REFLECTIONS ON THE DIGITAL YOUTH LEADERSHIP FOR SOCIAL JUSTICE ACTIVISM: UNDERSTANDING SILENT DIALOGUES THROUGH CRITICAL PEDAGOGY

By GULSUN KURUBACAK, Ed.D

Anadolu University, College of Open Education Eskisehir TURKEY

ABSTRACT

The main purpose of this paper is to explore and discuss youth reflections toward digital leadership for social justice activism. Besides, this paper aims to explore the evidence and truth that meant for understanding silent dialogues through critical pedagogy in a digital society. In this study, the strategies and principles of their leaderships based on new communication technologies of evidence and truth through critical pedagogy, is discussed to generate a theoretical framework that provides authentic examples and experiences for probing social justice activisms. The author hopes that these online leaderships can be able to find the diverse resources, multicultural experiences, and egalitarian opportunities that open youth minds and broaden their perspectives. Furthermore, discussing the main features of silent dialogues can construct a very powerful paradigm shift to establish public interests encompassing the reflections of every aspect of social justice activism with the enthusiasm, ideologies and persuasions as well as judgments.

INTRODUCTION

MeritDigital communication technologies provide youth with the democratic space and the skills to discover their own voices and leaderships. As mentioned by Steinberg and Kincheloe (1998), youth live in this cutting-edge technological world, which shapes and reflects their collective actions in ways that could not have been imagined fifty years ago. This new generation of youth across the global can lead their communities in activism for meaningful social change, and defend human rights and social justice. Distance education, therefore, can provide young activists with multi-way peer-based communication milieus and experiences, (Delgado, 2002; Vincent, 2003) that open up the concepts of youth power, critical thinking about organizing, and ownership of their own projects and organizations. Online programs based on the belief that digital youth represent valuable interactions, can significantly lead to the productive transformation of virtual neighborhoods and global institutions. Furthermore, these youth can give excellent insights into the dilemmas, problems and values of the digital knowledge networks.

Digital youth leaderships present deal with democratic education pitfalls and grasp with some of the major political, social, economic and moral issues of our time. The responsibilities of these digital leaders not only simply generate and propagate as well as present knowledge, but also promote the shared values which are the foundation of a free digital society. The dilemma of freedom and responsibility is, such a fundamental inquiry that digital youth can address themselves bravely and systematically throughout their professions as the international outstanding leaders. In this context, understanding silent dialogues among the youth help them to participate conscientiously in the providing of social justice activisms. Digital silent dialogues, therefore, can do more than reflecting and authenticating changes happening in online community, and challenge to foresee the trends to be changed. Social justice activism as one of the most imperative issues today influences the changing life styles of many individuals and the degree of independence of digital societies. Digital youth leadership is a collective action, which involves utmost concerns and goals of global political life and diverse interest groups.

Purposes

The main purpose of this paper is to explore and discuss youth reflections toward digital leadership for social justice activism. Besides, this paper aims to explore what the evidence and truth mean for understanding silent dialogues through critical pedagogy in a digital society. Digital youth leaderships can investigate innovative approaches of discovering, evaluating and using qualitative evidence to advance the goals of social justice activism in digital social milieus. This paper, therefore, reflects on the evidence and truth mean under the terms of democratic leadership models of inquiry. The leaderships should build and develop a strong understanding about online programs, which include values of excellence in authentic expressions of critical process, and qualities which are indispensable and precious in a free society. A major concern in online global world is the concept of freedom and responsibility in both individual and social life. On the other hand, there are strongly oppressing morals, values and ethics in the features of human actions, which are called the '*unavoidable affirmative accomplishments*' by the repressive global regimes. In the protection of a digital free society, distance education has become a theatre of war for those who believe the online milieus as a democratic device of public goods and consider it as an organization for the improvement of the prospective of digital youth leaderships and for the free pursuance of knowledge. To sum up, this research is bringing a new ground by addressing silent dialogues among youth and their reflections toward digital leadership for social justice activism. Based on the main purpose of this study and the concerns discussed above, the key research inquiries are:

? To investigate how digital youth leadership can contribute to the pursuit of social justice through its undeviating applications to solve authentic social problems, assisting and forming online labors, supporting public goods, powering legislation and revolutionizing educational organizations;

? To focus on the changing nature of the relationships between social justice activism in consideration of the current reformation of digital youth leaderships in distance education system that enhance the prospects of achievement and reduce the barriers; and

? To provide the profoundly representations of salient dialogues in an online society and a series of suggestions for digital youth leaderships on virtual communications that characterize social justice activism, which reflect on the multicultural processes by which social and economic considerations can manipulate political agendas.

