



Citizenship and ICT

A Teaching and Learning Resource for Initial Teacher Training

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Rationale

In this article about the relationship between information and communication technology (ICT) and citizenship education the emphasis is on those aspects of ICT that generate questions and debates about effective citizenship (*ICT as practice*) or those aspects of ICT that show how ICT can support citizenship education (*ICT as a Key Skill*).

It is written to be relevant to any phase of Initial Teacher Education (ITE) because first and foremost it is a crucial professional requirement that all trainee teachers acquire an understanding of the social, ethical and political significance of ICT. Second but equally important is the fact that pupils in school today have potentially high expectations about the effective and interesting use of ICT in their learning. Trainee teachers, whether Foundation Phase, Primary, Secondary or subject specialists, are in the vanguard of the effort to meet these aspirations.

Thus throughout this article the generic term 'trainee teacher' or 'trainee' refers to any phase of training. It is of course up to the tutor and the trainees to consider the appropriateness of suggested classroom activities for a particular age range, but considered reflexively the issues are common to all trainees.

Occasional paragraphs in italics are intended to be broad suggestions for ICT tutors on which they might build discussion or practical work with their trainees:

At the beginning of their course many trainees will not have considered the social, ethical and political issues relating to ICT use in everyday life. They may not have reflected on these issues in relation to their own ICT capability or the pedagogy of ICT. How important is ICT to a good education in the 21st Century?

Citizenship education presents the ICT tutor and trainee with a very large range of interesting topics and experiments that can greatly enrich their curriculum whether for subject specialists or the more generalist primary teacher.

In so doing, new ICT teachers will become more extended. They need to be aware that ICT is much more than merely manipulating software. They need to understand and to take a position on the way in which ICT is intimately woven into many significant moral and political questions that are a part of everyday life. **ICT is social practice much more than it is a technical function.**

Thus throughout this resources tutors and trainees should consider:

1. How citizenship education arises in teaching ICT as a subject.
2. How ICT can support the teaching and learning of citizenship.

As a coursework assignment ask your trainees to track the newspapers, television news, online newsfeeds, and related media for stories that link ICT to everyday social controversy. Look for topics such as plagiarism, identity theft, data mismanagement, public expenditure on IT systems, governmental interference in or facilitation of information systems, the arguments about the positive or negative effects of computer games and their value for learning, changes in language habits, the impact of ICT on everyday economic activity such as shopping or on copyright issues in the arts. (This might be handled as a group wiki or a personal blog).

All sources and resources referred to are listed in the Resources section at the end of this article, plus additional sources not referred to directly.

For a significant general resource relevant to teacher education see the TTA sponsored website [CitizED: Citizenship Education and Teacher Education](#).

Background

Citizenship has been a statutory foundation subject of the National Curriculum in England at Key Stages 3-4 since September 2002. In Wales, Scotland and Northern Ireland it is not a separate subject but is treated variously as embedded in other curricula (e.g. Education for Sustainable Development and Global Citizenship) or as a cross curricular entitlement.

The context for the emergence of Citizenship Education as a general educational concern is the same for all. At root is a long term trend that indicates a declining engagement between people and the democratic political system by which we live. This includes such elements as a long term decline in participation rates in civil and voluntary organisations as well as voting rates in general and local elections, sometimes referred to as the 'democratic deficit'.

As a response to these concerns, on its election in 1997 the new Labour government set up the **Advisory Group on Citizenship and the Teaching of Democracy in School**. The Advisory Group was chaired by Sir Bernard Crick and its report, [Education for Citizenship and the Teaching of Democracy in Schools](#) (1998) is thus known as the **Crick Report**.

