Accessed on 08-12-2008 at  
[http://www.pewInternet.org/PPF/r/148/report\\_display.asp](http://www.pewInternet.org/PPF/r/148/report_display.asp)
- Ravitch, D. (1985). *Decline and fall of history teaching.* New York Times Magazine, p. 50-53, 101, 117.
- Rheingold, H. (2008). Using participatory media and public voice to encourage civic engagement. In W.L. Bennett (Ed), *Civic life online: Learning how digital media can engage youth* (p. 97-118). The John D. and Catherine T. MacArthur Foundation series on digital media and learning. Cambridge, MA: The MIT Press.
- Rice, M., Rice, K., Wilson, E. and Bagley, W. (1999). Social Studies Teachers and Technology: Activities for the Constructive Classroom. *CSS Journal, Computers in the Social Sciences*, 7(3). Accessed on 08-23-2008at  
[www.webcom.com/journal/table9.html](http://www.webcom.com/journal/table9.html)
- Rizvi, F., & Lingard, B. (2000). Globalization and education: Complexities and contingencies. *Educational Theory*, 50(4), p. 419-426.
- Roberts, L. (2008). *Harnessing information technology for international education.* Internatioaled.org. Accessed on 08-12-2008 at  
[www.internatioaled.org/issues.htm](http://www.internatioaled.org/issues.htm)
- Ross, E.W. (2006). *The social studies curriculum: Purposes, problems, and possibilities.* Albany, NY: SUNY Press.
- Rossman, G.B., & Rallis, S.F. (1998). *Learning in the field: An introduction to qualitative research.* Thousand Oaks, CA: Sage.

- Rugg, H. (1923). Problems of contemporary life as the basis for curriculum making in the social studies. In H.O. Rugg (Eds.), *The social studies in the elementary and secondary school* (p. 260-273). 22nd Yearbook of the National Society on the Study of Education, Part II. Bloomington, IL: Public School.
- Russo, A. (2007). *Global education on a dime: A low cost way to connect*. Edutopia.org: The George Lucas Educational Foundation. Accessed on 12-28-2007 at [www.edutopia.org/global-education-international-exchange](http://www.edutopia.org/global-education-international-exchange)
- Salpeter, J. (2006). Inside the divide. *Teaching and learning*, 26(8), p. 22-34.
- Sanchez, L. (2008). Commentary: GOP needs to catch up to Obama's Web Savvy. *CNN International Online*. Accessed on 11-8-2008 at <http://edition.cnn.com/2008/POLITICS/11/07sanchez.technology>
- Saye, J. W. & Brush, T. A. (2006). Comparing teachers' strategies for supporting student inquiry in a problem-based multimedia-enhanced history unit. *Theory and Research in Social Education*. 34(2), p. 183-212.
- Saye, J.W., & Brush, T. (1999). Student engagement with social issues in a multimedia supported learning environment. *Theory and Research in Social Education*, 27(4), p. 468-500.
- Schmidtke, O. (1998). Berlin in the Net: Prospects for cyberdemocracy from above and from below. In Tsagarousianou, R., Tambini, D., & Bryan, C. (Eds.), *Cyberdemocracy: Technology, cities and civic networks* (p. 60-84). London: Routledge.
- Sherman, R., & Webb, R. (1988). *Qualitative research in education: Forms and Methods*. Lewes, UK: Falmer Press.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, p. 1-22.
- Sleeper, M., Strom, M.S., Zabriere H.C., (1990). Facing history and ourselves. *Educational Leadership*, 48(3), p. 84-86.
- Smith, L.M. (1978). An evolving logic of participant observation, educational ethnography and other case studies. In Shulman, L. (Ed.), *Review of research in education*. Itasca, IL: Peacock.

