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TITLE:

CRITICAL DIGITAL PEDAGOGY IN TEACHING AND LEARNING OF CIVIC EDUCATION

Presenter:

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CRITICAL DIGITAL PEDAGOGY

CP is a critical teaching approach which requires teachers and learners to construct knowledge together challenging the existing power dynamics in the traditional classrooms (Freire,2000)

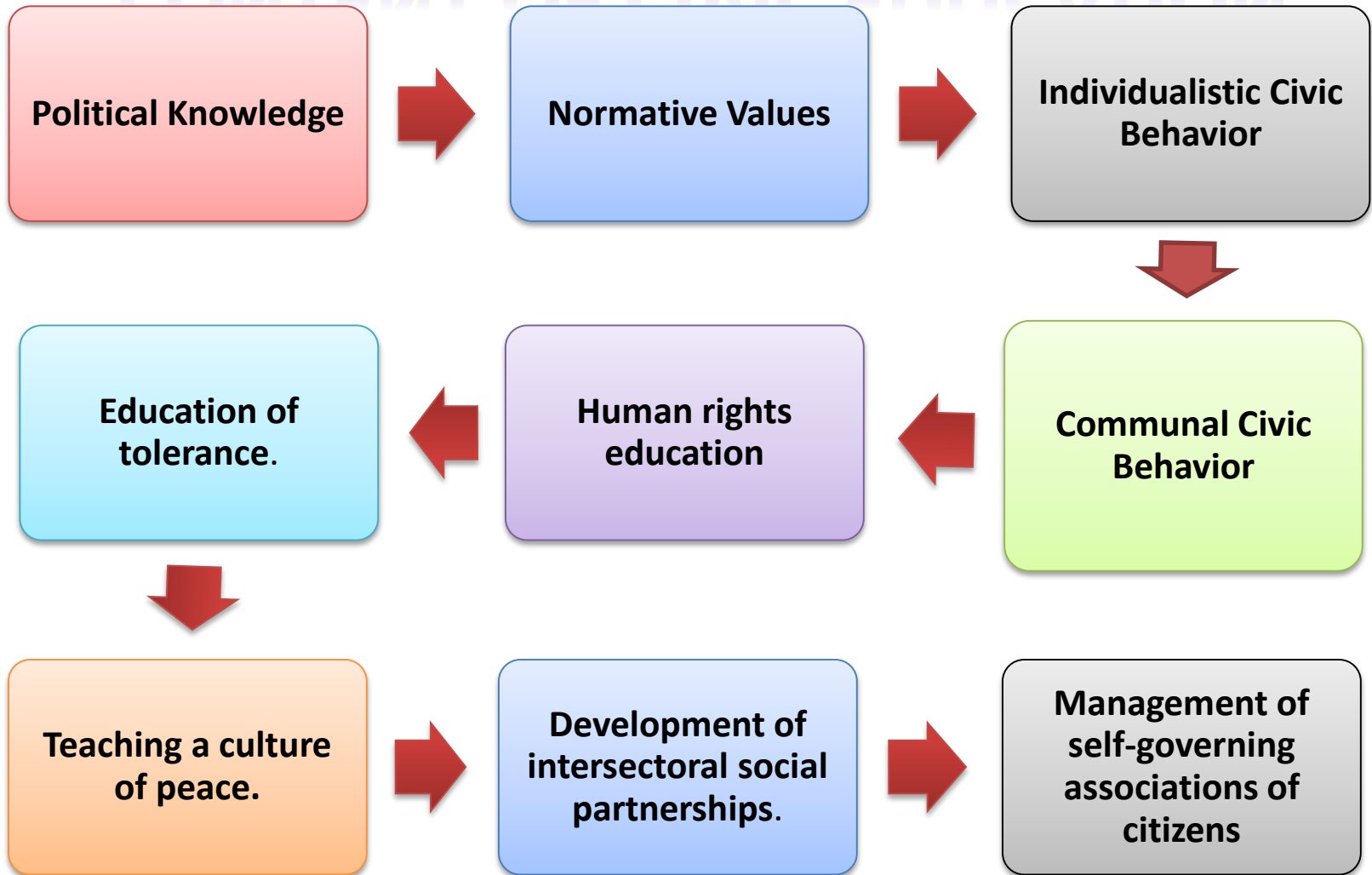
With the recent outbreak of the COVID-19 pandemic, the global education had to shift online overnight. Consequently, the traditional teaching and learning process underwent a paradigm shift. Along with other changes in traditional teaching and learning practices, significant changes took place in the teaching philosophy of practitioners across the world, and as a result, CDP can be implemented with a greater degree of success at present (Masood & Haque, 2021). CDP in simple words is the digital form of CP. It is a platform for creating a community of collaborative learners who belong to diverse backgrounds and bring their individual cultural and political experiences to the classroom (Stommel, Friend & Morris, 2020).