Labour's own electoral success itself provided evidence for the decline in political engagement because not only was its victory based on a very low turnout but the demographic group that voted least was the newly enfranchised 18- to 25-year-olds (Independent, "[Citizenship must begin to replace ethos in the classroom](#)", 27/9/2002)

In England the Crick Report led to the formation of the new National Curriculum foundation subject '**citizenship**', statutory at Key Stages 3 and 4 and advisory at Key Stages 1 and 2. The details of the National Curriculum requirements in England, revised in 2008, can be viewed at the [National](#)

[Curriculum website](#). For Key Stage 3 and 4 the curriculum is organised around key concepts and key processes (Key Stages 1 and 2 remain as they were for the 1999 version of the curriculum). The curriculum has three main areas of focus:

- social and moral responsibility
- community involvement
- political literacy

In Wales, for example, citizenship education is embedded in [Education for Sustainable Development and Global Citizenship](#) and there is a strong focus on 'values education':

"Although there is no explicit Welsh approach to the promotion of social responsibility, there are a large number of education initiatives that have the development of 'values' at their heart. The expectation is that schools should play an important role in promoting these values in young people through the range and quality of the experiences they provide and by actively engaging young people through consultation in the education they receive." ([Estyn](#) 2007).

While there are differences between the countries of the UK, a key issue for ICT tutors is that although you may be working with trainees who are intending to become specialist ICT teachers as well as generalist primary teacher there are a variety of contexts in which CE will appear and where ICT expertise will be applied:

"Where and how will citizenship education happen?"

Everywhere. It's up to schools to plan the delivery of citizenship. It can happen:

- through a whole-school approach in curriculum time
- via dedicated citizenship lessons
- through existing subjects, e.g. PSHE, history, geography, RE and science
- through the National Healthy School Standard Initiative
- through the Key Stage 3 Strategy
- in extra-curricular activities and special events.
- in the community
- at home
- through volunteering" ([TeacherNet: Citizenship](#))

Overall, there has been something of a quiet revolution in revisions to the National Curriculum in England and in Wales.

Aspects of Citizenship Education

In a very useful literature review [Selwyn \(2004\)](#) distinguishes several important aspects of citizenship education. These distinctions are helpful to the ICT tutor in identifying the ways in which ICT can contribute to the subject

area. [Selwyn \(2007\)](#) updates this review. Both reviews should be regarded as key texts for ICT trainees.

This article makes use of Selwyn's classification which distinguishes between passive and active approaches to citizenship education referring to the level of participation and activity not only by students and pupils but also by the school and the teacher.

The Crick report itself was emphatic that it is not sufficient to produce good citizens but also active citizens, hence, for example, the emphasis on community involvement that runs throughout curriculum formulations of citizenship education.

This diagram illustrates Selwyn's basic scheme:

Passive		Active
Education about citizenship	Education through citizenship	Education for citizenship

Many trainees will not have given any or much consideration to ways in which their own level of participation and engagement may be expressed through their teaching.

The key process skills that make up ICT Capability are a significant contribution that ICT brings to Citizenship Education. All the UK National Curriculums promote similar common skills and processes in ICT, along with their application and development in a range of contexts and levels:

England	Finding, developing, communicating and evaluating information.
Wales	Finding, analysing, creating and communicating information.
Northern Ireland	Explore, express, exchange, evaluate and exhibit information (no distinct ICT Curriculum; ICT is a cross-curricular entitlement)
Scotland	Searching and researching, communicating and collaborating, creating and presenting information.

Thus ICT is at the heart of any learning activity in citizenship education (and potentially for all subjects) all the way from the simple gathering of information (Education About Citizenship) to the researching, recombining, and communication of information (Education For Citizenship).

Pupils, students, trainees, and teachers need to be capable of using information dynamically and in a variety of contexts. It is through the meaningful and critical that active, participatory citizenship education can develop.

While there is a little more diversity in the design and content of citizenship education curriculums across the United Kingdom, there are common process

skills, which in their turn are very similar to those key skills in ICT (perhaps a little more explicit in the English and Welsh versions):

England	Critical thinking and enquiry, advocacy and representation, taking informed and responsible action
Wales	Critical thinking, co-operation, argument, respect
Northern Ireland	In Northern Ireland Citizenship is dispersed throughout the curriculum as a theme and interlocks with a range of related themes such as personal understanding, sustainable development, cultural understanding etc.
Scotland	In a similar way the Scottish Citizenship curriculum is a broad-based approach including such themes as participation, community, active learning

ICT teachers are in a special position because they are well placed to teach learners how to undertake effective information research which is both a key process skill in ICT and in citizenship education.

Thus ICT teachers have to teach it well.

