

LEARNING MULTIMEDIA AND SOCIAL ACTIVISM

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ABSTRACT

The technology-based courses are not usually related to issues of social significance, but the contact points may be strong enough to justify a study assessing the relationship between participation in socially significant projects for students and their technology learning curve. Students with technical and computers capacity can perform citizenship actions, particularly in terms of dissemination, but will these students be aware of their ability? And the involvement of these students in social projects can improve their technical competence? Thus, in the present study we intend to evaluate the education potential of an educational multimedia socio-political action-based project. The combination of education, technology and socio-political activism is sensitive and requires constant clarification of meanings and intentions. However, studying the relationship between social issues and the acquisition of technological capabilities in school context can be a starting point for other studies about civic training and active citizenship of young students.

KEY WORDS

Activism, Case-Study, Education, Citizenship, Multimedia.



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ENSINO DE MULTIMÉDIA E ATIVISMO SOCIAL

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RESUMO

A combinação de ensino tecnológico, questões de cariz social, ativismo sociopolítico, educação e projetos de intervenção são pouco habituais mas existem dimensões comuns que justificam um estudo para avaliação da relação a participação em projetos socialmente significativos para os alunos e a sua aprendizagem de tecnologia. Estudantes tecnologicamente capacitados podem realizar ações de intervenção mais abrangentes em termos de alcance e divulgação, mas terão estes jovens, consciência do seu poder? O envolvimento destes alunos em projetos de intervenção social para eles significativos aumentará a sua competência técnica? A conjugação de ensino, tecnologia e ativismo sociopolítico é sensível e exige clarificações constantes de significados e intenções, mas relacionar questões sociais e aquisição de capacidades tecnológicas em contexto académico pode ser um ponto de partida para outros estudos que aprofundem as questões de capacitação cívica de jovens estudantes.

PALAVRAS - CHAVE

Ativismo, Multimédia, Estudo de Caso, Educação, Cidadania.



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Learning Multimedia and Social Activism

Nuno Albano

INTRODUCTION

CONTEXT

The current socio-economic situation, with all the difficulties associated, makes young students perceive that they will not have good career prospects, affecting their learning motivation. On the other hand, these same economic difficulties lead to complicated social situations, which although experienced by students, do not provoke any action aimed to solve it. Azevedo and Menezes (2010), from the works of (Delicate, 2003; Menezes et al., 2003; Putman, 1995), claim that although the democracy vitality depends on the involvement and participation of citizens, there is a trend of apathy and political scepticism, not exclusive of youngsters, revealed by a huge lack of interest in political involvement. Meanwhile, there are a lot of social issues that ordinary citizens feel unable to solve. The young students, often endowed with a strong proficiency in Web 2.0 tools do not have a real awareness of their civic intervention capacity.

In this context, the author is developing since 2013 a study in a school with a century-old tradition in technological education, aiming to use the technological abilities of students to solve social problems that they consider as significant, allowing them to acquire the perception that the subjects learned have practical significance in their lives. The technology-based courses are usually not associated to social issues, but the technical training of young students can contribute to their growth as citizens, through their involvement in socially significant projects. Those projects should not only address their every-day life concerns but also impact their learning experience as motivating factors. In this perspective, the social projects should not distract the student from their academic life, but improve it, as defended by Wentzel (Seminar, May 23, 2014): "the pursuit of multiple goals, social and academic, is important for academic achievement".

PERCEPTION OF EMPOWERMENT

Another point to consider is the fact that students, although working quite efficiently with Web 2.0 tools, have not yet acquired the knowledge that these technologies have an extreme potential of problem solving for some of their social issues, i.e., the students do not have the awareness that the technological tools they master are already powerful weapons in socio-activism projects (Stegmann, Weinberg & Fischer, 2007). Additionally, the perception that these students have about the process they are involved should be



evident. In other words, we intend to understand whether, as stated by Kelner (1995, cited in Kelner & Kim, 2010), the students involved realize that “emergent technologies provide the potential that individuals can ‘empower themselves in relation to dominant media and culture’” (p. 6), as well as to what extent they consider they are doing civic and social intervention and if that involvement has improved or not their learning.

