

CRITICAL THINKING AND MEDIA LITERACY FOR GLOBAL CITIZENSHIP: A PHILOSOPHICAL PERSPECTIVE

Ayuba Muhammad Kagara*

Department of Curriculum and Instruction Shehu Shagari College of Education, Sokoto.

Abdulkadir Muhammad Ruwah, Ph.D

Department of Educational Management Faculty of Education Shehu Shagari University of Education, Sokoto.

****Corresponding author: Ayuba Muhammad Kagara (ayubamuhammadkagara6@gmail.com)***

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Abstract

The paper attempted to analyses the critical thinking and media literacy in connection to Global citizenship have become essential skills for responsible global citizenship leading to the transformation of the knowledge to generate novel ideas creative thinking securitized media through govern world. This philosophical inquiry explores the intersection of critical thinking, media literacy, and global citizenship, arguing that the cultivation of these skills is crucial for navigating complex global issues and promoting informed, empathetic, and engaged citizenship. Through a critical analysis of philosophical perspectives on knowledge, truth, and power, this paper examines the ways in which critical thinking and media literacy can be developed and applied to foster global citizenship. The importance of critical thinking and media literacy in promoting critical consciousness, cultural competence, and global responsibility. The paper concludes by proposing a philosophical apparatus for integrating critical thinking and media literacy into education and civic engagement initiatives, with the aim of empowering individuals to navigate the complexities of global citizenship.

Keywords:

Critical thinking, Media literacy, Global citizenship, Philosophical perspective, Critical Consciousness, Cultural competence and Global responsibility.

Introduction

Critical thinking and media literacy for Global Citizenship in recent years stresses the need to create critical citizens to go beyond putting themselves in the situation suffered by people living in impoverished countries; that is, it is intended that Critical thinking for social transformation instructs literate people who think critically and act to transform society through dialogue and respect. Traditional media and social networks offer an unprecedented amount of global information, but this also presents risks of misinformation and biased reporting. Social media algorithms can create echo chambers, distorting public understanding and contributing to increased social polarization. Global citizens need critical thinking and media literacy skills to distinguish credible information. Global media literacy and critical thinking skills are crucial for navigating complex issues like climate change, human rights, and economic inequality. These skills enable individuals to critically assess information, question media's intentions, and engage thoughtfully with international issues, fostering a responsible global citizenry. The justification for approaching critical thinking and media literacy through a philosophical lens lies in the fundamental questions philosophy addresses: What is truth? How do we distinguish fact from opinion? What ethical responsibilities do individuals have as media consumers and global citizens?

Philosophy encourages deep reflection on these questions, urging individuals to move beyond superficial understandings and seek a more profound grasp of media's role in shaping reality. Global media literacy is crucial for fostering ethical awareness and global responsibility, as information flows freely across borders, fostering thoughtful, ethical, and engaged citizens in a world where information flows freely. Cárđaba N. S., Gajardo, K., J. C. Iglesias, & V. O. Quevedo (2024), were of the view that Media literacy is linked to the development of Critical Thinking for global citizenship and is understood as the civic competence necessary to think rationally about socioeconomic or personal issues; therefore, a literate person can: differentiate ideas, and use scientific knowledge, appreciate the various perspectives (environmental, socioeconomic, and political) from which a problem can be faced, analysed information, apply scientific knowledge, make decisions, and act to solve complex problems in situations. Educational centres are expected to focus on educating literate individuals with a global perspective rather than but often transmit content in a fragmented manner, neglecting global conflicts affecting students' daily lives.

Conceptualizing of Critical thinking, Media Literacy and Global Citizenship

Viewing logic as the science of structuring mind, it is argued that exposure to the area fosters the development of critical thinking, reflection skills, media literacy for global citizenship, and the ability to critically assess ideas and criticisms. The statement that critical thinking is a byproduct of logic—logic in action—seems accurate. Critical thinking is defined as the capacity to reflect on concepts and evaluate them analytically, pointing out any shortcomings or mistakes that may be present and outlining the best course of action.

Critical thinking is the process like before one arrives at setting forth the form and option, there must be element of self-criticism and justification of one's position. This done, one arrives, in some soft at what is reasonable to believe, to accept, identify with and get going. From the above position Lau and Chan (2016) postulates that the concept "Critical thinking" as the ability to think clearly and rationally about what to do and what to believe. Furthermore, they clearly pointed out that critical thinking is the characteristic of the ability to think independently, seeing through the connection of ideas, their relevance and importance. This style of handling ideas is quite different from accumulation of information. If a person notable as the repository of information and facts may not necessarily turns out a critical thinker. He might not be able to address any concrete societal issue since he is unable to articulate how his thoughts relate to one another. Critical thinkers, on the other hand, possess the ability to analyse and draw

conclusions from the concepts at their disposal. By implementing these conclusions, they are able to solve problems.

