DECONSTRUCTING THE DIGITAL DIVIDE:
CRITICAL MEDIA LITERACY IMPLEMENTATION IN THE CLASSROOM

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INTRODUCTION

In this presentation I explore the complexity of the digital divide and propose to use the framework of critical praxis put forth by Paolo Freire in the *Pedagogy of the Oppressed* (1970). Using Freire we are able to build on existing research on the digital divide, contextualize the multi-dimensional issue of the divide, and respond to the social, cultural, and political issues within and beyond the classroom environment.

TRENDING TERMINOLOGY

DIGITAL EQUITY

Social justice goal, ensuring that all students have access to information and communication technologies for learning regardless of socioeconomic status (SES), disability, language, race, gender, or any characteristics that have been linked with unequal treatment.

- National Institute for Community Innovations, 2003

DIGITAL NATIVE

Digital natives share a common global culture that is defined not by age, strictly, but by certain attributes and experiences related to how they interact with information technologies, information itself, one another, and other people and institutions.

- Palfrey and Gasser, 2008

CULTURAL CAPITAL

Refers to non-financial social assets that promote social mobility beyond economic means.

- Pierre Bordieu, 1973

THEORETICAL FRAMEWORKS

CRITICAL PRAXIS

Reflection and action upon the world in order to transform it.

-Paolo Freire (1970)

REFLECTION
THEORY
ACTION

FRAMING/FRAMES

Schemata of interpretation that allow individuals to locate, perceive, identify, and label issues and topics within their own personal context.

