Panel: Youth Participation, Media Literacy and Social Justice

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As digital media have become increasingly ubiquitous, educational institutions, non-for-profit-organizations, and governmental institutions have responded by initiating various programs and research activities that indicate a concern over how, and to what social and political ends, youth engage with media. Within mediated spaces, participatory language has been used to celebrate young people's engagement in social networks and online environments, including platforms like YouTube and Facebook, and other digital technologies such as mobile apps and video games (Ito et al., 2009; Jenkins, 2006). There is particular interest in understanding how participation in mediated environments fosters civic engagement, knowledge, and civic participation (Rheingold, 2008). Yet many scholars have problematized the possibility that participation in digital media might foster new forms of civic engagement or political action for youth, since digital spaces often replicate existing structures of exclusivity and inequity (Hindman, 2008; Davis, 2009). This panel explores the tensions around participation in digital environments, in order to consider what it might mean for young people to learn how to practice citizenship through media literacy. Given the promise around the possibility that digital citizenship might relate to "social justice" as a kind of resistance against neoliberal appropriation, we attempt here to understand how participation in media spaces is negotiated by youth in relation to political practices.

Methodologically, this panel orients itself around critical approaches to pedagogy, where ethnographic and discursive methods are used in the service of highlighting the structures of power that shape young people's everyday modes of media participation. We frame this participation as a kind of media or digital literacy, while attempting to de-stabilize the dominant framings of participation as necessarily in line with social justice or any other particular version of politics. By asking what participation means for young people engaging in a variety of digital practices, we aim to contribute to theorizations of digital citizenship as the way in which youth enter civic life through mediated environments (Papacharissi, 2010).

This panel addresses the following questions:

- How are mediated environments taken up as a tool for social justice and civic engagement, and what tensions surface in doing so with international groups of youth?

- How might we theorize youth political participation and democratic practice? What are the political tensions brought about when youth participate in mediated spaces, especially as related to citizenship, democratic practice, and difference?

- How is the excitement and hope surrounding digital media engagement taken up in governmental and non-profit initiatives, and how do those initiatives address and construct youth in media spaces?

The first paper, "Hope, youth media, and democratic practice," addresses the ways in which youth enact democratic practice as they participate in media production programming, conceptualizing of democratic engagement through Rancière's work on radical democracy to theorize how youth make their stories visible from within the colonial context of community development practice. Second, the paper "Social relations, geographical constructions of youth cultures and urban youth media production ecologies in Canada" examines the spatial ecologies of youth media production organizations, and how their evolution reflect class based tensions as they play out in programming that attempts to expand social capital for marginalized youth. Third, the paper "Geocaching and Civic Engagement in Simultaneous Online and Offline Environments" discusses the affordances of geo-

caching for civic engagement in the everyday practice of youth culture. The fourth paper, "Rethinking participation as engagement in Canada's Digital Economy Strategy," explores the implications of the Canadian Digital Economy Strategy for digital citizenship, analyzing how its policy language constructs youth as digital citizens by conflating participation in digital spaces with civic engagement. Together, these four papers illustrate the far-reaching implications of digital citizenship for young people's engagement with social justice as they negotiate what it means to participate in mediated spaces.

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Geocaching and Civic Engagement in Simultaneous Online and Offline Environments

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Abstract

This paper describes how youth reframed a form of geo-spatial gameplay known as geocaching as an engine for civic discourse and engagement. In doing so these youth emphasize key challenges with traditional assumptions about the intersection of gameplay, civic engagement, and youth participatory action research. As a form of geo-spatial gameplay that allows participants to seek and log hidden objects in the physical world, geocaching is ripe for exploring how online communities and offline communities converge within geo-spatial contexts. Through qualitative research, this study found that this form of gameplay can support certain forms of civic engagement; increased situated practice communicating online and offline were supported. At the same time, efforts by students to engage an online gaming community in "political talk" were limited. Ultimately this study illustrates how assumptions about youth, games, and civic learning cloud the context of games that blend virtual and physical world communication and interaction.