Social justice activism is critically in need of insightful inspections of its ends as well as its means, that reflect on the digital leadership must provide youth with the understanding of not only the crucial dilemmas and problems of a free community, but also focusing on knowledgeable and constructive criticisms of digital societies. Silent dialogues can help youth to utilize interactive online communications in the service of the digital society about their leadership. As strongly indicated by Perkins, Borden, Keith, Hoope-Rooney and Villarruel (2003), and Zeldin (2004), the free opposition of truths, which is perplexing and riotous, must be the incredible core of a democratic digital society at the same time. In this context, digital youth leadership should seek both truth and evidence with the prevailing apprehensions of making their silent dialogues obtainable for praxis, and of rectifying, altering and transferring egalitarian knowledge from the theory to the practice.

Theoretical Background of the Study

Apart from a concise explanation of digital youth leaderships and an overview of the arguments within them, this paper introduces a unique discussion about the approach of critical pedagogy that can be most advantageously espoused in analyzing and changing these leaderships. Furthermore, the most significant efforts ond dilemmas of social justice activism, to appear in an online free society, presents an essential deliberation of the role of foundations of digital youth leaderships in the progress of social strategies. This can

bring radical social reforms and reconsider how to take the origins and improvements of decisive community actions into account. To sum up, this paper focuses on three concepts fundamental to critical affirmative perceptions: 1) digital youth leaderships, 2) digital silent dialogues, and 3) social justice activism.

Digital Youth Leaderships

The political, social, economic and organizational circumstances of the cutting-edge digital age are calling forth an innovative leadership. Therefore, digital youth can be able to understand why they have to scrutinize the principles carefully, dilemmas and frustrations caused with social reforms in their societies must contended that classic leaderships in the online world where it have no future. As critically pointed out by Adams (2000) and Bennis, Spreitzer and Cummings (2002), especially specific projects and missions with which they must be concerned are few that they must extent their limitations. Besides, digital youth can be able to represent the most creative and motivated attempts to operate deliberate social change in the near future. Furthermore, to build a free online society, these youth must realize their four fundamental responsibilities: 1) They have to strongly pursue the partnerships of power, adequate for their purposes; 2) they have to respect the democratic practices which anticipate every citizen; 3) their policies have to be apparently coherent to be represented and play the independent roles in the purposes of their own online interactions; and 4) they have to represent the diversity of their ideologies by interacting with the multicultural unions and dealing with diverse inquires of the complex structure of digital youth leaderships. A mandate from traditional power can not be able to clearly explain digital youth leaderships from protecting the supports and participations of the digital citizens themselves. To solve the problems and dilemmas related to social justice activism, these leaderships must have their independent agencies, which represent the consistent actions of planning a bias free digital society. In this context, youth can be able to cope with multicultural social policies and strategies in a secular digital society.

Digital Silent Dialogues

Digital silent dialogues can be take place among online youth everywhere in the form of psychological space surrounded by several words overloaded with powerful meanings and expressive potentials. Therefore, as noted by Barkman and Machtmes (2000) and Flanagan and Van Horn (2003), digital youth leaderships must learn how to transfer silent dialogues to form the different linguistic, cultural and disciplinary backgrounds, and also to investigate these dialogues from a variety of perspectives by taking into consideration a variety of dynamics connected to the upsurge of the variety in the digital societies. These dynamics, furthermore, must include a complex and diverse meanings in relationship with the intellectual analysis.

The authentic demonstrations of social justice activisms, silent dialogues must justify their actions by showing how their relationships derived from their understanding of the problems of a free digital society. In this case, silent dialogues amongst digital youth can reflect their political missions, so that they have to be persistently reinterpreted in the light of democracy, multiculturalism, human rights and equality. Therefore, digital youth leaderships to take advantage of silent dialogues must present more freely to planning, implementation, analysis and evaluations at the fundamentals of undeviating achievements. Because of diversity of digital youth's communities, the collective actions should lead them to implement many of the equivalent leadership interactions. The improvements of social justice activisms have to elaborately provoke the society for any radical changes in sharing power and culture globally.