Like all schemes this one should be taken critically. Trainees should skim and review the various approaches to ICT and Citizenship in the curriculums of the United Kingdom. Map ICT process skills onto Citizenship process skills. What features do they all share in common (e.g. processes and skills) and in what ways do they differ? Trainees should also be encouraged to discuss such issues as: To what extent are the key ICT process skills of finding, retrieving and communicating information essential for effective Citizenship Education? To what extent, for example, might a student's employability be enhanced they can carry out fast, efficient Google searches?

ICT and eCitizenship

Perhaps most obviously, ICT itself can be a topic of study within citizenship education as well as within ICT curricula. ICT is widely perceived to have had a dramatic and far reaching impact on global society. Life as a citizen in the contemporary world may be increasingly difficult without the use of ICT in some form hence the notion of [e-citizenship](#). The lack of access to and availability of ICT in many parts of society, locally and globally, may already have generated a [digital divide](#).

Some key aspects of dealing with ICT as a topic of study would include:

- The social and political implications of ICT for individuals;
- The implications of ICT for government and democracy;
- The influence of social, cultural, political and economic forces on ICT;
- Equality of access to and the use of ICT;
- The role of ICT in political power and control;

- Historical perspectives on the development of new technologies as well as their future potential.

Throughout this article a familiarity with and awareness of the huge range of ICT tools, applications and environments is assumed. Any teacher or trainee, whether subject specialist or not, should keep abreast of the evolving nature of ICT. Even today many teachers will assume that ICT begins and ends with office-style applications of one form or another (wordprocessing, spreadsheets, graphics and paint etc).

But the power and importance of what is known as Web 2.0 must be fully exploited and understood. Social networks such as [Bebo](#) and [Facebook](#), virtual worlds such as [Second Life](#) and [Habbo Hotel](#), online writing and publishing (both individual and collaborative) through blogs, wikis, [YouTube](#), or shared tools such as [Google Docs](#) all drive the use of ICT towards citizenship issues.

And [mobile technologies](#) must not be overlooked. The mobile phone is today the single most used tool for communication by young people and likely to become a major driver for social and economic development across the globe in less affluent nations.

Trainee teachers must appreciate and understand the significance of these technologies for learning and for their pupils' future role as employees, artists, voters, policy makers etc. It is essential that all courses of initial teacher training ensure that trainees gain experience in using these technologies and that they develop a critical understanding of their value.

ICT and Education About Citizenship

Education about Citizenship broadly aims to impart information and knowledge about key elements of the citizenship education curriculum and to raise awareness through familiarisation with recognisable skills, ideas, and attitudes. It is about **critical thinking and enquiry**.

While important, in Selwyn' scheme these aims could be achieved with relatively low levels of participation by pupils, and thus a more passive style of learning.

Trainees should consider the different ways in which citizenship education can be taught. How do different learning and teaching contexts affect the degree of learner participation?

ICT teachers can contribute some key process skills that can help facilitate even the most basic of these aims. They may be summarised as:

Finding, retrieving and communicating information

However, there is ample evidence to suggest that these process skills are not being acquired even by the so-called Google Generation. So these skills

cannot be taken for granted by teachers. Young learners may appear to be adept 'digital natives' but this is usually in a highly non-critical manner.

Nor can teachers assume that they are fluent in these process skills themselves. Research evidence also indicates that mature, professional users of web-based information sources lack proficiency too.

Trainee teachers may not have given much consideration to their own skill and effectiveness when finding, processing and using information. Trainees should therefore be given opportunities to reflect on this. Examples might include academic activities such as library and journal searches, using search engines, or collecting and using a bibliographic database, but also such everyday activities as shopping for items on Amazon, using email to correspond with others, some sort of social networking, maintaining bookmark lists etc.

To help trainees develop a more informed awareness of the current range and level of information gathering skills reference should be made to the 'Google Generation' Project carried out at [UCL CIBER](#) and subsequently published as [Digital Consumers](#).

While citizenship education should begin in the early years the opportunities for finding, retrieving and communicating information are less direct and need to be carefully constructed for young learners. However, young learners do need to develop their aptitude with basic navigational skills as early as possible. [Learning and Teaching Scotland](#) has some useful starting points for citizenship education in the early years.

As children mature during KS2 the process skills of searching, retrieving and using information can be progressively elaborated. The TDA sponsored website [CitizED](#) is an important starting point for trainee teachers to begin to think about what sort of information sources may be useful and relevant both in their role as ICT subject teachers (such sources can form the basis for effective ICT teaching) and also more widely in helping to inform or work with Citizenship Education colleagues.