Keywords

youth; play; civic engagement; mobile media

Geocaching and Civic Engagement in Simultaneous Online and Offline Environments

In 2012, I joined a group of inner-city youth to climb through foliage, battle insects and sunburns alike, and attempt to engage in pre-Presidential election dialogue with the general public. The two-week long summer program focused on these students sneaking around major parks in New York city as stealthily as possible: in the "magic circle" (Huizinga, 1949) of this game's rules, this was the way youth attempted to foment social change.

This paper explores the potential for youth civic engagement through geospatial gameplay like geocaching. Geocaching takes advantage of the power of mobile devices to combine access to an online database with GPS abilities within a wide-range of geocaching apps and tools. At its most basic, geocaching is best summarized at the web site, geocaching.com: "Geocaching is a real-world, outdoor treasure hunting game using GPS-enabled devices. Participants navigate to a specific set of GPS coordinates and then attempt to find the geocache (container) hidden at that location."

This paper looks at data from a study working with inner-city youth in New York to utilize geo-spatial gameplay as a means of developing civic education. Through hiding, seeking, and engaging in dialogue with the gaming community, these youth help illustrate crucial challenges with digital forms of civic engagement. This paper's analysis of how youth engage and communicate in virtual worlds and in the physical world builds off of existing work that highlights the not-always-clear distinctions between on and offline engagement (Boelstorff, 2008; Malaby, 2006).

Exploring existing data about youth civic engagement, this study relies on situating youth learning within "legitimated peripheral practice" (Lave and Wenger, 1991). Instead of merely playing a game, geocaching is framed, in this study, as acting as civic agents. This concept of donning new social norms within the context of gameplay fits with Huizinga's (1949) classic model of playing within a "magic circle." Likewise the intersection of civic learning and gameplay is woven amidst the ways game situate learners within potentially meaningful contexts. As Gee writes, "good games have to incorporate good learning principles in virtue of which they get themselves well learned" (Gee 2004, p 57).

Methodologically this study relied on qualitative fieldnotes taken during the study, analysis of students' written and spoken discourse in both physical and virtual environments, and several focus group interviews with the youth participants. Data was coded using a grounded theory (Glaser & Strauss, 1965; Lincoln & Guba, 1985) to develop the broad-based themes emerging in relation to this study's focus on geo-spatial gameplay and civic engagement.

In analysis of the study, three major topics regarding digital gameplay and youth civic engagement emerged: the politics of representation are largely ignored when considering geo-spatial gameplay, engagement and communication takes place in parallel spaces both on and offline, and unlike other forms of civic engagement and gameplay, failure is an overly problematic component of gameplay.

In terms of youth engagement, the fact that all of the study's participants were historically marginalized youth of color played a significant factor in gameplay. Though digital media is traditionally seen as a tool for amplification of youth civic voice, the mixture of online and physical world exploration inherent in geocaching means that youth often felt intimidated and persecuted inhabiting largely white spaces. Building on legal scholarship related to black and Latino experiences being pulled over by officials, "Driving While Black" (Harris, 1999), this paper builds a connection to youth's identity as working-class youth of color while inhabiting largely middle-class tourist destinations of New York City. Geocaching While Black (GWB) is indicative of how the civic actions students may be advocating online are challenged in physical world implantation.

As part of how geocaching is played, participants must log the locations they find by sending messages to an online system as well as by writing (and leaving small trinkets) in the physical location. As such the forms of civic writing that occurred in this study are illustrative of what this paper frames as "parallel literacy performance." Though similar kinds of writing occurred virtually

and physically, parallel writing manifested itself in different types of textual production: online and off students wrote for varied audiences in ways that differed. Across all of the kinds of writing that youth engaged in, one of the consistent factors was that writing was focused on specific audiences. Whether communicating with peers, with geocaching communities, or for public presentations, the kinds of texts students produced were oriented as purposeful and with specific attention to meeting these audiences. As such, this paper notes how youth code-shifting highlighted varied "repertoires of linguistic practice" for specific civic forms of engagement (Orellana, Lee & Martinez, 2010).

