

WEB 2.0 TECHNOLOGIES FORGE THE WAY FOR GLOBAL CITIZENSHIP

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Abstract

We elucidate for instructional designers the competencies of global-citizenship and provide an activity framework that designers can use when designing instruction that prepares learners for global citizenship. The framework consists of issues of poverty, earth stewardship, spirituality, diversity, language, privacy and open access, and government. We describe Web 2.0 affordances that support activism in global-citizenship and provide an array of websites that harness Web 2.0 capabilities for participation. Activities that take advantage of Web 2.0 affordances can be integrated into instruction across the curriculum to harnesses the collective intelligence of individuals so that they can act as global citizens.

Key Words: Web 2.0, global citizenship, instructional design

WEB 2.0 TEKNOLOJİSİNİN GLOBAL VATANDAŞLIĞA ETKİSİ

Özet

Makale, öğretim tasarımcıları için küresel vatandaşlık yetkinliğini aydınlatmayı ve öğretim tasarımcılarının öğrencileri küresel vatandaşlığa hazırlamaları için talimat tasarlarken kullanabilecekleri bir etkinlik çerçevesi sağlamayı amaçlıyor. Etkinlik çerçevesi yoksulluk, toprak yönetimi, maneviyat, çeşitlilik, dil, gizlilik ve açık erişim ve hükümet konularından oluşuyor. Makale, Web 2.0'in küresel vatandaşlık etkinliğine sağladığı desteği açıklayıp, web site dizinlerinin oluşturduğu Web2.0 imkanlarının katılımcılar için sağladığı imkanları ifade ediyor. Web 2.0 destekli etkinliklerin öğretim programına entegre edildiğinde bireylere sağladığı kolektif zeka, kişilerin küresel vatandaş olarak hareket etmesine olanak sağlar.

Anahtar Kelimeler: Web 2.0, global vatandaşlık, öğretim tasarımı

Introduction

When instructional designers select suitable media for delivering instruction, they need to consider Web 2.0 technologies as facilitators of global thinking. Much content in instructional designs might be designed to prepare learners for global-citizenship (Schubert, 1986). "Unlike the use of technology that might only touch the learners in one's class, training program, or organization, today a thought or idea can truly make an impact on anyone anywhere on the planet" (Bonk, 2009, p. 15). Fortunately, tools to support active citizenship are now, as never before, in the hands of the world's citizens. Anyone who can afford a computer and an Internet connection and lives in a place that receives the Internet can access sites for participation in global activities, publish or broadcast to distribute content, and connect with others around the globe to collaborate (Soloman & Schrum, 2007).

The Buddhist philosopher, Ikeda (1996), identifies three qualities that are essential to global-citizenship. They are the...

wisdom to perceive the interconnectedness of all life and living; the courage not to fear or deny difference, but to respect and strive to understand people of different cultures, and to grow from encounters with them; and the compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places (p.6).

The qualities described by Ikeda serve as motivators for global-citizenship; but translating these attitudes into actions has until recently required profound dedication and sacrifice. Web 2.0 technologies provide access to tools for outreach from one's own training facility, classroom, or home, making global citizenship available to even the mildly interested citizen.

In this article, we elucidate for instructional designers the competencies of global-citizenship and provide a framework for activities in which global citizens can participate. Next we describe Web 2.0 affordances that support such activity; and then we provide an array of websites that harness Web 2.0 capabilities for participation in global-citizenship so that learners can choose to participate as global citizens rather than simply learn *about* global-citizenship.

Global Citizenship

The primary competency of global-citizenship is the ability to look at and approach problems as members of a global society. Such perspective on problem solving includes positive attitudes toward cooperation, responsibility, tolerance, appreciation, critical thinking, ability to resolve conflict, political participation, behavioral change to protect the

environment, and sensitivity to human rights (Parker, Ninomiya, & Cogan, 1999). Of course, activism in any of these areas constitutes global-citizenship.

