Strengthening media literacy and ICT critical thinking to promote social inclusion and prevent indoctrination and radicalisation

Dr Catherine Lowry-O'Neill
Waterford Institute of Technology
Ireland

You do make a difference

Friday 15th March, 2019

POLICE
POLICE

Experiences that may lead to radicalisation

(Davies, 2016)

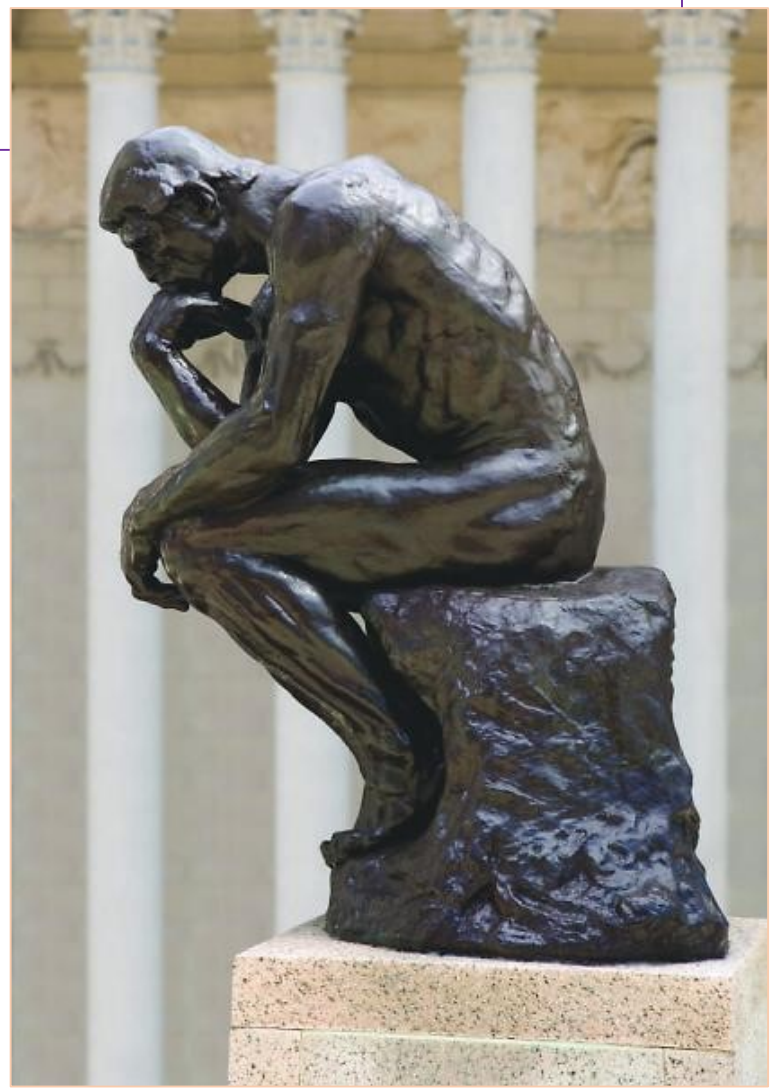
- Trauma, fear or extreme poverty
- Humiliation, isolation, alienation
- Frustration at lack of influence
- Concerns about masculinity
- Undue respect for authority
- Wanting love and a sense of purpose
- Wanting to feel unique and important
- Feeling threatened, uncertain

