Social Media as an Educational Tool for Developing Youth Citizenship in the Post Disaster Context.

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Overview:

- **Background:** Experiencing the Christchurch Earthquakes

- **Challenging Norms:** Young People, Social Media and Education

- **Inspiring Teachers:** Overcoming Limitations, Causing Change

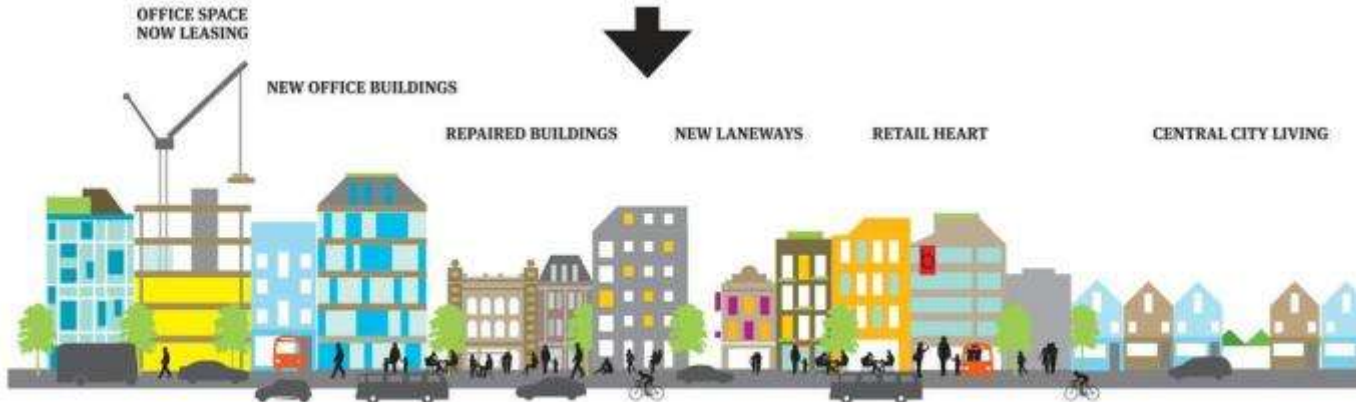- **Stakeholders of Tomorrow:** Developing a Participatory Culture

TO BE DEMOLISHED

TO BE DEMOLISHED

FOR SALE

VACANT

FOR SALE

OPEN

OPEN

TEMPORARY ART INSTALLATIONS

UNDER CONSTRUCTION

GAP FILLERS

LIVE MUSIC EVENTS

GAP FILLERS

OPENING SOON

FREE PARKING

NOW LEASING

INNER CITY MARKETS

OPEN

FOR SALE

CHCH SURE TO RISE

OFFICE SPACE
NOW LEASING

NEW OFFICE BUILDINGS

REPAIRED BUILDINGS

NEW LANEWAYS

RETAIL HEART

CENTRAL CITY LIVING

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UC Student Volunt...

UC Student Volunteer Army

25,815 people like this

founded   4th September 2010

awards

location   90 Ilam Road
Christchurch

Wall   Info   Photos

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Challenging Norms:

- **News Headlines:** Student Volunteer Army, Arab Spring Uprising, London Youth Riots.

Challenging Norms:

Young people and citizenship in the post-disaster context:

"In a state of betwixt and between, young people are vulnerable to feeling socially redundant despite the energy and creativity that they can bring to such situations. On the one hand, it is through this sense of redundancy that society's own notion of youth citizenship can be challenged and critiqued. Or, in more positive circumstances, it is through spontaneous youth volunteering and society's support for such actions that citizenship as a concept and as an action can be fully explored and enacted."