The kinds of problems facing global citizens and the activities associated with participation in solving those problems can be categorized using what Postman (1995, p. 144) calls the five "inclusive human narratives:" stewardship of the Earth, spirituality, democracy [government], diversity, and the power of language. Solutions to societal problems may one day be achieved through education that, at its best helps people "to find and promote these large, inclusive narratives to believe in" (Postman, 1995, p. 144), and "to transcend individual identity by finding inspiration in a story of humanity" (p. 171).

By including Web 2.0 activities that provide learners with opportunities to exchange ideas within content areas, instructional designers can help learners acquire a broad and inclusive world-view and thereby establish a foundation for their global-citizenship (Cifuentes, Merchant, & Vural, 2010). Developers of read/write technologies have initiated a paradigm shift for economic and social change in which the populace is empowered to act globally rather than as spectators viewing the world through eyes of television news broadcasters or world geography textbook authors. Users socially network around common interests in open-source environments that support an atmosphere of sharing, trust, generosity, service, contribution, and community. They can learn to interpret the interactive and communication styles of others for clearer understanding of various global perspectives. They can learn to appreciate both similarities and differences along with beliefs, experiences, values, and behaviors across distinct and identifiable cultures within and across groups and societies (Timm, 1996).

A framework for global-citizenship can guide instructional designers as they include learners' participation in world events using Web 2.0 technologies across the curriculum. Global citizenship activities may be applied in various contexts such as industrial and corporate training, and educational institutions that may encompass disciplines such as Medicine, Law, Social Studies, Language Arts, Foreign Languages, Mathematics, History, Earth Science, and Media.

Shortly after Postman identified the five "inclusive human narratives," a multinational panel (Parker et al., 1999, p. 129) identified six ethical questions that global citizens should ask and strive to answer:

What should be done in order to promote equity and fairness within and among societies?

What should be the balance between the right to privacy and free and open access to information in information-based societies?

Lauren CIFUENTES, Zahira MERCHANT, Ömer Faruk VURAL

What should be the balance between protecting the environment and meeting human needs?

What should be done to cope with population growth, genetic engineering, and children of poverty?

What should be done to develop shared (universal, global) values while respecting local values?

What should be done to secure an ethically based distribution of power for deciding policy and action on the above issues?

When fused with Postman's five human narratives, these six questions provide an activity framework for preparing students for global-citizenship (Cifuentes & Murphy, 2001; Authors, in press). The framework consists of seven topics coupled with action statements:

Poverty alleviation or eradication- support and nurture underprivileged for self-sufficiency;

Earth stewardship- balance environmental and human needs;

Spirituality- accept and tolerate religion other than of one's own;

Diversity- protect shared and local values, equity, and fairness;

Language- enhance flexibility in communication;

Privacy and open access- protect privacy while championing open access; and

Government- distribute power equitably through policy and action.

The Unique Contribution of Web 2.0

The Web 2.0 platform includes devices such as blogs, wikis, podcasting, RSS feeds, and vodcasting that can be mobilized for global-citizenship. Web 2.0, a term coined by DiNucci in 1999 to highlight the advent of a second generation of web development and design, facilitates communication, information gathering and sharing, interoperability, user-centered design, and collaboration. Users of read/write web technologies create, connect, and collaborate in and out of learning environments as never before. They socially network around common interests in open-source environments designed from a collectivist rather than individualist perspective (Hofstede, 1997).

Consequently, Web 2.0 is conceptually a step ahead of its predecessor. While Web 1.0 hosted static information pages, Web 2.0 provides tools for authoring content.

O'Reilly (2005) defines the distinctive characteristics of Web 2.0 as "...the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform...consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others...." Web 2.0 enables users to collaboratively generate, distribute, and reconstruct knowledge from multiple sources to promote synergistic intelligence and action.

