Interact – Sandra Cortesi

- Twitter
  - @sandracortesi
  - @youthandmedia
  - #digitallyconnected

- Facebook
  - https://www.facebook.com/youthandmediaberkmancenter

- Email: scortesi@cyber.law.harvard.edu

Digital Citizens of the Future

November 4, 2014 // Sandra Cortesi
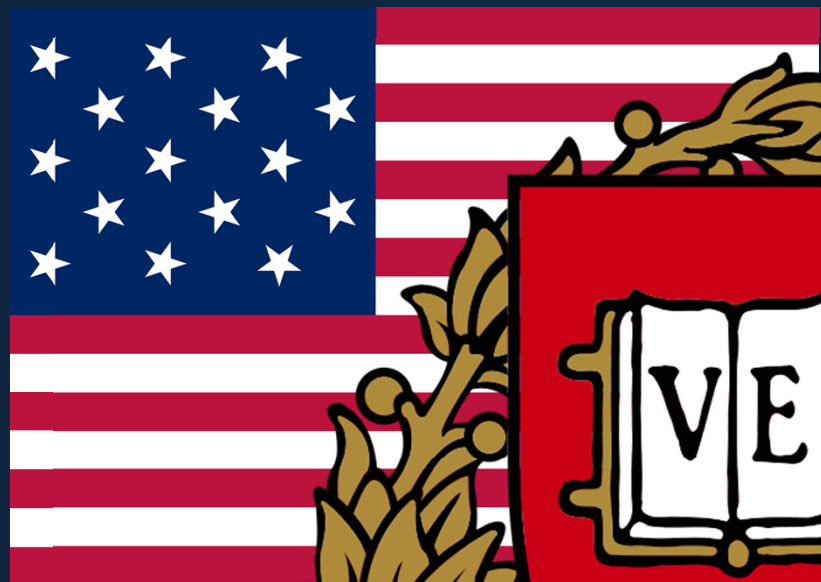
Berkman Center for Internet & Society, Harvard University