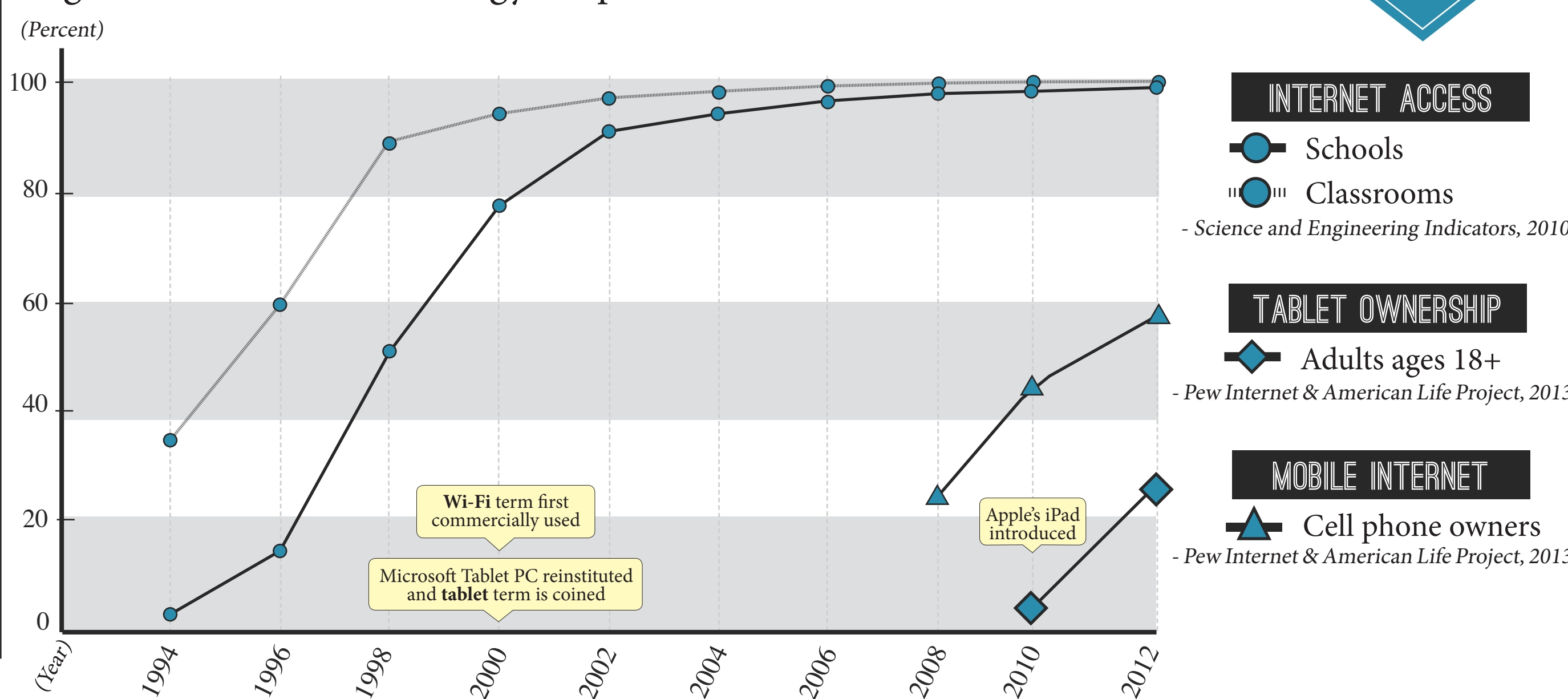-Erving Goffman, 1974

SOCIAL
CULTURAL
CLASSROOM
CONTEXT
POLITICAL
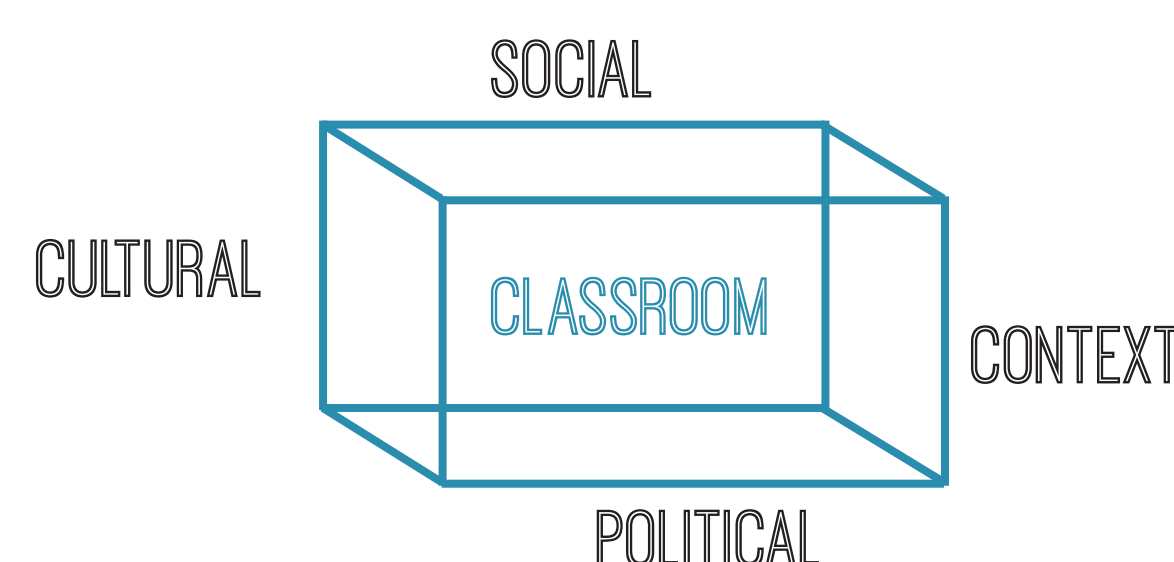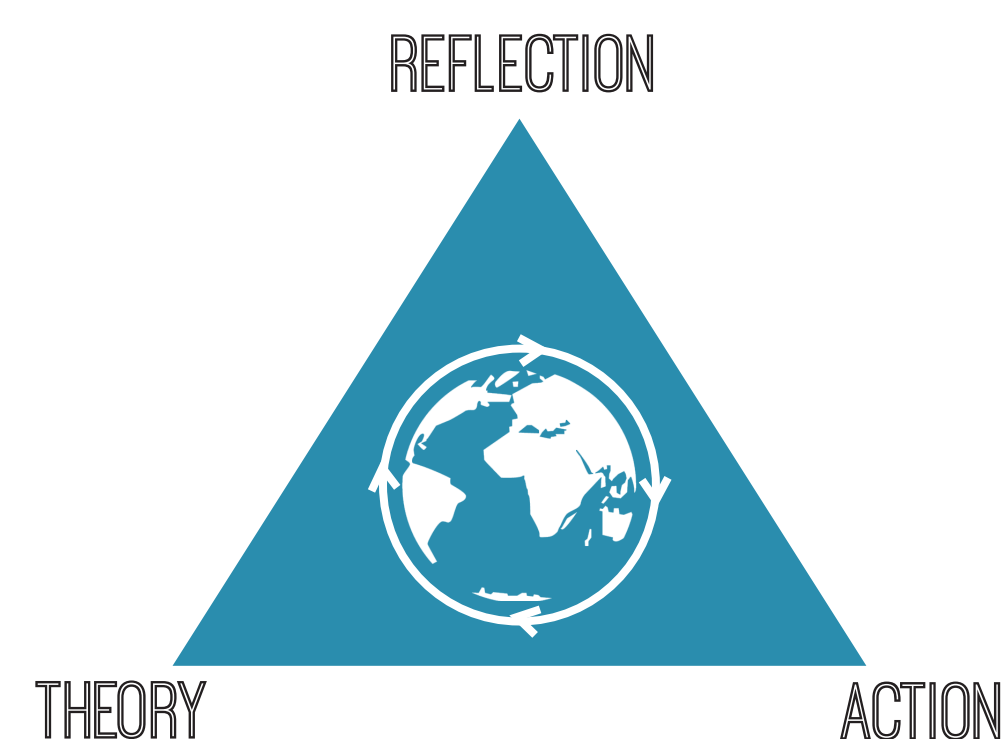
DIGITAL DIVIDE DECONSTRUCTION

