Redesigning CRITICAL CIVIC EDUCATION in DIGITAL AGE

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Current key question

- What kinds of citizens do we want to make?

- What kind of democracy do we have?

(Saltman 2000, 117)

Note: Critical Digital Pedagogy (CDP) in simple words is the digital form of Critical Pedagogy (CP).

Starting point: testing habitual wrong assumptions in class

- Such practices reflect the operations of the banking system (or "banking education" system, Freire, 2000, pp. 73–80).

- Teacher education courses focus most often not on the *why* but on the *how* of schooling (Hinchey, 2004)
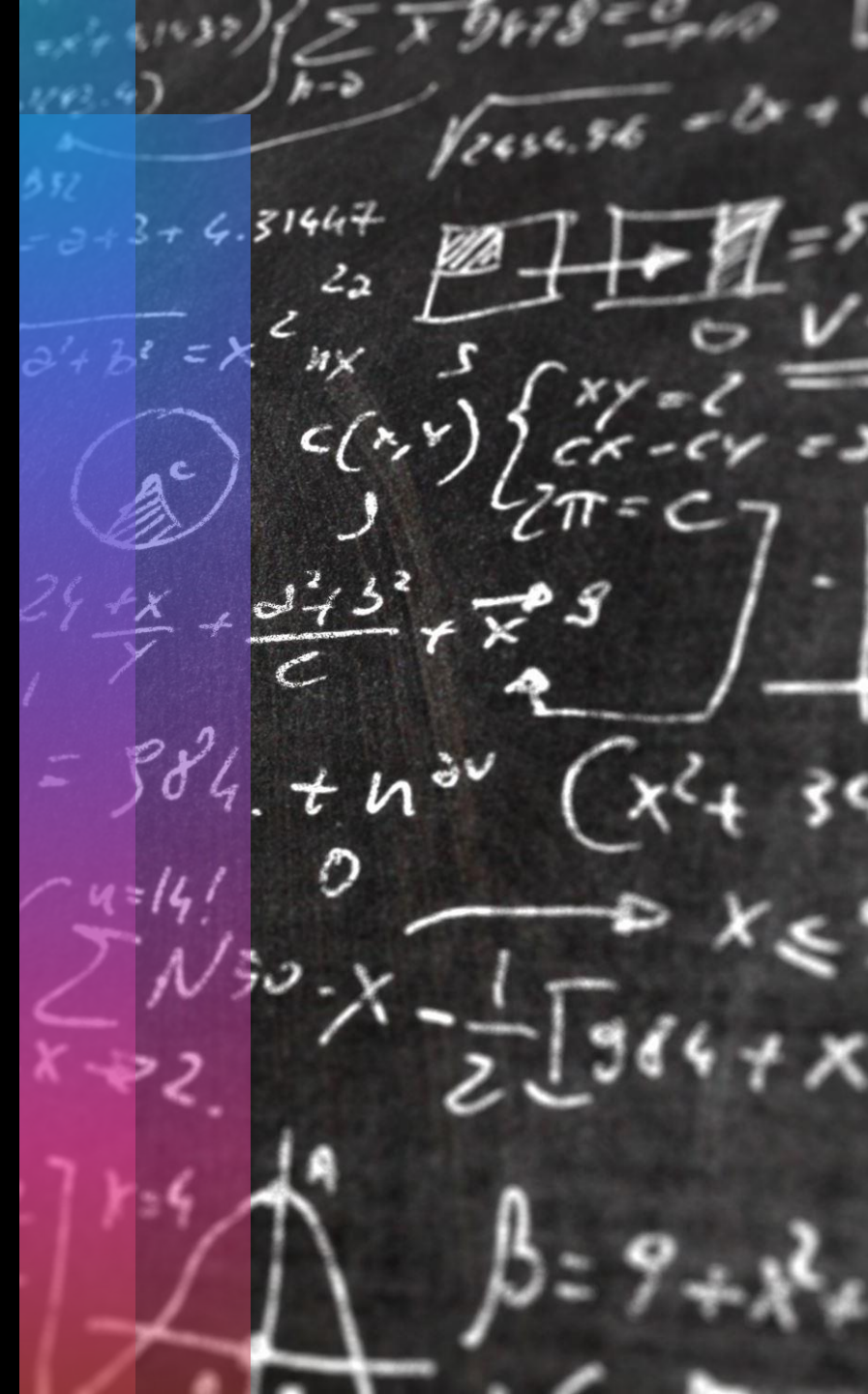
Threat of corporate mentality and influence

- Teenagers' favorite activity is shopping. [They] see no value in hard work but . . . believe that value lies in status, and power lies in getting one's needs met, especially material needs. (Hooks, 81)

- [Youth] are constantly told that the only peace and happiness they can have will come to them through rugged individualism, through a focus on meeting self-centered needs (Hooks, 81, 159)

Critical educator's questions (Solmitz, 2001)

- Do we want our children to grow up conditioned to the notion that success can only be measured in dollars and cents?

- Do we want our children to continue to demand instant gratification ?

- Do we want our children to fight in wars in developing countries to preserve resources so that we can continue our rampantly materialistic lifestyle?

- To these questions, critical educators answer a resounding "No!"

The democratic ideal of education

- To think critically, to participate in policy decisions that affect their lives, and to transform the racial, social, and economic inequities that close down democratic social relations (Dewey, 1914)

- The self-actualization of each individual with an harmonious, socially responsible and happy integration into the local, state, national, and international community (Solmitz, 2001)

- The overarching purpose of contributing to increased social justice, equality, and improvement in the quality of life for all constituencies within the larger society (Fischman, 2000)

- Justice, freedom, equality, respect for children, and the rights of citizens as equal, free human beings (Giroux, 1998)

Critical alternatives: redefining democracy and democratic goals

- Schooling for participative citizenship

- Education as critical inquiry for social change

- Education in service to the many

Critical alternatives: teachers pursuing social justice

- Teachers who understand social power arrangements

- Teachers who respect the other

- Teachers as public intellectuals

- Teachers as risk-takers

- Teachers who loyal to fundamental state policies, but critical of government policies

Google equalizer phenomenon

- Google not only provides access, it creates an "open truth market"

- If you don't update, teachers and even professors can become dinosaurs

- The emergence of search engines emphasizes the need for skills to process (search and select) and "becoming" (choose the appropriate path of change).

In short…

- Critical educators argue for schools that focus on people rather than things, on the many rather than the few, and on genuine rather than rhetorical democratic goals.