With critical thinking and media literacy for global citizenship it is required that an individual possess the ability to see things clearly, rationally and with the capacity to turn new and imaginative ideas into reality for global citizenship. Education it is called training; however, education of such people merely exposed them to such skills as to disposed them to constructively respond towards addressing societal needs. When such opportunities come calling, they are provided with motivation and encouragement alongside a concomitant condition for creativity to flourish.

Media Literacy is the ability to access, analyse, evaluate, create, and act using all forms of communication. It encompasses a wide range of skills, including understanding media messages, recognizing the role of media in society, and producing media responsibly. Investigation of media codes and traditions, the capacity to critique media values and ideologies, the ability to interpret messages generated by media texts, the assessment of media content, selectiveness, awareness of the effects of media, and a pedagogy that permits media luminosity are all considered aspects of media literacy.

Media literacy is a crucial skill that enables students to be conscious and critical literate in the face of media texts, contributing to their active participation in the media landscape. It involves a critical perspective, allowing students to interpret media messages and recognize the differences between reality and media representation. Critical media literate individuals are aware of the political, ideological, and social structures behind these messages, questioning the establishment of hierarchy and power relations, such as gender, ethnicity, class division, and race discrimination. This education helps students understand the implicit representation practices and dominant standards of judgement in media texts.

Critical thinking and media literacy are essential skills that can be incorporated into educational curricula from an early age. Public awareness campaigns, community workshops, and online resources can help promote these skills. Governments, non-profits, and media organizations can collaborate on these initiatives to provide practical tips for evaluating information and recognizing misinformation. These strategies can help students analyze media messages, recognize biases, and evaluate the credibility of sources. Media literacy is a crucial skill that involves understanding how media works, its meanings are established, and its role as a cultural pedagogy form in daily life.

It involves analyzing media codes and traditions, reading media critically, and expostulating stereotypes, values, and ideologies. Media literacy research focuses on mass media, their use in education, possible effects, and educational communication processes. It aims to raise sophisticated individuals who can analyze, synthesize, question, interpret, internalize, and evaluate media with a critical eye, (Binark &Gencil-Bek, 2010). It emphasizes the fictionality of media content and the manipulation of mass communication processes. By recognizing the fictionality of media, exposing media messages to analytical evaluation, and promoting community participation, media literacy can help change the status quo and develop remunerative messages. Media literacy is crucial for individuals to understand the difference between structured and unstructured truths and to use media effectively with proper guidance. Media representations play a vital role in establishing perceptions and constructing reality, making media literacy a social necessity. Citizenship rights are based on knowledge acquisition and use, and mass media is an essential source for implementing these rights. As technology advances, citizens must be familiar with the concept of media literacy. Media must treat all segments of society equally and be the voice of everyone. Acquired knowledge from reliable sources must be reliable in developing world views and shaping decisions, promoting participatory identity in democracies.

The increasing mass media coverage has hindered multivocality and multiculturalism, ignoring cultural diversity and the formation of free public opinion. The nature of communication has changed due to severe competition, leading to increased knowledge flow and content issues. In our country, with 254 television channels and 1092 radio stations, competition and rating wars have limited media's fundamental function of informing and controlling society. Critical media literacy is essential for individuals to develop ethics of responsibility in civic consciousness, participate in decision-making mechanisms, and take responsibility for their decisions. Media productions studied critically as cultural artifacts enable individuals to think about their social existence and create a social system awareness based on equality. Critical media literacy helps individuals develop ethics of responsibility in civic consciousness, participate in decision-making mechanisms, and respect each other.

Critical media literacy aims to educate individuals about power relations, respect others, and transform marginalizing values. It is closely related to the development of citizenship consciousness, enabling individuals to read media texts critically and participate in the production process. Media literacy education plays a crucial role in ensuring a democratic social order and developing citizenship consciousness. Adults' awareness of media is essential, as it impacts their rights and liabilities, access to accurate information, and the challenges faced by citizens in accessing accurate information. Media literacy education can help individuals overcome obstacles such as censorship, misinformation, disinformation, manipulation, propaganda, false news, stereotypes, prejudices, and perspectives. Questioning media representation practices is one of the first steps in overcoming these obstacles and becoming conscious citizens.

Media literacy education helps individuals understand how media influences perception, beliefs, popular culture, and personal decisions. It equips citizens with critical thinking and problem-solving skills, contributing to speech freedom, information rights, and democracy. Individuals who receive media literacy education adopt a critical perspective, open to dialogue and participation, and recognize inequality relations in social reality. They gain access to information on media structures and become more aware and accountable, contributing to a democratic social order. Realizing social disparities produced and circulated through media representations is crucial for a more egalitarian social order. Critical media literacy education offers numerous opportunities for conscious citizens to understand the political economy behind media production processes.

