

## Trends in Teaching Civics with Learning Media: A Systematic Review

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**Abstract: Trends in Teaching Civics with Learning Media: A Systematic Review. Objectives:**

This systematic review evaluates the effectiveness of digital media-based learning media in Civics education. The study synthesizes existing literature to identify key trends, methodologies, and outcomes in the use of learning media for teaching civics. The review highlights the significant impact of the digital revolution on educational practices, particularly in enhancing student engagement and interactivity in Civics education. **Method:** The research utilizes a systematic review ensuring a comprehensive analysis of the impact and implementation of digital learning media in teaching civics. Key themes identified include experiential learning, problem-solving, civic engagement, reasoning, and civic literacy. **Findings:** Reveal a predominant focus on interactive media and video, reflecting a trend towards more engaging and immersive learning experiences. However, challenges such as the digital divide and the need for continuous teacher training are also discussed. The review underscores the importance of innovative approaches in civics education, with implications for curriculum development and pedagogical practices. **Conclusion:** Educators can foster a more informed and engaged learning environment by integrating digital media effectively and more curiously. The study concludes that while significant advances have been made, ongoing efforts are needed to address existing challenges and maximize the benefits of digital learning media in Civics education. Benchmarking these efforts against experiential learning, problem-solving, civic engagement, reasoning, and civic literacy must be applied with interactive learning approaches.

**Keywords:** teaching civic, learning media, civic education, systematic review.

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## ■ INTRODUCTION

The digital revolution has profoundly impacted educational practices, leading to the integration of digital media in various aspects of teaching and learning. Civics education, which plays a critical role in shaping informed, responsible, and engaged citizens, has not been exempt from this transformation. The use of digital learning media in civics education aims to enhance student engagement, facilitate interactive learning

experiences, and improve the overall effectiveness of teaching methods. As educational technologies evolve, it is crucial to understand the trends and models employed in teaching civics to maximize their potential benefits.

Incorporating digital media into civics education presents both opportunities and challenges. On one hand, digital tools and platforms can create immersive learning environments, provide access to a wealth of

resources, and enable personalized learning paths (Blevins et al., 2014). On the other hand, the effective use of digital media in education requires careful consideration of factors such as accessibility, teacher training, and the quality of digital content (Pettersson, 2018; Reyna et al., 2018). Evaluating these aspects is essential to ensure that the integration of digital media into civics education is both equitable and effective.

Experiential learning, problem-solving, civic engagement, reasoning, and civic literacy are essential components in teaching civics with learning media. Experiential learning through simulations and virtual environments can provide students with practical understanding and hands-on experience. Problem-solving activities engage students in critical thinking and application of civics concepts to real-world issues (Oberle & Stamer, 2020; Shapiro & Brown, 2018; Yang & Chung, 2009). Promoting civic engagement through digital platforms helps cultivate a sense of community and responsibility among students. Reasoning and civic literacy are enhanced as students navigate and analyze digital content, fostering their ability to make informed decisions and participate actively in democratic processes.

The integration of Media and Information Literacy (MIL) into the curriculum is also crucial. MIL helps students critically assess information, understand media messages, and develop the skills needed to use digital tools effectively (Aakernes, 2018; Beckman et al., 2014; Bitzer & Janson, 2014; Janson et al., 2019). By incorporating MIL into civics education, students become more adept at discerning credible information from misinformation, which is essential in today's media-saturated environment. This fosters a more informed and critically engaged citizenry, capable of participating meaningfully in democratic processes.

Nowadays the integration of learning media in civics education has emerged as a significant advancement, offering innovative ways to

enhance student engagement and understanding (Bay et al., 2022; Blevins et al., 2014; Frieß & Bayerl, 2020; Yang & Chung, 2009). Nowadays, the use of digital tools, multimedia resources, and online platforms in civics education aligns with contemporary educational theories emphasizing student-centered learning and interactivity. Modern curricula are being redesigned to incorporate these technologies, enabling interactive and experiential learning through digital simulations, virtual field trips, and multimedia presentations. These tools facilitate hands-on experiences that help students develop practical civic skills and a deeper understanding of civic responsibilities.

However, despite these advancements, there are ongoing challenges and issues. The digital divide remains a significant barrier, limiting access to these innovative learning media for students in underprivileged communities. Additionally, ensuring that educators are adequately trained to effectively use these tools is crucial for maximizing their potential benefits. The rapid pace of technological change also requires continuous updates and adaptations of the curriculum to stay relevant. Nonetheless, the potential of learning media to transform civics education and foster a well-informed and engaged citizenry is undeniable. By addressing these challenges, the full benefits of integrating learning media into civics education can be realized, promoting civic literacy, critical reasoning, and active civic engagement among students.