- Stahl, G., Koschmann, T., Suthers, D. (2006). Computer-supported collaborative learning: An historical perspective. In R.K. Sawyer (Ed.), *Cambridge handbook of the learning sciences* (p. 409-426). Cambridge, UK: Cambridge University Press.
- Stake, R.E. (1994). Case studies. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (p 236-247). Thousand Oaks, CA: Sage.
- Stake, R.E. (1995). *The art of the case study research*. Thousand Oaks, CA: Sage.
- Stanley, M.E., Lowell, C.R., & Gallup, A.M. (1992). The 24th annual Gallup of the publics attitudes towards the public schools. *Phi Delta Kappan*, September, p. 43.
- Stark, S., & Torrance, H. (2005). Case Study. In Somekh, B & Lewin, C. (Eds.), *Research methods in the social sciences* (p. 33-20). London: Sage.
- Starky, H., & Osler, A. (2003). Cosmopolitan citizenship: Theoretical debates and young people's experiences. *Educational Review*, 55(3), p. 243-254.
- Stenhouse, L. (1988). Case study methods. In Keeves, J.P. (Ed), *Educational research, methodology, and measurement: An International handbook*. Sydney: Pergamon Press.
- Strauss, A., & Corbin, J. (1990). Basics of qualitative research: Techniques and procedures for developing grounded theory. London: Sage.
- Straus, A.L, & Corbin, J. (1990). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. London: Sage
- Stauss, A.L, & Corbin, J. (1994). Grounded theory methodology: An overview. In N.K. Denzin and Y.S. Lincoln (Eds.), *Handbook of qualitative research* (p286-323). Thousand Oaks, CA: Sage.
- Strong, C.F. (1952). *Teaching for international understanding: An examination of methods and materials*. London: HMSO.
- Sunal, C.S. (2008). What is a citizen? The impact of the Internet on definitions of citizenship. In VanFossen, P., & Berson, M. (Eds.), *The electronic republic? The impact of technology on education for citizenship* (p. 37-55). West Lafayette, IN: Purdue University Press.

- Suarez, D. (2003). The development of empathetic dispositions through global experiences. *Educational Horizons*, 81(4), p. 180-182.
- Sutton, M and Hutton, D. (2001). *Concepts and trends in global education*. Bloomington, IN: ERIC Clearinghouse for Social Studies.
- Swan, K.O., & Hofer, M. (2008). Technology and social studies. In Levstik, L., & Tyson, C.A. (Eds.), *Handbook of research in social studies education* (p. 307-326). New York: Sage.
- Swann, Lord. (1985). *Education for all: The Report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups*. London: HMSO.
- Taylor, S.J., & Bogdan, R. (1984). *Introduction to qualitative research methods, 2nd Ed.* New York: Wiley.
- Technology. (2008). In *Merriam-Webster Online Dictionary*. Retrieved July 9, 2008, from <http://www.merriam-webster.com/dictionary/technology>
- Technology. (2008). In *Random House Unabridged Dictionary* (2006). New York, NY: Random House Reference.
- Technology and the Campaigns: Flickring here, Twittering there. (2008, August 14). *Economist*. Accessed on 08-14-2008 at [http://www.economist.com/world/unitedstates/displaystory.cfm?story\\_id=11920873](http://www.economist.com/world/unitedstates/displaystory.cfm?story_id=11920873)
- Thornburg, D. (1998). *Technology in K-12 education: Envisioning a new future*. DOE Forum, Washington, DC.
- Thornton, S. (2004). *Teaching social studies that matters: Curriculum for active learning*. New York: Teachers College Press.
- Torney-Purta, (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied Developmental Science*, 6(4), p. 203-212.
- Torney-Purta, J, Amadeo, J., & Lehman, R. (2001). *Civic knowledge and engagement at age 14 in 28 countries: Results from the IEA civic education study*. Amsterdam: International Association for the Evaluation of Education Achievement. Accessed on 03-20-2008 at <http://www.indiana.edu/~ssdc/iea2dig.htm>