Illustrations by Youth and Media
Youth Advisor Elsa Brown

DIGITALLYCONNECTED

Berkman
The Berkman Center for Internet & Society
at Harvard University

Research

Curriculum
Development
&
Outreach

Policy

Tool
Development

information quality

civic engagement

inequitable access

privacy

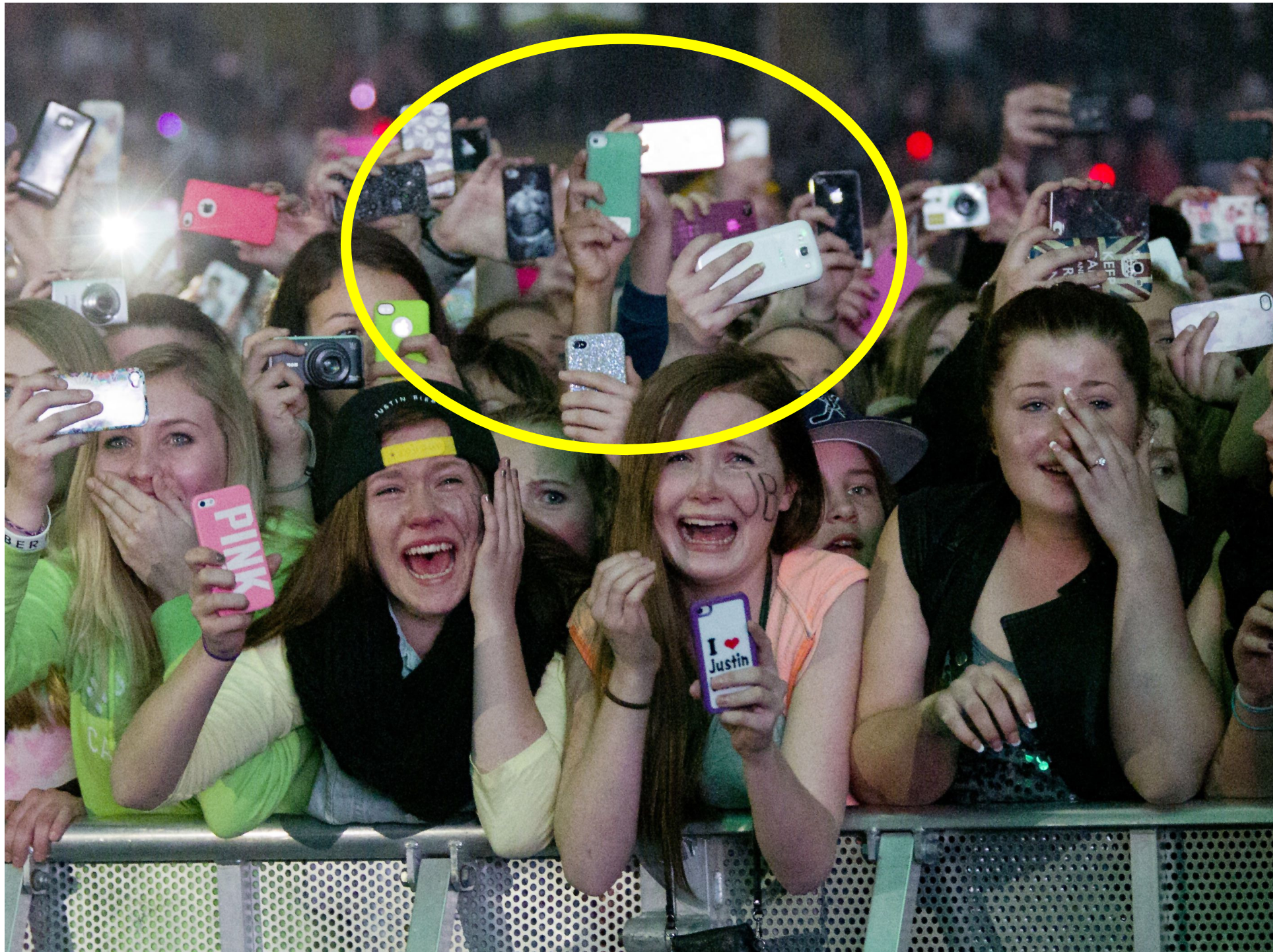spaces for participation

skills and digital literacy

safety

social media

Today

- What defines a "Digital Citizen"?
- Underlying is an old and broader question – since Aristotle: What is a "Good Citizen"?
- Focus here:
  - What are the conditions to become a "digital" citizen?
  - What are the key challenges, but also opportunities
- Focus on two prerequisites:
  (1) information literacy skills
  (2) self-representation and
        self-management skils
  (3) participatory skills

  ➔ But first: Look at information ecosystem changes
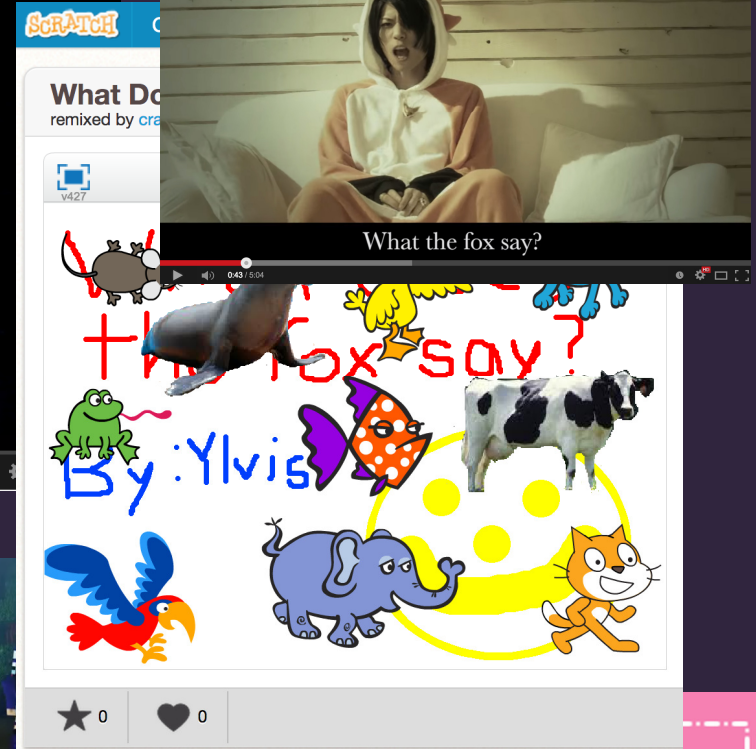
Ylvis - The Fox

0:36 / 3:44

What Do
remixed by cra...

v427

What the fox say?

0:43 / 5:04

the fox say?
By :Ylvis

0   0

No! No! No! No! No! La! Dei!

TWEETS 19.4K   FOLLOWING 588   FOLLOWERS 53.6K   FAVORITES 41   LISTS 1

Jin Lim
@JinnyBoy
I talk on hitz.fm and upload videos on JinnyBoyTV. Yup I'm a slacker
youtube.com/jinnyboytv
instagram.com/jinnyboy

Tweets   Tweets & replies   Photos & videos

Jin Lim @JinnyBoy · 17h
Hey guys, thank you for 90,000 followers. That's insane!

YLVIS Rocks

I have just "found" Ylvis fan fiction and I am loving it :)

Before the video...

Firestar opened his eyes. "Where am I?" he asked no one in particular. He definitely wasn't in StarClan. His head hurt. He looked around him, and noticed he was in one of those twoleg enclosures made out of cold, silver bars.

Next to the twoleg thing he was in was another twoleg thing just like his. In it was his old badger friend, Midnight, who was unconscious.

In fact, around him, there were about a hundred twoleg enclosures with various cats, mostly clan cats, StarClan cats, and Dark Forest cats, but some loners, rogues, and kittypets. All were cats that he'd met.

Some were unconscious, but others were looking around curiously. He could see Tigerstar, who was in the enclosure beneath Firestar, with a really weird look on his face that made Firestar laugh out loud. Tigerstar looked up at him, and gave him a glare.

The orange tom then heard a creaking noise coming from behind him, and turned. A grey tabby she-cat, almost green, came through what he remembered from his kittypet days was called a door.