ICT and Education Through Citizenship

Complementary to the previous section on the acquisition of knowledge and understanding about citizenship is the way in which ICT can promote a more active learning by doing in citizenship education, i.e. participation in activities within school, in the local community or beyond. Through greater participation, knowledge and understanding are contextualised and pupils will learn that there are often no straightforward answers to many difficult issues. **Advocacy and representation** are therefore key capabilities in citizenship.

In *Education About Citizenship* the use of ICT should be, from the outset, a key tool in searching for, retrieving, and organising information and should include and promote a critical attitude towards information sources in order to evaluate it.

In *Education Through Citizenship* the role of ICT in supporting and enabling **debate and discussion** becomes crucial. The ICT teacher can contribute significantly to citizenship education by ensuring that pupils can, to a high order,

Express, exchange, evaluate and exhibit information ([Northern Ireland](#))

Debate and discussion is a central method in citizenship education although it can be challenging to implement it fully and effectively in classroom settings. ICT can add considerable value to these key processes by helping pupils to focus on what makes communication effective across a number of dimensions

ICT as a resource creator: Communication, discussion and debate rely on the capacity to represent and express ideas and information in a variety of styles and media.

Trainees should analyse the variety of different ways that ICT can engage pupils in creating resources and emphasising, naturally, the potential of multimedia to support a wide variety of communication styles and contexts. Citizenship education provides a range of opportunities for authentic learning to take place both within school and the local community. Trainees should be able to identify some of these, particularly in relation to their placement schools.

ICT as a medium of communication: ICT is, as its name implies, a medium of communication and pupils should learn to make effective and creative use of the extensive range of channels it affords.

Trainees should be able to enumerate and describe the wide a range of ICT communication channels that are available and they should become as adept as possible at using at least some of them. They should be able to explain the difference between one-one, one-many, and many-many channels, synchronous and asynchronous modes, and understand the relative merits of different contexts in which text, voice and image can be combined to communicate with peers or a wider audience (e.g. social networking versus email). They should also understand and develop strategies for managing the safe use of such tools and should know how to educate pupils in the safe use of ICT for communicating with others. In this last respect trainees should appreciate that they, too, are responsible for teaching citizenship education directly because the safe and responsible use of ICT is a key element of a just society. Some key sources that address these aspects and that trainees should read are [Web 2.0 technologies for learning at KS3 and KS4](#) (Becta) and [Safer Children in a Digital World \(the Byron Review\)](#).

ICT as a source of role play and simulation: Selwyn (2007) (see Section 5) also includes here the use of ICT in providing activities that simulate relevant citizenship process or provide opportunities for role play. [Sim*Sweatshop](#) affords a simple example and the UN/IDSR simulation [Stop Disasters!](#) a more elaborate one.

Trainees should appreciate that a variety of ICT-based opportunities exist that rely on the use of the computer as a tool for exploring ‘as-if’ or ‘what-if’ scenarios. The [Thinking Together Project](#) is a good example of resources developed for primary pupils where scenarios are combined with a structured approach to teaching pupils about how to hold a discussion. ICT is incorporated in this project, e.g. see [Kate’s Choice](#).

ICT and Education for Citizenship

When trainees consider the use of ICT for “**critical thinking and enquiry**” in learning and teaching **about** citizenship, and the use of ICT to understand and apply “**advocacy and representation**” in learning **through** citizenship they will begin to acquire an important and useful body of aims and objectives to cover any phase of ICT teaching.

The importance of the **practice** of citizenship is thus explicit through all the National Curricula for citizenship in the UK.

*By this point, trainees should have considered to what degree ICT is made more socially purposeful by using it to support at least some of the aims of citizenship education. In particular, trainees should recognise how many practical classroom activities in citizenship arise from the use of a variety of ICT tools and resources, and that these classroom opportunities are possible across all phases of education. The effect of **prevailing institutional policies** (e.g. see Becta’s [E-safety materials](#)) on the effective use of ICT should also be considered. To what extent do schools’ organisational and operational policies for ICT use hinder or promote the use of networked communications beyond and within the school?*

Subject specialist ICT trainees intending to teach at Key Stage 4 and beyond should review examples of qualification specifications that they might typically encounter as teachers. To what extent do ICT qualifications promote citizenship values, or is there a predominantly commercial and technical orientation? To what extent could topics and processes in citizenship education enhance ICT programmes of study for pupils?