The students participating belong to IT and Multimedia courses, meaning that they have technological intervention capabilities superior to ordinary citizens. It is now known the action of social networks and tools like Facebook, Twitter or Youtube to trigger popular protests from the Middle East to the Western world outrage movements, but are vocational students aware that their training in the field of image, audiovisual and web production enables them to produce advanced forms of social intervention? Can the media students produce videos that influence public opinion on social issues that concern them? And can the production of these videos catalyse a need to acquire greater expertise, which could motivate a greater need to know, stimulating the will to learn the proposed curriculum of their course?

SCHOOL MISSION

It can be considered that the academic work with social engagement are potential catalysts of increased civic consciousness, saying Bader and Laberge (2014), from Greene works (1995), that students can discover a sense of responsibility associated with citizenship, both from their own experiences as social care beneficiaries or providers, or from their own conceptions of justice and equality. This awakening of civic and social consciousness is one of the school functions according to several authors, saying Alsop and Bencze (2014), based on studies of Blatt (2014), Bader and Laberge (2014) and Zoras and Bencze (2014), that the education systems have "rights of enhanced democratic representation and participation (...) Education, in this light, shifts from an a-priori of political agency to the project of supporting active political engagement and Involvement" (p. 15). Besides, according to Azevedo and Menezes (2010), participation in civic projects, particularly in schools, should be considered as crucial opportunities to develop skills for involvement in social issues and citizenship.

RESEARCH QUESTIONS

Among the questions that motivated this study, are those related to the interconnection between technology education and social intervention, particularly in terms of its potential: The use of ICT in social-oriented projects contributes to increasing civic awareness of students? And improves their technological competence? Multimedia students acquire the perception that their technological capabilities enhance their social participation? Multimedia students develop the perception that their technological capabilities are important for the exercise of citizenship and democratic problem solving?



What are the capabilities of a multimedia teaching based on socio-political action projects?

So, to address this issue were defined the following research questions:

- What is the impact of the development of multimedia projects of socio-political action on active citizenship skills of students?
- What is the impact of the development of multimedia projects of socio-political action in technological skills of students?
- What are the relationships that students identify between their technological skills and the exercise of active citizenship?
- What are the relationships that students identify between their technological skills and democratic problem solving?

CONCEPTS CLARIFICATION

ACTIVISM

Among the concepts that should be clarified, there is activism, which has multiple interpretations and is not free of controversy and divergent views: “the label of ‘activism’ is wrapped up in a series of fractured and imprecise social imaginaries that are themselves not without either potential or concern. At the heart of most of these are desires to act to bring about change. The Oxford English Dictionary describes activism as ‘intentional efforts to promote, impede or direct social, political, economic or environmental change’. Other definitions cast light on the agent, the protester engaged in pursuit of a particular specific cause” (Alsop & Bencze, 2014, p. 8). Among the various answers to the question of understanding the socio-political action, Sperling, Wilkinson and Bencze (2014), associate activism to a participatory citizenship: “The term active, or participatory, citizenship relates to an indication by actors that they are involved in community life, that they have acknowledged the positive and negative possibilities of their actions” (p. 372). Bernhard Isopp (2014) sees activism as uncompromised from groups with strong institutional power and quoting Woodhouse et al. (2010), presents another version: “By the term ‘activism,’ we refer to a range of methods used by groups with relatively little institutional power attempting to influence opinion, policy or practice toward democratic and other normative ends” (p. 319). Returning to Alsop and Bencze (2014), these authors associate the socio-political activism to a fairly standard concept, unifying different trends and goals: “It is an action orientated and generative term and thereby offers the prospect of identifying with others and acting with common goals” (p. 9). Thus, explaining the concepts of social and political activism through Banks (2009) social intervention models, in conjunction with the STEPWISE model (Bencze & Carter, 2011), the author assumes in this study that socio-political activism can be understood as a conscious action of a group for the purpose of generating social change.

ACTIVISM AND EDUCATION

Another aspect that should be clarified in this study is the link between activism and education. The importance of school as a social transformation vector is present in several authors, as Kelner and Kim (2010) who claim that “critical perspectives on education’s role in societal as well as individual developments, it can also be a democratizing force and promote cultural revolution and social transformation (p.3). Authors like Bencze and Carter (2011) or Roth and De'sautels (2002) argue that the inclusion of activism processes in education, not only increases the students’ knowledge about the issues addressed, but their skills in scientific research as well, besides, and this is not to belittle, it increases their civic awareness. But caution must be present, since socio-political action can incorrectly be associated to ideologies or political parties: “activism can become erroneously associated with ideologically entrenched ideologies, practices of indoctrination that are intolerant of differences and unable or unwilling to critically self-reflect and learn from and with others” (Alsop & Bencze, 2014, p. 8). This connection can limit the use of activist processes in education, because it can look suspicious in the interpretation of school governing bodies or the conviction of the students’ parents. Thus, it should be clear from the start that the projects chosen by the students will have no connection to political party initiatives, but seeks instead to work citizenship issues. Providing students with tools of civic participation and framing the disciplines subjects in a perspective of social intervention can make the school consider the young students not just as future citizens but as citizens with full civic rights and duties capability (Invernizzi & Williams, 2009).