Finally, the other major finding of this study is based on existing assumptions of failure in gameplay. Adopting coding mantras of "fail early and fail often," gaming and learning research (Gee, 2007) highlights how gaming environment alleviates the heightened concerns of failure in schooling environments. However, as failure in geocaching often meant youth in this study spent significant time in the sun looking for–and ultimately having to give up–a search for a cache, the sense of disappointment was severe. Several students in this study held reservations of continuing their participation as a result of failure. As such, findings from this study indicate that more nuanced assumptions of learning and failure need to be integrated.

All too often, advances in technology are seen as quick fixes to educational challenges (Cuban, 1986). When assumptions about youth interests, like games, are co-opted by adults in the interest of quick-fixes for schools, the nuances of youth engagement are often overlooked (Selwyn, 2006). Though research has not previously focused on the learning that occurs in the online/offline spaces that games like geocaching concurrently inhabit, this paper argues that this space of dual participation functions as continual spaces for communication and potential civic engagement. In opening up youth action to the affordances of physical world gameplay, students are encouraged to practice "reading the word and the world" (Freire and Macedo, 1987). Powerful opportunities for speaking, writing, and gaining feedback emerge once educators move second language development outside traditional classrooms and beyond the realm of contextualized videogames.

Exemplifying how technology is shifting ways youth participate civically in the digital age, this paper looks at how youth interest and gameplay can heighten youth civic engagement and leadership. It offers insight into how to adapt spatial gameplay for civic purposes, ways to encourage youth voice, and when to go back inside because–as one participant noted– **"**it's just too damn hot outside."

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Hope, Youth Media and Democratic Practice

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Abstract

In attempt to respond to the debates about participation, activism, and youth participation in media spaces, this paper addresses the ways in which youth engage democratic practice in the form of youth media programming, where the program is situated within international community development initiatives. The paper addresses a youth media production program in rural Nicaragua, in which young people living along the Pan-American highway produce a video critical of utopic immigration narratives. Drawing upon Ranciere's work on radical democracy and politics, I theorize how youth make themselves and their critical response to utopic immigration narratives visible from within the colonial context of community development practice, and how their disruption of utopic narratives of immigration shifts the conditions of possibility for them as political subjects.

Introduction

Celebratory accounts of youth, political action, and media production have been criticized by scholars weary of reading activism off of mere participation (Broughton, 2012; MacIntosh, Poyntz, & Bryson, 2012). These debates about the quality and meaning of youth participation in digital civic engagement are important and vibrant; and evidence hopefulness that critical pedagogy and youth participation in civically oriented digital world might have a causal relationship with the redistribution of resources and the elimination of social inequalities (Lesko & Talburt, 2012). In this paper, I attempt to move beyond the assumption of autonomy in youth media production about social justice issues in order to conceptualize of youth political engagement through new media in ways that do not require a causal relationship between action and resolution of social inequalities, in order to understand how it is young people come to wonder about and provoke change and questions of citizenship in today's world while they produce media. In order to do so, I offer a reading of a youth media program that depends on Ranciere's radical democratic politics and young people's ability to redistribute the sensible to make visible voices, bodies, and experiences previously invisible.

Democratic Practice and Political Engagement

Ranciere's (2004) distribution of the sensible delineates the aesthetic coordinates of possibility in any given community or relationship between people, communities, and the world. The distribution of the sensible is the field of politics upon which those working on social justice activism play, and it constructs the conditions of possibility and delineates the boundary lines of in/visibility and un/sayability (Ranciere, 2010). Backing up from the idea of citizenship as participation, the distribution of the sensible recognizes that certain kinds of bodies, stories, and participation are possible at particular moments and in particular spaces, while others are not, and so citizenship is less a practice of participation and more an effect of the divisions of time and space that construct possibility. The organization of space, time, and activity makes certain narratives, voices, and

experiences possible within the community. Emancipatory democracy then is constituted when the perception of social space shifts so that invisible voices/bodies become speakable and therefore redistribute what can be sensed at any given time, thus an effective redrawing of what a community might share in common (Ranciere, 2010). For Ranciere, the practice of democracy and the aesthetic redistribution of sensible is not yoked to a particular outcome that constitutes the material redistribution of resources and elimination of injustice as success, because emancipatory democracy is itself the act of disruption that re-coordinates the distribution of the what can be sensed, of what can be heard, of what is possible (Ranceire, 2004; 2010). The coordinates that delineate community are knit together with feeling and hope, affects that build and contain communities. When youth justify their projects as being about moving people emotionally and changing perceptions, they engage with redistributing the sensible in ways that profoundly re-distribute the aesthetic coordinates of community, even if only momentarily.

