

***From Lagado to Lagos: Reconfiguring
teacher-student relations through social
media towards digital global citizenizing***

Dr Tess Maginess (NTF), Senior
Lecturer, Queen's University, Belfast



www.themegenerator.com / 489344888

It's only words

- **The Polish Jewish philologist, Victor Klemperer said that the Nazis commandeered language before they commandeered everything else. (Tim Adams, 2017, in a review of Timothy Snyder's *On Tyranny: Twenty lessons from the Twentieth Century*, 2017)**
- **Propaganda comes from all quarters**
- **Social media reflects shift in both global north and south from left to right, from liberal to conservative. Such shifts augur fear, division, conflict, injustice and violence.**

New configurations of student-teacher relations

- Developing criticality about social media
- Ideological purposes of universities: global north and south
- Social media in universities
- Reconfiguring student-teacher relations: engagement, empowerment, citizenry, global justice

Word Games

- **Language is not 'transparent' but carries ideological freight**
- **Power can be obtained by investing in and controlling language**
- **Words can be a battleground – the meaning that wins founds the hegemony**
- **Hegemonic meanings are a form of commodities.**
- **Social media is pervasive - 9 out of 10 American teenagers hold at least one social media account (Hughes, 2016)**
- **what if social media becomes dominated by a new 'establishment' keen to create a new hegemony?**

Word Games: Liberal

- ***Neo-liberal Right*** - view as negative; 'elite', privileged, weak on immigration, and 'moral values' - denounced as 'libtards'



- ***Liberal left*** – view as positive; older hegemony (post war, postmodern), democratic, individual choice, open
- ***Radicals, left and Right*** – view as negative or insufficiently transformative

Word Games: Nationalism

- *Neo-liberal Right* – view as good. Patriotic. America First, Britain's sovereignty

... and the Wolf chewed up the children and spit out their bones ...
But those were Foreign Children and it really didn't matter."



- *Liberal left* – view as threatening – draw on history of wars since nineteenth century
- *Radical left* – view as alternatively good and pernicious

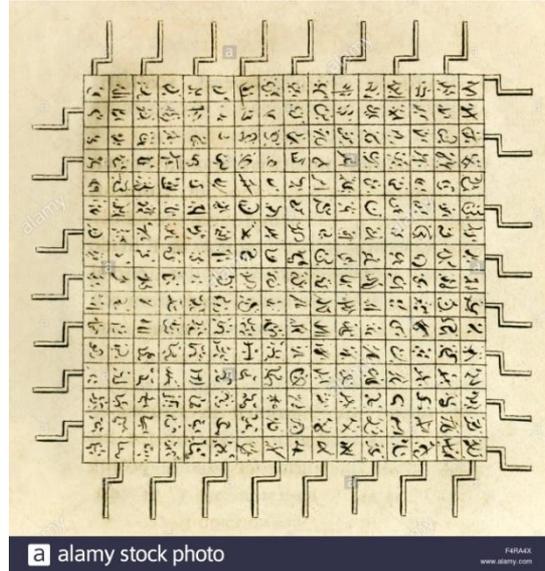
Word Games: Globalisation

- ***Neo-liberal Right*** – view as good as long as they are dominating the global market



- ***Liberal left*** – view as positive: social and economic mobility, but critical of power of neo-imperialist corporations and have environmental concerns
- ***Radical left*** – view as generally negative – concentration of power with corporations, increasing global inequality and injustice, environmental degradation

The Academy of Lagado



Swift 's proposition – writing machine - 'early frame computer'
Illustration of uselessness, abstract activities of 'academics'
dangerously unconnected with the real world and offering
no useful benefit or good

Ideological purposes of universities: global north and south

Universities in the global north still *proclaim* a three–stranded mission:

- to educate for personal development (the civilising mission), reward and develop intelligence, originality
- to create public/societal benefit
- to prepare students for the labour market. Current ‘keyword’/mantra – the ‘knowledge *economy*’ Knowledge as international tradable commodity

Missing from the mission? Transformation of society; tackling of inequality and global injustice, concepts of global citizenship?

Mission of universities in global south: transformation of society towards, justice, equality. Concepts of global citizenship?

Ideological purposes of universities: global north and south

- **Some academics are calling for new paradigms, variously defined, but which may be generalised as: ‘the engaged university’ (*Brown et al*, 2016; *Mbah*, 2014; *Von Kotze & Small*, 2013; *Bruns et al*, 2003; *Faure et al*, 1972)**
- **The challenge is how to structurally and practically connect personal development and public benefit with the current focus on marketable skills**
- **Scholars, especially those working with oppressed and marginalised learners and those involved in community and international development are calling for a much broader understanding of ‘knowledge’ through which we might learn to develop our humanity, to recognise global inequality and to enact a principled response to it in which personal development is not just an individual privatised acquisition of knowledge.**

Ideological purposes of universities: global north and south

- To counter the absorption of universities into such a dehumanising enterprise, academics are calling for new paradigms, variously defined, but which may be generalised as: 'the engaged university' (*Brown et al*, 2016; Mbah, 2014; Von Kotze & Small, 2013; Bruns *et al*, 2003; Faure *et al*, 1972).
- The challenge is how to structurally and practically connect personal development and public benefit with the current focus on marketable skills
- Scholars, especially those working with oppressed and marginalised learners and those involved in community and international development are calling for a much broader understanding of 'knowledge' through which we might learn to develop our humanity, to recognise global inequality and to enact a principled response to it in which personal development is not just an individual privatised acquisition of knowledge. Rather, knowledge is a gift to be shared towards both global and local forms of active and collaborative citizenship valuing indigenous and experiential learning

What is our ideological positioning as educators?