Critical media literacy is a crucial process that fosters social and political awareness among viewers. It enables them to ask critical questions about media messages, fostering a responsible civil society. This process helps individuals filter, internalize, reject, and make deductions from the information they gather, fostering a more informed and responsible citizenry.

Global citizenship is a complex and contested concept with diverse perspectives and discourses, often viewed as ill-defined, elusive, and abstract. It can be examined from activist, political, and consumerist perspectives. (Fanghanel & Cousin, 2012), while Delanty (2001) distinguishes between notions of 'cultural citizenship' and 'technological citizenship'. Therefore, even while this paper acknowledges the concept's multifaceted and pluralistic nature, it does not aim to evaluate, compare, or question the wide range of theoretical stances and concepts related to global citizenship.

This segment of the paper is included instead to elaborate and explain the specific viewpoint and interpretation of the idea that is used in this work as a crucial foundation to support and contextualize subsequent arguments. Interestingly, although no single conception of global citizenship exists and the range of perspectives is vast, the predominant focus of global citizenship has been on the moral dimension which emphasizes an allegiance to humanity, human rights and sense of responsibility and obligation to others. Clifford and Montgomery (2014), For instance, imply that "discussions of global citizenship are

based on a consensus on universal principles like social justice and equity, while also respecting diversity." Similarly, Rhoads and Szelenyi (2011) contend that moral and ethical responsibility "informed by global understandings and orientated towards the collective good" is a key organizing factor supporting ideas of global citizenship. They propose a citizenship typology, identifying citizenship forms within a two-fold framework: individualist to collectivist and locally informed to globally informed. According to this typology four types of citizenship are possible:

- ✓ **Type i:** Locally informed collectivist.
- ✓ **Type ii:** Globally informed collectivist.
- ✓ **Type iii:** Locally informed individualist and
- ✓ **Type iv:** Globally informed individualist.

Rhoads and Szelenyi (2011) strongly advocate type two (the globally informed, collectivist model of citizenship) as being critical to meeting the needs of the twenty-first century. A global citizen's actions are influenced by understanding global connections, rights, and responsibilities, extending beyond individual interest to serve a broader sense of social good. This Philosophical perspective requires critical thinking as a citizen of the whole world, not just a local or regional group.

Haigh and Clifford (2010) vision of global citizenship emphasize the importance of future graduates being leaders and neighbors, capable of solving future problems, caring for those in need, defending social values, protecting the environment, and contributing to a sustainable world, thereby fostering a more harmonious and sustainable society. A global citizen possesses social consciousness, intercultural intelligence, and understanding, making them responsible, capable, compassionate, and able to engage with cultural others sensitively and constructively.

Global citizenship is a profound concept that demands responsibility and initiative, transcending passports of multiple countries, offering various benefits.

- ✓ Understanding of global management structures, rights and responsibilities, global problems, and associations and correlations between global-national-local systems and processes,
- ✓ Development of differences and more than single identity; for instance, the culture, religion, social and common humanity,
- ✓ Development and implementation of critical skills for global and social literacy; for instance, acquisition of information technologies and media literacy, critical thinking, decision making, problem solving, negotiation, building peace and personal and social responsibilities,
- ✓ Recognition and analysis of beliefs and values,
- ✓ Respect for diversity, maintenance of the environment and empathy for others,
- ✓ Development of critical analysis skills for inequalities in gender, socioeconomic status, culture, religion, age and other inequalities with honesty and social justice approach,
- ✓ Participation in and contribution to local, national and global current problems as informed, engaged, responsible and responsive global citizens (UNESCO, 2015).

The global citizen model's relevance is underscored by the global challenges such as climate change, famines, financial crises, extreme deprivation, urbanization, water shortages, energy security, migration, population growth, and the Middle East's wars, (Gelsdorf, 2010, p.4). Unfortunately, the world faces problems due to polarization and intolerance, hindering cooperation and solidarity. Fear and hate, resulting in dysfunctional bridges, turn the world into hell.

Global citizenship, which is the basis of a more liveable world approach, and media literacy that makes this citizenship functional, mostly cannot demonstrate its full effect. Especially in recent years, social media, which became indispensable for human life, was transformed into a field that has tremendous impact on individuals' attitudes and behaviour. Nations and international organizations may lag behind social media's impact on human radicalization, as virtual environments can influence individuals' radicalization, and terrorist organizations can use social media for propaganda.

