



CIVIL SOCIETY & EDUCATION  
STUDY GROUP

# DISCUSSION DOCUMENT

31.03.22 | ONLINE

# Using gaming in citizenship education to discuss post-colonial legacies in global south and global north settings

## EVENT DETAILS

A DSA Ireland webinar co-organised by the Civil Society and Education study groups held on 31st March 2022.

### Speakers:

- Dr Souvik Mukherjee (Centre for Studies in Social Sciences, Calcutta, India)
- Lecturer Paul Keating (Department of Applied Social Sciences, Technological University of the Shannon, Ireland):
- Oleg Dietków, PhD candidate (Graduate School for Social Research, Polish Academy of Sciences, Poland)
- Dr. Conor Galvin (School of Education, University College Dublin):  
Discussant

## CONTEXT

This webinar focused on novel approaches to issues academia and educators have grappled with for decades now, i.e. the legacies of post-colonialism on modern societies in the Minority and Majority worlds alike. Invited experts with background in the Social Sciences and expertise in Game Studies critically discussed whether and how the use of emergent technology could critically commit young people to think and act in favour of social justice and development issues.

The webinar speakers have studied the way social justice is approached in formal and informal education settings at school and university level in Ireland as well as in countries from the Global South and Central Europe.

By tapping and juxtaposing their informed opinion on the engagement of new technologies in enhancing active global citizenship and democratic education, the webinar brought us closer to understanding how to approach painful and complex historical narratives and experiences in the search for social justice.



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## Using gaming in citizenship education to discuss post-colonial legacies in global south and global north settings

**Dr Souvik Mukherjee**, assistant professor in Cultural Studies at the Centre for Studies in Social Sciences Calcutta, India, provided a critical summary of game studies through a postcolonial lens. Through the work of classic postcolonial scholars such as Edward Said, he highlighted the continued colonial representations of the ‘subaltern’ in modern games.

**Paul Keating**, Researcher and Lecturer in the Technological University of the Shannon based in Tipperary, provided a postcolonial inflected analysis of development education representations and work, with particular reference to his work in Ireland. He highlighted how postcolonial thinking can inform future practice in the area.

**Oleg Dietkow**, a PhD candidate at the Graduate School of Social Research at the Institute of Philosophy and Sociology PAN in Warsaw, Poland, provided an engaging sociological overview of the history of games and gaming, as well as likely futures. In particular, he highlighted the shifting nature of engagement with gaming, culminating in the present and future use of ‘profiles’.

**Dr Conor Galvin**, Director of Doctoral Programmes at UCD College of Social Sciences & Law, School of Education, Dublin, provided an informative and challenging response to the three preceding presentations and laid the basis for the ensuing discussion.

### Concluding Discussions:

There was broad agreement on the encouraging work of Global South scholars in the area as well as regarding the need for academics and practitioners from the Global North to acknowledge the perspective and contribution of the Global South to the field of global citizenship education. Further engagement with Game Studies will help to bring global citizenship education into ever more inclusive perspective and opportunities for synergistic cooperation between Global North and Global South educators and academics.