Social Justice Activism

The root of the trouble of social justice activism lies in unbalanced political powers, unequal incomes, an insufficient emphasis on diverse cultural backgrounds, poor sharing resources, inadequate facilities and underpaid labors. Therefore, as mentioned by Newman (2001) and Rice and Haris, (2003), social justice activism must refer to ideas of justice applied to a complete society based on not only acting fairly with individuals and

groups, but also sharing the benefits of society. Furthermore, social justice activism deals with both philosophical dilemmas and fundamental issues in political arenas. On the other hand, different political ideologies have different conceptions of what *social justice activism* actually is. Based on the critical pedagogy approach, this concept reflects a radical approach in which human rights and equity are manifested in the everyday lives of people from every levels of society (Scheve, Perkins and Mincemoyer, 2006). Distinguished by a careful analysis of the most important critics of community action, social justice activism must provide unprejudiced point of views of the progress against its several opponents. Therefore, it is very important for youth to engage in planning, implementing and evaluating community actions, whether as managers, advisors, tutors, officials, politicians, etc. In this contexts, the advance definition of social justice activism is that, the critical understanding of a digital global world where all participants of this online society, regardless of their diverse backgrounds, have indispensable human rights and equal access of their community's prosperities and resources.

The main features of these concepts are, they have a great power to focus on resolving, not only the specific but also imperative dilemmas, barriers and obstacles of a free digital society. Taking advantage of digital youth leaderships, therefore, can make invisible silent dialogues visible, to develop social justice activism oriented criteria for the development of critical curriculums and technology plans at the global site in support of human right improvements. In this case, digital youth must be more capable of creatively gaining confidence in themselves. To design, implement and evaluate powerful communication networks, first of all, it must be defined and analyzed on the basis of the three important characteristic of digital youth leaderships which help online individuals to build free societies by discussing the basic issues about public good:

1. digital youth leadership contributing to the pursuit of social justice.

2. the changing nature of the relationships between

social justice activism.

3. the profound representations of salient dialogues in an online society.

Digital Youth Leadership Contributing to the Pursuit of Social Justice

Investigating how digital youth leadership can contribute to the pursuit of social justice through its undeviating applications, can solve authentic social problems, assist forming online labors, support public goods, power legislation and revolutionize distance educational organizations. As noted by Hughes and Curnan (2000) and McCarthy, Giardina, Park and Harewood (2005), when digital youth leaderships can able to participate in empowering shared gratifications, social justice activisms can arrange absolutely in the overloaded democratic procedures. Moreover, digital youth leaderships should take in to action of the new political oppressions, whose power is indistinguishable and uncertain incidence without any reposes of the traditional formation of power. The usefulness of new forms of the pursuit of social justice activisms requires democratic participations without the proportionate modifications of elite powers. In this context, digital youth partnerships naturally inquire about intercepting any auxiliary invasions on their self-sufficiency, controlling participation as a means of approving rather than powering their collective actions. As pointed by Bloland (1995), digital youth partnership must be a part of the planning, implementing and evaluating processes, which are experiencing the dissatisfactions of critical decision makings, to which any silent dialogues can have a tender participation. Therefore, these dialogues voice loud enough to be heard by more diverse voices. In the expressions of social, economical and political disputes, digital youth leaderships provide online people with respectably outstanding actions via silent dialogues.

The oppressing concern is, the capacity of power elites at each stage to construct the sound and successful reactions to create manifest social justice activism difficulties. The decompose of social, economical, pedagogical, communicational and political processes

of adjustments can generate the misunderstanding of social justice activisms and the inefficiency of collective actions as well as the barriers of combining knowledge for building a free digital community. On the other hand, digital youth leaderships can powerfully distinguish diverse efforts at widespread egalitarian to advocate their collective actions in the multicultural contexts of the comprehensive arguments about promoting social justice activisms. Social justice activisms, therefore, must be the collective understandings for digital youth to represent mutual achievements in their societies.

The Changing Nature of the Relationships Social Justice Activism

Focusing on the changing nature of the relationships, social justice activism in consideration of the current reformation of digital youth leaderships in distance education system, enhance the prospects of achievement and reduce the barriers. As mentioned by Camino and Zeldin (2002) and O'Donoghue, Kirshner and McLaughlin (2002), fundamentally, social justice activisms can be promoted by the system of online communications through which global resources are located. Therefore, digital youth leaderships have a potential to restructure comparatively considerable resources, which can transform the flow of knowledge to the power they manage. Otherwise, silent dialogues must be completely articulated in any critical contexts of collective actions that must be both imperative and unequivocal online participations. Digital youth leaderships should indicate the fundamental troubles of a free society that the structures of silent dialogues help the youth to build democratic societies.