(Henderson. 2012)

Challenging Norms:

Popular Opinion: "The Dumbest Generation" Mark Bauerlein (2009)
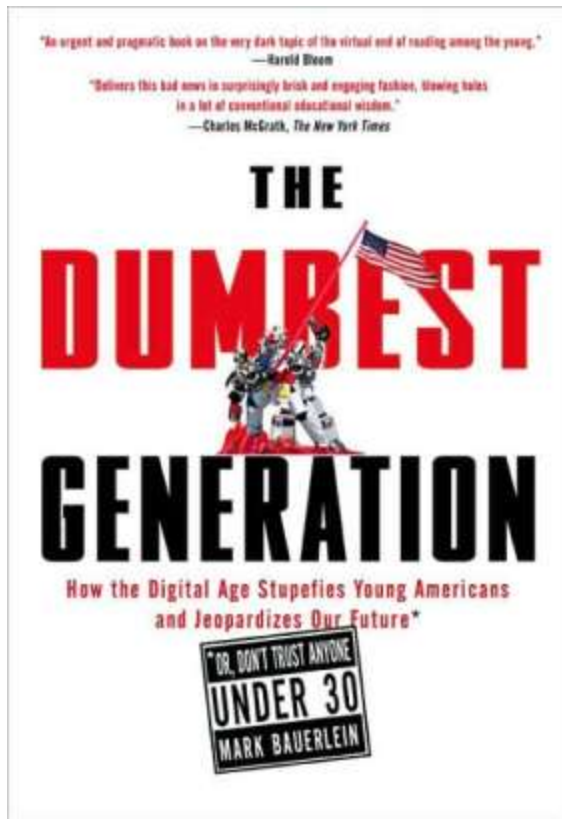
"… technology has contracted young people's horizons to themselves"

"… social media is an ego-centric echo chamber which is simply self-reinforcing and self-referential"

"… young people are using technologies to retreat into a self-absorbed immature milieu that disregards and disavows the wider world"

Challenging Norms:

"… young people exhibit signs of having a short attention span, seeking instant gratification, being willing or unable to read or think deeply, and they lack skills for long term vision or planning"

(Herrera, 2012, p335).

"… we might understand a degree of hesitance based on discussions of young people's poor competence in regular contexts. Likewise, it is understandable that the suggestion to further utilise social media in a time of crisis may seem ludicrous, as it would be perceived to further isolate young people when their inclusion and input is most valuable."

(Henderson, 2012)

Challenging Norms:

"… far from being isolated techno-subjects marooned in their bedrooms and pacified by the soporific effect of wall to wall media many of today's children and young people have the resources for more widespread interaction and cultural production than any other generation"

(Luke and Luke. 2001)

"Social media is a self-sponsored and peer-centric enterprise. It should be celebrated as evidence of identity enactment, social interaction, and creativity through their uptake and transformation of newly available digital means"

(Ito. 2010)

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Challenging Norms:

"What brought the greatest sense of satisfaction and empowerment for many of Egypt's youth, was that not only were the social media sites a cultural space that were uniquely youthful, Arab, Egyptian, Muslim orientated, and participatory, they also represented a more virtuous society that stood in direct contrast to the perceived corruption of the world outside" (Herrera 2012).

Challenging Norms:

"If educators intend to build young people's capacity as responsible citizens, skills and concepts such as critical thinking, innovation, environmental stewardship, leadership, and respect for diversity are a likely part of that process. Through the many windows on the world that social media offers, teachers are now able to facilitate skills and concept development with more currency than they have ever had before."

(Henderson. 2012)

"… interpersonal or online interaction among members of a social system including parents, teens, teachers, friends and acquaintances energises a social network which leads to greater rates of participation within the system"

(Warran and Wicks. 2011)

Inspiring Teachers:

"In the post-disaster context norms are disrupted, the status quo is contested, and the 'classroom' becomes ad hoc or informal depending on the functionality of the school (and teachers)."

"Even though best-practice evidence suggests that in such settings the educator should aim to replicate the nearest sense of normalcy and routine possible for psycho-social reasons, it can also be a time for collaborative leadership and experimentation between teachers and learners."

(Henderson. 2012)

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Inspiring Teachers:

"… teachers are lacking in formative experiences that acquaint them with programs and online networking platforms that their students are fluent in. This leaves teachers not only ill-prepared to integrate social media into their planning and instruction, but it also means that they are unable to appropriately advise their students with safe and ethical engagement with the online world"

(Jenkins and Losh. 2012)

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Inspiring Teachers:

"… new technology in the classroom helps affect change in learners' worlds and it allows teachers to be more collaborative and social, as it is multimodal, it helps teachers grow projects organically from the authentic needs of their students."