Implications

- Starting point: The ability to interact with information and knowledge is a key prerequisite to be a citizen – whether "analog" or "digital"
- Shifts show, however, that "digital" has resulted in a series of structural shifts that impact how we relate to information and to each other
- What does that mean for digital citizenship?
- Focus on information literacy, self-representation and self-management skills and participation skills, using 3 examples from our research.
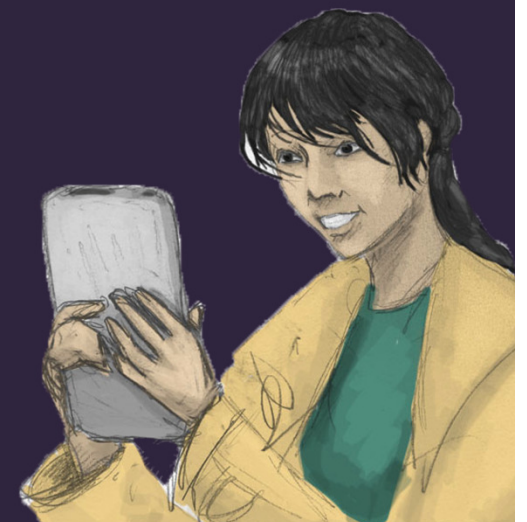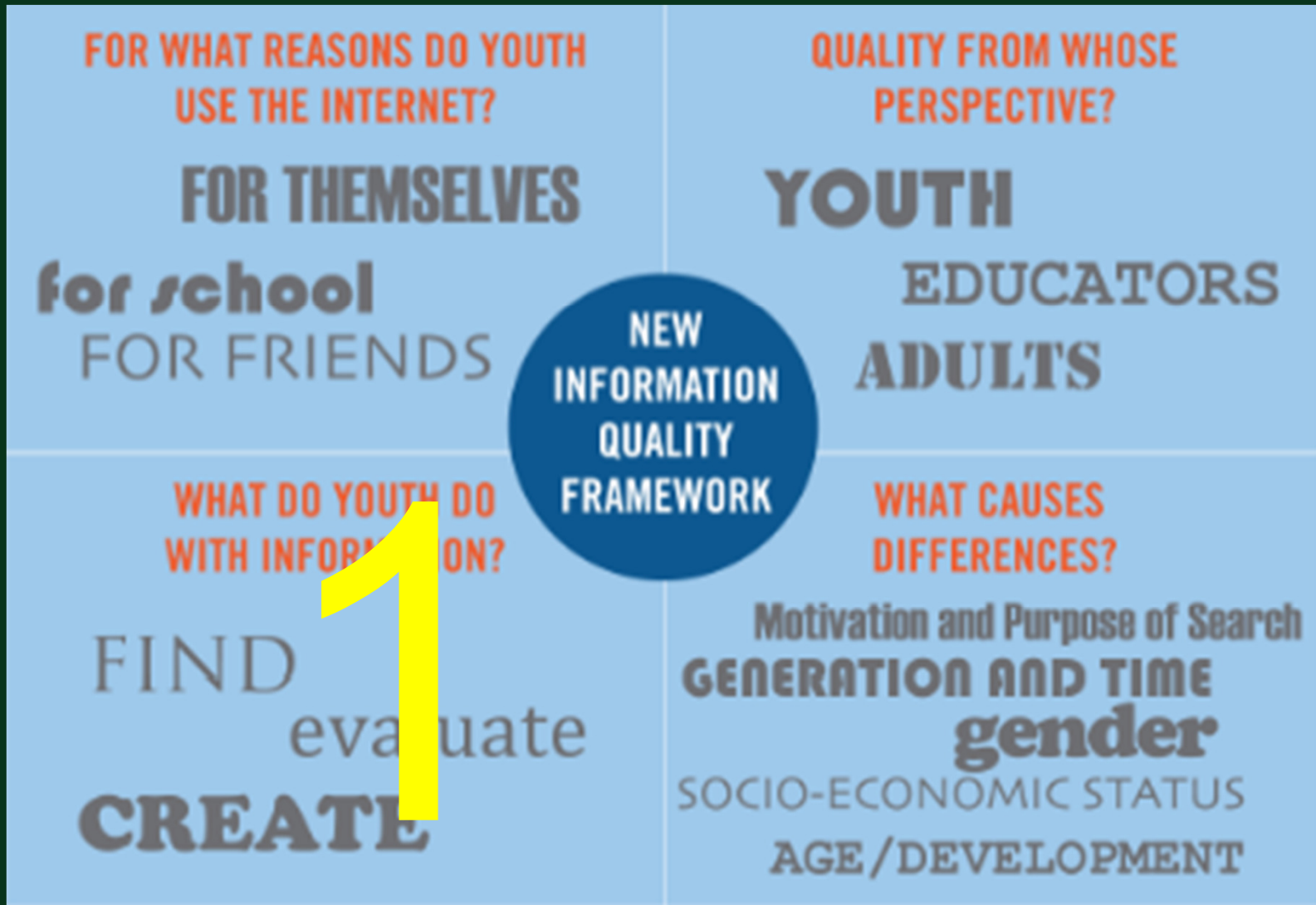
Information Literacy Skills
Example #1: Navigating a Diverse Information Ecosystem

http://youthandmedia.org/projects/information-quality/

A holistic view

Navigating the New Information Ecosystem

- Search engines
- Social media
- Wikipedia
- Websites
- Emails
- Blogs
- Databases
- ….