According to Selwyn, there is scope for some very interesting and innovative work to be done in encouraging the use of ICT in pursuit of an even more participative and approach to citizenship education. In the right kind of school context and with the right kind of approach to teaching, ICT is a fantastic resource, medium and tool through which pupils can learn to “take informed and responsible action” ([Citizenship Key Stage 4, Section 2.3, England](#)).

Perhaps one of the more relevant and immediate contexts within which this strand of citizenship education can be developed is the school itself. After all, the school and classroom are key sites of learning about power, authority, control and ideas about fairness and justice. To be fit for the 21st century the school and the school curriculum must address such citizenship issues as personalisation of learning, sustainable development, diversity and inclusion, among others.

Here the role of ICT in promoting, enabling and facilitating student voice is a relatively untapped aspect of ICT in citizenship education. Organisations such as the [English Secondary Students' Association](#) or the [School Councils UK](#) both rely heavily on the assumption that students in schools will have access to ICT for engaging in and promoting informed and responsible action within education itself. In Wales the “[Extending Entitlement](#)” policy sets out 10 basic entitlements and, through the [School Councils Wales](#) initiative, actively promotes the participation of pupils in representing the views of learners about their education and schooling.

Trainees should consider how online forums, online questionnaire, and even such recent tools as [Twitter](#), might be more effectively deployed in the context of pupils' participation in representation (and perhaps limited decision making) within school. Though completed and already a little dated, a valuable research oriented approach to the idea of student voice in learning and teaching can be reviewed at the [ESRC Network Project](#). Trainees engaged on higher level work (e.g. M Level projects in PGCE programmes) could develop an ICT-based research project around an investigation into student voice.

References

All sources accessed May 2009.

[Academy for Sustainable Communities \(ACE\)](#)

ASC is the national centre for delivering the skills and knowledge needed to make better places

[Association for Citizenship Teaching \(ACT\)](#)

ACT champions the teaching of Citizenship to all young people and we offer direct support to classroom practitioners. Useful Case Studies here.

[BBC NEWS: From Matatu to the Masai via mobile](#)

This article illustrates the potential of mobile phone technology for national and continental development.

[BBC Schools: Citizen X](#)

What does it mean to be a citizen? This website helps to explain exactly what that means for you! Watch the animations, do the activities...plus the chance to talk to others on our message board.

[Becta Emerging Technologies: Web 2.0 technologies for learning at KS3 and KS4](#)

From this page you can access the reports produced by this Becta project looking at Web 2.0 technologies for learning at KS3 and KS4

[Becta Schools: E-safety materials.](#)

Useful materials on this important aspect of good citizenship and ICT.

[Belief, Culture and Learning Information Gateway \(BeCAL\)](#)

BeCal promotes research, policy and practice, in the area of values, learning, cultural development and citizenship education.

[CBBC Newsround: School Councils](#)

Useful material describing school councils.

[CitizED: Citizenship and Teacher Education](#)

One of the TDA's ITT professional resource networks (IPRN). A key starting point for teacher trainers.

[Citizenship Foundation](#)

An independent charity: aims to empower individuals in the wider community through education about the law, democracy and society.

[Citizenship in the early years curriculum \(Scotland\)](#)

Many of the key elements of education for citizenship are being applied in a variety of ways in early years centres all over Scotland.

[Citizenship resources](#)

Ethnic Minority Achievement Service (EMAS), Portsmouth

[Consulting Pupils about Teaching and Learning](#)

ESRC funded project. See publications for research into pupil voice and participation.

[Council for Education in World Citizenship \(CEWC\) - Cymru](#)

Active citizenship for Wales and the World

[Council for Education in World Citizenship \(CEWC\)](#)

Founded in 1939 the Council for Education in World Citizenship aims to enable people to be active citizens through involvement in World Citizenship, to promote international understanding and harmony

[Crick Report \(1998\): Education for Citizenship and the Teaching of Democracy in Schools](#)

Download the Crick Report in PDF.

