

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 Bourdieu, 1973

THEORETICAL FRAMEWORKS

CRITICAL PRAXIS

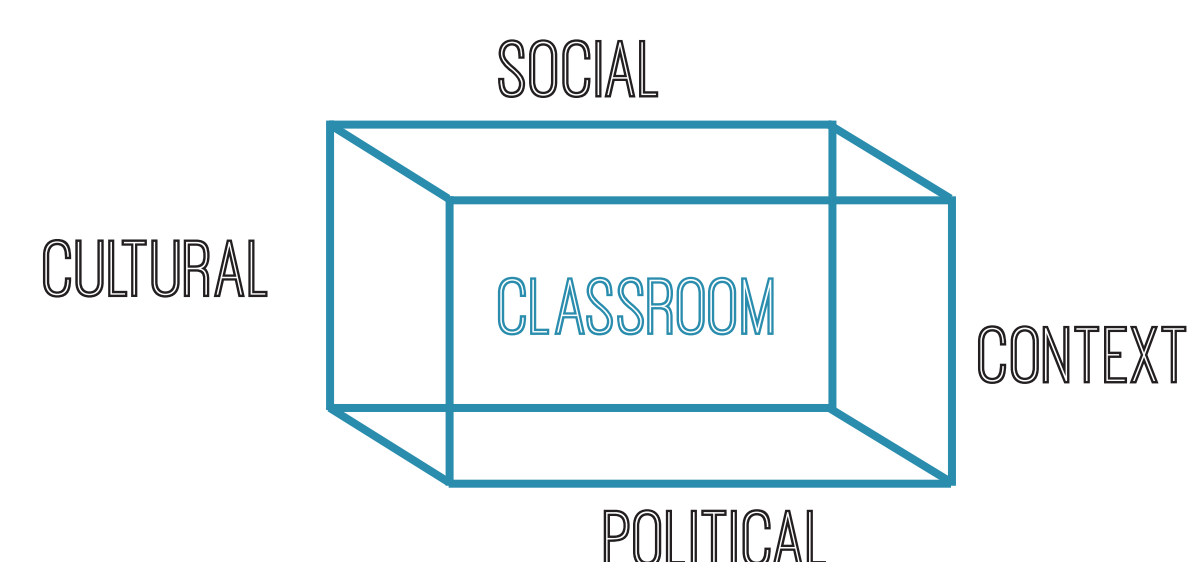
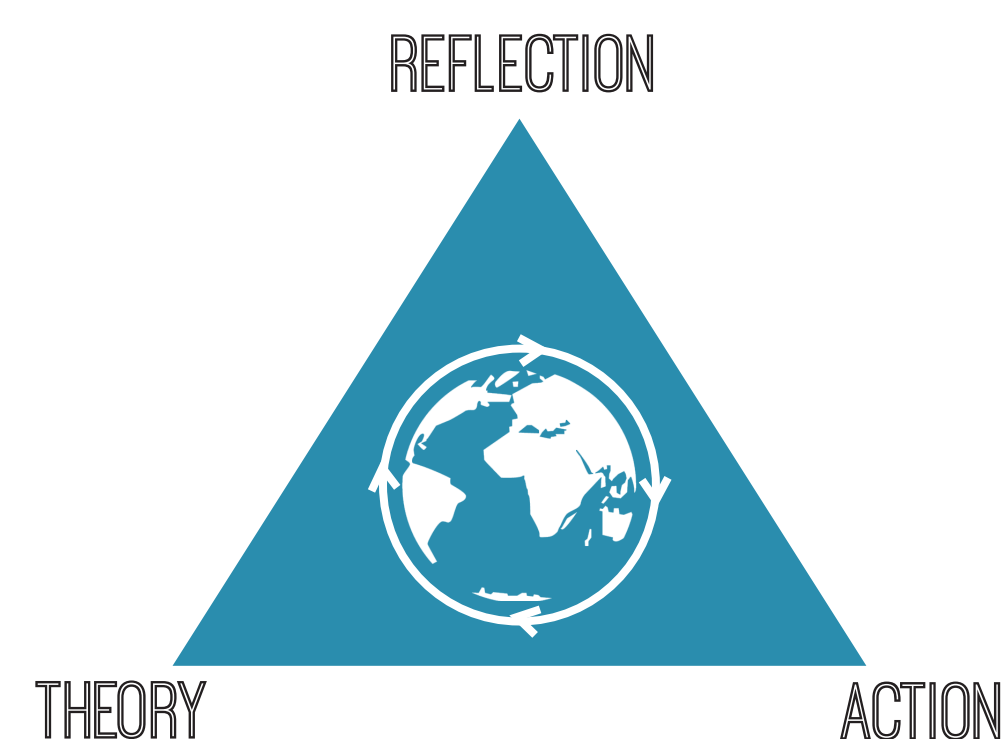
Reflection and action upon the world in order to transform it.