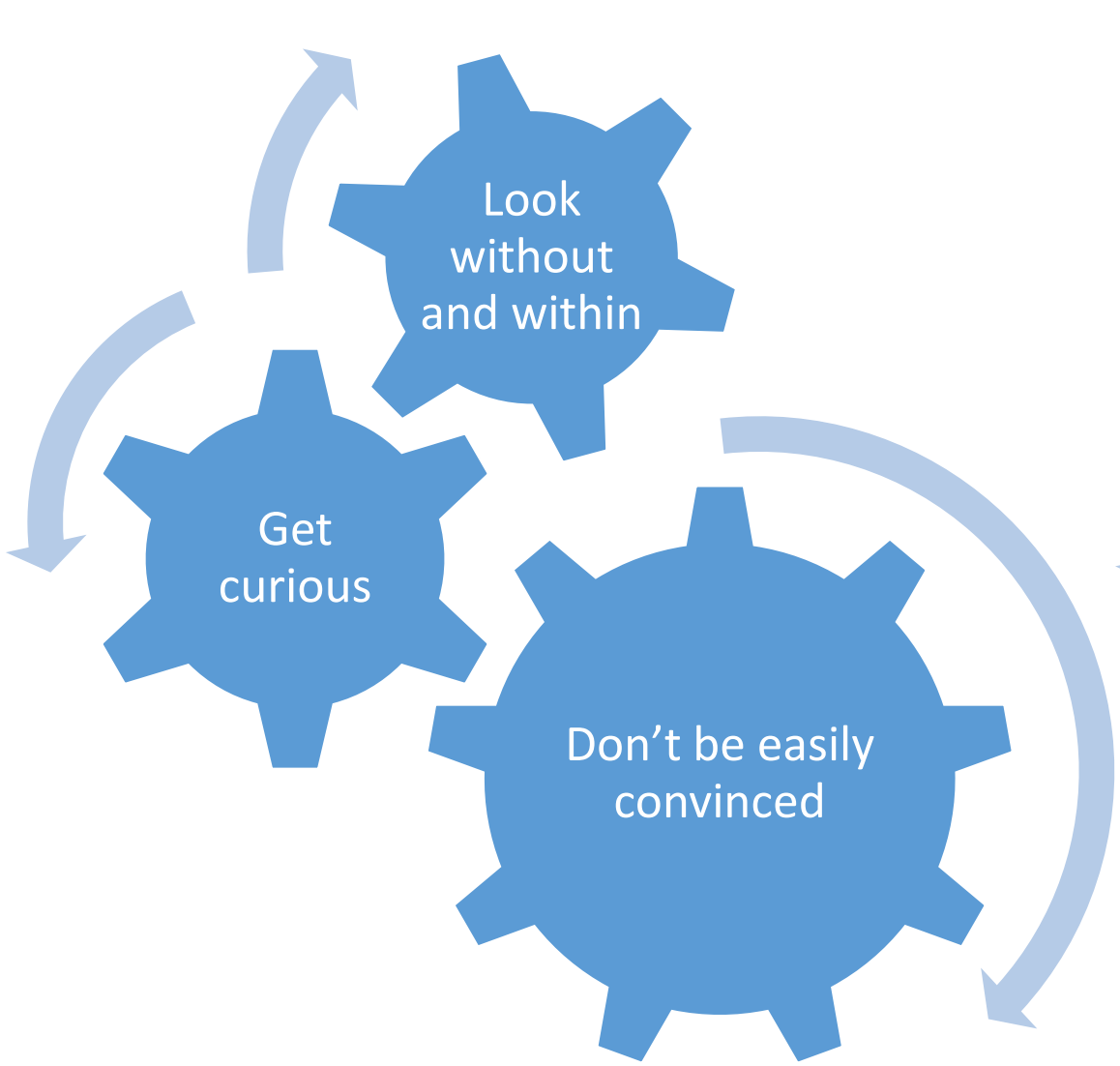
Critical thinking citizenship (Johnson & Morris, 2010)

