

Critical Digital Citizenship: Its Conceptualization and Implications for Education

Anthony Dass, M. and Pramod Kumar M.P.M.
School of Education,
Christ University

Abstract

This paper explores the conceptual clarity of critical digital citizenship (CDC) and its significance in educating students for a post-digital, inclusive, and egalitarian society. The discussion highlights the urgency of critical digital citizenship in school and university education, particularly for the younger generation, who are digital natives. Through a systematic review, the researchers affirm the importance of incorporating CDC into school and university curricula. The study results provide CDC with a theoretical and practical framework that facilitates its integration into classroom teaching.

Keywords: critical digital citizenship, school education, university education, digital equity, access

Introduction

The internet and digital technologies have significantly changed people's lives, affecting their habits, worldview, and relationships (Puthur et al., 2023). High-speed internet, cell phones, tablets, and PCs have permeated everyday life (Hassan & Mirza, 2021). In an age characterized by the aggressive implementation of digital technology, the information transmitted frequently through digitized tools has positive and negative effects on people's lives. People across the globe have become more aware of issues related to cyber ethics, intellectual property, online privacy, and appropriate behavior on the internet.

This article thus addresses the urgent issue of the teaching and learning of Critical Digital Citizenship (CDC) (Logan et al., 2022). In a world enmeshed in digital technology, children and young adults must learn how to safeguard their privacy, combat cyberbullying, identify fake news, communicate respectfully and critically evaluate digital content (Prasetyo et al., 2021). As educators, we must teach the younger generation about appropriate online behavior, digital rights and responsibilities, and how to evaluate online culture. There is a pressing need to prompt future policymakers to attend to the digital divide and digital equity. By instilling the princi-

ples of Critical Digital Citizenship, we educate students on how to grow responsibly and critically in the digital age (Logan et al., 2022). This empowers users to become more aware and conscious of the impact of their attitudes and behavior in the new digital society.

Teaching students the principles of Critical Digital Citizenship builds their confidence and enhances their moral sensibility. Critical Digital Citizenship (CDC) education shapes students' digitally related values and equips them to be responsible, ethical, and well-informed online citizens who contribute positively to the digital world. Accordingly, this paper aims to synthesise views on the nature and content of courses in Critical Digital Citizenship, better informing educators of current thinking.

The number of people utilizing digital devices, often to access social media, has grown exponentially (Arisoy, 2022). Critical Digital Citizenship addresses the ethical implications of this new form of communication by combining the concepts of Digital Citizenship and Critical Pedagogy (Logan et al., 2022). Digital Citizenship can be divided into two categories: (i) traditional Digital Citizenship, and (ii) Critical Digital Citizenship. A traditional view of Digital Citizenship explains how the responsible individual should behave online. Critical Digital Citizenship draws upon