This systematic review aims to explore the current trends in teaching civics using digital learning media by examining various models, their effectiveness, and the associated challenges. By synthesizing findings from recent studies, this review seeks to provide insights into the best practices for integrating digital media into civics education and to highlight areas where further research is needed. Understanding these trends is vital for educators, policymakers, and

researchers striving to enhance civics education in the digital age.

## ■ METHOD

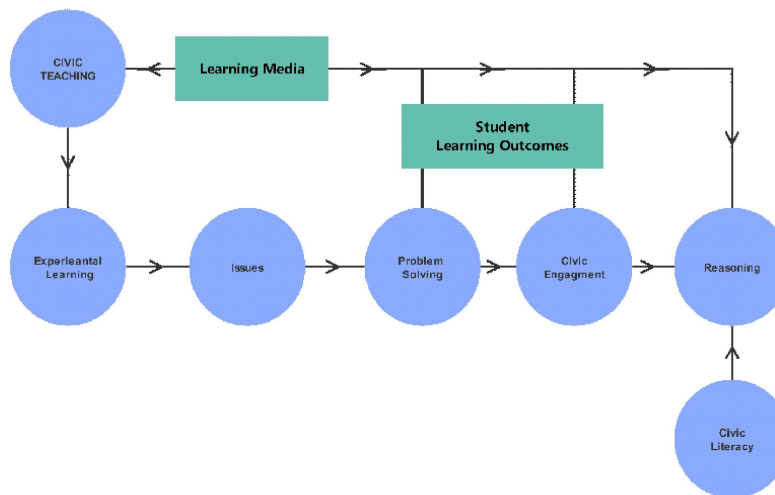
### Research Design

This research is a literature study with the method used, namely Systematic Review (SR) or generally called Systematic Literature Review (SLR) which is a systematic technique for collecting (Dziopa & Ahern, 2011). Urgency and important benefits in the context of scientific research and development, collecting, broadcasting and synthesizing literature relevant to a particular research topic. Prisma (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is a guide or guidelines used to report the results of a systematic review or meta-analysis (Page et al., 2021). Prisma helps ensure that systematic reviews are well-conducted, transparent, and replicable by others. Formulation of research questions, literature search, study selection, quality assessment, data extraction, analysis and synthesis, research questions and

reporting. so the results can be used to identify knowledge gaps, inform research decisions, identify trends and patterns, avoid research redundancy, provide a basis for decision making, increase research credibility.

### Search Strategy

The researchers collected data from articles sourced from reputable databases such as google scholar and scopus databases. Keywords with boolean methods “civics AND education, AND learning AND media” were used to obtain a representative number of articles (Scells et al., 2019). These articles were selected using Publish or Perish Software and were identified between 2000 and 2024 as relevant to the topic of teaching civics with learning media. Figure 1 explains the framework as involving systematically searching for, appraising, and synthesizing research evidence. The goal is to provide a complete, exhaustive summary of current evidence relevant to a research question.



**Figure 1.** Framework

For Purpose current trends of various learning media used in teaching civics education, this anaysis researcher must being themselves (Creswell et al., 2007). In this particular study,

the researchers utilized the Publish or Perish Software to select relevant articles. This software automatically gathers data from open access databases from Google Scholar and Scopus

databases. To evaluate the selected articles, the researchers employed a worksheet as an instrument to identify their strengths and weaknesses. Thematic analysis was employed to categorize significant concepts from the data into a list of themes (Dziopa & Ahern, 2011; Page et al., 2021) serving as a strategy for data reduction and analysis in qualitative research. The research followed Clarke and Braun’s (Braun & Clarke, 2019) six-step thematic analysis procedure: (1) familiarizing with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) interpreting the results.

The results are interpreted in alignment with the research objectives. Data collection

commenced with an initial screening using the Publish or Perish software. The selection of research papers was conducted in three stages according to the PRISMA Flow Diagram: Identification, Screening, and Inclusion. During the identification phase, 201 articles were cataloged from google scholar, and 150 studies scopus databases between 2016-2024, can be seen in Table 1 below.

The articles on teaching Civics were analyzed to identify various categories. The researchers synthesized and classified these into experiential learning, issues, problem solving, civic engagement, reasoning, civic literacy to purposes, student learning outcomes civics shown in table 1.