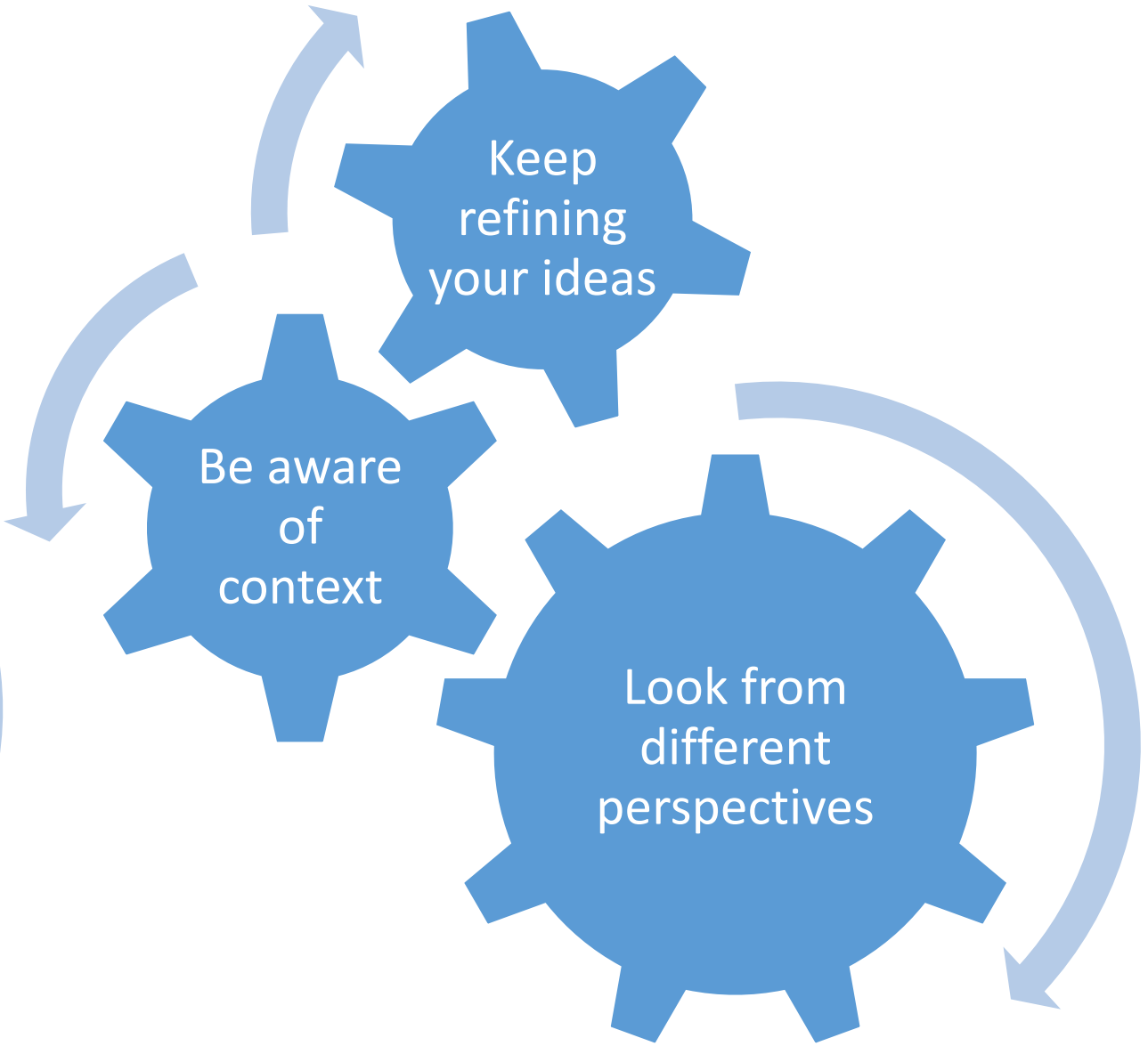
Critical thinking –what is it?

"… active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends"

(Dewey 1910, 1933, p.6)







Critical thinking: Key practices (Lowry-O’Neill, 2019)

Media literacy: the challenges

- School children face a context of ‘media intoxication’ (Aguaded & Romero-Rodrigues, 2015)

We live in an age of globalisation of information – this does not create a direct link with the understanding of the world (Wolton, 2011)

