

## The exercise of digital citizenship as a recognition of identity and the principles of human freedoms

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### Abstract

This study is an attempt to address some of the concepts generated by the environment of modern technologies, Considering the use of digital technology as an indicator indicating the optimal extent of reaching the degree of cognitive development that affected all sectors that benefit many areas of the humanities, The situation has reached taking it to meet the requirements of the times in light of knowledge societies, and moving to abandon the traditional form of the service sector to digitization, This is due to the development of the thought of computer users, to move them to exercise the basic freedoms of the individual according to automatic systems different from the previous ones, To form new vocabulary related to the world of modern technologies, bypassing the virtual world, which included digital identity, digital citizenship, digital citizen, Therefore, we have a problem in searching for the meaning of digital citizenship and knowing the extent to which it achieves the actual exercise of identity and human freedoms.

**Keywords :** Digital Identity ; Digital Citizenship; Digital Citizen, Digital Rights.

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## I- Introduction :

With the technological revolution, a set of variables emerged that created the need to keep pace with new mechanisms in humanitarian action. and turned the attention of modernist specialists to reducing the burden of effort in the use of traditional documents as well as all day-to-day transactions, Until the inclusion of the human life aspect was reached, it was introduced as part of the automated information. s digital identity in a digital environment.

So we put forward the idea of digital citizenship or digital citizenship, which carries in its meaning a set of ideas that suggest a move to a digital pattern to address citizenship. The following problem can therefore be raised: how did digitization embody a concept of citizenship?

We therefore decided to raise a set of questions as follows:

- How did the idea of digital citizenship stand out in the practical environment of humans?
- Did digital citizenship actually materialize the concept of identity?
- Are there repercussions for digital citizenship?

We can formulate a hypothesis for the study that: The effectiveness of digital nationality success in fulfilling the requirements of humanity depends on how good the raw material it achieves in the area of individual rights.

Among the research studies that stopped me and adopted it in this paper are:

- Talal Abu-Ghazaleh, The Brave Knowledge World Talal Abu-Ghazaleh Knowledge Worker Since 1965.

It highlights its importance in detailing the qualitative leap that digitization has made on our world, and the profound impact on the visibility and embodiment of the concept of digital citizenship and its implications.

- Wan Ng. New Digital Technology in Education Conceptualizing Professional Learning for Educators

Which created an illustration of the incarnation of digital nationality by conceptualizing the professional learning of teachers with models from foreign countries.

We relied on descriptive curriculum for study information.

### I.1. Digital Citizenship Knowledge of origins and meaning:

Advancements in telecommunications have historically sparked debates on their impact on democratic participation. While optimistic

forecasts anticipate enhanced technological literacy leading to a more democratic system, actual contributions to democracy remain limited, partly due to changes in political dialogue and the Internet's less commercialized nature. The Internet's unique duality as a communication network and an information medium enables various forms of engagement, including discussions, mobilization, and information gathering. Researchers explore how the Internet influences political participation, focusing on areas like deliberative democracy, mobilization efforts, and information dissemination. The various ways people use the Internet can have a significant impact on political participation, including voting. Research studies investigate how the Internet affects political engagement, focusing on areas such as deliberative democracy, mobilization efforts, and information dissemination to understand its influence on political participation (Karen Mossberger, 2008,p97).

Research studies investigate how the Internet affects political engagement, focusing on areas such as deliberative democracy, mobilization efforts, and information dissemination to understand its influence on political participation. The Council of Europe warns that those without 'digital native' status or opportunities to become 'digital citizens' may face future marginalization unless they gain essential competences. The 'digital gap' now relates more to advanced technology skills rather than technology access, as tech becomes more affordable. In response, several countries are implementing Digital Citizenship Education in schools to ensure learners acquire these competences. This education fosters learning opportunities for young people to develop online proficiency, engagement, creativity, and legal awareness. Digital citizenship introduces a new dimension of citizenship education, guiding students to positively navigate, work, live, and share in digital environments. Mike Ribble defines digital citizenship: "... as the norms of responsible technology use, helping educators and parents understand what students should know to use technology appropriately. It goes beyond a mere teaching tool and aims to prepare individuals for a technology-driven society. The concern lies not only in what users don't know but in promoting appropriate technology usage to prevent misuse and abuse by both students and adults..." (Janice Richardson, 2017,p59).