(Knobel and Lankshear. 2008, p23).

"… if teachers truly want to provoke our students to break through the limits of the conventional, we ourselves have to experience breaks with what has been experienced in our lives, we have to keep arousing ourselves to begin again."

(Greene. 1995)

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Inspiring Teachers:

"Each time a teacher tells students that what they care about the most, what makes them curious and passionate about outside of school, does not belong in the classroom, that teacher also delivers another message: What teachers care about, and what is mandated by educational standards have little or nothing to do with learners activities and interests once the school bell rings."

(Jenkins and Losh 2012)

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Inspiring Teachers:

"… whilst it seems counter-intuitive to neglect the inclusion of a powerful learning resource and today's single most engaging communication tool for young people, the pressure cooker atmosphere of modern schools rarely accommodates experimentation and error."

(Henderson. 2012)

"… resistance to change is unacceptable, and dogmatically using traditional methods is an unsustainable alternative: the implications of moving towards social media are vast and rewarding in many ways."

(Wankel. 2011)

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Stakeholders of Tomorrow:

Generation TXT   **Generation 2.0**   **Generation Wired**

Positive ascriptions or dangerous diagnoses?

Stakeholders of Tomorrow:

"… we discuss young people's participation as a means of nurturing their own preparedness for future public responsibilities. It then becomes difficult to advocate for the increased inclusion of young people in civic duties as preparedness can be seen as philanthropic and not an essential part of current political processes."

(Henderson. 2012)

"… the civic engagement of young adults – whether in the form of joining community groups, volunteering to help neighbors or leading grassroots efforts to gain civil rights – is important for the health and performance of democracy"

(Flanagan and Levine 2010)

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'BE THE CHANGE'
UNICEF NZ YOUTH CONGRESS

"Unless someone like you cares a whole awful lot,
nothing is going to get better. It's not."   –Dr. Seuss, from The Lorax

Stakeholders of Tomorrow:

"… young adults who identify with, have a stake in, and want to contribute to their communities can help stabilize democratic societies by directing their discontent into constructive channels. They can also be a force for change; bringing new perspectives on political issues, and they can offer fresh solutions"

(Flanagan and Levine 2010)

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Stakeholders of Tomorrow:

It is about challenging young people to see themselves as empowered stakeholders and this can only be achieved "through the provision of accumulated opportunities to be involved in groups that build civic identities and skills."

(Flanagan and Levine. 2010)

"… [young people] are more creative, innovative and fun because we are not blinkered by the old ways and habits. We are setting the scene when it comes to creative approaches to social challenges. Our communication is positive and not 'anti' because basically through social media we are trying to envision the future that we want to live in."

(Frecheville. 2011)

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Stakeholders of Tomorrow:

"… schools have long been viewed as incubators of democratic participation… recent studies have shown that classrooms that foster discussion, encourage community projects, and utilize the use of the internet to increase levels of knowledge, affiliation and engagement."

(Warran and Wicks. 2011)

"… participatory culture [in learning] stresses collaborative or collective experience and as such holds considerable appeal for those educators who prize joint enterprise and espouse communitarian ideology"

(Merchant 2009)

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Stakeholders of Tomorrow:

Social Media as a tool to enhance Participatory Culture:

- Relatively low barriers to civic engagement
- Strong support for creating and sharing with others
- Some kind of informal mentorship whereby what is known by the most experienced members is passed on to the novices
- Where members believe that their contribution matters
- Where members feel some degree of social connection with one another

(Jenkins 2006)

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Conclusion:

"… the incorporation of social media in post disaster learning contexts is not as a whimsical trial of the latest trend, it is a sustainable pedagogical approach for long term educational success and the development of improved youth citizenship."

(Henderson 2012)

"… it is about supporting young people as they move from the periphery of disaster response and into the center of the rich learning and decision making experiences available at such times."

(Henderson 2012)

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