"We are approaching the point where not having access to [technological] tools is likely to put an individual at a competitive disadvantage and in a position of being a less than full participant in the digital economy."
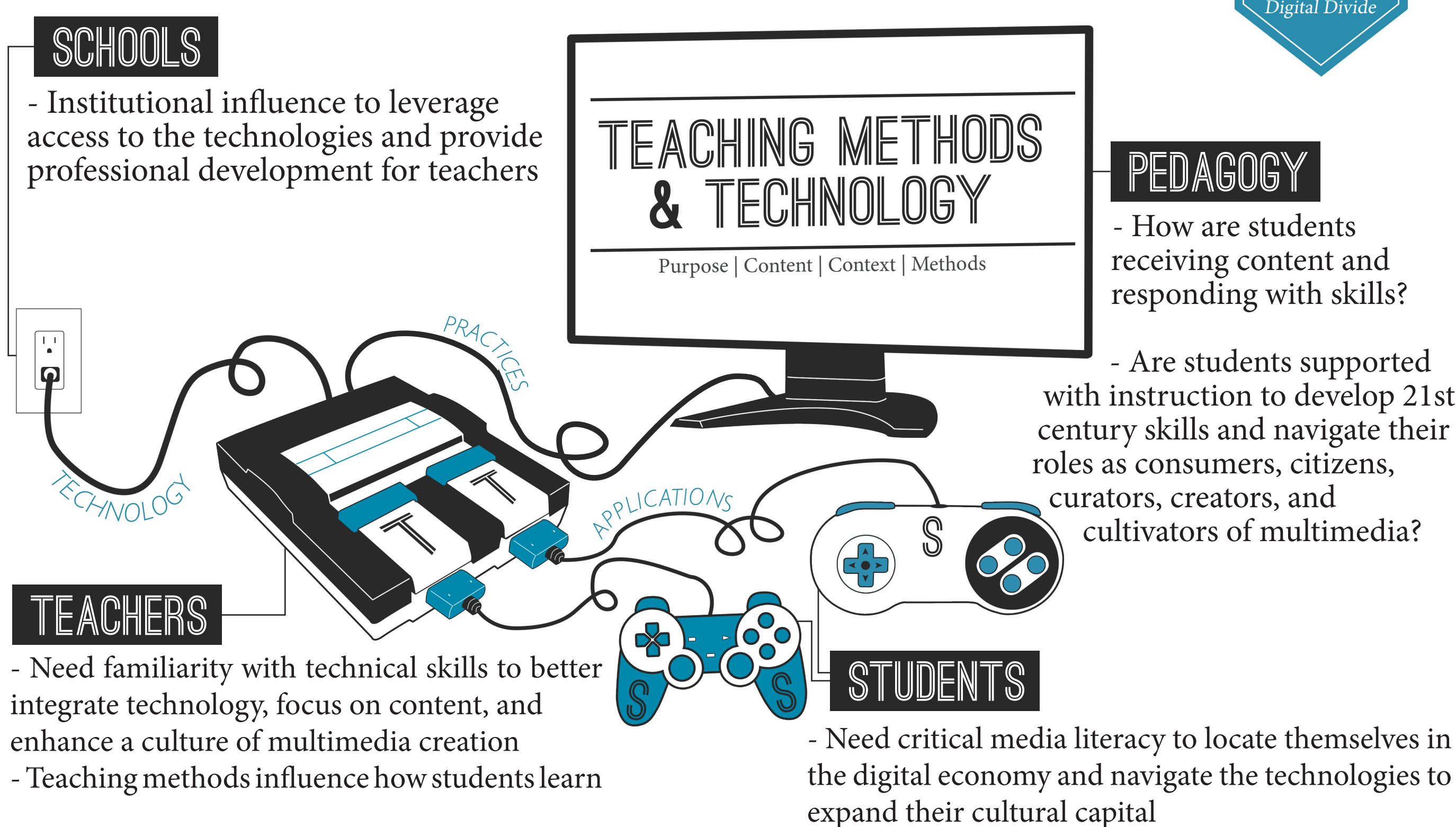
- U.S. Department of Commerce, 2000