Critical Thinking and Media Literacy for Global Citizenship

After 1950s, Philosophers of Education, Educators, Politicians, or policy makers and implementers of policy increasingly adopted educational needs that support successful participation in a globally interconnected world at least in a rhetorical sense. However, reforming the educational system merely was insufficient to address the issues posed by globalization, particularly at both the primary and secondary levels, (Bulus B, & et al., 2012). Educational institutions should train individuals to follow global developments, be sensitive to global issues, and be open to solidarity and cooperation without considering cultural differences. This will help individuals benefit from these changes on behalf of their countries and the world at large. The digital age and globalization have the flexibility to open channels suitable for cultural imperialism, making the social studies curriculum a significant program for global citizenship. Global developments have significantly influenced the changes in the Turkish Education System curricula, including the social studies curriculum, highlighting the need for a comprehensive understanding of these changes.

These reasons were stated as follows;

- ✓ Reflections of rapid advances in global sciences and technologies in Turkey,
- ✓ The need for development of personal and national values based on global values,
- ✓ Lack of harmony between the lifestyles instructed at school and the real-world conditions,
- ✓ Increasing significance of the acquisition of creativity, critical thinking, problem solving, decision making and collaboration competencies by the individuals as a result of economic and social developments,
- ✓ Increasing dominance of the need for training self-expressive, communicative, entrepreneurial citizens,
- ✓ Failure of Turkish students in national or international assessments (MEB, cited by Kaymakçı, 2009).

The Turkish education system actively prepares for global developments, examining if its altered curricula can effectively respond to these changes within the social studies curriculum.

Critical Thinking is key to Global Citizenship

What are the reasons why critical thinking is so important in global citizenship education? What are the traits of Critical thinking, and how do they connect to the teaching of critical global citizenship? Since these questions are addressed in this paper, it is necessary to highlight some of the most pertinent concepts on the issue before attempting to define Critical Thinking:

- i. Since we constantly think about something, thinking entails the assimilation of content;
- ii. thinking is the most effective method for people to assimilate knowledge through three operations: perception, acquisition, and retention; and
- iii. the ability of our thinking to draw conclusions, which begins with previously acquired notions, is the only way that new knowledge can be obtained.

Since Critical Thinking is a problem that exists throughout numerous scholarly fields, there are multiple theories on what it is, but none of them are widely acknowledged. The question of whether Critical Thinking is regarded as a skill or as a method for thinking and a collection of skills emerges after looking at the clarifications provided above. It is possible to recognize characteristics that are shared by the definitions mentioned above as well as some references to the information, norms, dispositions, and capabilities that constitute up Critical Thinking. According to Lipman (1992, 1998) refer to the capabilities dimension in their definitions by conceiving Critical Thinking as the ability to analyze information to rely only on reliable sources and to establish reasoned conclusions.

Like these enhances the ability to comprehend, assess, and draw conclusions in order to make well-informed decisions when performing information analysis. Halpern (2014) asserts that the critical thinker needs to be able to reason and make decisions; Saiz (2018) even notes that CT necessitates the capacity to resolve disagreement. Critical thinking (CT) requires dispositions, requiring a critical thinker to be sensitized, informed, and responsible in society. It involves rigorous, precise, and socially and culturally sensitive analysis. The definition proposed by Franco (2017) integrates these dimensions to make assessments, decisions, and problem-solving. Critical Thinking is a way of thinking that includes various skills for analyzing situations, distinguishing irrelevant information, seeking explanations, making decisions, and seeking the best possible solution.

The Information Age, facilitated by digital technologies, has revolutionized information access and sharing. However, it also presents challenges like rapid spread of misinformation and propaganda. To navigate this, individuals need media literacy and critical thinking skills to evaluate sources' credibility. Media literacy helps individuals identify and counteract misinformation, promote informed decision-making, encourage active participation, and enhance digital citizenship. It helps individuals distinguish reliable sources from misleading ones, critically evaluate information, and hold media organizations accountable. It also promotes responsible online behavior, including respecting privacy and intellectual property, ensuring a functioning democracy.

Conclusion

The Critical thinking that is currently emerging seeks the formation of global and critical citizens, giving rise to a union between the characteristics of the Media Literacy and those of Critical Thinking, which configures the Critical Global Citizenship Education. Critical thinking is an efficient method for dismantling pro-democratic statements and refuting anti-democratic propaganda. It involves questioning media ownership concentration, critique of ideology, and bias in the news. This approach can be used to expose the truth authorities want to keep secret, making it uncomfortable for people to question what they see. This mode of reasoning can be even more effective against pro-democratic discourse, as it exposes the truth authorities want to keep secret. Man, through his critical thinking and creative abilities has over the centuries sought to bring about improvement both in himself and his society. At least he is in quest of self-actualization, self fulfilment and it is his utmost society should assume its rightful place in the comity of nation.

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