Youth Media and Development in Nicaragua & Methodological Approach

This paper addresses a three-year ethnographic study of an international youth media program run by development agencies in rural Nicaragua, in which Dominican and American youth collaborated with Nicaraguan youth in the production of media pieces about social issues. This particular group of young people come from a rural community located along the Pan-American highway, and are joined for a period of two months by two young people, one from the suburbs of Arizona and the other from a rural community in the Dominican Republic. Several of the youth involved in the project had immigrated at some point in their lives either to Costa Rica or to the US for short stints of work before returning to Nicaragua. Together, they produced a video about immigration in Central America and from Central America to the US, and this video forms the basis of my analysis.

Data was gathered using ethnographic methods – participant observations, interviews, video of youth collaborating, and a large archive of the pieces of work they produced form the basis of my data collection. The research was carried out using the case study method, and takes up ethnographic methods to understand young peoples' experiences of media production in this program (Stake, 2005; Yin, 2009). A shot-by-shot analysis of youth pieces was done, and interviews and working sessions were thematically coded with attention to language about hope and change. This paper addresses the planning, production, post-production and presentation experiences of the youth as they work on their piece about immigration, and then use their video to lead discussions and workshops around the issue. I am particularly invested in tracing how hope functions and distributes the possibility of movement for youth, and how youth disrupt normative hopeful notions about immigration through their media production.

Democratic Practice, Disruption, and Advocacy

I present findings in this paper that explore how space is constructed in development programming, and by international groups of young people, and how those constructions are disrupted and reconfigured through the media production process. The pedagogy of participatory media programming among international youth function to set up relations of advocacy as youth produce, share and discuss a film about immigration in Central America.

I find that as youth produce media about challenging issues affecting their lives like immigration, they both challenge and play into relations of advocacy. Considering their actions as democratic practice through a Rancierian lens, I propose that youth engage politics as they disrupt normative ideas about immigration, and also that at times dissent is managed through the lens of empowerment and collaboration. The instability of youth-designed and youth-led media programming is perhaps its greatest strength, because this instability allows for disruption of distribution of the sensible and a re-organization of the aesthetic coordinates of possibility.

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Social Relations, Geographical Construction of Youth Cultures, and Urban Youth Media Production Ecologies in Canada

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Abstract

This paper examines the creative urban youth ecologies constituted around and through more than 150 media programs/initiatives working in the aforementioned cities. While setting out a taxonomy of production-oriented media education programs operating in community-based settings in Canada's three largest cities (Vancouver, Toronto, and Montreal), this research project is particularly concerned to address how and to what extent such programs foster networks of social capital for participating youth. In particular, this paper examines the complex relationship between youth digital media ecologies, socio-political and historical aspects of each city, and its cultural geography.

Keywords

youth media ecologies; mapping ; human geography ; community media

This paper reports on a three-year study *Youth Digital Media Ecologies – Mapping Media Production Affordances in Canadian Media Education Contexts* examining urban youth media production ecologies in Canada. While setting out a taxonomy of production-oriented media education programs operating in community-based settings in Canada's three largest cities (Vancouver, Toronto, and Montreal), this research project is particularly concerned to address how and to what extent such programs foster networks of social capital (Bourdieu) for participating youth.

This paper examines the creative urban youth ecologies constituted around and through more than 150 media programs/initiatives working in the aforementioned cities. A program taxonomy, including key media literacy objectives, target demographics, and geographical reach is addressed using a detailed

interactive map (figure 1) constructed through webscans and telephone and in-person interviews with relevant organizations. In particular, this paper examines the complex relationship between youth digital media ecologies, socio-political and historical aspects of each city, and its cultural geography. How do social, political, historical and geographical aspects influence the development of youth media ecologies in Vancouver, Toronto, and Montreal? While production-oriented media education programs have fostered a vital field of creative youth work in Canada, much of this work – and its associated ecologies – is concentrated in inner-city urban centres. However, how do social conditions, historical events (festivals, expositions), and geographical locations influence youth's level of participation and interaction in community based youth media production organizations? Furthermore, are community based media education programs fostering networks of social capital for participating youth?