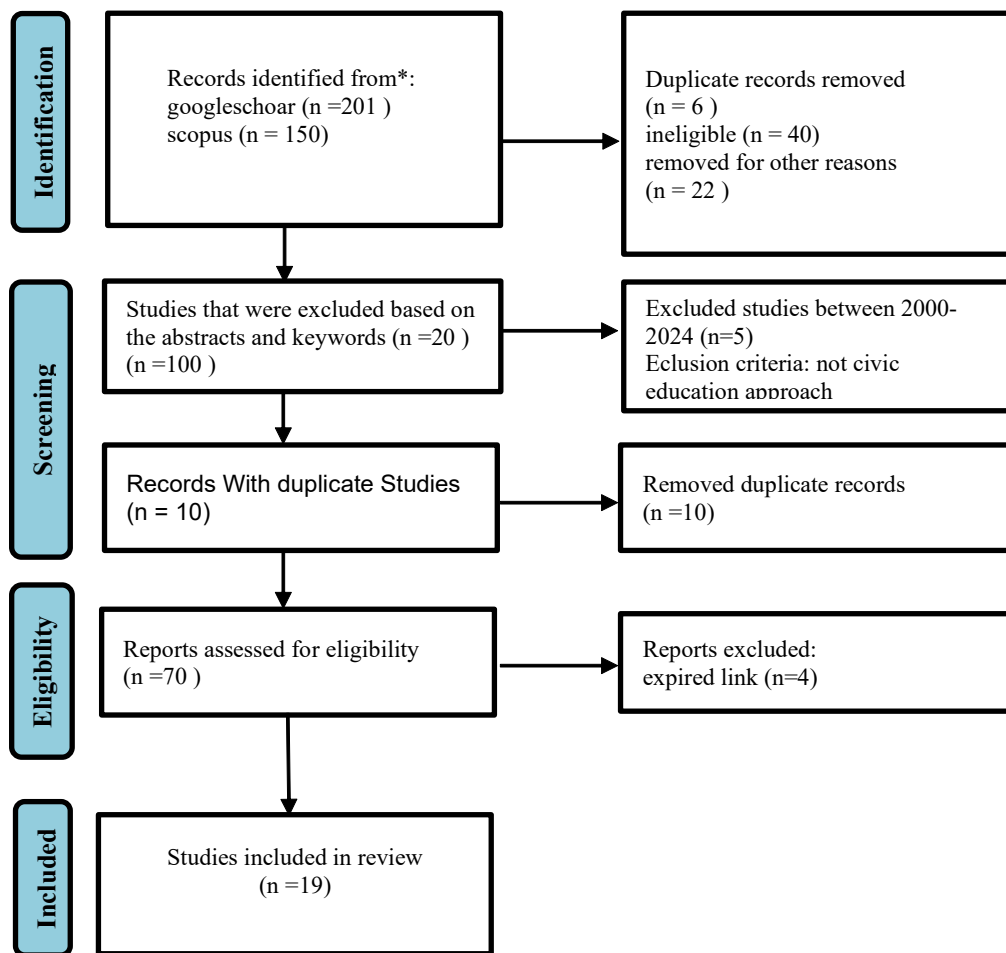


Figure 2. Search strategy using prisma

**Table 1.** Studies highlighting the teaching civic education using media literacy between 2016-2024

No.	Author	Topic	Purposes	Key
1	(Bay et al., 2022)	Use of Civics Learning Visual Media to Improve Primary School Student Learning Outcomes	Student Learning Outcomes	Reasoning
2	(Selwyn & Stirling, 2016)	Learning media and technology to explore the issues surrounding education and social media	Student Learning Outcomes	Problem Solving
3	(Williamson et al., 2019)	As the connections between Educational technologies and political economy have begun to resolve into view, we have also seen the stirrings of remarkable public pushback against edtech	Student Learning Outcomes	Issues
4	(Williamson et al., 2019)	Distance education, remote teaching, and online instruction are not new approaches to pedagogy or curriculum design, but they have taken on renewed salience	Student Learning Outcomes	Experiential Learning
5	(Abbas et al., 2019)	Examine the constructive and adverse factors that impact on students' minds and how these helped students to share positive and negative aspects with others	Student Learning Outcomes	Reasoning
6	(Chugh & Ruhi, 2018)	Multiple benefits of Facebook usage for learning and teaching have been identified such as increased teacher-student and student-student interaction, improved performance, the convenience of learning and higher engagement.	Student Learning Outcomes	Civic Literacy
7	(Balakrishnan & Gan, 2016)	Explored the factors affecting students' intentions to use social media for learning based on their learning styles (i.e., participatory, collaborative, and independent), using the social media acceptance model.	Student Learning Outcomes	Civic Engagement
8	(Ross, 2017)	Application and usefulness of social media and mobile devices in transferring the resources and interaction with academicians in higher education institutions across the boundary wall	Student Learning Outcomes	Issues
9	(Moghavve mi et al., 2018)	Confirmed that entertainment, seeking information, and academic learning are some of the main motivations for using YouTube	Student Learning Outcomes	Experiential Learning
10	(Sancho-Gil et al., 2020)	Argument that a narrow vision of digital technology, which both ignores the complexity of education and wastes valuable public resources, is becoming an obstacle to significant improvement and transformation in education.	Student Learning Outcomes	Civic Literacy