But what is the reality within universities in global north?

- **The continuing dominance of the *transmissive, instrumentalist* model:**

"banking" pedagogies [...] presupposing docile human beings, constructed as receptacles for the grand narratives of the official curriculum (Freire, 1970; Parkes, 2005; Senteni, 2007).

- **Transmissive pedagogy serves purpose of university as neoliberal business**

Social media in universities

If universities in the global north are increasingly (and uncritically) embracing the ideology of the global knowledge economy, then one way they can enact this is through being 'digital universities'. This includes 'onlining' of teaching (preserving academic time for 'research?'), accessing high value postgraduate global markets. But where does social media fit in?

Attitudes in global north from university authorities:

- **Rejection – not proper data source or 'research', trivial, frivolous:**
- **Acceptance – medium for marketing, purveying views of lecturers, dialogic communication with students (flipped classroom)**
- **What is missing – social media for useful purposes, public good, global citizenry**

What is our ideological positioning as educators?

The pedagogical 'ideal': Constructivism

- Knowledge should be *co-constructed* with the learner (Buber 1947; Imel , 1991; Lyle, 2008; Maginess, 2015; 2017a). (Chambers and Lavery, 2012; Gutiérrez et al., 2010; Johnston, 2006)
- Educators should be more *reflective* and *inclusive* embodying classroom practices which respect equality and diversity and student knoweldge (Duckworth and Tummons, 2010) .
- Active learning - deep rather than surface learning fostering both creative and critical skills among students (Harlen, 2012; Kolb and Kolb, 2005; Lublin, 2003). 'Construction' between all parties in the classroom (
- Learning should be dialogical, collaborative, teacher as learner (Qiong, 2010; Taylor, 2007; Richardson, 2003)
- Teachers should examine their power and own socio-political and cultural positioning (McDonagh, 2015; Doerr, 2011; Gay and Kirkland, 2010).
- Critical thinking; often sharpened and, indeed made more enjoyable through the use of arts based approaches (Maginess, 2017a; Race, 2015; Rolling, 2010; Casey 2009; Darby & Catterall, 1994)

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The pedagogical ideal: Critical/transformational pedagogy

- ***Critical pedagogy*** - arguably, a first cousin to ***transformational pedagogy***: centrally concerned with an ***uncovering*** of latent hegemonic power relationships and subsequently with addressing the inequalities which lie beneath the rhetoric and cultural norms of what we are persuaded to believe is 'normality'
- **Constructivism and critical/transformational pedagogy** linked clearly to ***ideological*** vision of purpose of university as creating public/societal benefit: ie social and political purpose which can at least aspire towards goal of global justice and empowered citizenship, articulated especially by universities in the global south (Mbah, 2014)

Enacting Critical pedagogy

- **Recognise that students in every age ‘switch off’ from lectures , especially if they are primarily transmissive and turn to unofficial social media**
- **Find time and space to enter the learner zone. Free yourself from the tyranny of covering curricula (teaching to test). Step back, encourage questioning, encourage dissension.**
- **Promote active, engaged learning**
- **Disrupt traditional power-relations**
- **Take an hour or two off from your precious (high status, privileged) research to engage with students about what they are ‘following’ and ‘actively contributing to’ on social media. What can we learn from the real lives of our students, their unofficial worlds? What has meaning, relevance for them? What do they think? How different or similar is that to our own thinking?**

Enacting Creative pedagogies: learning through social media

Develop social media based learning with classroom and between classrooms, globally, eg using Edmodo

Examples:

- Literature students use WhatsApp, Storify, Googleearth, Facebook to discuss novels such as Rahman's *In the Light of What we Know* with students in India, Pakistan and Bangladesh
- Literature students use Twitter and blogging to create haikus with student partners in China and Japan or become instapoets like Rupi Kaur
- Topic based approaches, eg on climate change using Pinterest project boards, Twitter, Flickr and Facebook to gather data globally with other students
- Music students post songs about their lives as women in global south and north
- Anthropology students construct and upload films via Instagram or Utube about some aspect of their national 'culture', eg dance or festivals or cooking food
- Geography students could create a skype virtual field trip (<http://www.ourict.co.uk/classroom-social-media-tips/>)
- Encourage students to develop learning 'games'
- Invite 'guest speakers' via Skype to exchange learning (Maria Castle, 8 April 2016 eg <https://www.teacherswithapps.com/10-great-ways-to-use-social-media-in-classroom/>)on meanings of global citizenship and how to enact them

Enacting Co-research between students and teachers north and south

Students as co-researchers with teachers on global projects comparing north and south

Examples:

- **Article on literary representations of dementia, locating global south student partners using Facebook**
- **Social media Action Research project on enacting global citizenship between academics and students north and south, thematic:**
- **eg, older people, disability, mental health, climate change, income inequalities, the migrant experience**

In conclusion - just beginning

- ... students were nervous their blogging assignments might get them into trouble — because they were so fun. Social media allows students to flex their creative juices and interact with their peers in a way that just cannot be replicated in the classroom. By engaging students in this way, learning outcomes improve. (Aimee Hosler, *Teachthought* , 8 February 2018)

<https://www.teachthought.com/technology/6-pros-cons-social-media-classroom/>