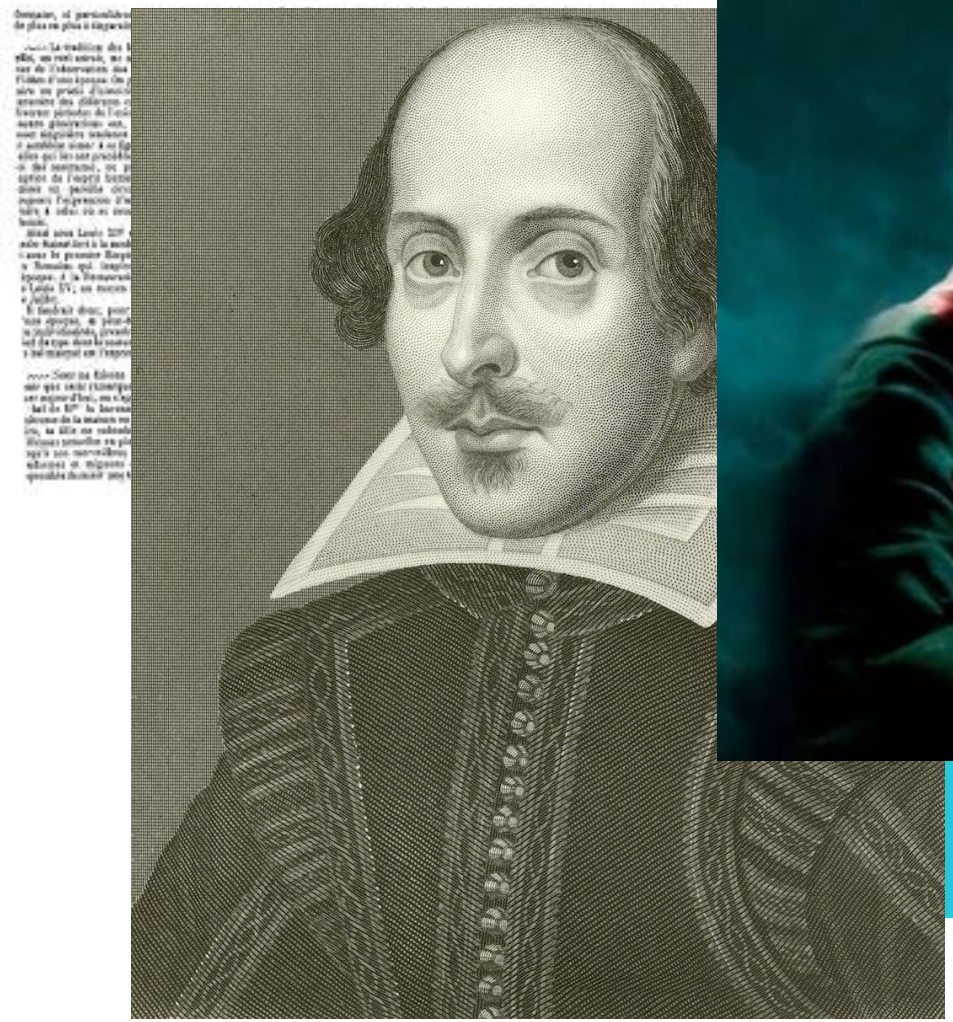
magalhãe

‘If kids are not taught how to think, to conduct a search, to use a text as it should be used, instead of just copying what they see on the screen, the Magalhaes is worth nothing’

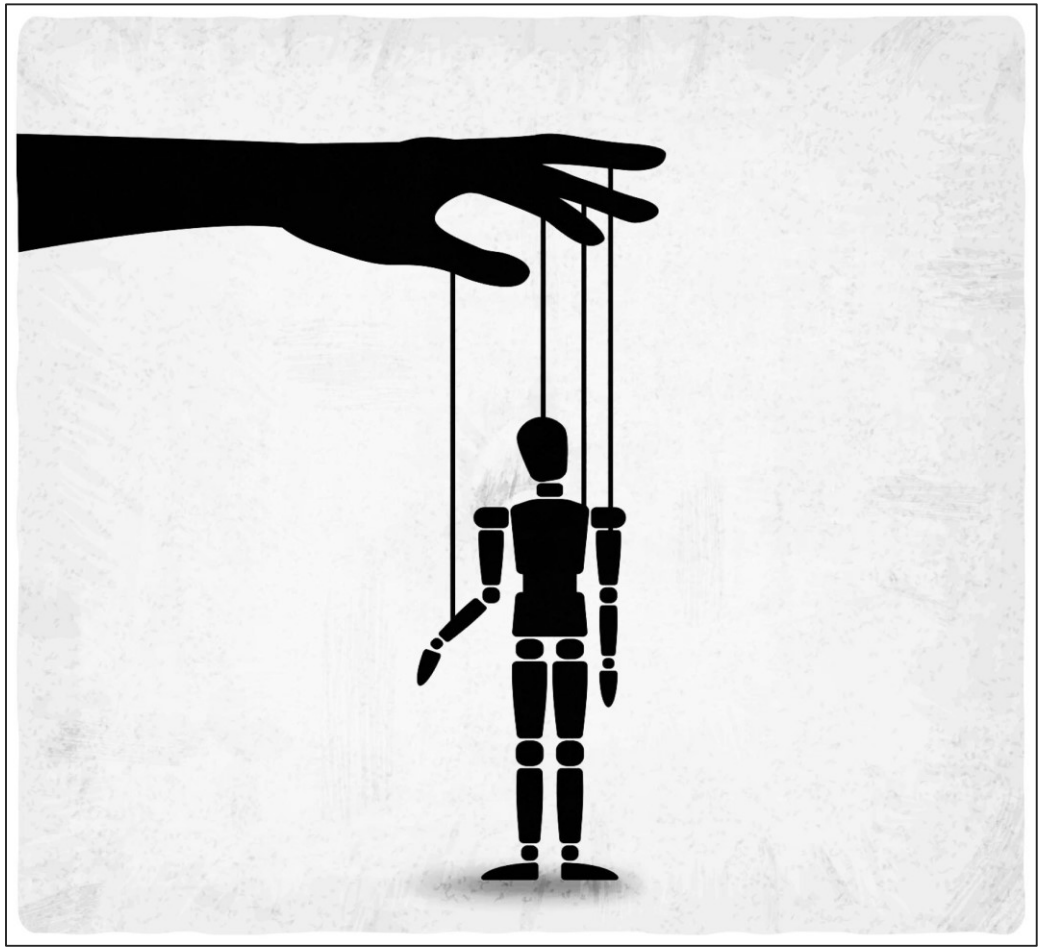
(Vieira, 2009)