- 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



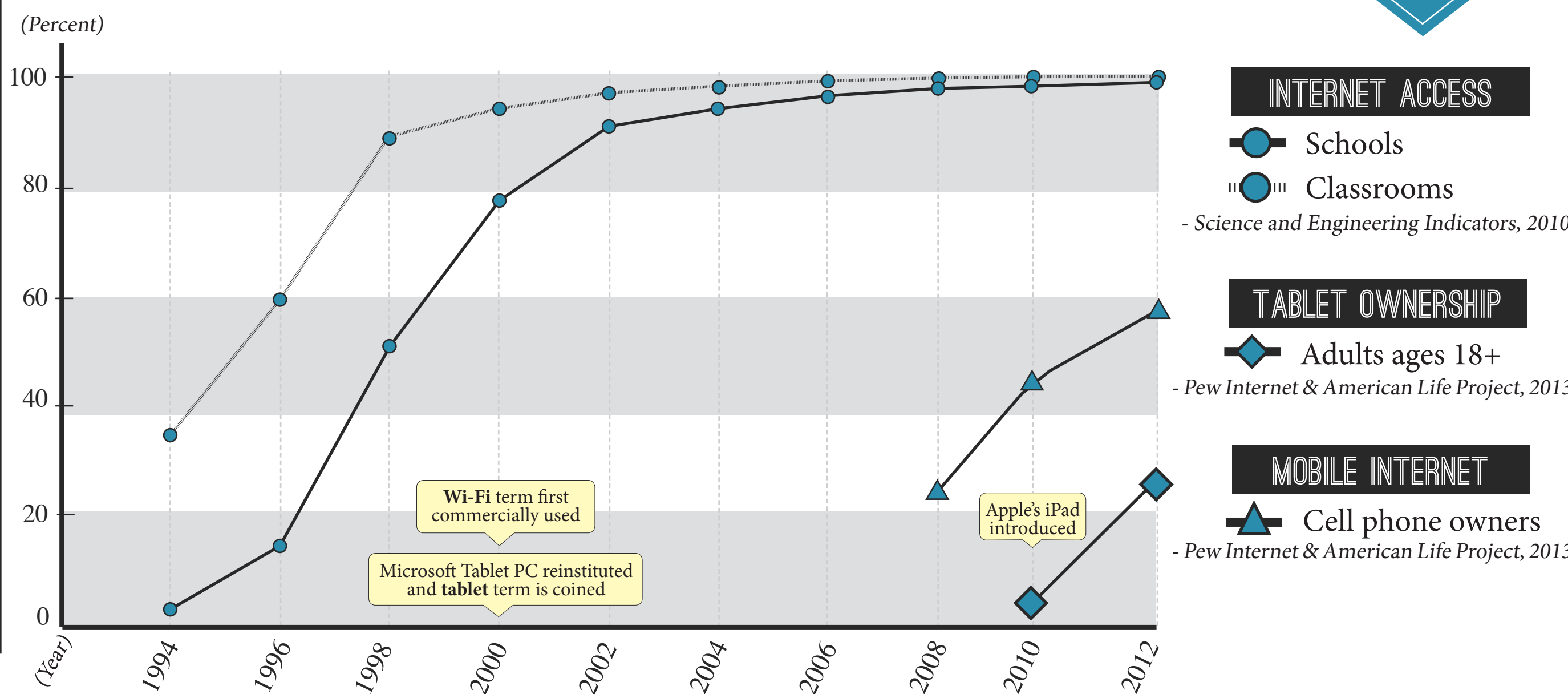
DIGITAL DIVIDE DECONSTRUCTION

"