As a response to these questions, this draws from the mapping data collected and from interviews conducted with one major youth media organization from each city (*Access to Media Education Society* in Vancouver, *Regent Park Media Arts Centre* in Toronto, and *La Maison des jeunes Cotes-des-neiges* in Montreal). The mapping data clarifies the importance of these organizations in the lives of at-risk youth, who have been the overwhelming target of such programs. The popularity of these organizations in the lies of at-risk youth goes unnoticed without a closer look at the geographical locations, and the organizations out-reach. Their outreach is tied closely to the way at-risk youth come to know specific programs in various geographical areas. To discover and understand the dynamics between social space in real geographical locations and transfer that information to online maps requires specific attention and detail be paid to the dynamics between local places, citizens, knowledge, and history. Social-spatial references such as gender, sexual orientation, disabilities, ethnicity, citizenship and economic levels are crucial to understand the relationship between youth media organizations and the population they serve. By integrating the social-spatial "the notion of social space, formulated in this way, provides a useful framework for exploring a variety of urban problems" (Buttimer, 1980, p.27) Within this framework, mapping techniques are used to crystallize the connection between geography of cultures (Massey, 1998), and socio-political tensions, and the "function of mapping is less to mirror reality than to engender the reshaping of the worlds [youth ecologies] in which people live" (Corner, 1999, p.10).
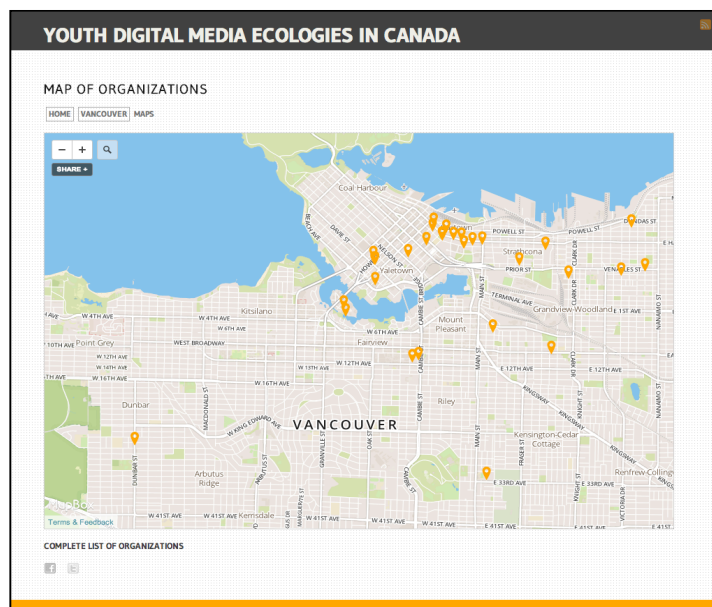

Figure 1: Example of the interactive youth media organizations Vancouver map available on www.YDME.ca
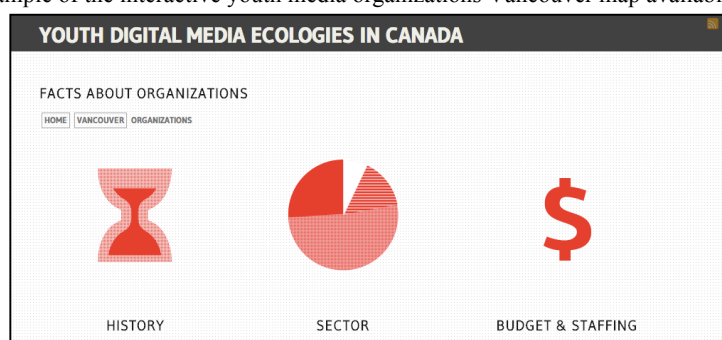
Figure 1: Example of the facts about organizations on the Vancouver map available on www.YDME.ca