11	<b>(Bulger &amp; Davison, 2018)</b>	<b>Media literacy is traditionally conceived as a process or set of skills based on critical thinking.</b>	<b>Student Learning Outcomes</b>	<b>Civic Literacy</b>
12	(Bond et al., 2018)	Findings reveal that both teachers and students use a limited number of digital technology for predominantly assimilative tasks, with the Learning Management System being perceived as the most useful tool.	Student Learning Outcomes	Civic Literacy
13	(Chawinga, 2017)	Twitter and blogs are catalysts for the much hyped learner-centred approach to teaching because using these technologies, it emerged that students shared and discussed course materials, posted their course reflections and interacted amongst themselves and with their lecturer	Student Learning Outcomes	Civic Literacy
14	(Dunn & Kennedy, 2019)	The use of social media groups was a significant predictor of grade, whereas reviewing lecture slides/recordings, reading additional content and using course blogs/discussion boards were not	Student Learning Outcomes	Experiential Learning
15	(Lin et al., 2017)	Based on Kolb's experiential learning theory, the current study develops an eco-discovery AR-based learning model (EDALM) which is implemented in an eco-discovery AR-based learning system (EDALS)	Student Learning Outcomes	Problem Solving
16	(Lin et al., 2017)	Designing teaching activity for digital learning and flexibly applying technology tools are the key issues for current information technology integrated education.	Student Learning Outcomes	Issues
17	(Pimmer et al., 2016)	Advantage of mobile technology, "hybrid" designs, where learners create multimodal representations outside the classroom and then discussed their substantiated experiences with peers and educators, helped to connect learning in formal and more informal and personalized learning environments.	Student Learning Outcomes	Problem Solving
18	(Domingo & Garganté, 2016)	Although the impact of mobile technology in classrooms has been extensively studied, less is known about teachers' perceptions of how mobile technology impacts in learning and its relation to applications (Apps) use in the classroom	Student Learning Outcomes	Experiential Learning

19	(Kumar Basak et al., 2018)	literature on the basis of the definition of the concepts, terminology used, differences, fundamental perspectives, benefits, disadvantages, and finally the similarities and differences of the e-learning (electronic learning), m-learning (mobile learning), and d-learning (digital learning).	Student Learning Outcomes	Civic Engagment
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### Emerging Trends and Future Directions in Civics Education

With the increasing complexity of societal issues, there is a growing demand for effective teaching of Civics, especially in the context of learning media. Numerous studies have focused on developing robust teaching supports in areas such as experiential learning, problem-solving, civic engagement, reasoning, and civic literacy. These supports aim to ensure students achieve a deep understanding of Civics concepts.

### Recent Studies in Teaching Civics

A systematic literature review examined 19 relevant articles on teaching Civics from the past decade, resulting in a detailed analysis. The review categorized the articles into several key areas in experiential learning, issues, problem solving, civic engagement, reasoning, civic literacy to purposes, student learning outcomes. These

categories emerged from a comprehensive literature review, enabling better organization of topics for research in teaching Civics over the past decade. Table 1 illustrates the types of categorizations and the corresponding articles used in this study.

Table 2 highlights that the development and use of media in teaching Civics have been the least explored area over the past decade. Researchers have shown a strong preference for developing models for teaching Civics, with at least 8 studies focusing on various model developments. The professional identity construction of teachers, particularly through their interactions with students learning outcomes, has been a significant area of study. Consequently, many researchers have delved into models for teaching Civics. The development of materials for teaching Civics has also garnered considerable attention, with a consistent spread of studies over the last decade.

**Table 2.** Articles classification on the supporting categories in teaching civics with learning media

Key	Year									Sum
	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Experiential Learning	1		1	2						4
Issues		2		1						3
Problem Solving	2	1								3
Civic Engagment	1		1							2
Reasoning				1			1			2
Civic Literacy		1	3		1					5
SUM	4	4	5	4	1	0	1	0	0	19

■ **RESULT AND DISCUSSION**

**Current Studies on Experiential Learning, Problem-Solving, Civic Engagement, Reasoning, and Civic Literacy**

The analysis of collected data from 19 articles classified these studies into various

categories and aspects, revealing the unique focus of each study. Table 2 provides an overview of publications from the past decade, classification aids in understanding the trends and focus areas in teaching Civics with learning media.