Web 2.0 Websites That Forge the Way for Global-Citizenship

Examples of online environments that provide opportunities for participation and activism follow. Inclusion in this list does not mean that we endorse the organization or that we think the site is superior to other Web 2.0 sites with similar goals. Rather, we include an array of sites that found through a series of Google searches that exemplify diverse applications of Web 2.0. Many of the sites span more than one category of participation, but for simplicity sake we describe sites for participation in just one category. We exclude from this article worthwhile sites that exclusively apply Web 2.0 to elicit donations to the organizations and activities promoted on the site. We do not want to imply that global citizenship requires monetary commitment. Several relevant sites support interactivity on the part of users and therefore encourage global citizenship, but if those sites do not afford the opportunity for users to make contributions to the Web sites' contents, we do not include them. Rather, the sites below specifically take advantage of the Web 2.0 affordance of user contribution to content.

Poverty

According to World Bank reports, world citizens are under the clutches of poverty and, in spite of continuous efforts, society has not been able to reduce the number of people facing poverty (Shah, 2009). Recent poverty reduction strategies reported by the World Bank are converging to include providing direct, explicit material help; creating capacities for future independence; building task forces that further assist in humanitarian approaches; and creating awareness among citizens for conservation of resources so that those resources are available to underprivileged populations. Following is a sample of websites that have creatively used the affordances of Web 2.0 technologies to address the most unacceptable life circumstance faced by some of our fellow human beings. These sites provide forums for people to mobilize intellectual and material resources and skills to support and nurture the underprivileged for self-sufficiency.

Family Promise (<http://www.familypromise.org>) addresses the needs of the underprivileged by not only providing them with food and shelter but also supporting

Lauren CIFUENTES, Zahira MERCHANT, Ömer Faruk VURAL

children's educational needs. The organization also aims to address the issue of poverty by mobilizing federal resources and appealing for policy changes. The way in which the organization uses the volunteer spirit through Web 2.0 technologies is by having an online store of products such as T-shirts, works of art created by homeless people, and publications on social justice; uniting voices of people all over the world to collectively influence public policy on poverty issues; and accepting donations in the form of furniture and clothes to be provided to the underprivileged population in the United States. Family Promise also organizes volunteers who contribute and collectively raise voices to impact and influence public policy on poverty issues.

Similarly, *Heifer International* (<http://www.heifer.org/>) serves by sharing resources and knowledge to those in need so that they can become self-reliant. Heifer International addresses issues of poverty by providing animals to underprivileged families who raise those animals for commercial purposes, thus creating a source of income for these families in developing nations such as Peru, India, and Mozambique. The offspring of the bequeathed animals are then passed by the owner to other families along with the skills and knowledge needed to raise animals. There are various ways that the Heifer International website provides volunteer opportunities. First, "Team Forum" lets one create his or her own webpage to invite others to join a group with the goal of undertaking a variety of different projects from which the group can choose. Second, the employee matching gift activity lets one donate a gift if it matches the criteria of Heifer International (i.e. an animal to make a struggling family self-sufficient). Third, a community volunteering option lets you volunteer by promoting and propagating Heifer International activities and projects to your social network to create awareness of poverty and Heifer International activities to help eradicate it.

The activities of *End Poverty 2015* (<http://endpoverty2015.org>) are based on tracking and following up on the Millennium Development Goals to end world poverty, promised by 189 world leaders at the United Nations Millennium summit in 2000. This organization mobilizes the collective power of human voices to remind, demand, and seek fulfillment of the promise made by world leaders. On joining the network, contributors are expected to campaign to ask the 189 world leaders at every opportunity, "What is the degree of progress made on the Millennium development goal to eradicate poverty?"

Feeding America (<http://feedingamerica.org>) is a network of local food banks, national offices, government agencies, and corporate partners to end hunger. After procuring funds from donors, Feeding America provides food to starving families in the United States through local food banks. The organization seeks volunteer participation by

encouraging volunteers to write letters repudiating poverty to the United States legislature, to email people in their network to notify them about the work of the organization, and to propagate the activities of the organization in local forums.