## **I. 2. Brief History of Digital Citizenship:**

Citizenship has always been linked to the rights and responsibilities within a community, a concept that has endured over centuries. However, the advent of the digital era has introduced a new reality a virtual, online community where users are now citizens as well. This digital community has become increasingly significant due to the extensive time invested in it, as people are "always on" in this immersive environment. Concerns about the social impacts of technology were initially addressed before the World

Wide Web, encompassing ethical and human considerations. The International Society for Technology in Education (ISTE) included this aspect as "social, ethical, and human issues" in their educational technology standards. Ethical reflections on technology are not unique to computers; every new technology's usage and purpose have shaped its impact on society. The printing press, which preceded computers, notably altered society and education. It revolutionized the dissemination of ideas, fundamentally transforming learning and the education field. For authors like Neil Postman, the printing press marked the beginning of structured educational systems and the division between adults and children, as explored in his book "The Disappearance of Childhood (Park, 2019, pp12-13).

As digital citizenship becomes more prevalent in society, it evolves in terms of awareness and consciousness. While the digital environment grants us quick access to information, being conscious individuals who question the reliability and accuracy of that information is crucial to becoming responsible users. This approach enables us to participate in democracy realistically and objectively. Failing to question the accuracy and truth in the vast online space may lead to the accumulation of false information and a misguided understanding. In rural areas, the difference in accessing digital media creates challenges in obtaining information promptly, leading to a slower development of digital awareness and reduced participation in democracy. Democracy plays a vital role in ensuring social equality and freedom, making it indispensable. (S.M., Female) (Öngün ,Auter, (w.d), p376).

With the development of digital citizenship, a new culture is formed, and awareness is created. People get more information and freedom. Now, in many developing countries, elections such as Italy and Brazil are made online." (S.S.Y., Female) Information and communication technologies are used in democratic processes. Participatory democracy of digitization refers to a political system in which government actors cooperate with non-governmental actors in developing laws and policies. It also allows individuals to exercise judgment and freedom of opinion and expression. It allows citizens to form their perceptions and defend their opinions on issues and events that concern them (Erdem Öngün and auter, op.cit,p376).

The Internet has become a critical tool for wealth generation, communication, and the realization of fundamental rights, sparking new discussions on digital rights and the potential recognition of the human right to access and use the Internet. Article 19 of the UN Declaration of Human Rights states that "everyone has the right to seek, receive, and impart

information and ideas through any media and regardless of frontiers." Additionally, the Internet Rights and Principles Charter affirms that "everyone has the right to access and utilize the Internet." These principles are internationally recognized and highlight the importance of ensuring equal and unrestricted access to the Internet for all individuals (Morais, 2022, p134).

in this context, a situation analysis will be carried out regarding activities performed by Türk Telekom Company for digital citizenship.' to being conscious of all sorts of risks on the Internet with regard to ethical and universal rules. Individuals' fulfilling their citizenship responsibilities, using their rights and opportunities and continuing their daily lives has brought about the concept of digital citizenship. Such citizens are able to communicate in digital media, use information with a critical (Dogan, 2018, p334).

### **I. 3. Between Citizenship And Digital Citizenship:**

In recent times, the impact of digitalization has permeated both public and private spheres. Digital literacy, along with government awareness, is crucial in empowering individuals to actively engage in online society and politics. By harnessing different literacies and technological opportunities, people embrace the process of 'becoming' digital citizens, adapting to novel ways of exercising their rights and freedoms. From a governance perspective, critical analyses of digital citizenship highlight policies that emphasize popular education and lifelong learning initiatives. These efforts aim to reintegrate citizens into a society they were already part of but had been inadvertently excluded from due to the advent of computerization (Csák, 2020, p111).

Digital citizenship is of growing importance in our present-day society and will remain essential for the future. Its significance is widely acknowledged by both the academic community and the general public. In this digital age, issues concerning morality, safety, responsibility, and security persist, emphasizing the critical need for promoting digital citizenship through education. To achieve digital citizenship education effectively, it is vital to address the various factors influencing its development on social media platforms. As we continue advancing into the digital era, cultivating responsible digital citizens becomes imperative to navigate the complexities and challenges of the online world. Empowering individuals with the necessary skills and knowledge to engage responsibly

in the digital realm is essential for fostering a safe and thriving digital society (Pandian Vasant, 2023,p1010 ).

The possibility of developing digital citizenship involves schools understanding the key factors to consider, such as digital skills, knowledge, competencies, informed education, responsible citizens, digital morality, digital literacy, digital footprint, digital identity, digital etiquette, ethics, and many more, limited studies have been conducted on the factors involved in the development of digital citizenship among young people (students).The 21st-century skills involve the competencies for young people (students) to be digital citizens by engaging social media in connecting in this global village or world. The called global village or world is caused by Internet penetration, especially in developing countries (Ibid,p1010).

