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EDUCATIONAL EXCLUSION IN DIGITAL LITERACY

CONTEXT: A COMPARATIVE STUDY OF BRITISH MUSLIM GIRL SCHOOLS



INTRODUCTION

Faith schools represent an important role in educating children in Britain and this has a long established history that continues to evolve with the diversity in our communities. Over more recent years there has been a growth in Muslim schools in England and this is viewed as a growing part of faith schools in Britain today.

Muslim faith schools are integral to the transformation and restructuring of many in the British Muslim communities that is centered around the negotiation of new composite identities, changing family patterns and relationships, political activism and the fight against social exclusion (Hussain & O'Brien, 2000).

AIMS OF THE RESEARCH

- 1) To explore the quality and relevance of education in Muslim girls schools in the context of school infrastructure, curriculum development and teaching practice
- 2) To explore the level of access to e-learning and the implications to digital literacy for Muslim girls
- 3) To identify management practice that lead to inclusive education in enabling digital literacy

TWO FACES OF DIGITAL LITERACY

NEGATIVE FACE OF DIGITAL LITERACY	POSITIVE FACE OF DIGITAL LITERACY
<ul style="list-style-type: none"> • Distributing digital literacy unevenly • Using digital literacy as a weapon in cultural repression • Denying digital literacy as a weapon of war • Manipulating digital tools • Widening the gap of digital divide in term of "information have" and "information have-not" 	<ul style="list-style-type: none"> • Dampening impact of conflict through digital literacy opportunity • Nurturing and sustaining an ethnically tolerant climate • Manipulating of history for political purposes • Encouraging the desegregation of the mind • Creating "information rich" society using the digital technologies/ eliminating the label of "information poor" society using the digital technologies

Source - Adapted from Bush and Saltarelli (2000, 9-21)

METHODOLOGY

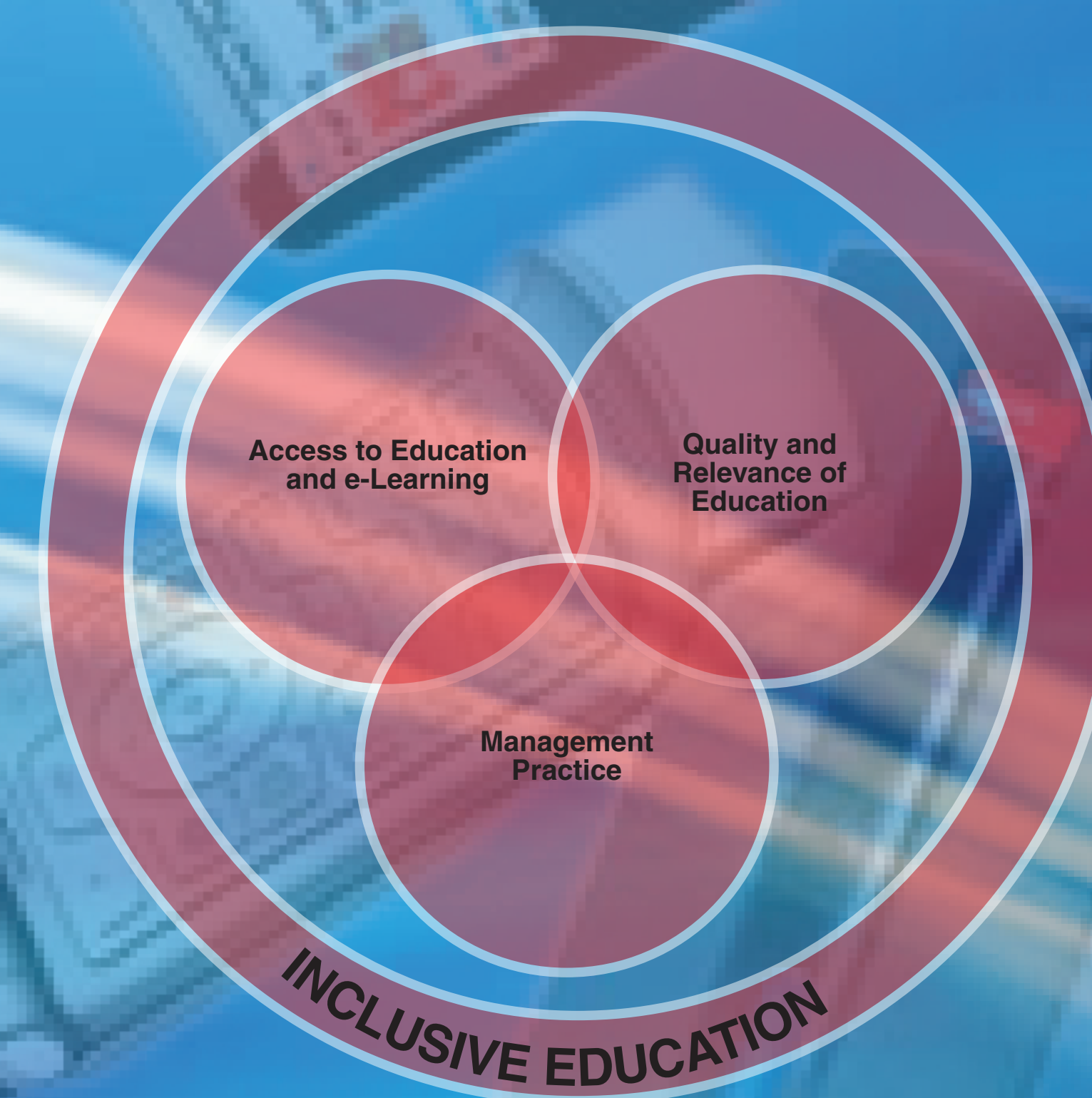
Qualitative data analysis methods have been used for this research, Semi structure interviews for data collection and for analysis Template Analysis approach. The term "template analysis" refers to a particular way of thematically analysing of qualitative data.

Using template analysis enables the researchers to explore themes and issues generated from the groups and individuals (King and Ross, 2003). Unlike some forms of phenomenological analysis (Hycner, 1985), it is normal in template analysis to define a priori a number of themes that reflect areas identified as particularly salient to the aims of the research project (King et al, 2002).

FRAMEWORK OF ANALYSIS: THREE DIMENSIONS OF INCLUSION

The framework of analysis combines Bush and Saltarelli's (2000) "two faces" approach with three interrelated dimensions of inclusion:

- 1) Access to education and e-Learning
- 2) Quality and relevance of education
- 3) Management structures



Framework of Analysis adopted from Bush (2000)

DISCUSSION

Empirical research is needed, including qualitative studies of the experiences of socially excluded learners using ICT, and there is a big gap in research, particularly in the UK (Webb, 2006).

Digital gender equity may be a way to break the cycle of social and economic deprivation and resulting social exclusion (Resta 2003, pxxiv).

What are needed are more qualitative case studies exploring the meaning of ICT-based learning for excluded groups. Among these are people from ethnic minority backgrounds who are disproportionately deprived and often excluded by language (SEU, 2000).



THE RESEARCH CONTRIBUTION

The research contribution should enable us to understand the contribution of Muslim girl schools in supporting inclusive education.

This is explored in the context of digital equity and education management practice in the context of digital literacy.

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