Stewardship of the Earth

Stewardship means to be concerned about things that do not belong to oneself. Stewardship of Earth involves a sense of responsibility towards the well-being of our planet, including the desire to preserve it and to pass that attitude to future generations. Satisfying human needs through technologically advanced methods has resulted in massive deterioration of the Earth's resources. According to geologists, Earth's natural resources are threatened and efforts to conserve resources should positively impact the survival of both the human species and our planet. The sites below facilitate earth stewardship by balancing environmental and human needs.

Wikia Green (<http://green.wikia.com>) encourages posting about environmental issues and responsible ways of using environmental resources. The site's contents can be used by interested readers to enhance their knowledge. Readers can find a variety of informative resources such as a list of other electronic resources on environmental issues and reports on the impact of technology on environmental degradation or ways to combat environmental problems. The wiki is open for the general public to edit and add new and updated information on environmental topics.

Green Blog (<http://www.green-blog.org/>), like other blogs devoted to the cause of controlling emission of high levels of carbon dioxide and resultant climate change, provides many authors around the world with a space to post information on topics regarding environmental threats. The blog covers many topics like green web hosting, renewable energy, and global warming. Users can become regular authors who make periodic entries or one-time guest authors. Authors write articles to be posted on this blog by contacting the organization via email.

Best Green Blogs (<http://www.bestgreenblogs.com/>) is a directory of blogs themed around topics on making the environment green and sustainable. The blogs listed cover a wide variety of topics such as clean technology in the United Kingdom, global warming in Italy, or sustainable agriculture in China. Best Green Blogs aims to educate people at global levels by inviting articles, stories, or write-ups about ways to save the environment from potential degradation.

Tree Hugger (<http://www.treehugger.com/>) is a consultation organization that provides guidance to individuals and companies on environmental matters. The website provides information by posting up-to-the minute news, solutions to environmental

Lauren CIFUENTES, Zahira MERCHANT, Ömer Faruk VURAL

problems, and product information to be more environmentally friendly. Tree hugger disseminates information in the form of a newsletter, an up-to-the-minute blog, weekly video segments, and weekly radio segments. The user can contribute through the blog named "Hugg" and add information on topics that deal with environmental issues and their solutions.

Green Design Wiki (<http://www.greendesignwiki.com/>) is an electronic presentation of a project that was undertaken to find ways and means to design, construct, use, and dispose of designed materials once they are no longer needed causing the least environmental damage. The website is rich with information on different ways to conserve natural resources. The website provides an option to create a Wiki and also edit and add information to the existing content created by other contributors.

Go Green (<http://www.warmtraining.org/gogreen/>), another user editable blog, is hosted by Warm Training center which is a non-profit organization dedicated to promoting a green and sustainable environment. This blog allows users to create categories within the blog to organize the content in a meaningful manner. Currently the many categories that have been created include green jobs, energy efficiency, and recycling. Users can add a new category or edit existing contents by contacting the organization via email.

Spirituality

To many people religion is a source of guidance and inner strength. Yet religious differences sometimes become the grounds for hatred and violence. Values of religious freedom, tolerance, inter-faith dialogue, and diversity can prevent negative actions taken in the name of religion. Religious tolerance is an attitude of acceptance of other religions besides the individual's own religion and the belief that people of different religions can co-exist. By assuming this attitude one not necessarily agrees with the beliefs espoused by religions other than one's own but respects their existence and traditions. The sites below encourage religious tolerance.

Religious Tolerance (<http://www.religioustolerance.org/>). This web resource is put together by a group of Canada-based multi-faith, religious tolerance consultants. The array of topics covered by the web resources includes a detailed overview of world religions, spirituality and ethics, religious tolerance, social issues guided by religions, religious laws, and news. The site seeks help from volunteers for editing essays and articles to be posted on the web site.

Religion in American History (<http://usreligion.blogspot.com/2009/01/religious-tolerance-and-intolerance-in.html>). Another blog, Religion in American History, provides

insight into diverse religions practiced in America and their impacts on American history. The blog supports sharing and discussing insights, reviews, research projects, articles, books, links, and information about seminars and lectures on the impact of diverse religions on American culture.

