DECONSTRUCTING THE DIGITAL DIVIDE:

CRITICAL MEDIA LITERACY IMPLEMENTATION IN THE CLASSROOM

Evelyn Obamos

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

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* (i) 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

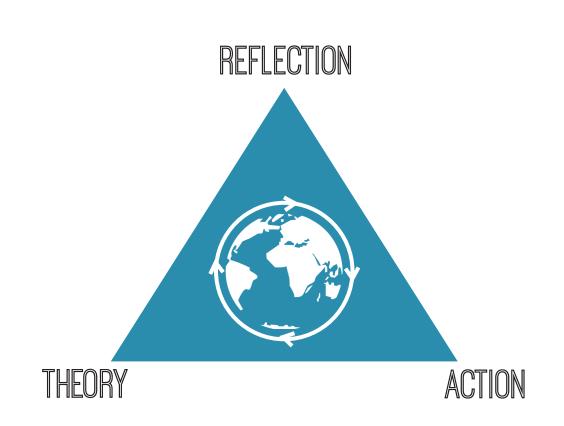
Refers to non-financial social assets that promote social mobility beyond economic means.

- Pierre Bordieu, 1973

THEORETICAL FRAMEWORKS

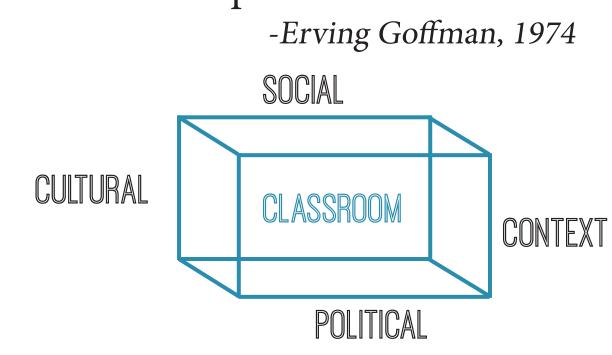
CRITICAL PRAXIS

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



FRAMING/FRAMES

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



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

COMPUTERS

DEVICES

SCHOOLS

Institutional influence to leverage

integrate technology, focus on content, and

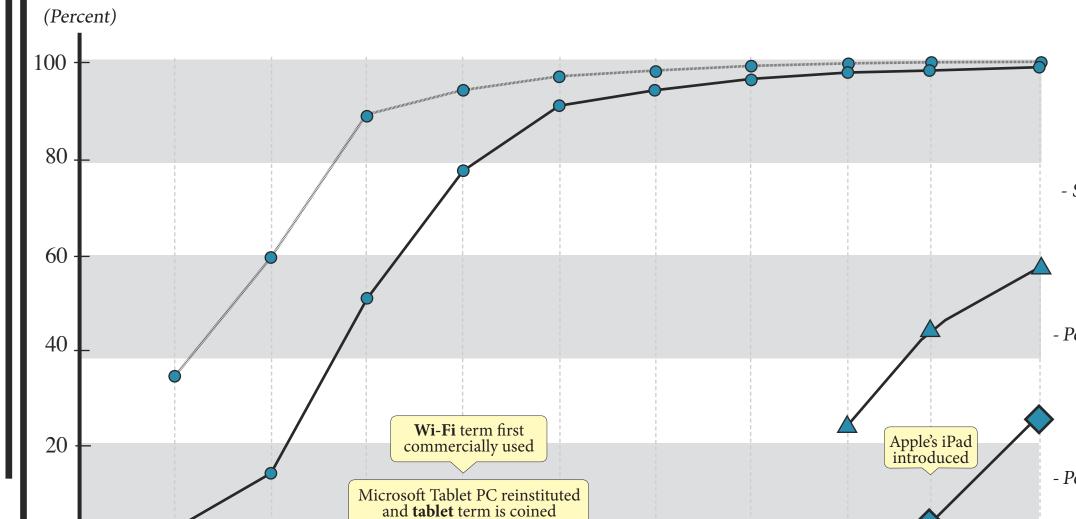
- Teaching methods influence how students learn

enhance a culture of multimedia creation

access to the technologies and provide

professional development for teachers

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



Schools - Science and Engineering Indicators, 201

TABLET OWNERSHIP Adults ages 18+

INTERNET ACCESS

MOBILE INTERNET Cell phone owners

TEACHERS

SCHOOLS

- Provide professional

development

- Leverage access to technology

- Contextualize teacher

and student needs

SCHOOLS

• Structures developed to assemble teachers into school, district, and national networks to support C&I use in their classroom

CRITICAL MEDIA LITERACY

- Understand

mportance o critical media

STUDENTS

CITIZEN

• Professsional development

• Physical access to ICT

• Community responsive

curriculum and pedagogy

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

Awareness of social consequences

NEEDS CHALLENGES

• Culturally relevant content • Lack of motivation, possession, Critical media literacy pedagogy and/or ability

• Consumer mentality

the technology

- Digital immigrant teachers
- Lack of time, resources, support
- Digital immigrant mentality • Varying personal use (or lack of) • Students knowing more about
- Struggles with implementation
- Minimal education budgets

- Need familiarity with

technology and usage

TEACHERS

CULTIVATOR

- Develop student skills

- Recognize the social

aspects of student growth

through content creation

THE MUSIC IS NOT IN THE PIANO. ALAN CURTIS KAY

USAGE GAP TECHNOLOGY

APPLICATIONS

PRACTICES

TEACHING METHODS & TECHNOLOGY

- How are students

with instruction to develop 21st roles as consumers, citizens, curators, creators, and

- Need familiarity with technical skills to better stegrate technology focus or STUDENTS

Purpose | Content | Context | Methods

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

PEDAGOGY

receiving content and responding with skills? · Are students supported

century skills and navigate their cultivators of multimedia?

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