As noted by Bernard (2004), Camino and Zeldin (2002), Flanagan and Van Horn (2003), and McCarthy, Giardina, Park and Harewood (2005), the radical improvements in the structures of digital youth leaderships should empower critical collective actions, which originate from the diverse sovereignty forced by social justice systems. Digital youth leaderships, therefore, must be shaped by multicultural knowledge on which they perform. The formation of online communications for promoting social justice activisms can be multifaceted and the digital youth are least able

to balance the formal barriers and pitfalls to democratic pressures by informal silent dialogues. The integrations from informal online communication networks can be able to emphasize the universal self-consciousnesses of democratic power and to realize perceptible discriminations of power elites. Furthermore, digital youth should efficiently learn how to manipulate radical social reforms in the informal structure of silent dialogues in a free virtual society.

Social justice activisms can be capable of building a diverse context of silent dialogues cutting cross, not only strong hierarchic values, norms and ethics but also powerful autocratical limitations. At the same time, digital youth leaderships can coerce diverse concentrations on innovative resources and multicultural knowledge by elaborating process of critical decision making based on silent dialogues. On the other hand, they need to embrace the dependable situations in the digital power structure.

The Profoundly Representations of Salient Dialogues in an Online Society

Providing the profoundly representations of salient dialogues in an online society and a series of suggestions for digital youth leaderships on virtual communications can characterize social justice activism, which reflect on the multicultural processes by which social and economic considerations can manipulate political agendas. (Administration on Children, Youth and Families, 1997; Kanter, 1997). The more radical advocates of collective actions must utilize an innovative endorse potentials in a free digital society. Counting on silent dialogues in online communications is fundamentally in need of developing meaningful relationships among digital youth. To represent equally all digital citizens in online milieus, digital youth leaderships must concentrate on collective actions by challenging oppressed decisions in support of advocating diverse groups. On the other hand, they can stay away from the manipulated dilemmas and barriers in the diverse explanations of online communications. The borders of their freedom in digital milieus, therefore, must be realistic for democratically reforming the patterns and themes of

silent dialogues in the hierarchy of representative powers.

As highlighted by Bell (2000), Delgado (2002), Newman (2001), and Perkins, Borden, Keith, Hoope-Rooney and Villarruel (2003), the critical strategies of egalitarian involvements can be susceptible, based on power elite oppressions. Digital youth leaderships strongly advocate diverse public interests for promoting social justice activisms to held stronger fundamental collective actions along with the multicultural opinions and knowledge from digital youth leaderships, to found an egalitarian network of power. Table 1 shows the relationship between digital youth leaderships and silent dialogues based on critical pedagogy that social justice activisms promote diverse interests in promising a more democratic progression of reaching diverse choices and opportunities.

In this case, youth can recognize unambiguously the restrictions of online communications and justify their leadership actions by using more radical approaches. Digital youth leaderships can encourage extensive social changes both in the political arenas and professional milieus. Founding advisory actions on social justice activisms can help online citizens in understanding silent dialogues that give the youth more power to contend their rights and the outcomes of their cultural backgrounds. In this case, digital youth leaderships can provide online people with an equal share of power at the value of collaborations in the critical responses to their needs. Furthermore, as highlighted by Bernard (2004), Dolby (2000) and Storey (2004) these youth can take power to provide crucial community services by renovating political agendas.

Results and Conclusions

The main purpose of this paper is to critically explore and discuss reflections toward digital youth leadership for social justice activism. Besides, this paper focus on exploring what the authentic evidence and truth mean for understanding silent dialogues through critical pedagogy in a digital society. In this context, digital youth leaderships for empowering social justice must try to build a strong construction of multi-way communications across not only hierarchical and autocratic restrictions that each digital society can be able to act the diverse opportunities of well-designed planning where represents diverse online groups, social justice activisms, digital youth leaders and virtual people meet to equally exchange ideas and opinions, carefully describe the priority of needs and demands of a free community.