Subjectivity

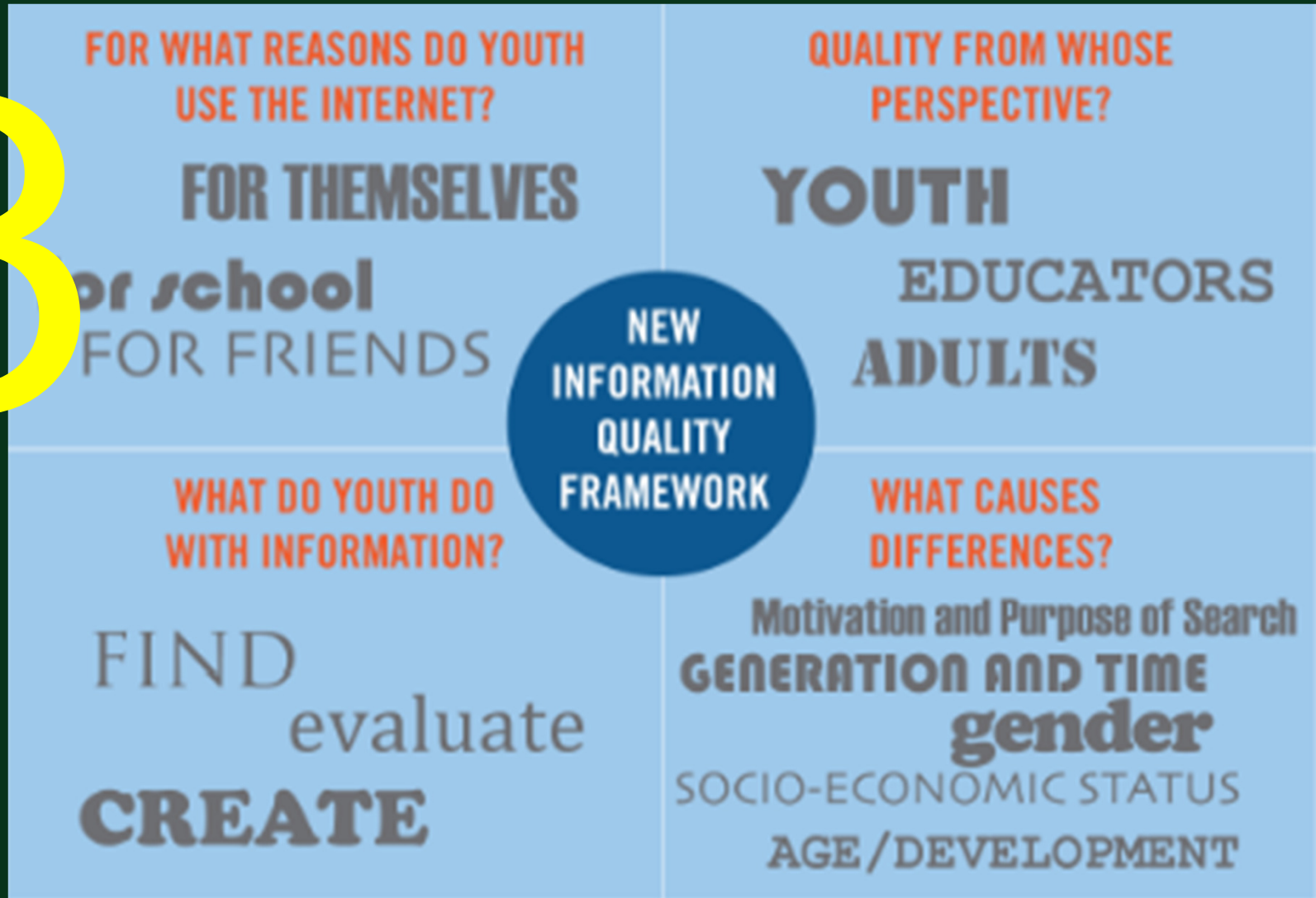# Subjectivity – planning a vacation online
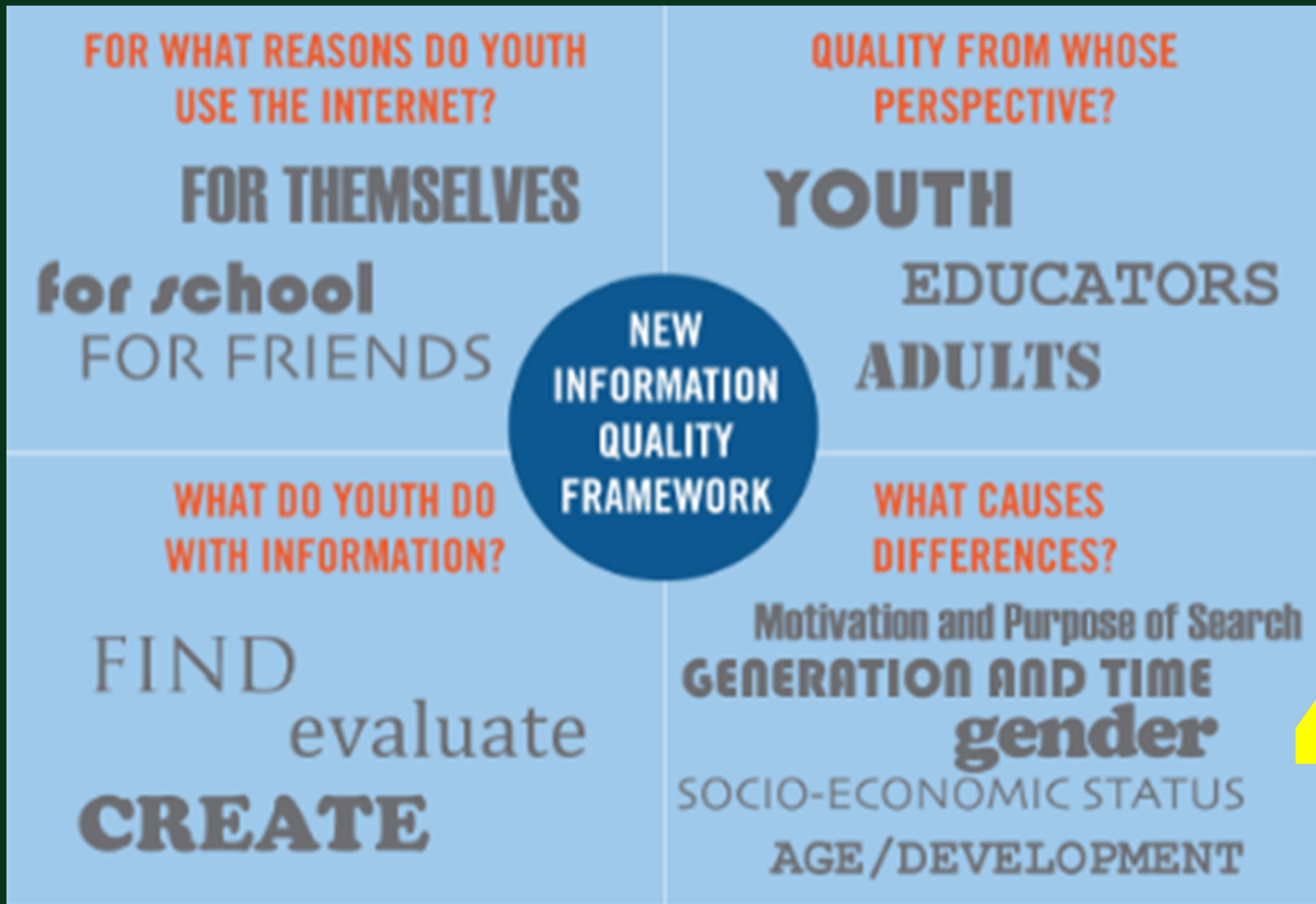
Travel agency website