A 2008 study, authored by Azevedo and Menezes has shown that young people have a low interest in terms of traditional political participation and do not trust politicians or governments and by consequence these students don’t discuss any aspects of the political situation with their teachers. However, this same work documented the consistent importance of the classroom context in the formation of a predisposition for future civic participation, pointing out the centrality of school in developing political interests of young people.

TEACHER AUTHORITY AND STUDENTS AUTONOMY

The teachers’ authority in the classroom is not questioned, although this kind of intervention requires strong skills in technical knowledge, project management and objectives definition: “This does not mean we do not recognize the teacher’s authority, but this authority is linked to his / her competence, based on clear and shared objectives. The same authority can be given to students (...) as they develop knowledge and take a stand on (...) issues of importance to them” (Bader & Laberge, 2014, p. 423). The authors quoted above also point that as students gain knowledge, their responsibility can improve and they can take relevant roles in managing their projects. In this perspective, this study seeks to develop work with students from four different levels of education, from the eighth to twelfth school year, in order to be able to engage participants at



various levels of self-management. In this line of reasoning, Hodson (2014) states that students can gain experience in activist initiatives through the influence of their teachers in a three-stage process. Initially the teacher demonstrates and explains the desirable behaviour, illustrating with examples. In the second stage of guided practice, students perform specific tasks integrated into a wider global strategy, being directed and assisted by their teachers. In the third phase of application, students act independently of the teacher, using the concepts and skills previously acquired. In the theory advocated by this author, students will be much more efficient in planning, implementation and evaluation of socio-political actions when they observe teachers and experts in action, practice skills in a position directed by teachers, are assigned planning and organization tasks and engage in evaluation and self-criticism under the guidance of teachers and participation of their colleagues.

The students autonomy is an essential aspect of this study, with authors like Wentzel (2009), advocating that if teachers develop the autonomy of the students, this will improve their performance, which will lead to more positive academic results. Agreeing with this conclusion, Reeve (2009) states that the development of students' autonomy, structured and supported by teachers, contributes to a greater academic effort by the students: "it is clear that both students and teachers function better in school when teachers support students' autonomy" (p. 172). The student-teacher relationship is paramount in the development of the students autonomy, which is a potential precursor of motivation, with the consequent gains in academic achievement, because as recorded in Cheon, Reeve and Moon (2012) when "students perceived that their teachers became more autonomy supportive and less controlling, they experienced psychological need satisfaction, and they reported meaningful gains in their classroom engagement, skill development, future intentions, and course achievement" (p. 392).

The work of Wentzel, Baker and Russell (2012), examining the extent to which academic results of students from ethnic minorities were affected by social perceptions of teachers and their peers, can give some clues and provide information to work with the group involved in this study and how students can be addressed, although precautions are necessary, given the differences in context: "Researchers have documented significant relations between students' positive interactions and relationships with teachers and their academic and social accomplishments at school" (Wentzel, 2009, p. 301).

METHODOLOGY

STUDENTS WORK METHODOLOGY

The school analysed in the present study follows motivating policies for students focused on external partnerships and projects oriented for their future professional reality, with a strong practical component (Programas das disciplinas técnicas do Curso Profissional de Multimédia, 2006-2007). Also, these partnerships with external entities, intend to provide social and cultural organizations with multimedia and audiovisual materials



produced by these students. By doing this, we intended to make students realize that their school work can mean an improvement in their social situation. Thus, in this context of social partnerships, these students have produced since 2009, a full range of multimedia, audiovisual and graphic materials, including films, interactive DVDs, photographic works, posters and leaflets aimed to interconnect their academic tasks with real products used by solidarity organizations.