The factors shaping digital citizenship include civic engagement, social values, digital literacy, teaching and learning, and information and knowledge. These elements are crucial in fostering responsible, ethical, and informed digital citizens who actively engage in social discussions while demonstrating character, respect, and tolerance in their online interactions. To instill the right beliefs and principles of digital citizenship in young people, digital citizenship education plays a vital role. By adhering to these influencing factors, educators can equip students with the necessary skills to navigate the digital landscape responsibly, particularly on social media platforms. Empowering the next generation with these attributes ensures a positive and respectful digital community, promoting a safe and constructive online environment for all (Ibid,p1010).

#### **1.4. Ramifications of the trend towards digital citizenship:**

Technology has reshaped society, creating a digital realm that influences our behaviors and citizenship roles. Beyond the physical world, we now navigate a virtual domain, extending the concept of citizenship to embrace the technological realm. This new form of citizenship requires global collaboration, transcending traditional boundaries. To prepare our children for the future, they must learn to collaborate with individuals from diverse countries like India, China, and Russia. Thomas Friedman's book "The World is Flat" underscores the urgency of equipping the younger generation to navigate this new reality with its distinct rules and challenges. Amid this rapidly evolving landscape, digital citizenship acts as a guiding principle, fostering mutual understanding and cooperation among global citizens. Embracing digital citizenship as a foundation enables us to

effectively navigate this interconnected world, promoting a positive and respectful digital community for all (Ibid,p257).

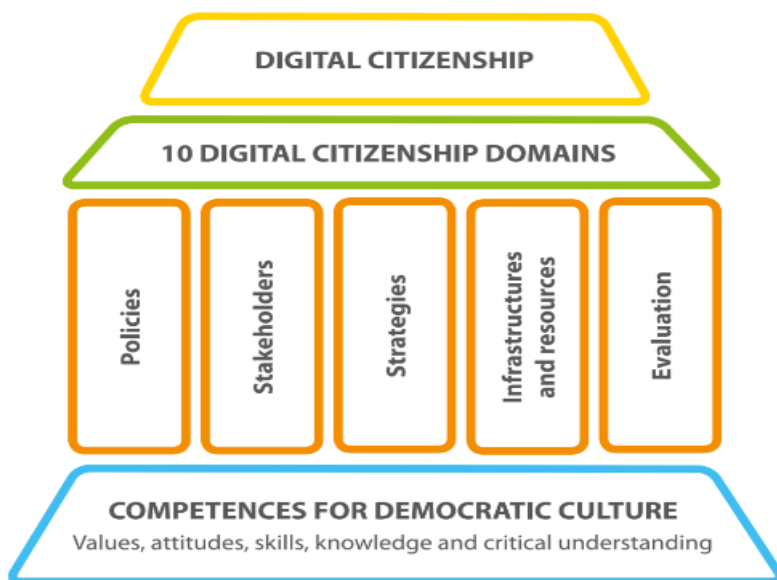
This new citizenship goes beyond knowing the rules and polices to understanding how the individuals perceive the technology. Users should not look at technology as a collection of toys or gadgets, but as tools to communicate and interact in this new world. Users need to see themselves as a member of a community and by realizing this acting in a way reflecting this knowledge when using the technology. It is often difficult to separate the technology from the users today. But this is the importance and challenge of digital citizenship - to balance both technology and the users(Rocci Luppicini, 2009, P257).

Digital citizenship involves the development of personal and interpersonal qualities to support positive online presence and interactions. It encompasses competencies in communication, managing data, and engaging responsibly in virtual social spaces. Active participation requires awareness and responsible decision-making in digital environments to contribute positively to democratic cultures. Digital citizens have rights, including privacy, security, and freedom of expression, along with corresponding responsibilities for ethics and empathy. Privacy focuses on safeguarding personal and others' information, while security relates to awareness of online actions and behavior, including online safety measures. Consumer awareness entails understanding the commercial aspects of online spaces to maintain autonomy as digital citizens (Elizabeth Milovidov, 2019, p14).

cally important in terms of participation in society and economy. e-Competence Framework which provides a reference of 40 digital competences at five proficiency levels which describe the com- petences, skills and knowledge requirements of the ICT professionals in ICT business. This framework is relevant for this project because it focuses on workplace digital competences. Besides digital competences related frameworks in Europe, there are other similar initiatives in other parts of the world. During 2019 in Canada a Digital Competence Framework was developed. This framework breaks down digital competence into 12 dimensions. Entrepreneurial skills are also considered as one of the key 8 competences following Reference Framework for lifelong learning, besides digital competences ,To improve entrepreneurial capacity of European citizens and organizations Joint Research Centre (JRC) of the European Commission on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) has created the Entrepreneurship Competence

Framework also known as Entre Comp Each of the 3 competence areas defined by Entre Comp is broken into 5 specific competences making a framework of 15 specific entrepreneurial competences (Ana Dias Daniel, 2023, p59).