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

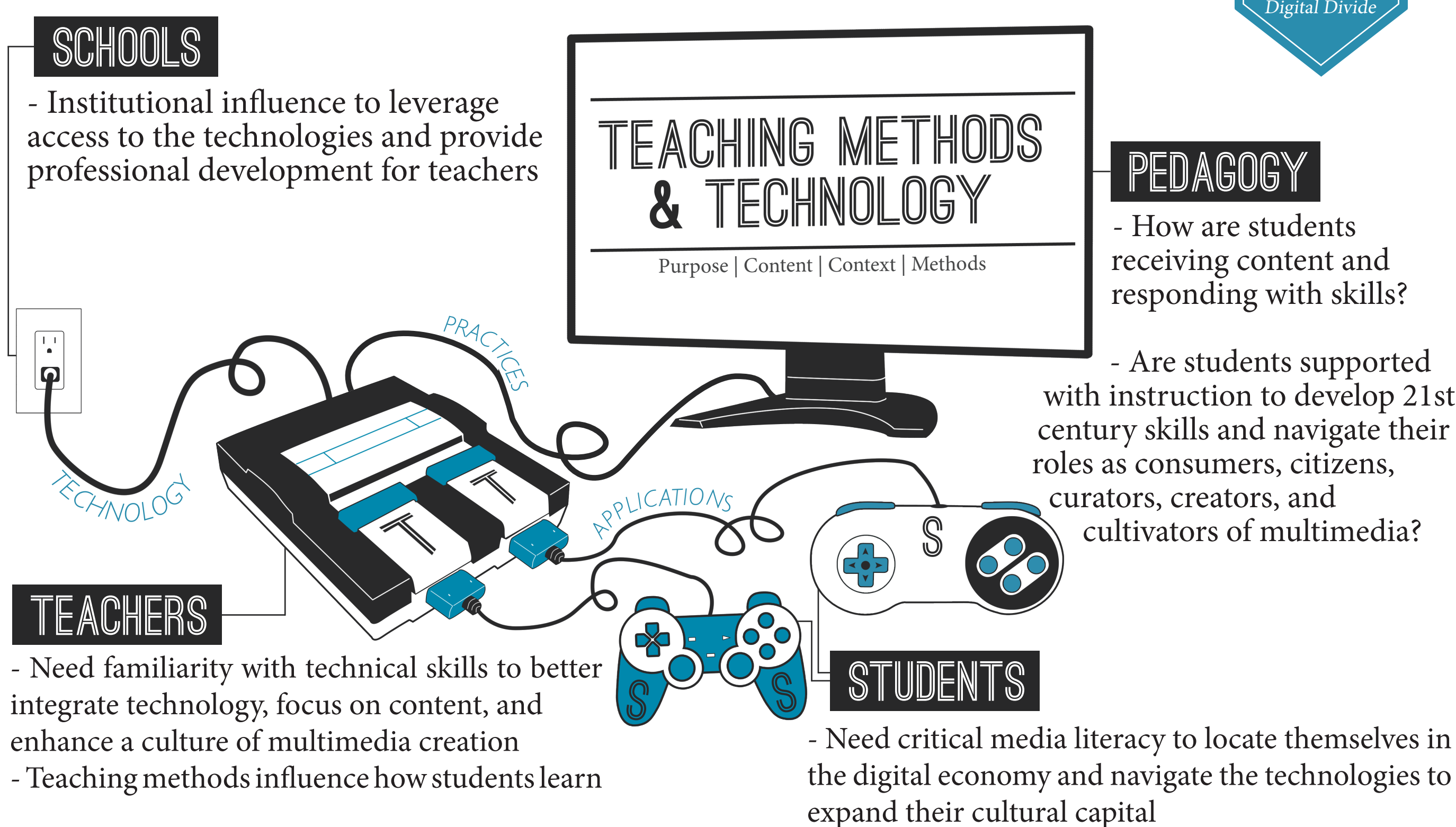
Figure 1: Trends in technology adoption in the U.S.



“THE MUSIC IS NOT IN THE PIANO.”