In order to strengthen the components of social intervention, the multimedia students have integrated the University of Lisbon project " We Act - Promoting Collective Activism on Socio-Scientific Issues" as described in Reis (2014), using the following methodology: a) discussion of social issues deemed relevant by the students; b) stimulating their participation in their resolution, through the search for solutions in an active and democratic perspective; c) production of audiovisual materials in conjunction with non-governmental organizations (NGOs) associated with the resolution of the problems discussed. Thus, concepts and working methods associated with the socio-political activism were introduced in the teaching practice of the Multimedia course. The students debate, identify problems and propose solutions, in a compromise between social issues significant to them and answers involving their technological skills, acquired in their academic work.

Under the earlier WeAct project involving the Multimedia students, a classroom methodology was created, consisting in a debate about the topics deemed relevant by the students, followed by a theme selection not limited by the teacher, although he can provide a framework. After this phase, the students proceeded to research NGOs related to the theme they have chosen, allowing a contact to carry out a collaborative process. This whole process is based on a strong students volunteer commitment, with work out of their school schedule, showing a great volunteer component and interdisciplinary collaboration between students from different school years, consistent with the opinion of Wentzel (Seminar, May 23, 2014): "students are likely to engage in positive social and academic activities at school if the school provide them with this option". Despite this students' self-decision component, their work is always evaluated by the teachers of the different disciplines involved, not only to allow the inclusion of the project in the teaching planning, but also to provide additional motivation.

The working process can be summarized by the following sequence of actions:

- Discussion of topics deemed relevant by the students at the suggestion of the teacher or the students themselves, which are then selected freely by.
- In a second phase the students search for public and/or NGOs involved in the field of activity concerned, which are then contacted in order to carry out a collaborative process.
- In the third phase, the work developed is delivered to the partner organizations and evaluated both by these and academically by the teachers of the disciplines involved.

The multimedia materials already produced by these students have been used by several partner organizations in their real activities and the students have been present in several major education meetings, European programs and social media networks discussing their work.



RESEARCH METHODOLOGY

This study is being developed with a multiple case methodology, according to the concepts and protocols of Yin (2014), Miles and Huberman (1994), Willig (2001) and Eisenhardt (1989). The participants are 65 media students spread over four levels of education (8th, 10th, 11th and 12th years), i.e. from basic to secondary. The 8th graders do not belong to the professional course of multimedia, like the rest, but to a new educational option, the vocational courses. Their inclusion is due to the fact that these students have the multimedia teaching as a common point with the other, and the different type of education will allow establishing some comparisons. These four groups are submitted to an overall analysis, including questionnaire, classroom observation, work evaluation and focus-group. This general component will be complemented by a further analysis of eight of these students, two from each class, with individual interviews. In addition to the four classes and its eight students involved more particularly, the author will also include interviews with multimedia students who completed the course in recent years with social-oriented projects, in order to understand the impact in their professional life.

The vast majority of participants have prior knowledge of the author, and the familiarity between observer and observed, can be seen as an advantage and simultaneously as a disadvantage: It is advantageous in facilitating the approach and overcoming any concerns on the part of the students, but has the potential disadvantage of bias observation. Thus, the author shall keep records containing information for further analysis, including detailed descriptions, dating sessions, comments and reflections.

In terms of research and data collection and analysis procedures, the author uses several instruments, as described below:

- Surveys pre and post-test to a group of 65 students involved in activism projects
- Observation of lessons and evaluation of developed work
- Individual interviews to 8 students who are accompanied with more detail.
- Focus group of four sub-groups of participants
- Testimonials from previous years' students.

This methodology allows procedure triangulation with the collected data processed by content analysis. The chosen sequence of questionnaires, individual interviews and focus-group intends that there is no "opinion contamination", trying that the group approach does not influence individual responses to the questionnaire.

ETHICAL ISSUES AND STUDY LIMITATIONS

This kind of study raises some ethical issues, and an important aspect to consider is that an investigation of this kind should give to the participants the right to do not participate



or to withdraw (Gray, 2012). In practical terms, the status of the author as the participants teacher, can difficult this, even if some aspects of the work done has a volunteer component. Anyway, the experience in previous projects enables the author to say that non participation is rare among these students, so the violation of the withdraw right is not expected (Albano, 2012). Anyway, it is important to maintain attention, in order to enable students who don't want to participate in data collection.

Another ethical aspect to consider relates not to the collection and processing of data, but with the consequences of the social work done by the students, as it is intended that these actions have impact on the community. Roth (2014) warns that allowing students' involvement in social-oriented projects should not be seen by the teachers as a good deed, but as an action that implies responsibility for educators and has "considerable implications. We may no longer simplistically feel good about ourselves when we enable students to participate in activism and science education as/for socio-political action" (p. 252).