Expedia

Facebook

☺

Travel blogs

Context and Perspective

Variables

FOR WHAT REASONS DO YOUTH USE THE INTERNET?

FOR THEMSELVES

for school

FOR FRIENDS

NEW INFORMATION QUALITY FRAMEWORK

QUALITY FROM WHOSE PERSPECTIVE?

YOUTH

EDUCATORS

ADULTS

WHAT DO YOUTH DO WITH INFORMATION?

FIND

evaluate

CREATE

WHAT CAUSES DIFFERENCES?

Motivation and Purpose of Search

GENERATION AND TIME

gender

SOCIO-ECONOMIC STATUS

AGE/DEVELOPMENT

4

Self-Representation and Self-Management Skills
Example #2: Protecting Online Privacy and Safety

Some data points from Malaysia that illustrate both the popularity of online participation, but also privacy and other concerns:

- 38.5% of 18-22 year old Malaysian students 'sometimes' share photos, videos and links on Facebook, while 16% do so 'often' and 12.3 per cent do so 'always'.

- 45% agreed or strongly agreed that they feel upset when their contacts misrepresent what they post on Facebook.

- 67.8% agreed or strongly agreed that sensitive issues in Malaysia cannot be discussed on Facebook.
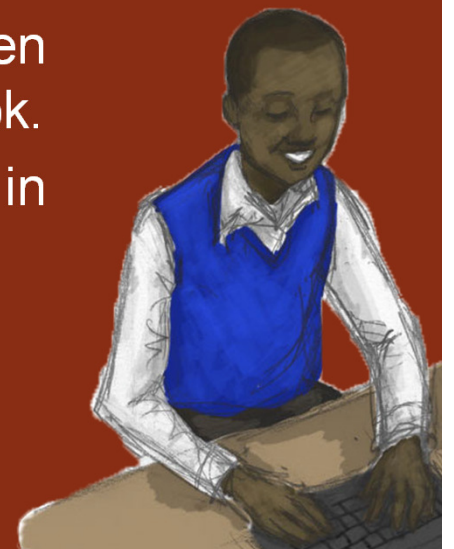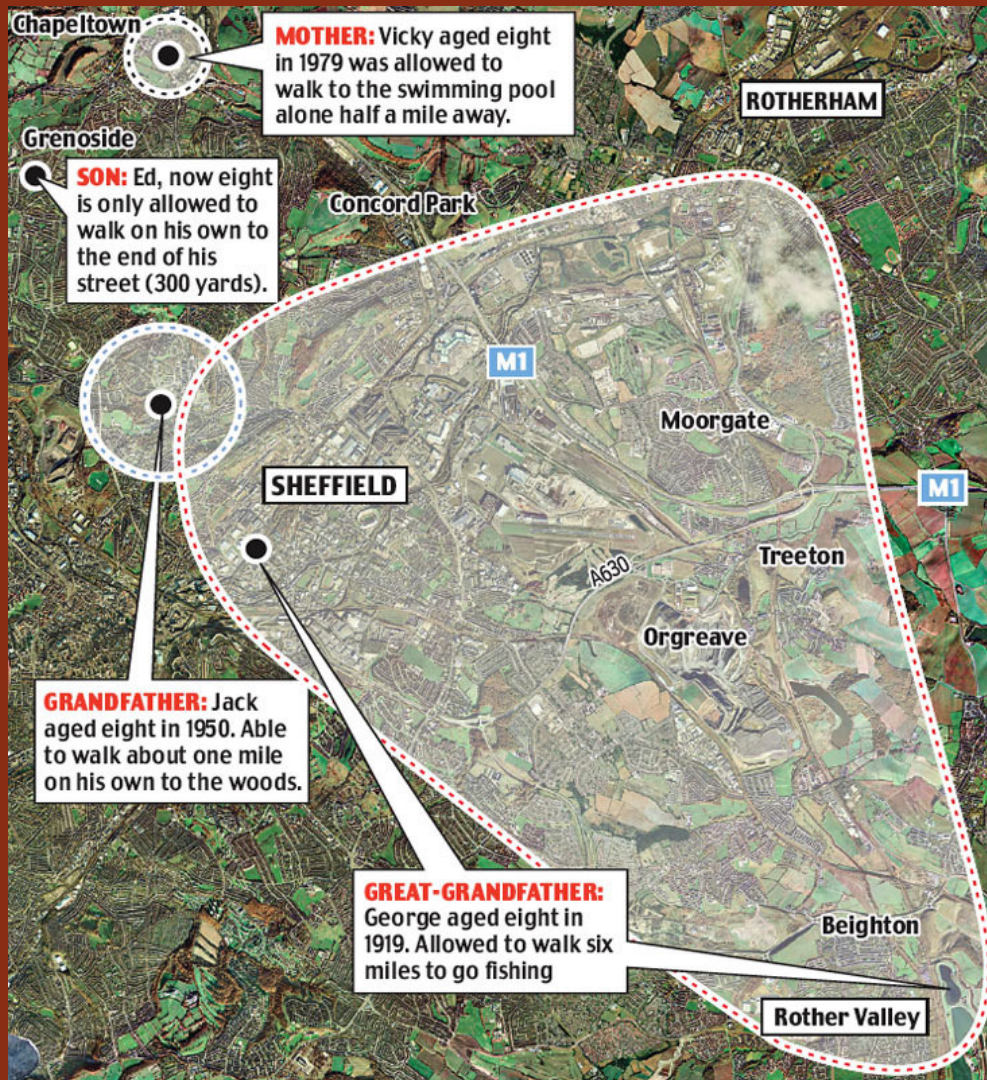
Self-Representation and Self-Management Skills
Example #2: Protecting Online Privacy and Safety