The website itself (www.YDME.ca) showcases the data collected through dynamic visual data infographics. The map includes layers of information of the youth media production scenes in some of Canada's major urban communities. It includes a rich and detailed picture of who youth media organizations are, their primary objectives, the kind of media they work with, and the diverse range of young people they serve. The data collected includes information about geographical locations, facts, activities, and demographics of 150 youth media organizations in Vancouver, Toronto, and Montreal. With the use of thorough webscans and in-person interviews the following data was collected:

1. Facts of Organizations:
    1.1. History (period, cultural institutions and events)
    1.2. Sector (for-profit, not-for-profit, community, private)
    1.3. Budget and staffing (full-time, part-time, volunteer),
    1.4. Geographical reach (serve local, regional, national, and international youth)
    1.5. Organizational Networks (share staff and equipment with other organizations) Visibility and Barriers to Services and Outreach (lack of funds and awareness)
    1.6. Funding sources (government, foundations, fees for service, donors, corporate)

2. Activities:
    2.1. Primary Mission of Youth Media Programs (empower, alternative, global change, strengthen community, encourage creative expression, career preparation, media literacy)
    2.2. Primary Media Used (digital, analogue, both)
    2.3. Number of People Served (media production and analysis, screening and distribution)
    2.4. Kinds of Organizational Activities (workshops, screenings, program development)
    2.5. Genre/Media Produced (documentary, news, experimental, PSA, radio, games)

3. Demographics:
    3.1. Geography (local, regional, national, international)
    3.2. Age Level (under 13 years of age, teens, 20s)
    3.3. Specific (gender, sexual orientation, disabilities, ethnicity, citizenship, economic levels)

Mapping of socio-political information and historical events in conjunction with a taxonomy of programs will be crucial for understanding the ways in which youth media ecologies are formed vis-à-vis the relationship to geographical affordances, historical events, and socio-political spheres. In a time of neoliberalism several youth organizations are being challenged by funding agencies to develop 'skills and competency' based curriculums to fit the growing ideals of our political landscape and the reconstitution of urban geographies (Yoon and Gulson, 2010; Dillabough and Kennelly, 2010; Hulchanski, 2010; Burnet-Jailly, 2008). These results in turn are linked to recent data that reveal the changing socio-economic demographics of Canadian urban centres.

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Rethinking Participation as Engagement in Canada's Digital Economy Strategy

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Abstract

This paper addresses the tendency for policymakers to frame participation in digital culture, particularly social media platforms, as a kind of civic engagement in appeals to the social and public benefits of digital literacy. Using the case example of Canada's Digital Economy Strategy consultations in 2010, I trace the discursive conflation of participation with engagement through the consultation documents from the point of view of the results of this policy initiative that have come to pass since the initial consultations. Ultimately, while the policy discourse casts participation – especially young people's participation – as meaningful engagement, young people's actual rights in social media spaces are circumscribed by commercial imperatives, as enshrined in Terms of Service contracts. Given this context, it is important to develop a kind of digital policy literacy that empowers youth to interrogate structures of power in digital media platforms and digital economy policymaking.

Keywords

participation; politics; youth; civic engagement; social media; digital economy

Digital literacy and citizenship in Canada

In recent consultations on the development of a Digital Economy Strategy for Canada, concepts of digital literacy have tended to revolve around preparing young people for technologically-mediated careers; or as Industry Canada's May 2010 Digital Economy consultation paper states, preparing young Canadians to "function in the labour market of today and tomorrow" (Industry Canada, 2010). Public submissions to the consultations reiterate that the strategy should focus on "high school students and young women, with an emphasis on the new, exciting, cutting edge hybrid careers of the 21st century" (Canadian Coalition for Tomorrow's ICT Skills, 2010), within the broader context of how "every citizen will need digital life skills to access government services and information, participate in community life and communicate with friends and family" (York University, 2010).