- U.S. Census Bureau. (2000). *Census 2000: Urban and Rural Classifications*. Washington DC. Accessed on 10-12-2008 at [http://www.census.gov/geo/www/ua/ua\\_2k.html](http://www.census.gov/geo/www/ua/ua_2k.html)
- U.S. Census Bureau. (2007). *Census press release*. Washington D.C. Accessed at [www.census.gov/PressRelease/www/releases/archives/facts\\_for\\_features\\_special\\_editions/007108.html](http://www.census.gov/PressRelease/www/releases/archives/facts_for_features_special_editions/007108.html)
- U.S. Census Bureau. (2008). *International data base*. Washington, D.C. Accessed on 6-1-2008 at [www.census.gov/ipc/www/idb/](http://www.census.gov/ipc/www/idb/)
- U.S. Central Intelligence Agency (2008). *United Kingdom*. Accessed on 6-12-2008 at <https://cia.gov/library/publications/the-world-factbook/geos/uk/html>
- U.S. Department of Commerce. (1995). *Falling through the net: A survey of the 'have nots' in rural and urban America*. NTIA Report. Accessed on 4-10-2008 at <http://www.ntia.doc.gov/ntiahome/fallingthru.html>
- U.S. Department of Commerce. (1998). *Falling through the net II: New data on the digital divide*. NTIA Report. Accessed on 4-10-2008 at <http://www.ntia.doc.gov/ntiahome/net2/falling.html>
- U.S. Department of Commerce. (2004). *A nation online: Entering the broadband age*. NTIA Report. NTIA Report. Accessed on 4-10-2008 at <http://www.ntia.doc.gov/reports/anol/NationOnlineBroadband04.htm>
- U.S. Department of Education. (1983). *A nation at risk: The imperative for educational reform*. The report of the National Commission on Excellence in Education. Accessed on 6-9-2008 at <http://www.ed.gov/pubs/NatAtRisk/index.html>
- U.S. Department of Education. (1991). *America 2000: An educational strategy*. Washington, DC: U.S. Department of education.
- U.S. Department of Education. (2003). *Internet access in US public schools and classrooms: 1994-2003*. Accessed on 6-1-2008 at <http://nces.ed.gov/surveys/frss/publications/2005015/index.asp?sectionID=2>

- U.S. Department of Education. (1998). *National assessment of educational progress: Civics*. National Institute of Educational Statistics. Accessed on 6-10-2008 at <http://nces.ed.gov/nationsreportcard/pubs/main2006/2007476.asp>
- U.S. Department of Education. (2004). *National education technology plan, toward a new golden age in American education: How the Internet, the law and today's students are revolutionizing expectations*. Accessed on 10-08-2008 at [http://www.ed.gov/about/offices/list/ose/technology/plan/2004/site/docs\\_and\\_pdf/National\\_Education\\_Technology\\_Plan\\_2004.pdf](http://www.ed.gov/about/offices/list/ose/technology/plan/2004/site/docs_and_pdf/National_Education_Technology_Plan_2004.pdf)
- U.S. Department of Education. (2008). *Fast facts*. National Center for Educational Statistics. Fast Facts. Accessed on 4-12-2008 at <http://nces.ed.gov/fastfacts/display.asp?id=46>
- U.S. Department of Education. (2001). *No Child Left Behind Act*. Accessed on 6-8-2008 at <http://www.ed.gov/policy/elsec/leg/esea02/index.html>
- U.S. Department of Education. (2008). *What is meant by rural schools?*. Washington, DC; National Center for Educational Statistics. Accessed on 10-12-2008 at [http://nces.ed.gov/pubs2007/ruraled/exhibit\\_a.asp](http://nces.ed.gov/pubs2007/ruraled/exhibit_a.asp)
- United Nations. (1999). *Human Development Report*. Accessed on 6-2-2008 at <http://hdr.undp.org/en/reports/global/hdr1999>
- United Nations World Food Program. (2008). *Freerice.com*. Accessed on 6-1-2008 at [www.freerice.com](http://www.freerice.com)
- United States Holocaust Museum. (2008). *Museum mapping initiative*. Washington, D.C. Accessed on 5-12-2008 at <http://www.ushmm.org/maps/>
- VanFossen, P. (2001). Degree of Internet/www use and barriers to use among secondary social studies teachers. *International Journal of Instructional Media*, 28(1), p. 57-74.
- VanFossen, P. (2006). The electronic republic? Evidence on the impact of the Internet on citizenship and civic engagement in the U.S. *International Journal of Social Education*, 21(1), p. 18-43.
- VanFossen, P. (2005). Reading and math take so much of the time: An overview of social studies instruction in elementary classrooms in Indiana. *Theory and Research in Social Education*, 33(3), p. 376-403.