**Tabel 3.** Summary of current teaching civics with learning media

No	Aspect	Finding
1	Engagement	<ol style="list-style-type: none"> <li>1. Pragmatic civic engagement</li> <li>2. Library Research and developing materials</li> <li>3. learning styles</li> </ol>
2	Interactivity	<ol style="list-style-type: none"> <li>1. Student needs</li> <li>2. remote teaching, and online instruction</li> <li>3. Social Media</li> <li>4. Augmented Reality Based</li> </ol>
3	Outcomes	<ol style="list-style-type: none"> <li>1. differences of the e-learning (electronic learning), m-learning (mobile learning), and d-learning (digital learning).</li> <li>2. Designing teaching activity for digital learning and flexibly applying technology</li> <li>3. Intentions to use social media for learning based on their learning styles (i.e., participatory, collaborative, and independent),</li> </ol>

Table 3 categorizes various aspects of teaching civics using learning media into models, materials, media, and assessment. It provides an overview of the themes, research designs, and instruments used in different studies, highlighting the diversity and scope of approaches in civics education. The themes identified in Table 3 encompass experiential learning, problem-solving, civic engagement, reasoning, and civic literacy. These themes align with contemporary educational theories emphasizing student-centered learning and active participation. The integration of digital media supports these themes by providing interactive and engaging learning experiences. One of the key findings under the “Engagement” aspect is the emphasis on pragmatic civic engagement, which encourages students to actively participate in civic activities,

thereby enhancing their practical understanding of civics. Additionally, the use of library research and developing materials helps in creating a solid theoretical foundation for students. Moreover, understanding different learning styles is crucial in designing civics curricula that cater to diverse student needs, ensuring more effective engagement. Under the “Interactivity” aspect, the analysis found that addressing student needs through remote teaching and online instruction is becoming increasingly important, especially in the context of the digital age. The use of social media and augmented reality (AR) based tools enhances interactivity, making learning more engaging and immersive. Regarding “Outcomes,” the study highlights the differences between e-learning, m-learning, and d-learning, each offering unique benefits for teaching civics. Designing teaching



activities that flexibly apply technology ensures that digital learning is effective and adaptable. Furthermore, the study indicates that students' intentions to use social media for learning vary based on their learning styles, whether participatory, collaborative, or independent, suggesting the need for tailored approaches in integrating social media into civics education. These findings underscore the importance of adopting a multifaceted approach to teaching civics with learning media, addressing various aspects of engagement, interactivity, and outcomes to enhance overall effectiveness.

## ■ CONCLUSION

The analysis presented the importance of utilizing diverse and innovative media to teach civics. The incorporation of experiential learning and problem-solving activities fosters critical thinking and real-world application of civics concepts. The thematic focus on civic engagement and literacy is crucial for developing informed and active citizens. The integration of digital learning media in civics education presents significant opportunities to enhance student engagement and learning outcomes. The systematic review highlights several key trends: Experiential Learning through digital simulations and virtual environments provides practical understanding and hands-on experience. Problem-Solving through interactive activities encourages critical thinking and application of civics concepts. Civic Engagement via digital platforms promotes community involvement and a sense of responsibility. Civic Literacy, encompassing media and information literacy, is crucial for discerning credible information and participating meaningfully in democratic processes. Despite these advancements, challenges such as the digital divide and the need for ongoing teacher training remain. Addressing these issues is essential to fully realize the potential of digital media in transforming

civics education. By continuing to innovate and adapt curricula, educators can better prepare students to be informed, responsible, and engaged citizens in the digital age.

The findings from this systematic review highlight the transformative potential of integrating digital media into civics education, underscoring its importance in fostering a more informed and engaged student body. By leveraging diverse and innovative media, such as experiential learning tools, problem-solving activities, and interactive digital platforms, educators can significantly enhance student engagement and learning outcomes. This approach not only promotes critical thinking and real-world application of civics concepts but also supports the development of civic literacy and active community involvement. Addressing challenges such as the digital divide and ensuring continuous teacher training are essential to fully realize these benefits. Ultimately, the integration of digital learning media in civics education paves the way for more effective, adaptable, and immersive learning experiences, better preparing students to navigate and contribute to an increasingly digital and democratic society.

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