Research from other parts of the world also underscore the importance of safety and privacy – and the need to build skills that allow to minimize risks and maximize participation. For example:

- **Teens' "social privacy" online is paramount.**
  - Lots of time + energy is devoted to reputation and network management.
- **Teens (like adults) are sharing more about themselves on social media profiles.**
  - Increases between 2006-2012 in photos, school name, city/town, email address and cell phone number.
- **Teens are diversifying their social media portfolios.**
  - Facebook is still dominant, but other platforms like Twitter and Instagram supplement FB for many youth.

Giving youth some "space"

MOTHER: Vicky aged eight in 1979 was allowed to walk to the swimming pool alone half a mile away.

SON: Ed, now eight is only allowed to walk on his own to the end of his street (300 yards).

GRANDFATHER: Jack aged eight in 1950. Able to walk about one mile on his own to the woods.

GREAT-GRANDFATHER: George aged eight in 1919. Allowed to walk six miles to go fishing

Chapeltown
Grenoside
Concord Park
ROTHERHAM
M1
Moorgate
M1
SHEFFIELD
A630
Treeton
Orgreave
Beighton
Rother Valley

David Derbyshire, "How Children Lost the Right to Roam in Four Generations," *Daily Mail* (15 June 15 2007). http://www.dailymail.co.uk/news/article-462091/How-children-lost-right-roam-generations.html. See also: Ben Shaw, Ben Watson, Björn Frauendienst, Andreas Redecker, Tim Jones, and Mayer Hillman, "Children's Independent Mobility: A Comparative Study in England and Germany (1971-2010)," (London: Policy Studies Institute, 2012). http://web.policystudiesinstitute.org.uk/images/uploads/CIM_Final_report_v9_3_FINAL.PDF
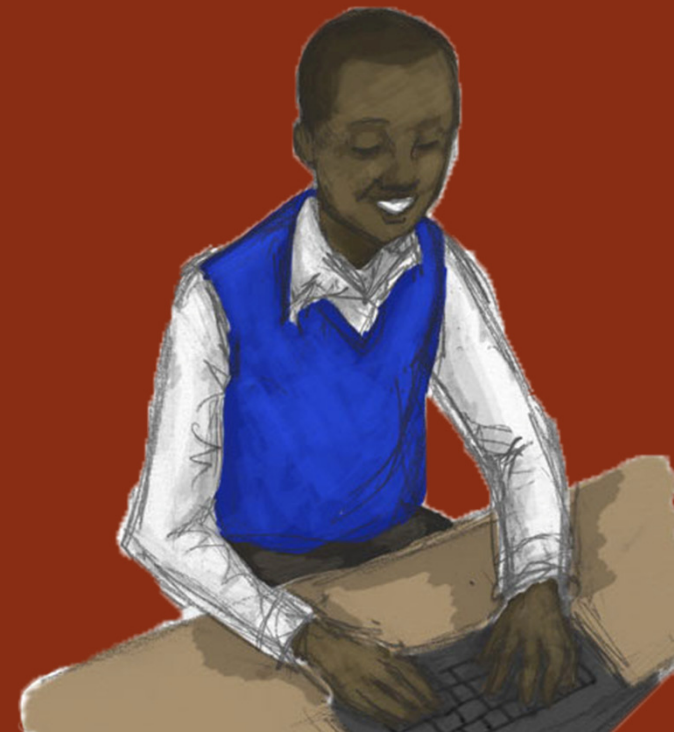
Participation Skills
Example #3: Knowing how to stay informed

1. New forms of media have blurred the boundaries of what counts as news
    *   blogs, aggregators, citizen-journalism, and eyewitness testimony delivered directly through social media
    *   long-established professional outlets have been changing, with the newspaper industry in crisis

2. Youth sometimes associate the word 'news' with boring adult concerns that have no relevance for their lives

3. They follow celebrity gossip, updates about games and movies and sports scores. ➔ These activities may not relate directly to civic engagement, but they involve skills that can potentially generalize to other domains.