As mentioned by Scheve, Perkins and Mincemoyer (2006), not only can understand silent dialogues among digital youth to promote developmental opportunities for social justice activism, but also encourage diverse relationships by generating youth engagement opportunities within their online communities. This process has to be both intellectual and reinforced by endorsements. Furthermore, social justice activism must be envisioned in terms of the needs of disadvantaged groups by digital youth leaderships. On the other hand,

		SOCIAL JUSTICE ACTIVISM			
CRITICAL PEDAGOGY	ONLINE COMMUNICATIONS	Digital Youth Leaderships			
	Silent Dialogues	Engagement	Authentic Collaboration	Activism	Innovative Communication
	To increase the efficiency of collaborations	advancing the central participation	upholding universal human rights values	enhancing human rights	connecting with new audiences
	To facilitate transfer and sharing of knowledge	implementing diverse collaborative exchange projects	understanding the concerns, views, and needs of their societies	contesting growing racism and neo-fascism	building powerfully global connections amongst individuals
	To contribute to a deeper understanding of the communication process	participating within a highly alternating media opportunities	providing safe and exciting alternatives to share power	ensuring organizational longevity	adapting to cutting-edge communication technologies and techniques
	To investigate new leadership paradigms	promoting international collaborations via emerging technologies	supporting global professional development networks	take action in digital communities	enabling collaborative projects among digital societies
	To develop social networks supported leaderships for collective actions	adopting a diverse range of strategies	focusing on connecting accessible global resources	building long-term attitudinal change in their societies	encouraging learning and communicating through multicultural experience
	To promote the adoption of social justice activisms	performing harmony with a human rights group working in another part of the world	training digital youth to reflect their societies what wish to work in	facing the challenges of adapting to diverse agendas	decentralization on the global network to build a large number of leadership activities
	To share ideas, and projects based on equity and social justice	providing personal Web pages to generate multi-way actions	managing partnerships and special projects globally	realizing of the complex forces at work in digital society	advocating awareness for critical community actions and plans
	To produce impoverished discussions about the role of a democratic and free digital society	supporting exchange for critical ideas and materials for social justice	engaging to build multicultural online contents for social justice activisms	building a global digital gallery of artworks, databases, projects, events and actions	allowing for a complete approaches to engage all community stakeholders equally

*Table 1. Relationships between
Digital Youth Leaderships and Silent Dialogues*

the dilemmas, obstacles and barriers they imply are not limited to the underprivileged people. In the light of multi-way online interactions, silent dialogues should empower the oblique relations of both informal and formal communications, which is manipulated by the better considerations brought by digital youth leaderships. In particular, these leaderships have power to direct the making of critical decisions whereas social justice activisms force the deferment and review of inadequate decisions.

In reality, online communications and power cannot be separated that digital youth leaderships must establish the helpful, competitive, inexhaustible and democratically divergent foundations. On the other hand, the range of contingent verifications for every achievable alternative can be insurmountable difficulties and disadvantages. As discussed by Camino (2000) and Kumashiro (2004), the exchange of knowledge is not an implementation of power in a free digital society that the invasion of authority questionably restrains its openness. Digital youth leaderships must divulge their minds more vigilantly in egalitarian relationships, which merely reflect on authentic discussions of online and the rational salient dialogues for democratic and radical reforms. Finally, considering these dialogues, can provide the multicultural online contexts for the exchange of global knowledge amongst digital youth, who can provoke social justice activisms for establishing a free digital society.

References

Adams, A.C. (2000). *Outrageous leadership: The work is the circus and you are the ringmasters. CYD Journal: Community Youth Development 1:4243.*

Administration on Children, Youth, and Families (1997). *Understanding Youth Development: Promoting Positive Pathways for Growth. Washington, D.C.: U.S. Department of Health and Human Services.*

Barkman, S.J., & Machtmes, K.L. (2000). *Measuring the impact of youth development programs: The four-fold youth development model. CYD Journal: Community Youth Development 1:4047.*

Bell, D. (2000). *Cybercultures reader: A user's guide. In D. Bell & B. Kennedy (Eds.), Cybercultures Reader (pp. 112). New York; NY: Routledge.*

Bennis, W., Spreitzer, G.M. & Cummings, T.G. (Eds.) (2001). *The Future of Leadership Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. San Fransico, CA: Jossey-Bass. [Online] Available:*

Http://www.questia.com/PM.qst?a=o&d=07829351

Bernard, H. (2004). *The power of an untapped resource: Exploring youth representation on your board or committee. Juneau, AK: The Association of Alaska SchoolBoards.[Online]Available:http://www.aasb.org/Publications.html*

Bloland, H.G. (1995). *Postmodernism and Higher Education. Journal of Higher Education. 66 (5). 521-.*

Camino, L. (2000). *Putting youth-adult partnerships to work for community change: Lessons from volunteers across the country. Community Youth Development Journal, 1, 27-30.*

Camino, L., & Zeldin, S. (2002). *Making the transition to community youth development: Emerging roles and competencies for youth- serving organizations and youth workers.In T. Burke, S.P. Curnan, J. Erickson, D.M. Hughes, N. Leon, R. Liem, K.J. Pittman, J. Terry, & D. Woonteiler (Eds.), Community Youth Development Anthology. Sudbury, MA: Institute for Just Communities, Brandeis University.*