ACCESS GAP

INTERNET
COMPUTERS
DEVICES
1st WAVE Digital Divide

Figure 1: Trends in technology adoption in the U.S.

(Percent)

INTERNET ACCESS
- Schools
- Classrooms
- Science and Engineering Indicators, 2010

TABLET OWNERSHIP
- Adults ages 18+
- Pew Internet & American Life Project, 2013

MOBILE INTERNET
- Cell phone owners
- Pew Internet & American Life Project, 2013

Wi-Fi term first commercially used

Microsoft Tablet PC reinstituted and tablet term is coined

Apple's iPad introduced

100, 80, 60, 40, 20, 0
(Year) 1994 1996 1998 2000 2002 2004 2006 2008 2010 2012

> ## THE MUSIC IS NOT IN THE PIANO.
> ALAN CURTIS KAY

USAGE GAP

PRACTICES
TECHNOLOGY
APPLICATIONS
2nd WAVE Digital Divide

SCHOOLS
- Institutional influence to leverage access to the technologies and provide professional development for teachers

TEACHING METHODS & TECHNOLOGY
Purpose | Content | Context | Methods

PRACTICES
TECHNOLOGY
APPLICATIONS

PEDAGOGY
- How are students receiving content and responding with skills?
- Are students supported with instruction to develop 21st century skills and navigate their roles as consumers, citizens, curators, creators, and cultivators of multimedia?

TEACHERS
- Need familiarity with technical skills to better integrate technology, focus on content, and enhance a culture of multimedia creation
- Teaching methods influence how students learn

STUDENTS
- Need critical media literacy to locate themselves in the digital economy and navigate the technologies to expand their cultural capital

INTERVENTION

Move toward digital equity:
- effective use of technology for teaching and learning
- access to high quality and culturally relevant content
- opportunities to create new content