Critical thinking is essential for students to learn which information they should accept and which they should reject (Paul & Elder, 2005)

‘Multiliteracies’ approach (Cope & Kalantzis, 2010)



Media literacy enhances citizenship by:-



Indoctrination

‘A complex system of teaching in which actors with authority contribute to the production or reinforcement of closed-mindedness’

(Taylor, 2017)

Open-mindedness as an intellectual virtue

- Motivated to pursue truth and understanding
- Motivated to give due regard to available evidence and argument
- Intellectually humble
- Intellectually courageous and diligent

(Taylor, 2017)

Without intellectual humility

Intellectual arrogance

Intellectual servility

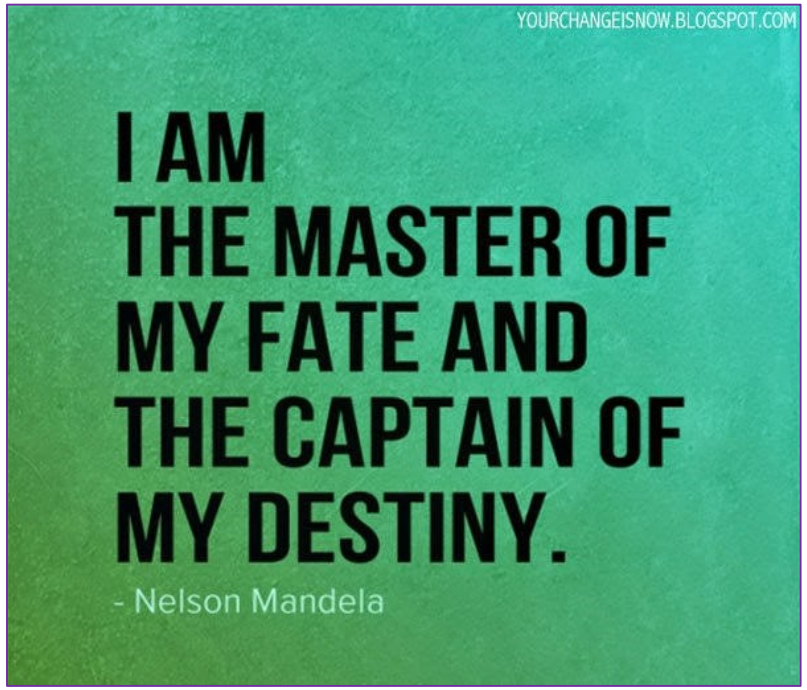
Intellectual courage and diligence

Critical thinking with an orientation

An educational program that aimed at developing critical thinking but not the correlative disposition to care about the dignity and worth of every person "would be deficient and perhaps dangerous" (Ennis 1996: 172).