Delgado, M. (2002). *New Frontiers for Youth Development in the Twenty-First Century: Revitalizing & Broadening Youth Development. New York, NY: Columbia University Pres. [Online] Available:*

Http://www.questia.com/PM.qst?a=o&d=00341272

Dolby, N. (2000). *The shifting ground of race: the role of taste in youth's production of identities race. Ethnicity and Education. 3(1), 7-23.*

Flanagan, C. & Van Horn, B. (2003). *Youth civic development: A logical next step in community youth development. In Villarruel, F.A., Perkins, D.F., Borden, L.M., & Keith, J.G. (Eds.), Community Youth Development: Programs, Policies, and Practices (pp.*

201-223). *Thousand Oaks, CA: Sage Publications.*

Hughes, D.M., & Curnan, S.P. (2000). *Community youth development: A framework for action. CYD Journal: Community Youth Development, 1, 7-11.*

Kanter, R. (1997). *Restoring People to the Heart of the Organization. In F. Hesselbein, M. Goldsmith, & R. Beckhard (eds.), The Organization of the Future. San Francisco, CA: Jossey-Bass.*

Kumashiro, K. (2004). *Against Common Sense: Teaching and Learning toward Social Justice. New York, NY: RoutledgeFalmer. [Online] Available:*

Http://www.questia.com/PM.qst?a=o&d=08753155

McCarthy, C., Giardina, M.D., Park, J.K., & Harewood, S. (2005). *Introduction: cultural inter/connections. Critical Methodologies. 5, 135-144.*

Newman, O. (2001). *The Promise of the Third Way: Globalization and Social Justice. New York, NY: Palgrave. [Online] Available:*

Http://www.questia.com/PM.qst?a=o&d=10171001

O'Donoghue, J.L., Kirshner, B., & McLaughlin, M. (2002). *Moving youth participation forward. New Directions for Youth Development, 96, 15-26.*

Perkins, D.F., Borden, L.M., Keith, J.G., Hoope-Rooney, T.L., & Villarruel, F.A. (2003). *Community youth development: Partnership creating a positive world. In Villarruel, F.A., Perkins, D.F., Borden, L.M., & Keith, J.G. (Eds.), Community Youth Development: Programs, Policies, and Practices (pp. 1-24). Thousand Oaks,   CA: Sage Publications.*

Rice, D., & Haris, M.M. (2003). *Leadership in community schools: a frame analysis. Reclaiming Children and Youth. 11(4), 216-220.*

Scheve, J.A., Perkins, D.F, & Mincemoyer, C.C. (2006). *Fostering youth engagement on community teams. Journal of Youth Development. Bringing Research and Practice. 1(1), Article 0601PA003 [Online] Available:Http://www.nae4ha.org/directory/jyd/jyd_ article.aspx?id=d4d218b6-2440-4b13-b4da-967da882f90a*

Steinberg, S.R., & Kincheloe, J.L. (1998). *Privileged and getting away with it: The cultural studies of white, middle-class youth. Studies in the Literary Imagination. [Online] Available:*

Http://www.findarticles.com/p/articles/mi_qa3822/is 199804/ai_n8796386

Storey, J. (2004). *Leadership in Organizations: Current Issues and Key Trends. New York, NY: Routledge. [Online] Available:*

://www.questia.com/PM.qst?a=o&d=108774039

Vincent, C. (2003). *Social Justice, Education and Identity. New York, NY: RoutledgeFalmer. [Online] Available:*

Httpwww.questia.com/PM.qst?a=o&d=107640676

Zeldin, S. (2004). *Youth as agents of adult and community development: Mapping the processes and outcomes of youth engaged in organizational governance. Applied Developmental Science, 8, 75-90.*

ABOUT THE AUTHOR

Gulsun KURUBACAK is an assistant professor in distance education at the College of Open Education of Anadolu University. She undertook graduate studies at Anadolu University, Turkey (M.A. Educational Technology) and the University of Cincinnati, USA (Ed.D. Curriculum & Instruction), and also has worked a post-doctoral fellow at the College of Education at New Mexico State University, USA. She spent the 20 years finding new answers, viewpoints and explanations for complex online communicational problems through critical pedagogy, and combining theory and practice in an exploration of how learners can completely implement diversity and antiracism as a foundation of their digital communications.

⊰⊰⊰⊰⊰⊰