Finally, we must take into account that it is not by doing an action towards the community that this is implicitly positive. This should be consciously shared with the students involved. Thus, it must be present that the assumption of the ever-positive consequences of this kind of action also has ethical implications, and working under the presumption that this initiative have a hallmark of correctness and goodness to the community means that we can lose perspective and perhaps those who propose and develop the action will develop a perception that have not a real match in society.

It must also be considered that research based on case studies has limitations in terms of generalization of results (Miles & Huberman, 1994; Yin, 2014; Willig, 2001), so the definition of the limits of this study should be clear. Besides, in this particular study, the social intervention aspects, involve a different type of limitations, since socio-political activism in education is a sensitive issue and implies special care with the way this subject is approached in the classroom and treated by the students: "Introducing activism in science education classrooms can be seen as provocative or debatable. Any approach in that sense must be made intelligently and with nuance in order to be legitimized" (Bader & Laberge, 2014, p. 419).

EXPECTED RESULTS AND FINAL THOUGHTS

A study of this type produces different results, some of which can't be measured. It is intended that the results allows to clarify some aspects related both to technical skills learning as well as the civic training of students of predominantly technological subjects. As already mentioned, this issue has not been studied before in this particular perspective, so the results can be a starting point for further studies in this area. Furthermore, in addition to the technological learning component, there are potential consequences in the civic posture of students that will be interesting to see. Indeed, the results of this study may include aspects that are not relevant in terms of data for analysis but will be important to the education of active citizens and participants. Even if not significant in academic terms, we cannot diminish the importance of developing students awareness of their society role: "The likelihood of students becoming active citizens in



later life is increased substantially by encouraging them to take action now (in school), by providing opportunities for them to do so, and by providing detailed examples of successful actions and interventions engaged in by others” (Hodson, 2014, p. 81).

The transformation in active citizens can influence not only the role of these students in society, but also their own future development. Ferreira, Coimbra and Menezes (2012) relate the personal well-being with a significant civic participation, and the growth of a sense of community belonging as a consequence of a fair social climate. An academic community that provides incentives to young students and opportunities for participation in society will enable the emergence of a proactive and aware generation, in line with what says Hodson (2014): “It is important to note that young people are more likely to participate in community activities if a parent, some other family member or a close friend is already active and/or expresses approval and gives them lots of support (Pancer and Pratt 1999; Fletcher et al. 2000)” (p. 89). Thus, in this type of projects it should be considered that results are not always quantifiable but nonetheless important, like citizenship awareness, as referred by Sperling, Wilkinson and Bencze (2014): “As a result of our analyses, it was apparent to us that students’ Action Projects had some effects on their personal orientations towards knowledge and citizenship” (p. 372). In the projects being developed by these students at this moment there is a large range of subjects, solutions and type of action. To name just a few, we can consider four projects:

- Transporte Solidário: A social transport program for elderly in west Lisbon area, under the auspices of a group of social NGOs and local authorities. The students are developing a video and web material to promote it.
- Movimento Zero Desperdício: A program intending to stop food waste and to provide quality food to those who needed it. The group of NGOs involved already served almost 1.8 million meals. The students have made musical video clips.
- Centro Sagrada Família: A day care and nursery created by a group of Irish nuns. The students are making an audiovisual communication campaign to ask for support.
- Torre de Babel: This project is not related to an external partner, being the initiative of one of the students worried about the large number of mother languages spoken in the school, without being understood by the teachers. So to improve the communication between foreign students and teachers, this concerned student created a volunteer program with foreign languages teaching, in which foreign students teach their languages to willing teachers. The program is entirely free and volunteer. The student is making an audio visual support material, to provide these classes online.

Most of these projects have also an auto-dissemination intention, through educational meetings and social media like TV, radio and newspapers, in an effort largely made by the students. So, we have several ways of dealing with this social projects framework, in a vastly volunteer and autonomous work. It is important however not only to favor autonomous work, but to take into consideration issues that are meaningful to students, as advocated by Wentzel and Wigfield (2009, cited in Wubbels, Brok, Tartwijk & Levy, 2012), when it is said that personal objectives are motivating factors for students.