Civic Education: definition

Civics is the study of the rights and obligations of citizens in society. The term derives from the Latin word *civicus*, meaning "relating to a citizen". The term relates to behavior affecting other citizens ([Sapriya, 2007](#)).

Civic Education- means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities ([Borhaug, 2010](#))

CONTENT OF CIVIC EDUCATION



CIVIC EDUCATION: FOCUS

Civic knowledge and skills: where youth gain an understanding of the processes of government, prevalent political ideologies, civic and constitutional rights, and the history and heritage of the above.

Civic values and dispositions: where youth gain an appreciation for civil discourse, free speech, and engaging with those whose perspectives differ from their own.

Civic behaviors: where students develop the civic agency and confidence to vote, volunteer, attend public meetings, and engage with their communities.

(Komalasari, 2009; Niemi & Junn, 1998)

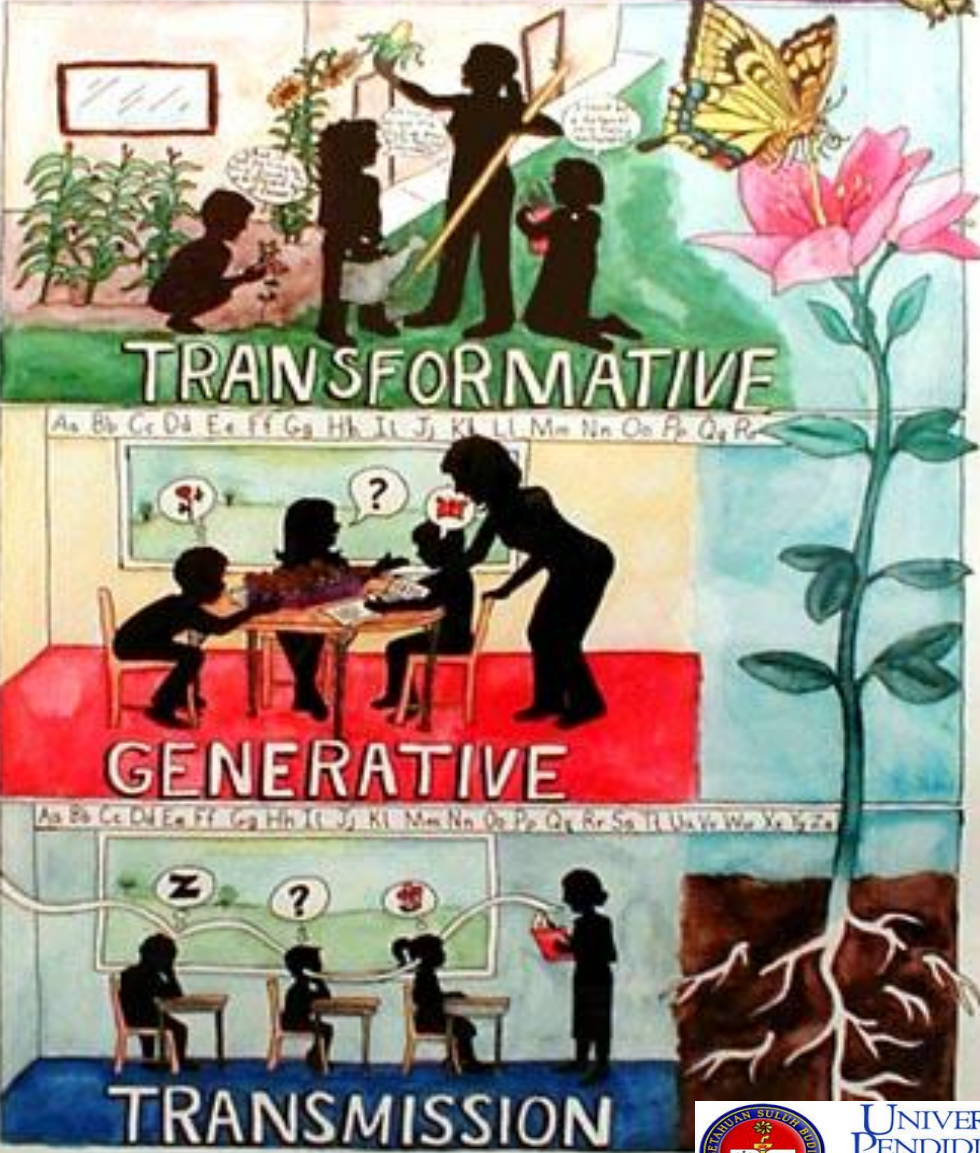
Importance of Civic Education