- VanFossen, P. & Berson, M. (2008). *The electronic republic: The impact of technology on education for citizenship*. West Lafayette, IN: Purdue University Press.
- VanFossen, P.J., & Waterson, R. (2008). It is just easier to do what you did before?: An update on Internet use in secondary social studies classrooms Indiana. *Theory and Research in Social Education*, 36(2), p. 124-152.
- VanSledright, B. A., & Brophy, J. *Storytelling, imagination, and fanciful elaboration in children's historical reconstructions*. East Lansing, Michigan: Center for the Learning and Teaching of Elementary Subjects, 1991. ED 337 407
- Vogler, K. & Virtue, D. (2007). "Just the facts, ma'am": Teaching social studies in the era of standards and high-stakes testing. *The Social Studies*, 98(2), p. 54-58.
- Voithofer, R., & Foley, A. (2007). Digital dissonances: Structuring absences in national discourses on equity and educational technologies. *Equity & Excellence in Education*, 20, p. 14-25.
- Wells, J., & Lewis, L. (2006). *Internet access in U.S. public schools and classrooms: 1994-2005* (NCES 2007-020). Washington, DC. Department of Education, National Council for Education Statistics. Accessed on June 3<sup>rd</sup>, 2009 at <http://nces.ed.gov/gov/pubs2007/2007020.pdf>
- Whitworth, S. A., & Berson, M. J. (2003). Computer technology in the social studies: An examination of the effectiveness literature (1996-2001). *Contemporary Issues in Technology and Teacher Education*, 2(4), p. 472-509. Accessed on 7-14-2008 at <http://www.citejournal.org/vol2/iss4/socialstudies/article1.cfm>
- Williams, C. (2000). *Internet Access in U.S. Public Schools and Classrooms: 1994-1999* (NCES 2000-086). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Willinsky, J. (1998). *Learning to divide the world: Education at empire's end*. Minneapolis, MN: University of Minnesota Press.
- Windschitl, L. (1998). The WWW and classroom research: What path should we take? *Educational Researcher*, 27(1), p. 28-33.
- Winograd, M., & Hais, M.D. (2008). *Millenial makeover: Myspace, Youtube, and the future of American politics*. Piscataway, NJ; Rutgers University Press.

- Wolcott, H.F. (1973). *The man in the principal's office: An ethnography*. Austin, TX: Hold, Rinehart and Winston.
- Wolfe, S.E., Brush, T., & Saye, J. (2003). Using an information problem-solving model as a metacognitive scaffold for multimedia-supported information problems. *Journal of Research on Technology Education*, 35(3), p. 321-241.
- Woyshner, C., Watras, J., Smith-Crocco, M. (2004). *Social education in the twentieth century: Curriculum and context for citizenship*. New York: Peter Lang Publishing.
- Yaghi, H. (1996). The role of the computer in the school as perceived by computer using teachers and school administrators. *Journal of Educational Computer Research*, 15(2), p. 137-155.
- Yin, R. (1989). *Case study research: Design and methods*. Newbury Park, CA: Sage.
- Yin, R.K. (1994). *Case study research: Design and methods, 2nd Ed.* Thousand Oaks, CA: Sage.
- Young, B.A. (2002). Characteristics of the 100 largest public elementary and secondary school districts in the United States. *Education Statistics Quarterly*, 4(3), 70-77.
- Youtube.com. (2008). *Acid attack raises women's rights issues in Sudan*. Posted March, 8, 2008. Accessed on 6-2-2008 at <http://www.youtube.com/watch?v=flqyYAlR7Og>
- Zuboff, S. (1988). *In the age of smart machine: The future of work and power*. New York: Basic Books.