**Figure 1:** The Council of Europe's Digital Competence Framework



**Source :** Elizabeth Milovidov, Janice Richardson, op, cit, p15.

The Digital Citizenship Institute expounds nine principles for digital citizenship that I see as essential. These should be further developed and implemented on a global scale, they include:

1. Digital Inclusion and Access - Developing full electronic participation in



society for all, regardless of location, gender, disability or social status. we also applaud the work undertaken by the ITU together with UNESCO in this regard.

2. Digital Commerce - Informing digital citizens about how to be safe and effective consumers in the digital world.
3. Digital Communication - Helping citizens make informed choices when faced with so many digital communication options.
4. Digital Literacy - Empowering digital citizens with the required literacy skills to continually learn about and use technology.
5. Digital Etiquette - Teaching all digital citizens to become responsible users of technology in society threats (Abu-Ghazaleh, 2019,p128).
6. Digital Law - Creating and enforcing laws to ensure digital technology is used ethically and that illegal uses of it are deterred and suitably punished.
7. Digital Rights and Responsibilities - Developing a digital 'bill of rights' which are freedoms extended to every digital citizen, ensuring them rights such as free speech, privacy, etc.
8. Digital Health and Wellness - Teaching digital citizens how to cope with the mental and physical effects of technology use and how to protect themselves from related stress and addiction.
9. Digital Security - Training digital citizens on how to keep their data safe and protect themselves from negative cyber threats (Abu-Ghazaleh, op,cit, p128).

identified nine key elements that help define how to best use technology in schools, homes and society. The nine elements were designed to create an understanding among educators of wide and varied topics within digital citizenship. It is necessary that teachers, parents and administrators be aware of the diverse topics within Digital Citizenship and provides an organized way to address these issues. If there were guidelines and/or rules with respect to the digital world, then its citizens could benefit from that knowledge. Digital Citizenship also addresses the fact that users have different levels of knowledge when dealing with technology, Depending on their awareness and understanding of technology, users can move along this

continuum. Some issues may be of more concern to technology leaders while others may be more of a focus for teachers. Specifically, these key elements provide with the standards those tend to focus on the safe, legal and ethical use of technology at every place (Thakur,2015, p95).

These elements are (1) digital etiquette- the electronic standards of conduct or procedure, (2) digital communication the electronic exchange of information, (3) digital literacy-the process of teaching and learning about technology and the use of technology. (4) digital access-the electronic participation in society, (5) digital commerce-the electronic means for buying and selling goods, (6) digital law-the electronic responsibility for actions and deeds, (7) digital rights and responsibilities-the freedom that everyone can experience in a digital world, (8) digital health and wellness-the physical and psychological well-being in a digital world and (9) digital security-the electronic precautions undertaken to guarantee self-protection and safety (, 2015, p128).

we then identify three forces through which citizen subjects come into being: legality, performativity, and imaginary. These are neither sequential nor parallel but simultaneous and intertwined forces of subjectivation. We will explain why we call these 'forces' in more detail later : For now, let us briefly describe each in turn. power, freedom to associate, the right to dignity, and the freedom of conscience, are outcomes of social struggles over these liberties and required simultaneously submission to authority and its subversion (e.g., dissent, resistance, protest). Similarly, political rights, such as the right to vote representatives to the parliament, to run for office, to organize political parties and movements, to protest, to assemble, and to civil disobedience are political rights that overall define the figure of the democratic citizen. The social rights of citizenship have their history of struggles, too (Being, 2020, p22).

The legality of citizenship inscribes the figure of the citizen as that person with the right to claim rights. Since the late eighteenth century in Europe and postcolonial societies, this figure of the citizen has acquired certain rights that define it: civil, political, and social rights. Civil rights, such as the right to free speech, the right to privacy, the right to due process, freedom from arbitrary The right to universal benefits, welfare, allowances, and

health and other social services are not only won through social struggles but also establish a principle: the figure of the citizen, to be an effective political figure, must acquire not only a modicum of civil life but also social existence. The charters, bills, and declarations claiming rights-with all the symbolic dates associated with them of 1689, 1776, 1789, 1835, 1948-are largely about inscribing again and again rights as claims through social and political struggles both the origins and effects of which are the figure of the citizen (Engin Isin And Evelyn Ruppert, op, cit, p22 ).

## II- Conclusion:

We can say that the evolution of the use of technology from information technology has also evolved from the frontiers of thinking to the realm of politics and fundamental freedoms and the attempt to turn the traditional citizen into a digital domain in the presence of the information society and developments that have shaped an impressive future of technology, as an attempt to discern the creation, if you will, of cognitive technology syndrome, and its adoption in the realization of fundamental rights.

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