Civic education **empowers us to be well-informed, active citizens and gives us the opportunity to change the world around us.** It is a vital part of any democracy, and equips ordinary people with knowledge about our democracy and our Constitution (Niemi & Junn, 1998)



3 MODELS OF PEDAGOGY



Real world, participate in real activities. Gains realistic pictures to visualize, & to experience. Communication flows from learner-to-learner; Teacher becomes a partner in the learning process. Create, interaction with community, transform life & world.

Teacher and learners are much closer. Communication flows in several directions. Some can be visualized and others still get unrealistic visualization..because the.. real world.. is outside the window

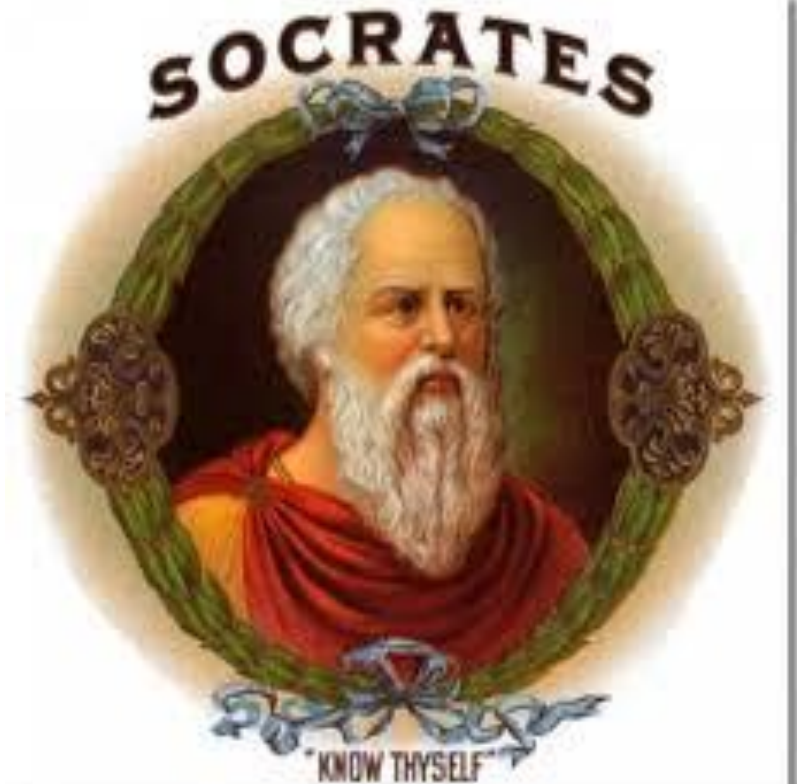
Transmission model of T&L also known as “banking model”. Teacher talking and students listening



SOCRATES

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“I cannot teach anybody anything, I can only make them think...”