Increasing the civic participation of young people is paramount to the development of a democratic society. Since the school is one of the most important influences in youth



citizenship construction, the kind of projects studied here is essential. However, considering the educational tradition, it is not easy to include socio-political actions in the school context: "In many formal educational contexts there is still a real uneasiness associated with the political in science, technology and education. It is therefore perhaps unsurprising that science and technology education in most settings strives for a comforting ideal of apolitical, value-free practices" (Alsop & Bencze, 2014, p. 13). Azevedo and Menezes (2008), studying the relation of young students with citizenship concepts reported the existence of communication difficulties in the classroom concerning these subjects. As a matter of fact, the application of socio-political activism to education arouses strong debates between ideological views and political action, with strong arguments by the various participants in the debate. Bader and Laberge (2014), referring to the critical pedagogy and social intervention, argue that however important that may be the ideological analysis, this only makes sense if it is applied in practice, because only then will have real effects:

Critical pedagogy also insists on reflexively naming the ideologies that orientate our worldviews. To promote social interaction in order to reduce social inequalities, we need indeed to identify some of the strongest ideologies that reinforce social inequalities. But, in order to implement some 'praxis,' critical thinking should also include actions. This proposal is legitimate, but makes sense only as tested in specific contexts. It is not effective if it remains 'only' theoretical. (p. 423)

But as controversial the topic may be, the school's role as a place of development of democratic principles, is highlighted by several authors: "a school that we envisage is an institution that seeks to not only nurture democratic participation but also more effectively represents teachers and youth's interests within democracy: a school that is both an internal and external democratic advocate" (Alsop & Bencze, 2014, p. 15). Indeed, from the statement by Putman (1995, cited in Azevedo & Menezes, 2010) that civic engagement takes on a wide range of activities, more or less formal, in a wide variety of contexts, it is said by Azevedo and Menezes (2010) that although schools are a prime location for the development of concepts of citizenship, the experiments conducted there should be extended to the community, which fits well in the type of interactions to be studied in this work. Also Fernandes-Jesus, Ribeiro, Ferreira, Cicognani and Menezes (2011), in a study about the integration of young immigrants, gathered data that did assert that the experiences of participation in civic and political affairs were considered, by most of the youngsters, as fundamental and relevant to their living in society, revealing that people who do not perceive their rights of civic participation for granted, tend to value their social integration. Thus, the possible lack of interest that some authors refer that prevails in younger students can be somewhat faced by the participation in projects that relate to their expectations and the experience in the community where they live, as this may eventually provide reflection means about the work being undertaken and its significance for that same community.

A consequence of this type of academic projects is the development of a wish for greater involvement of students in active citizenship because as said by Ferreira (2006),



young people more involved in movements or civil society organizations reveal more prone to greater political participation. In this context, the author believes that the schools have the duty and the obligation to give students civic participation options, enabling them to learn, according to his free choice, concepts of citizenship and social solidarity. The principle should not be a mandatory participation, but rather show options, in a perspective framed by teachers, as in the present project. Indeed, although advocating freedom as a concept, poor previous experience of most students in such subjects should be matched by the teacher, translating and decoding concepts, acting as a mediator and facilitator. The association of social intervention initiatives and the programmatic subjects of technological courses, as in the present study, implies strong teacher participation in order to translate the students' social proposals into their learning needs.

Whatever the attitude of educators, education and citizenship certainly will be part of future discussions about how schools should be organized in Portugal. Monteiro and Ferreira (2011), claim that

political education is one of the important issues faced by contemporary schools, also because its assumption of conflict helps to insure a plural and participatory democracy. This implies a democracy that challenges and interrogates, interferes with borders and repositions and is able to carry on the counter-hegemonical mechanisms we need in order to face (and conflict with) the surviving ghosts of totalitarian powers. (p. 10)

In fact, the pros and cons of this kind of actions at school generate debate, but this may itself be positive. Authors like Alsop and Bencze (2014) argue that the controversy over existing activism in the context of education can be one of the advantages: "It retains controversy in some educational circles and as a consequence invites reflection. A particular strength of the concept of activism – we suggest – is the paradox that it seems to generate concerning the locus of its educational applicability" (p. 9).

In short, beyond the technological aspects still poorly studied, the controversy generated by the activism of associating socio-political activism with education is the guarantee that this debate is alive, enhancing the need and relevance of this type of studies. More than a definitive work, what we want to achieve is providing a starting point for further studies about young students' civic capacity building issues, using technological skills acquired in school context.

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