➔   People will follow the news that matter to them; and, conversely, they will not follow news that does not matter to them

Participation Skills
Memes are an example of how youth participate online

- Memes are humorous, contagious pieces of social information that are spread widely.
- Memes demonstrate the participation, collaboration, and distribution of ideas of individuals.
- In order to create a successful memes, youth must
  - understand the social context surrounding the ideas in the meme
  - develop the technical skills to create the meme
  - have the creativity to make something humorous and relatable.
- Memes also reflect the norms of the community for whom they are created. They are sometimes understandable across communities, while other times they are confusing, nonsensical, and (at worst) offensive to other communities.

DO THE HARLEM SHAKE (ORIGINAL)

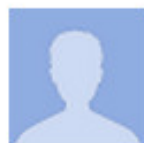**DizastaMusic** · 148 videos

Subscribe 188,444

44,562,217

👍 134,793   👎 25,044

0:00 / 0:36

«هارلم شيك» أمام مقر الإخوان بالمقطم

Harlem Shake Hits Egypt Protest in Cairo

Moving Forward – 4 Highlights and 4 New Publications worth Highlighting

1) **The Importance of Research**
   Exploring the Digital Landscape in Malaysia. Access and use of digital technologies by children and adolescents

2) **Including the Youth Perspective**
   "Children's Rights in the Digital Age. A download from children around the world"

3) **Taking Young People Seriously**
   "Taking Children Seriously: A call for the enhanced engagement of children in the discourse on digital rights

4) **Empower "Digital Citizens"**
   "Stories of Digital Champions"

Moving Forward – The Importance of Research

http://www.unicef.org/malaysia/UNICEF_Digital_Landscape_in_Malaysia-FINAL-lowres.pdf

Moving Forward – Including the Youth Perspective

Children's Rights in the Digital Age

A download from children around the world

Amanda Third
Delphine Bellerose
Urszula Dawkins
Emma Keltie
Kari Pihl

http://www.unicef.org/publications/files/Childrens_Rights_in_the_Digital_Age_A_Download_from_Children_Around_the_World_FINAL.pdf
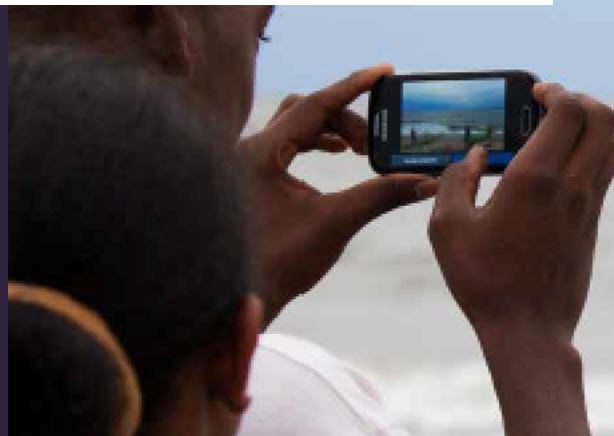
Moving Forward – Taking Young People Seriously

TAKING CHILDREN SERIOUSLY:

A call for the enhanced engagement of children in the discourse on digital rights

by **URS GASSER**

25 YEARS

OF THE CONVENTION ON THE RIGHTS OF THE CHILD

A call for the enhanced engagement of children in the digital rights discourse

by Urs Gasser

Urs Gasser[1]

Is the Executive Director of the Berkman Center for Internet & Society at Harvard University

http://www.unicef.org/publications/files/CRC_at_25_Urs_Gasser_13Oct2014.pdf

Moving Forward – Empower "Digital Citizens"