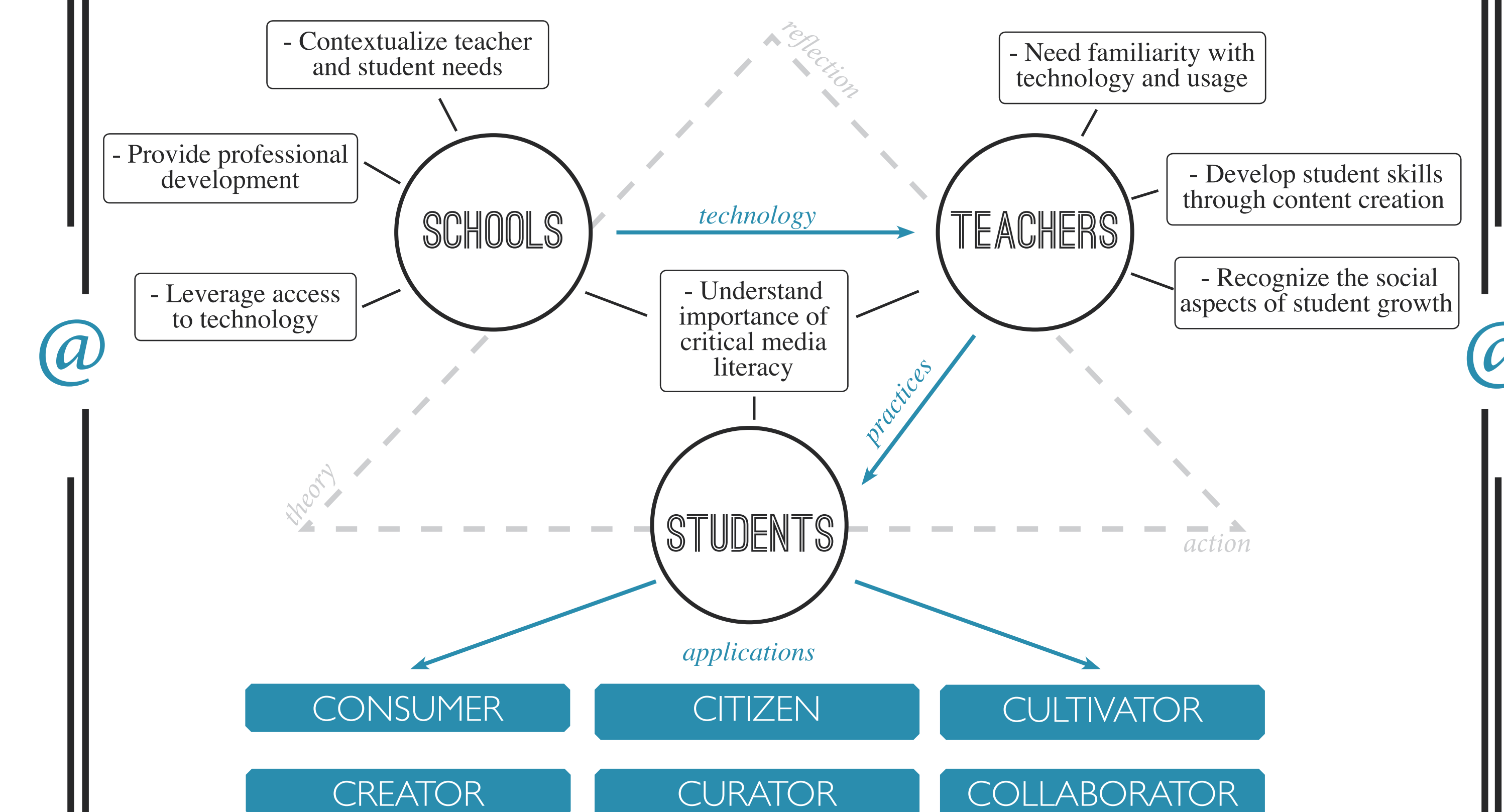|	NEEDS	CHALLENGES
STUDENTS	• Culturally relevant content • Critical media literacy pedagogy • Awareness of social consequences	• Lack of motivation, possession, and/or ability • Consumer mentality • Digital immigrant teachers
TEACHERS	• Professional development • Physical access to ICT • Community responsive curriculum and pedagogy	• Lack of time, resources, support • Digital immigrant mentality • Varying personal use (or lack of) • Students knowing more about the technology
SCHOOLS	• Structures developed to assemble teachers into school, district, and national networks to support C&I use in their classroom	• Struggles with implementation • Minimal education budgets

CRITICAL MEDIA LITERACY

- Contextualize teacher and student needs
- Provide professional development
- Leverage access to technology

SCHOOLS

- Need familiarity with technology and usage
- Develop student skills through content creation
- Recognize the social aspects of student growth

TEACHERS

- Understand importance of critical media literacy

technology
practices
applications
reflection
theory
action

STUDENTS

CONSUMER | CITIZEN | CULTIVATOR
CREATOR | CURATOR | COLLABORATOR

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