Critical Citizenship and Social Empowerment in the Emerging Cybersociety

Critical Citizenship and Social Empowerment in the Emerging Cybersociety

Thematic Editors

- Dr Antonio Sampayo-Novoa, University of Lisbon (Portugal)
- Dr Guillermo Domínguez-Fernández, Pablo de Olavide University - Seville (Spain)

Approach

Since the 1980s, in the struggle against Marxist capitalism and socialism, Europe has fought for a third more equal and socially balanced structure, where minimum levels of education, health and social services would be guaranteed, in harmony with the economic development, and always prioritising social welfare. Maastricht's Europe set out a social and democratic alternative which the crisis that broke in the first decade of the 21st century has gradually dismantled until reaching levels which, in many cases, are similar to those experienced in past decades of social injustice and rupture of the balanced structure of coexistence.

The dismantling of Maastricht's Europe, with the arrival of the macro crisis, whose trace will unfortunately be noticeable for some time, together with the immigration of almost two million social and political migrants, has created a new Europe, in which race and religion are combined with a social and economic class that is on the brink of misery or with the acceptance of precarious work and appalling living conditions.

This new situation has not only affected migrants, but for more than a decade, at least, it has affected all European citizens and the Maastricht generation, with unemployment, evictions and the beginning of malnutrition and health problems in infants, adults and the elderly.

In this context, the goal of this monograph is to reflect and analyse, from an educational and social media standpoint, how to progress towards a new e-generation of more critical citizens which brings about empowerment through education with social and political actions that are capable of bringing society towards greater levels of social equality and balance. In this context, the media, social networks and emerging technologies create (reinforce and hide) social and critical attitudes towards the situation.

Through anti-establishment movements such as 15 M in Spain, the Chilean student protests, the Arab Spring…. a particular sensitivity has been forged as well as a citizenship that is more aware and critical of the situation. In this context, social networks have become a tool and vehicle of the interactive social communication process for education.

This monograph for «Comunicar» will perform an in-depth analysis of the role of education in responding to these great challenges, using the resources that ICT, emerging technologies, social networks and the media afford us today, with a view to making people more aware.

Descriptors

- Challenges in education and its social dimension in the context of emerging technologies as a key instrument for social change, through critical awareness-raising and empowerment.
- Mass media and social network processes for the creation of a critical citizenship.
- Educational and communication processes as a key binomial in the generation of a critical citizenship.
- Creation and development of social networks as political citizen empowerment.
- Critical and digital citizenship (ICT 2.0 and 3.0) for the creation of empowerment and change processes against social inequality and imbalance.
- Social agents and social networks as foundations for the creation of networks for socio-political empowerment.
- Awareness-raising education that generates processes of change in citizens and serves as an instrument in the fight against social inequality and imbalance in the emerging cybersociety.
- Multidisciplinary and interdisciplinary holistic approaches to respond to the challenges of critical citizenship and political empowerment: active awareness-raising and social and political commitment.

Questions

Some questions and reflections considered by this monograph, related with its thematic lines are:
- The media and social networks as a foundation for a change in social attitudes in the context of the crisis in the welfare society. How has this transition come about?
- Education as a communication and social assistance process for critical e-awareness-raising. What type of education and emerging technologies are needed for awareness-raising and critical citizenship?, what should educational communication consist of in order to develop its social dimension and assistance for the development of critical thought?, what type of relation should exist between issuers and receivers to achieve awareness-raising and critical citizenship as an online education process.
- Critical citizenship, digital citizenship and ITC (2.0 and 3.0) as a foundation for participation in the development and boost of social networks and citizen empowerment. What should critical citizenship consist of and what should its relation be with digital citizenship?, how should encoders and decoders be managed for the creation of social communication networks?, what should the keys of this communication via networks of critical citizens for citizen empowerment be?

- Citizen and political empowerment as a key instrument in critical citizenship for the fight against inequality and imbalance. How should this political empowerment based on critical citizenship come about?, what is a critical citizenship that enables empowerment?, how can empowerment and critical citizenship come together as a tool in the fight against social inequality?, what should this fight against social inequality and imbalance consist of, and what are its characteristics?
- Organisation of social agents, from education and social communication, to ensure that these network actions constitute social empowerment and are capable of fighting against inequality: NGOs, government, political and social movements, parties, university, culture and consumption. Who are these social agents?, how should they act strategically?, how should they use the mass media and social networks?, what should the role of these agents be in critical citizenship and social and political empowerment?, how could their intervention and the creation of networks of convergence between them be more efficient?
- The holistic and integrating relation of different fields linked to emerging technologies and critical citizenship: social education and education for development, sociology, anthropology, psychology, health and medicine, culture…with a view to creating a more equal and balanced society. Can this interaction via multidisciplinarity and interdisciplinarity be used to generate a strategy of holistic intervention? What are the keys of this holistic and integrating action?, what benefits could be achieved with this integrating strategy?, what indicators would it highlight to achieve change?

About the Thematic Editors

Dr. Antonio Sampaio-Novoa, University of Lisbon (Portugal)
Bachelor's Degree and Doctorate in Educational Sciences from the University of Geneva (Switzerland) and subsequent PhD in Modern and Contemporary History from the Paris-Sorbonne University (France). He has taught in various foreign universities, in addition to Geneva and Paris-Descartes, such as Wisconsin, Oxford, Columbia (New York) and Brasilia. He has had more than 150 pieces published (monographs, chapters and articles) in 12 countries, which encompass, as main research areas, the history of education and comparative education. From 1996 to 1999 he was a consultant on education matters in the civil cabinet of the Portuguese president, Jorge Sampaio. From 2006 to 2013 he was Rector of the University of Lisbon. He is author of the report «Educación 2021 para una historia del futuro», written for the European Community in 2008, approved in the context of Latin American politics. He was a candidate for the presidency of the Portuguese Republic in 2016. ORCID: http://orcid.org/0000-0003-3171-1297

Dr. Guillermo Domínguez-Fernández, Pablo de Olavide University (Seville, Spain)
Tenured Lecturer in Spanish universities (UNED, Complutense de Madrid and currently in the Pablo de Olavide University in Seville). Director of the UPO Education Research Group (GEDUPO); Director of the Master's Degree in Teacher-Training (MAES) and Co-Director of the Master's Degree in Education for Development at the Pablo de Olavide University. Professor in national and international doctorate courses (Argentina, Ecuador, Nicaragua, etc.). From 2007 to 2015 he was Dean of the Faculty of Social Sciences in the Pablo de Olavide University and Director of Associate Centres (Assistant Vice-Rector) of the National University of Distance Education (UNED). He has published more than 90 pieces, including articles and books, as an expert in the organisation and management of centres and organisations (especially in communication and innovation, change and quality); he has been a consultant and director of international research such as ATEI (Association of Ibero-American Educational and Cultural Television), OEI (Organization of Ibero-American States), UNESCO… ORCID: http://orcid.org/0000-0002-1811-0326

Instructions and sending of proposals

Editorial standards:
www.revistacomunicar.com/index.php?contenido=normas&idioma=en

Proposals for monographs via the platform OJS RECYT:
http://recyt.fecyt.es/index.php/comunicar/login

Key dates

Deadline for sending articles: 2017-02-28
Publishing date of this edition:
Pre-print version: 2017-07-15
Printed version: 2017: 2017-10-01

Collaboration

LISBOA   **edUPO**

Journal Webpage:

www.revistacomunicar.com