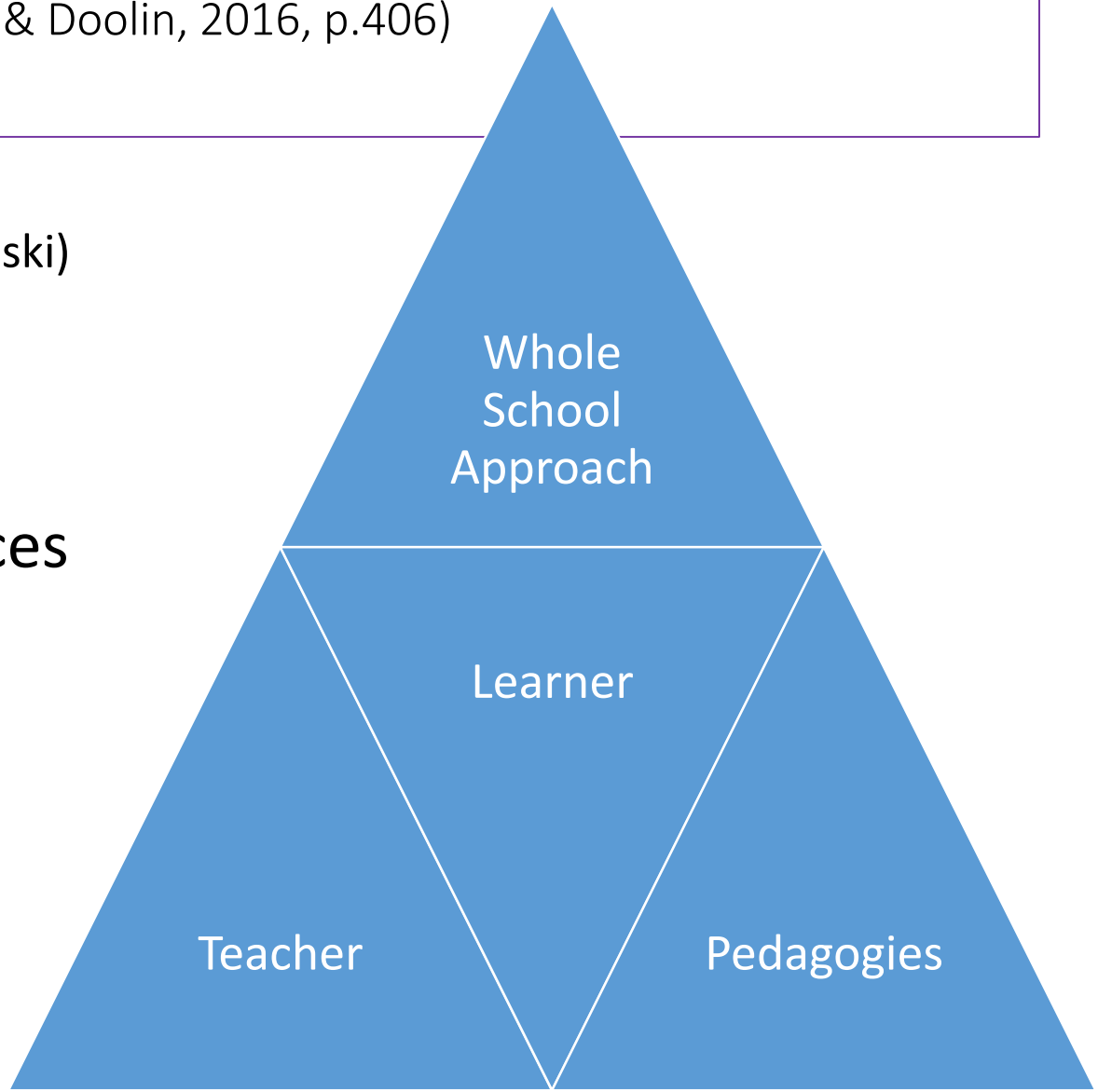
What is social inclusion?

- ‘The extent to which individuals… are able to fully participate in society and control their own destinies’ (Warschauer, 2003, p.8)



A ‘dynamic process’ (Andrade & Doolin, 2016, p.406)

- ‘A constant struggle’ (Waitoller & Kozleski)
- Redistribution of opportunities to learn and participate
- Recognition and value of differences



ICTs enhancing social inclusion

1. Participation in an information society
2. Communicating effectively
3. Understanding others
4. Being socially connected
5. Expressing a cultural identity

(Ferguson, 2011)

‘Consumer citizens’ (Ferguson, 2011)

- Deeply interrogates the social roots of conflict and discrimination
- Asks questions about conflicts and inequalities
- Asks what constitutes the public good
- Allows students to debate and discuss their vision of the good life

‘Pursue powerful pedagogical moments of the sort Giroux and Freire (1989, 1996) discuss, moments in which students come to recognise themselves as cultural and political agents acting in and on an unjust and unequal world’ (Ferguson, 2011)