Beliefnet's (<http://www.beliefnet.com/>) mission is to help people find, and walk, a spiritual path that will bring comfort, hope, clarity, strength, and happiness. It provides resources for exploring one's own faith or other spiritual traditions, and provides inspiring devotional tools, access to spiritual teachers and clergy across the world, thought-provoking commentary, and a supportive community. The organization is independent and not affiliated with any spiritual organization or movement. Users can subscribe to newsletters and RSS feeds from this website to receive regular information on the topic of spirituality. Users can contribute to the site through more than 36,000 debates and discussion forums and through support groups on topics such as religion, morality, and faith communities.

Spirituality Practice: Resources for Spiritual Journeys (<http://www.spiritualityandpractice.com/blogs/blog.php>) has a multitude of resources to explore information on the topic of spirituality and spiritual practice. It provides reviews of spirituality audios, DVD's, books available in the market for interested readers, a list of blogs, where users provide insights, and e-courses on the topic of spirituality.

Blogged (<http://www.blogged.com/directory/society/religion-and-spirituality>) is a directory of blogs that have been created to discuss the topics of religion and spirituality. The listing has web addresses of approximately 1500 blogs along with the name of the blog editors' and users' ratings of their contributions.

Diversity

The "myth of similarity" has been identified as a major stumbling block to intercultural communication (Barna, 1998). In truth humans differ not only in terms of culture, race, religion, age, gender, sexual orientation, and physical and mental abilities, but also, in terms of our attitudes toward age, change, and taking risks, as well as our concept of fate, misfortune, human nature, face, and sources of self-esteem (Storti, 2001). Embracing such diversity with interest, mutual respect, and tolerance can result in accurate interpretations of intercultural events and in the pleasure and sophistication of having a broad world view. The sites below are each designed to deepen multicultural understanding so as to protect shared and local values, equity, and fairness.

All One Heart (<http://www.alloneheart.com/index.html>) is a non-profit organization that provides educational resources such as books and videos on diversity tolerance. In

Lauren CIFUENTES, Zahira MERCHANT, Ömer Faruk VURAL

addition, users have the option to join diversity clubs, subscribe to newsletters, and share critical incidents related to diversity intolerance that they may have experienced. Also, users can purchase gift items as well as other educational materials and share ideas about tolerance towards diversity by mailing or emailing the organization. Moreover, All One Heart seeks volunteer assistance to manage accounts, apply for grants, spread awareness about the organization locally, and identify articles to be published in the newspaper.

Tanenbaum: Moving beyond differences (<http://www.tanenbaum.org/index.html>) is a non-sectarian and secular organization initiated in the name of religion. Tanenbaum conducts trainings on civilized ways of combating religious discrimination, intolerance and violence in schools, workplaces, and health care facilities. Users can download synopses of learning modules on religious tolerance or contribute by leaving comments on blog postings.

Family Diversity Project (<http://www.familydiv.org/index.php>) is a non-profit organization that provides rental exhibit materials, both nationally and internationally. The exhibit materials include photos on topics such as prejudice, stereotyping, and harassment of people who are considered to be different from the societal norm. The organization also provides consultation, conducts workshops, arranges for leaders and speakers to conduct diversity events, and lists articles and books on the topic of diversity. Users can contribute by writing an article or conducting interviews with Family Diversity Project representatives to be used to spread awareness about the organization. Users are allowed to add links to websites that might be of interest to other site visitors.

Language

People speaking different languages are all currently connected through globalization and technological advancement. Misunderstood vocabulary, syntax, idioms, slang, and dialects can cause difficulty among people who are trying to communicate across cultures. Also, acquisition of new knowledge has become a vital task for survival in today's fast paced world and can be blocked by lack of language understanding. Therefore, learning languages can break barriers and facilitate the exchange of knowledge. Language learning not only facilitates information exchange on the frontiers of knowledge but also generates respect towards our own culture and those of others. By all indicators, English has emerged as an international language for communication among people from different nations. There are more non-native speakers of the English language than native speakers in the fields of science, technology, computers, commerce, transport, education, publishing, and international negotiations. Language learning support sites that enhance flexibility in communication are listed below.