Regina Agyare – Soronko Solutions (Ghana)
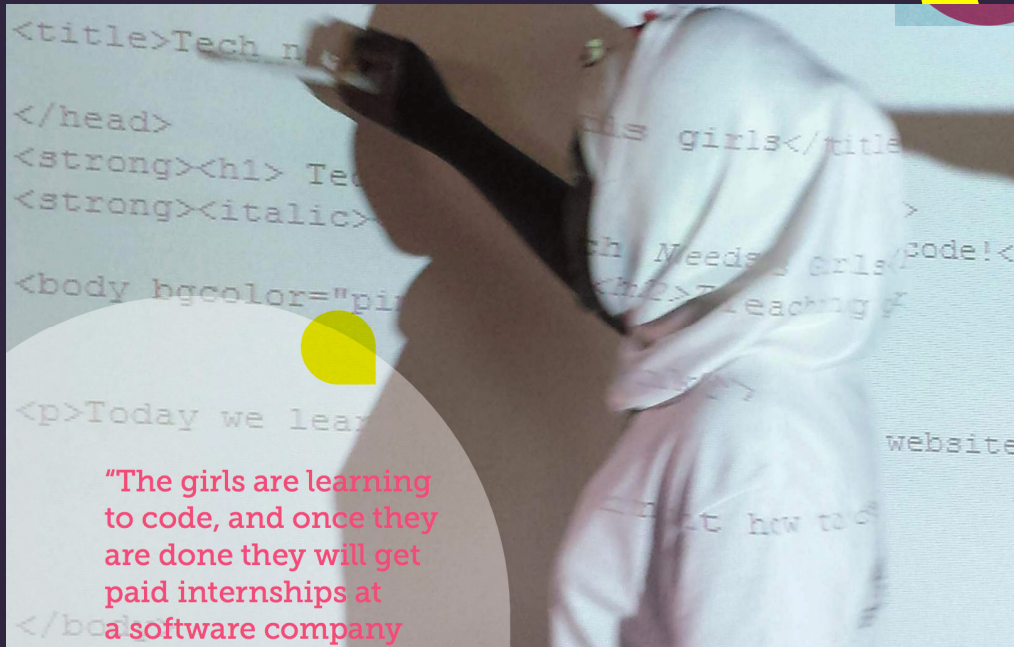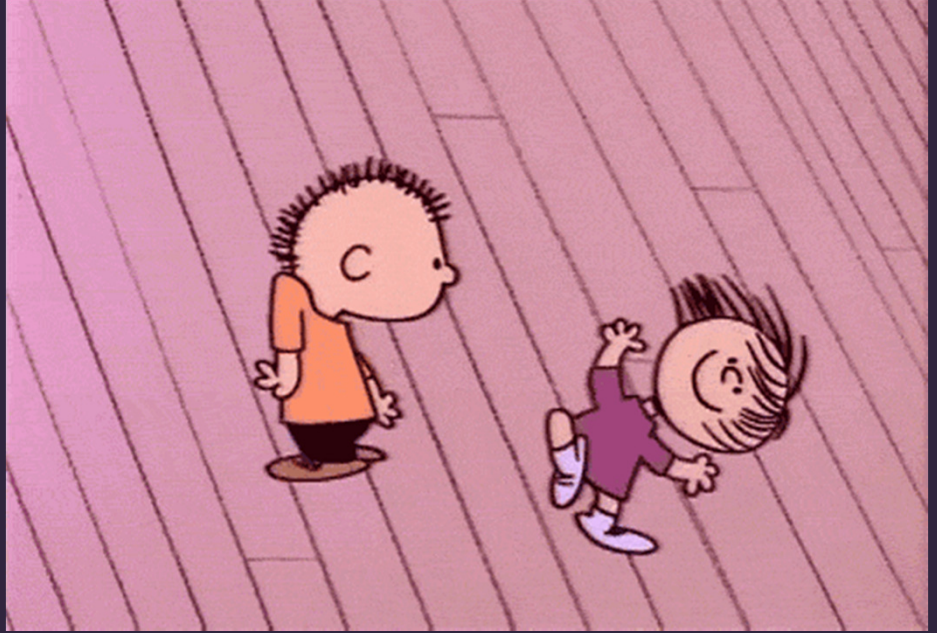
"The girls are learning to code, and once they are done they will get paid internships at a software company

Rene Silva – Voz das Comunidades (Brazil)
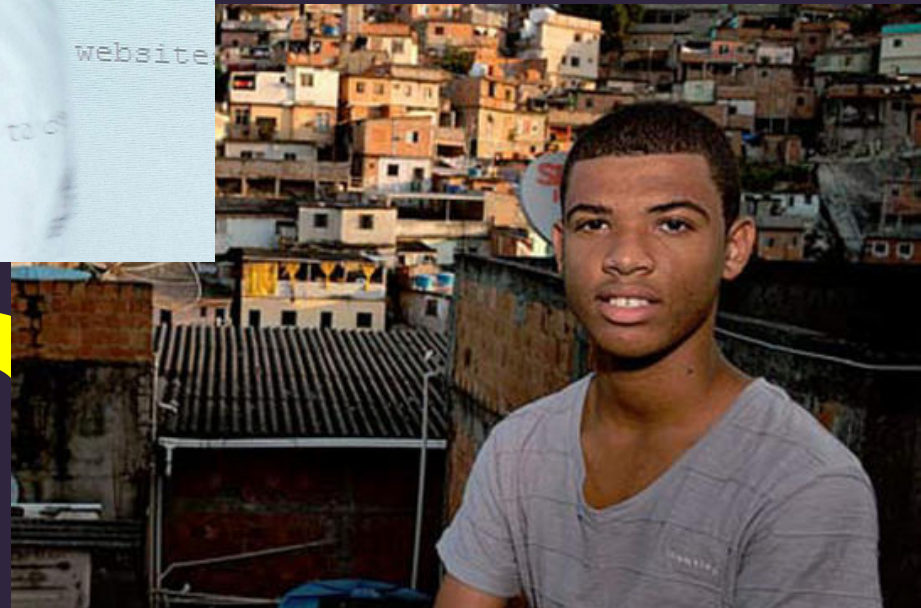
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Niccolo Perotti to Francesco Guarnerio written in 1471, (i.e. two decades after Gutenberg):

"My dear Francesco, I have lately kept praising the age in which we live, because of the great, indeed divine gift of the new kind of writing which was recently brought to us from Germany. In fact, I saw a single man printing in a single month as much as could be written by hand by several persons in a year. ... It was for this reason that I was led to hope that within a short time we would have such a large quantity of books that there wouldn't be a single work which could not be procured ... Yet—oh false and all too human thoughts—I see that things turned out quite differently [...] now that everyone is free to print whatever they wish, they often disregard that which best and instead write, merely for the sake of entertainment, what would best be forgotten, or, better still, be *erased* from all books. and even when they write something worthwhile they twist and corrupt it to the point where it would be much better to do without such books [...]"