The language of these submissions and the consultation paper reflects a pervasive framing of youth as future workers but also as future citizens – "digital citizens" – resting on an ideological association between young people and new forms of digital media. Western youth in particular have been framed as "digital natives," having "grown up digital," and thus poised to harness digital technology in practices of labour and civic participation (Prensky, 2001; Palfrey & Gasser, 2008). The Digital Economy consultation paper reflects this assumption in its envisioned future that the digital economy "will contribute in new ways to citizen engagement, quality of life and will open up new opportunities for all Canadians to participate in Canada's democratic, economic, cultural and social life" (Industry Canada, 2010). Yet, subsequent digital economy policy initiatives since 2010 have not lent much weight to such statements. The section devoted to "Building Digital Skills" on the Government's Digital Economy Strategy website has no original resources from Industry Canada or any other federal agency. The site only contains a single link, to the Alliance for Sector Councils, an industry group representing a number of Human Resources organizations.[1] Moreover, some of the key measures implemented as part of the Digital Economy Strategy thus far have been a series of grants for businesses intended to foster "innovation" in digital technology and communications, along with the introduction of digital copyright and anti-spam legislation; no attempt has been made to further pursue any form of digital literacy, much less a digital literacy that would fulfill the promises of citizen engagement and participation.

"Participation" and/as engagement

This paper examines the language of the consultation paper and resulting submissions from the perspective of the policymaking that has taken place since this initial proposition of a Digital Economy Strategy, interrogating the conflation of participation with citizen engagement. Particularly when policymakers have attempted to integrate online social media platforms into their legislative debates, notions of citizenship and rights have not been unproblematic – in fact, they are typically circumscribed by commercial law of contract in the form of Terms of Service and Privacy Policies that accord to extra-national jurisdictions. Through the stipulations of their Terms of Service agreements and Privacy Policies, social media sites commodify the content, behaviours, and personal information of users. As an incarnation of contract law, Terms of Service in effect displace government regulation of social media platforms as spaces for a kind of semi-public discourse (Lessig, 2006), where users must agree to the terms that bind their rights in social media participation as a necessary precondition for accessing digital communications infrastructure. While users, and especially the younger people who tend to adopt these sites more eagerly than the rest of the population (Duggan & Brenner, 2012), seem to be afforded ever more expanding participatory opportunities, Terms of Service contracts and Privacy Policies circumscribe any control they may have over their rights as "digital citizens"

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[1] see http://www.ic.gc.ca/eic/site/028.nsf/eng/h_00027.html

(Papacharissi, 2010). As yet there has been little regulatory action, aside from some of the work of the Office of the Privacy Commissioner (2011; 2009), to address young Canadians' rights in social media spaces, even though breaches of those rights under current commercial frameworks would seem to undermine the status of social media platforms as networked publics (boyd, 2010). And, by extension, such threats trouble the claims of the Digital Economy Strategy that narrowing the "digital skills divide" will have benefits that "extend beyond improved work and learning outcomes presenting opportunities for improvements to our quality of life," constituted by "access to information, government services, health care and education" (Industry Canada, 2010).

So how, then, can young people's participation in such spaces be seen as emancipatory when fundamental rights over privacy and intellectual property are compromised by the terms of the platforms themselves? Given this neoliberal context, digital literacy initiatives for Canadian youth need to begin from principles of civic and economic citizenship, rather than from deterministic myths around technology. For example, Industry Canada's claim about citizen engagement could be framed from the perspective of community organizing that uses digital technologies to challenge injustice and inequality. A first step toward this might entail the integration of Industry Canada's Digital Economy Strategy with the work of Canadian Heritage to capacity-build in the context of local community, arts, and cultural groups (Fuller, 2009). In this way, young people's learning through digital media would be locally situated to enhance civic and economic goals, while addressing literacy about communication rights more broadly.

Digital literacy for citizenship

For young people using digital and social media, rights over their privacy and intellectual property are urgent to consider in light of asymmetrical power relationships that determine justice in networked space. Digital literacy is likely too nebulous of a concept to address such power dynamics (O'Neill, 2010); a more focused model, like that of digital policy literacy (Shade, 2012), would be better able to integrate an understanding of policy processes, political economy, and infrastructures into digital literacy in order to bolster civic engagement and reorient participation toward citizenship. As such, the paper concludes by gesturing toward the crucial contribution of digital policy literacy to the success of the Digital Economy Strategy, especially if it is to serve as a comprehensive vision for young Canadians as digital citizens of "today and tomorrow."

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