ALAN CURTIS KAY

USAGE GAP



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

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

- CHALLENGES**
- Lack of motivation, possession, and/or ability
 - Consumer mentality
 - Digital immigrant teachers

TEACHERS

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

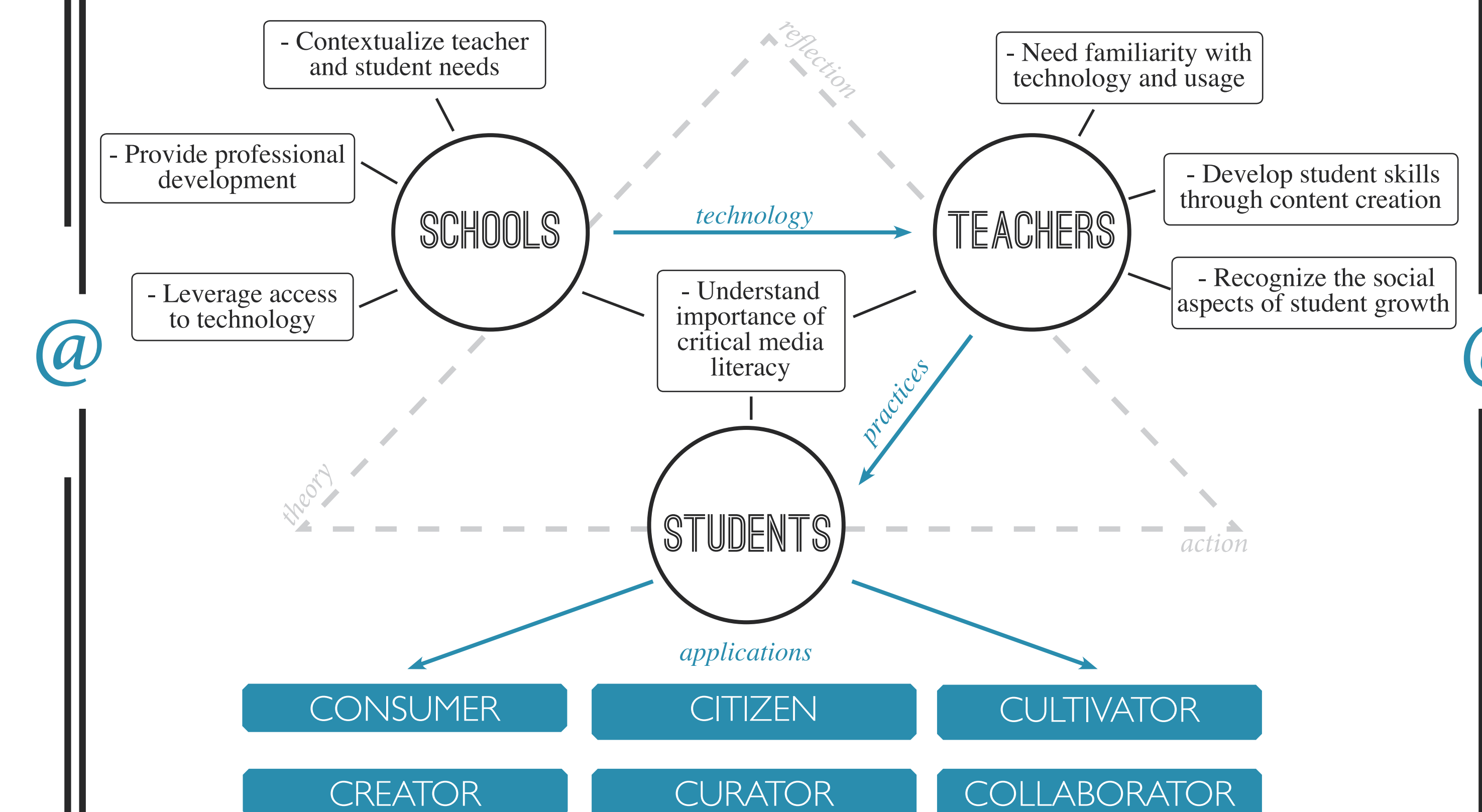
- CHALLENGES**
- Lack of time, resources, support
 - Digital immigrant mentality
 - Varying personal use (or lack of)
 - Students knowing more about the technology

SCHOOLS

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

- CHALLENGES**
- Struggles with implementation
 - Minimal education budgets

CRITICAL MEDIA LITERACY



ACKNOWLEDGEMENTS

Professor David Silver
Media Studies,
University of San Francisco

Professor Evelyn Ibatan Rodriguez
Sociology, Critical Diversity Studies,
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