I Love Language (<http://www.ilovelanguages.com/index.php>) is a comprehensive guide to information on language learning through internet resources. It consists of useful links for language learning lessons, translation dictionaries, native literature, translation services, software, and a list of language schools. Users can contribute by adding new links to webpages that can be useful for those interested in language learning and also by leaving feedback and suggestions for further improvement on the site.

Your Dictionary (<http://www.yourdictionary.com/>), apart from providing regular dictionary services, provides a list of websites for translation of English to Spanish, French, Italian, German and a variety of other languages. The site also provides audio translation, word games, quotes, and examples of use of figurative language. The user can contribute by participating in the discussion forum to learn more about the English language and its syntax as well as by leaving suggestions for adding more features to the website.

Google Language Tools (http://www.google.com.au/language_tools?hl=en) is a search engine that provides the option of searching information by typing search phrases in one's native language. Obtained search results can be translated in any other language desired by users. Users can volunteer by becoming translators of language they are proficient with to enhance Google services for multi-language searches.

Language Learning Advisor (<http://www.language-learning-advisor.com/index.html>) has tutorials for English speakers to learn a variety of languages and allows the user to learn at his or her own pace. The website provides numerous electronic materials for learning languages such as French, German, Spanish, Italian, Japanese, Chinese, Portuguese, Russian, Hebrew, and Arabic. Users can contribute to this site by writing reviews of the tutorials, sharing experiences when visiting a country, and filling out surveys for website feedback or sharing language learning tips.

RezEd (<http://www.rezed.org/>). RezEd has been recognized by the American Association of School Librarians as one of the top 25 "Best Websites for Teaching and Learning" along with Facebook, Ning, Skype, Twitter, Wikispaces, and Second Life. It provides resources and research for using virtual worlds for learning endeavors, including language-learning. Articles about peoples' experiences in using virtual worlds, podcasts, and blogs for language learning are posted. Users can participate by creating their own webpage on this website; developing their network; posting ideas, opinions and suggestions on a blog or forum; and joining groups formed to promote the use of virtual worlds for language learning.

Privacy and Open Access

With the power of Web 2.0 technologies the struggle to maintain balance between protecting the privacy of individuals and protecting universal open access is staggering. Both issues are fundamental to democracy. Maintaining citizens' privacy is a moral, social, and business imperative critical to freedom of thought and expression; while open access is critical to free speech and to developing an informed public. But, as users interact on the web, every purchase, telephone call, movie watched, illness treated, and letter written becomes part of a digital trail in online databases and can be accessed by interested parties to threaten individual privacy. And, as the first uncensored environment in human history (Postman, 1993), the web contains a great deal of inaccurate and fallacious content. Participation as a global citizen entails making mindful contributions in Web 2.0 environments and critically evaluating websites accessed. Sites to smooth the process of mindful contribution and evaluation of websites follow.

Open Source Initiative (<http://www.opensource.org/about>) has experts who review and approve licenses for open source software. On this site users find information about the concept of open source, open source standards, and a list of software that underwent the licensing process. Users can contribute by developing, arranging, or conducting educational conferences, programs, courses of instruction, and online educational seminars related to open source software. These processes can be conducted and products can be posted on the site.

Center for Democracy & Technology (<http://www.cdt.org/blog>) (CDT) is a non-profit organization dedicated to finding solutions to promote free expression and privacy in communications via the internet. Members have access to information in various formats such as articles, a newsletter, and RSS feeds. Content includes reports of internet abuses, information on privacy of communication via the internet, and policy statements to protect the interests of internet users. Members can compose and send opinions on issues and policies to federal agencies, the commerce department, or congressional offices. Users can contribute on the site's blog.

