In this presentation I explore the complexity of the digital divide and propose to use the framework of critical praxis put forth by Paulo 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.

**The Music is Not in the Piano.**

**Alan Curtis Kay**

**Cultural Capital**

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

- Pierre Bourdieu, 1973

**Critical media literacy**

- Are students supported in creating content and responding with skills?
- Are students supported with instruction to develop 21st century skills and navigate their roles as consumers, creators, critics, readers, creators, and cultivators of multimedia?

**Usage Gap**

- Provide professional development
- Leverage access to technology
- Understand importance of critical media literacy
- Develop student skills through content creation

**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**

**Theoretical Frameworks**

**Critical Praxis**

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

**Framing/Frame**

Schemata of interpretation that allow individuals to locate, perceive, identify, and label issues and topics within their own personal context.
- Erving Goffman, 1974

**Terminology**

**Digital Divide**

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**

**Needs**

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

**Challenges**

- Lack of motivation, purpose, and/or ability
- Consumer mentality
- Digital immigrant teachers

**Students**

- Need familiarity with technical skills to better integrate technology, focus on content, and enhance a culture of multimedia creation
- Need critical media literacy to locate themselves in the digital economy and navigate the technologies to expand their cultural capital

**Teachers**

- Need familiarity with technical skills to better integrate technology, focus on content, and enhance a culture of multimedia creation
- Need critical media literacy to locate themselves in the digital economy and navigate the technologies to expand their cultural capital

**Schools**

- Minimal education budgets
- Struggles with implementation
- Lack of time, resources, support
- Students knowing more about the technology

**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

**Acknowledgements**

Profectors David Silver
Media Studies, University of San Francisco

Professor Evelyn Botan Rodríguez
Sociology, Critical Diversity Studies, University of San Francisco

Evelyn Obamos
Digital Media and Learning, School of Education, University of San Francisco