[Crick, B. \(2002\) Democracy and Citizenship](#)

Published on the ACT website

[CSV Community Partners Website - Homepage](#)

A bit like g-Nation this site promotes opportunities for citizenship education through community involvement

[Development Education Association](#)

The DEA promotes education for a just and sustainable world. A national network of member organisations share this commitment to change education in the UK for the better.

[Digital Consumers: Re-shaping the Information Profession](#)

(2008). Facet Publishing

[Digital Divide.org](#)

"Digital Divide" refers to the gap between those who benefit from digital technology and those who do not.

[e-citizen](#)

This site , published by Norwich City Council, focuses on the link between ICT and citizenship.

[Education for Citizenship \(Scotland\)](#)

Scotland's Citizenship curriculum website.

[Education for Sustainable Development \(Wales\)](#)

A key Welsh resource

[Electronic voting](#)

This Wikipedia page provides an introduction to ideas about using ICT for supporting democratic participation through voting.

[English Secondary Students' Association \(ESSA\)](#)

Run by students, for students aged 11 to 19 years old. Working to become the representative organisation for students in key stages 3-5 (year groups 7 to 13) throughout England.

[EPPI-Centre](#)

The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) is part of the Social Science Research Unit at the Institute of Education, University of London.

[ESRC Networking Project](#)

Consulting pupils about teaching and learning. Project completed in 2008.

[Estyn: Values Education: Report to Welsh Assembly Government](#)

Estyn is the Welsh inspectorate.

[eTwinning](#)

eTwinning is a framework for schools to collaborate on the Internet with partner schools in other European countries.

Foundation for Citizenship: Liverpool John Moores University An academic site with higher level resources.
Futurelab Publications: Citizenship, technology and learning Links to the two reviews by Neil Selwyn: Citizenship, technology and learning. These are key documents for trainee teachers.
Futurelab: From young person to active citizen An article from Futurelab's Vision newsletter, Jan 2007.
G-Nation G-Nation provides a portal to aid community action through identifying activities and projects. Member of Citizenship Foundation.
Game: Sim*sweatshop An interesting, simple example of a simulation game that can raise awareness and discussion of important social issues.
Game: Stop Disasters A more sophisticated simulation game published by the UN International Strategy for Disaster Relief.
Global Dimension - Ideas and resources for teachers Global Dimension is a resource catalogues. Managed by the DEA on behalf of DfID.
Global Education Global Education aims to increase good teaching of global education in Australian primary and secondary schools.
ICT for ALL Measuring the impact of ICT on potentially excluded communities.
Institute for Citizenship An independent charitable trust. Aims to promote informed, active citizenship and greater participation in democracy and society through community projects, research, education and debate.
MirandaNet World Ecitizens World Ecitizens aims to encourage understanding between peoples and communities within nations and across the world.
National Curriculum (England): statement of values This is the Statement of Values from the English National Curriculum. It represents a set of core values on which it is believed we all agree.
National Curriculum EIRE
National Curriculum ENGLAND English National Curriculum for Citizenship
National Curriculum NORTHERN IRELAND
National Curriculum SCOTLAND
NfER: Citizenship Education Current research about citizenship education

[NRDC: Education for Citizenship - towards a new literacy for all?](#)

The National Research and Development Centre for Adult Literacy and Numeracy conducts research and development projects to improve literacy, numeracy, language and related skills and knowledge.

[OfSTED: Citizenship in secondary schools: evidence from Ofsted inspections \(2003/04\)](#)

[OfSTED: Initial teacher training for teachers of citizenship 2004/05](#)

[OfSTED: Towards consensus?](#)

An OFSTED report on Citizenship Education in Secondary schools.

[Personal and Social Education Wales](#)

The personal and social education guidance website for Wales.

[QCA: Citizenship Information and Resources for Teachers](#)

Citizenship resources for all phases from the Qualifications and Curriculum Authority

[Raising the Effectiveness of Citizenship Education](#)

A paper published by the South East European Education Cooperation Network

[Safer Children in a Digital World \(Byron Review\)](#)

Published in March 2008, Dr Tanya Byron sets out a number of recommendations to improve children's safety when they use the internet or play video games.

[School Council for Wales: Key policies](#)

This page links to key policy documents for learner entitlement in Wales.