Computer Professionals for Social Responsibility (<http://cpsr.org/>) is a global organization that aims to promote the safe use of technology and to educate people about how technology can impact their lives. Members find support services to help them organize events, attend legislative meetings, and issue press releases to spread awareness about issues related to information security while using the internet. They can also contribute by posting articles, fact sheets, Webpages, journals, and books on safe use of technology.

Intellectual Property Watch (<http://www.ip-watch.org/weblog/>) is a non-profit independent news service that posts stories and news on the dynamics that influence the design, development, and implementation of international intellectual property policies. The information is archived on the website in three categories: topics, themes, and geographic coverage of policies. Members can participate by subscribing to the RSS feeds and email alerts that inform them about the latest developments regarding intellectual property. Users can contribute on the site's blog.

Tor: Anonymity Online (<http://www.torproject.org/>) is a network of virtual filters that allows people to communicate in safe and secure forums about sensitive issues such as rape, substance abuse, or illness. Tor blocks hackers from tracking its users' personal or family information and provides secure conditions.

Government

The quality of any country's government depends on the extent to which citizens have access to education, freedom of speech, and ability to participate in decision making processes related to the country's policies. Voices of citizens impact the process of change and stability of a country. Though espoused and propagated as a fundamental value of democracy, freedom of speech is not welcomed with open arms in all cultures. However, Web 2.0 serves as a relatively free platform for voicing uncensored opinions, suggestions, and comments to support equitable distribution of power through policy and action.

Global school net.org (<http://www.globalschoolnet.org/>) supports democracy and free speech. The organization's goal is to develop communication, teamwork, collaboration, literacy, and multicultural understanding in 21st century youth. It encourages students to be responsible citizens and work to establish stability in their country. The website hosts and publishes the projects of youth who conduct research in eight different categories: local leaders, businesses, community organizations, historical landmarks, environment, music, art, and local specialties. The youth then use the evaluation tool to critique each other's projects. Teachers and educators can subscribe to and follow discussion forums on various topics. Users can also contribute by becoming a GSN member; becoming a GSN sponsor, or becoming a GSN representative and liaising between schools, universities, and other youth forums to design and deploy materials for youth development.

E-Democracy.org (<http://e-democracy.org/>) is a non-profit, non-partisan, volunteer-based project devoted to informing global citizens about the power of technology for spreading democracy. It calls citizens to actively and meaningfully participate by voicing

Lauren CIFUENTES, Zahira MERCHANT, Ömer Faruk VURAL

their opinions about national issues. Users can contribute by sharing their skills to support E-Democracy projects and by voicing their opinions on the organization's blog.

E-Democracy (<http://en.wikipedia.org/wiki/E-democracy>) is a wiki in Wikipedia. This wiki provides information on different tools and forms of democracy, practical issues regarding electronic democracy, and citizens' roles in electronic democracy. Like any other wiki this is an editable page and users can contribute by adding a new page or editing existing pages.

People and participation.net (<http://www.peopleandparticipation.net/display/Involve/Home>) is a website that provides assistance to decision makers about policies in public, private, and non-profit sectors. This site provides several resources including information on methods of public participation that have been used for thirty years, case studies of successful participation, news from a variety of sources on public participation, answers to questions by public policy experts, evaluation tools to assess one's own participation level, a library of articles, and other web resources on public policy. Users can contribute by editing and commenting on the existing content and adding stories of successful participation.

Democracy Now (http://www.democracynow.org/get_involved). Democracy Now is a daily TV/radio news program, hosted by Amy Goodman and Juan Gonzalez, which airs on over 750 stations. Pioneering the largest community media collaboration in the U.S., Democracy Now provides access to people and perspectives rarely heard in the U.S. corporate-sponsored media, including independent and international journalists, ordinary people from around the world who are directly affected by U.S. foreign policy, grassroots leaders and peace activists, artists, academicians, and independent analysts. Users can contribute by finding local radio stations to air the Democracy Now programs or publish articles in their local newspaper to spread awareness about the organization and its work. Users can also contribute by volunteering at local radio and television stations that air Democracy Now, by posting comments, and by sharing ideas for story coverage on the site.

