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.

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. - Palley and Gases, 2008

CULTURAL CAPITAL

Refers to non-financial social assets that promote social mobility beyond economic means. - Pierre Bourdieu, 1973

THEORETICAL FRAMEWORKS

CRITICAL PRAXIS
Reflection and action upon the world in order to transform it. - Paolo Freire (1970)

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

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

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INTRODUCTION

Access Gap

"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

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

DIGITAL DIVIDE DECONSTRUCTION

"The music is not in the piano." - Alan Curtis Kay

THE MUSIC IS NOT IN THE PIANO.

ALAN CURTIS KAY

DIGITAL NATIVE

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

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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

STUDENTS

- Culturally relevant content
- Critical media literacy pedagogy
- Awareness of social consequences

TEACHERS

- Professional development
- Physical access to ICT
- Community responsive curriculum and pedagogy

SCHOOLS

- Structures developed to assemble teachers into school, district, and national networks to support CIT use in their classroom

CRITICAL MEDIA LITERACY

Provide professional development
- Understand important of critical media literacy
- Need familiarity with technology and usage
- Develop student skills through content creation

CONSUMER

CITIZEN

CREATOR

CURATOR

COLLABORATOR

ACKNOWLEDGEMENTS

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