[School Councils UK](#)

All about how to set up and develop school councils. An independent charity.

[Schools Councils Wales](#)

Extending pupil participation into the school.

[Selwyn \(2004\): Literature Review in Citizenship, Technology and Learning](#)

A FutureLab Literature Review.

[Selwyn \(2007\): Citizenship, technology and learning](#)

A FutureLab Literature Review

[Social Network: Bebo](#)

A typical social network with a younger demographic

[Social Network: Club Penguin](#)

A social network for children

[Social Network: Facebook](#)

A typical social network with a more general demographic.

[Social Network: Google Docs](#)

As with other examples this is not quite a social network but nevertheless forms part of the Web 2.0 ethos of sharing and communicating.

[Social Network: Habbo Hotel](#)

A social networking site built around the idea of a virtual place where members can construct rooms, furnish them, and generally hang out.

<p>Social Network: Second Life</p> <p>Strictly speaking not a social network, but Second Life raises a huge variety of issues about effective citizenship online and offline. Virtual Worlds are a strong feature of the next phase of development of interaction on the World Wide Web and should be investigated.</p>
<p>Social Network: Twitter</p> <p>A micro-blogging network based on the use of the mobile phone. By May 2009 Twitter has exhibited explosive growth.</p>
<p>Social Network: YouTube</p> <p>Strictly speaking not a social network but an important part of the Web 2.0 environment.</p>
<p>South East European Educational Co-operation Network</p> <p>The South East Europe Education Cooperation Network (SEE-ECN) is a broad-based, low-cost regional initiative that supports the exchange of information, ideas, and know-how for the reform and quality improvement of education in 11 countries in South East Europe.</p>
<p>TeacherNet Citizenship Section</p> <p>A varied collection of resources and links.</p>
<p>TeacherNet Online Publications</p> <p>Embedding ICT @ Key Stage 3 - Citizenship</p>
<p>TeacherNet: Citizenship</p> <p>Some additional material on the TeacherNet site.</p>
<p>Teaching Citizenship in Higher Education</p> <p>Teaching Citizenship in Higher Education Website</p>
<p>The Citizenship Foundation</p> <p>The Citizenship Foundation is an independent charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society.</p>
<p>The Fawcett Society</p> <p>Promotes the vision of a society in which women and men enjoy equality at work, at home and in public life.</p>
<p>The Global Gateway: find partners all over the world and work together</p> <p>A DCSF/British Council funded website, with contributions from NI, Wales and Scotland.</p>
<p>The Global Gateway</p> <p>The gateway to educational partnerships between schools and colleges across the world</p>
<p>The Gordon Cook Foundation</p> <p>An Aberdeen-based charity established to promote and develop values education in the British education systems.</p>
<p>The Independent: Citizenship must begin to replace ethos in the classroom (Bernard Crick)</p> <p>Article dated Sep 2002 by Bernard Crick</p>
<p>Thinking Together: Resources for Teachers</p> <p>See Kate's Choice for an activity directly relevant to citizenship education</p>
<p>Thinking Together</p> <p>A dialogue-based approach to the development of children's thinking and learning. University of Cambridge</p>
<p>Time For Citizenship</p>

A sponsored site aimed at primary schools
TLRP: Consulting Pupils about Teaching and Learning ESRC funded project. Research is relevant to issue of pupil participation. See also www.consultingpupils.co.uk
TTRB: Citizenship resources Citizenship resources from the Teacher Training Resource Bank.
UCL CIBER home page Mapping, monitoring and evaluating digital information systems
Values in Teaching and Learning (ViTaL): Educational and Cultural Resources A Gordon Cook Foundation website.
Welcome to the Gordon Cook Foundation The Gordon Cook Foundation is long established in the field (1974). It now works under the banner of 'Values Education'.
Welsh Assembly Government Personal and social education In Wales, Citizenship is part of PSHE. This can be taught discretely and/or embedded.
World Ecitizens World Ecitizens is a resource for educational collaboration in such areas as responsible citizenship, mutual respect, combating social injustice and conflict prevention and resolution.
World Government of World Citizens An organisation that aims to provide a global political service institution for the installation and maintenance of world peace.
YouthNet A charity that promotes community involvement of young people.