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CRITICAL PEDAGOGY

What are the principles of critical pedagogy?

Above all, critical pedagogy promotes social justice, democracy, and the empowerment of students. According to the theory of critical pedagogy, teaching is a political act, and so, the practice should involve students learning how to be active citizens who work toward change.

What is an example of critical pedagogy?

Critical pedagogy is about teaching students to think critically and question the information they are given. For example, **if students read a dominant history narrative in a textbook, instead of just accepting the information, they should be encouraged to conduct their own research and read alternative narratives**

Why is critical pedagogy important?

Critical pedagogy is important because it promotes positive change in society. The theory and practice of critical pedagogy asks teachers and students to combat racism, discrimination, and oppression in and outside of the classroom; through an emancipatory style of education, students are fighting for an equitable and just society.

(Freire,2000)

CRITICAL DIGITAL PEDAGOGY

What is meant by digital pedagogy?

We define digital pedagogy as **the study of how digital technologies can be used to best effect in teaching and learning.**

What is Critical Digital Pedagogy

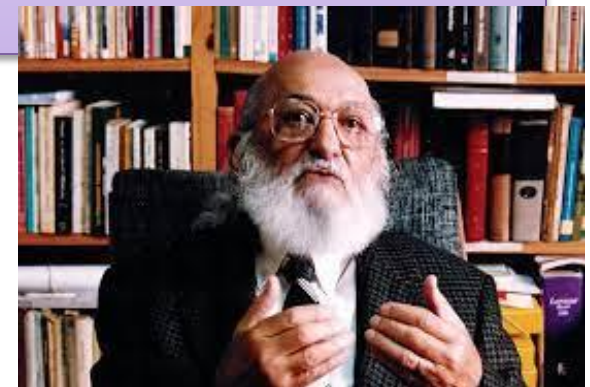
CDP, according to [Morris & Stommel \(2018\)](#), is an open and diverse pedagogy which goes beyond the classroom, focuses upon “community and collaboration” and demands the invention of new ways of crossing “cultural and political boundaries” to welcome a “cacophony of voices” from all around the world (p. 9).

In a CDP classroom the teacher and students do not only engage in a dialogic exchange of opinions, but they also critically analyze the characteristics and impacts of using any technological tool in the classroom. Technological tools, learning management systems (LMS) and social media do not dictate teachers and students about how each of these should be used in a classroom, rather teachers and students invent ways, techniques and manners of using these tools to suit their purpose, beliefs, practices and philosophy ([Morris & Stommel, 2018](#)).

Paulo Freire Quotes About Education, Civics, and Pedagogy

- *The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves... (Paulo Freire)*
- I love this metaphor of a teacher as an artist – like a sculptor who helps a piece of art emerge from a rock. As an artist would say, the image was always there. He didn't create it, he just removed the parts that didn't belong.

IMPLEMENTATION OF CDP



1. Technology

- The pandemic has forced educators and students alike to make use of a variety of tools and critically think about the implementation of these in the classroom (Moorehouse, 2020). Freire (2014), suggested the importance of being “critical” in the use of technology in the classroom and to utilize it in order to create new channels, methodologies and relationships between learners and technology (Boyd, 2016, p.167).
- For example, in discussing Civic knowledge and skills such as an understanding of the processes of government or civic and constitutional rights, students and teachers can use the platform in the form of Open Educational Resources (OER), Open Course Ware (OCW) and also Massive Open Online Courses (MOOCs). Lecturers and students can access information without time and place restrictions. With the support of broadband services, computers, notebooks, tablets or smartphones, the teaching process is no longer limited by time and place and teaching interactions become more open.

2. The Role of Critical Pedagogues

- In the traditional teaching model, the role of the educator/lecturer is as a provider of knowledge. On the other hand, the role of educators/lecturers (Critical Pedagogues) in the Critical Digital Pedagogy (CDP) method is as a “performance coach”. The role of the performance coach is not only to provide answers, but to help students think, come up with ideas and solve problems. They need to act as a trigger for creativity, have high skills to manage data or information that is on the internet so that learning becomes dynamic and innovative.