American.gov (<http://www.america.gov/amlife/people.html>) is a website that contains a comprehensive set of materials based on a variety of subject matter such as global challenges; international relations; world religion; and diversity in America at work, worship, and leisure. Under the multimedia sections are various web resources that users can download, or they can comment on the website's contents.

Discussion and Conclusion

Besides the above mentioned sites, commonly used Web 2.0 tools can have a wide-range of applicability for global-citizenship. *Wordle, You Tube, Wikipedia, Facebook, Flickr, Twitter, Delicious, and Blogger* can and do act as media for sharing ideas, thoughts, and concepts related to global-citizenship. Learners can extend their contributions on such Web 2.0 sites to encourage activism for addressing global issues.

Given Web 2.0, for the first time in human history, people can contribute to build collective intelligence regarding global issues. Web 2.0 can help instructional designers to design instructional activities that prepare learners for global-citizenship as never before by putting participatory tools in their hands. Since its inception in 1999, Web 2.0 has positively affected academia, business, politics, libraries, and information dissemination by putting powerful tools in the hands of mass users who add their perspectives to the collective body of knowledge. Concurrently, Web 2.0 has opened possibilities for students to learn how to globally contribute to human welfare.

Web 2.0 technologies can bring efforts of many students together to have high impact even when they are separated by time and distance. Web 2.0 provides for social networking and community building for people with similar goals and ideologies. Many sites provide forums uniting supporters so that they can further a given organization's mission beyond a local community. Some sites presented above are main-stream journalism sites covering social and political issues. Readers can contribute by reporting their stories through these democratic media.

Implications for Curriculum and Learning Environments

Dewey (1916) emphasized education's role to prepare students to tackle social issues. Recently his ideology is gaining momentum with the establishment of schools devoted to educating students on peace, social justice, and diversity. Such curricula prepare students to be proactive and to responsibly participate and contribute in matters that affect the human race at large. Therefore, educational institutions and learners can benefit from integrating into the curriculum global citizenship activities using the unique affordances of Web 2.0.

According to Posner (2004) the various kinds of curriculum include the hidden curriculum: situations, patterns, organizations, procedures, happenings, and exposure to media in the environment that affect students' lives. The omnipresence of Web 2.0 environments, particularly for youth who are highly engaged in the Internet, establishes a hidden curriculum for good or bad. Lessons learned through the hidden curriculum can be powerful and durable. Therefore, instruction needs to direct learners' uses of Web 2.0

Lauren CIFUENTES, Zahira MERCHANT, Ömer Faruk VURAL

for positive aims. As we have shown above, Web 2.0 can be harnessed by instructional designers for teaching social justice and social consciousness.

Interactive tools provided by Web 2.0 technology allow learners to experience the satisfaction of participating in global-citizenship activities. Along with the gratification of seeing ones work on a constructive website, learners will likely receive feedback for their contributions. That feedback might provide impetus and the sense of empowerment that will motivate them to continue to participate in global-citizenship beyond their explicit learning experience.

There are a seemingly infinite number of ways to be personally involved in global-citizenship using Web 2.0 environments which provide for meaningful discussion and collaborative activism so that students can join forces to tackle the great challenges of our time. Web 2.0 harnesses the collective intelligence of individuals for finding, designing, mixing and remixing, repurposing, and selecting content to share (Bonk, 2009). Learners will feel empowered as they contribute globally to alleviate poverty; care for the earth; understand spiritual, language, and cultural diversity; protect privacy and open access; and participate in government. Given Web 2.0 tools, they can learn to perceive the interconnectedness of all life, respect difference, and maintain an imaginative empathy as described by Ikeda (1996).

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Lauren CIFUENTES, Zahira MERCHANT, Ömer Faruk VURAL

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