3. Teacher/Lecturer Challenges

- Educators/lecturers need to equip themselves with the skills to use online tools to operate Critical Digital Pedagogy (CDP). For example, discussions on Civic values and dispositions can be conducted online. Conducting online classes through video conferencing software such as Google Meet, Microsoft Teams and Zoom providing learners with instructions, learning resources and materials through a variety of Learning Management System (LMS) such as Moodle, Google Classroom, Blackboard, Moodle, Edmodo, Mindomo and Discord ([Morris et al., 2020](#)). The more you learn, the better equipped you will be to help enlighten your students.

4. Online/digital tools

- The use of digital tools in a CDP classroom mostly depends on the discretion of the teachers and students. As [Bali \(2020\)](#) suggested, learners and teachers have to be critical about the use of digital tools in the classroom and determine the implementation of these tools by themselves and not be driven by the tools. Being critical about the use of digital tools is an integral part of CDP and teachers and students must ensure that they are using platforms that allow “a free flow of knowledge” ([Kellner & Kim, 2010](#), p. 5). Among the new media, MOOCs, blogging, social media platforms like Facebook and twitter and video conferencing software provide learners with the opportunity of articulating their opinions freely and openly without being with the opportunity of articulating their opinions freely and openly without being restricted by their institutions or curricula.

4.1 e-collaborative classroom

- Since Critical Pedagogy (CP) puts much emphasis on dialogical approaches to teaching, cyberspace can provide both teachers and students with the correct platform to engage in dialogs synchronously or asynchronously ([Gitlin & Ingerski, 2018](#)). For example, dialogs on corruption issues can be conducted online. Dialogs between teacher and students can be implemented through e-collaborative classroom. This e-collaborative classroom component can be implemented in the form of online discussion mode. This approach is a directed component and is implemented based on flipped classroom understanding. This approach is more flexible because it provides space for lecturers to conduct discussions in lecture classes or online in line with the blended learning approach ([Zainal Azhar Zainal Abidin, 2014](#))
- The digital platform is an ideal empowering space that gives learners the free access to deconstruct, elaborate and critique any sort of knowledge. Digital tools like Google Docs and other similar software give learners and teachers the opportunity of writing and working together, thus co-creating knowledge. It diminishes the hierarchical environment of a traditional classroom and creates a platform for collaboration. An open platform like cyberspace endorses collaboration in problem-posing education by engaging learners and teachers in discussions, which is a practice that stands in contrast to the traditional banking education system ([Rosen & Smale, 2015](#)).

4.2 MOOC

- MOOCs or Massive Open Online Courses are effective online learning platforms for promoting teachers' and learners' agency in higher education ([Morris & Stommel, 2017](#)). These sites can be liberating for learners and teachers as they are free from institutional policies and restrictions and often have a more open and unrestricted curricula.
- [Morris and Stommel \(2017\)](#), recommend a “connectivist MOOC model” based on one MOOC they developed and launched, which renders learners the opportunity to connect with each other. As they are mostly unstructured, connectivist MOOCs can leave students baffled if left entirely on their own. Therefore, even on MOOCs teachers cannot fully disappear, they should be present as co-creators of knowledge and thus it does not leave MOOCs “leaderless but leader saturated” ([Morris & Stommel, 2017, p.187](#)). Rather than leaving teachers out of the picture or giving the sole authority of imparting knowledge to the course content, MOOCs can include incomplete or thought-provoking content so that learners can create the complete content by themselves by asking questions and using their agency to find out the answers.

CONCLUSION

- Critical Digital Pedagogy can be used in the teaching and learning of Civic Education. Critical Digital Pedagogy (CDP), as indicated earlier, is not only about implementing Critical Pedagogy (CP) into cyberspace, but it is also about considering the use of technology to benefit teachers and students and not being blindly guided and directed by it. Thus, there is an urgency to adopt CDP in our classrooms to humanize technology in order to serve our purpose of promoting freedom and creating a more humane educational environment (Freire, 1973, Morris et al., 2020).