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Title: Digital empowerment for increasing learning opportunities: a tool

Session Type: Individual submission

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Abstract: Nowadays, digital technology has generated a new dimension to information as it is being turn out to be a prime commodity. In addition, connections of networks have attributed to the fast communication with a 'real time' feeling among people across the world. Due to the rapid development and distribution of digital media over the last two decades, access to this media has become crucial of being an active player in our contemporary society. The accessibility of the ICTs must be there because it is Digital access which divides the society not the Digital technology as technology integrates the society. So an effort is to be made to provide digital technologies to the members of the society. Simply providing access is not the only solution but also making the people empowered to use the digital technologies. Therefore there is a need to know the digital empowerment status of the individuals by developing a tool. If the tool is not standardized and only applied then result will be questionable. Hence, a scale on digital empowerment has been developed based on summated rating (likert technique). Digital empowerment is operationally defined as "a process through which an individual is making fit to the digital technology and harvesting the maximum potentials of the technology with reference to Psychological, Economical, Legal, and Technical competency".The scale consists of fifty three items under the sub category namely psychological (11 items), legal (10 items), economical (15 items) and technical competency (17items) based on exclusion criteria.

Keywords: Digital empowerment, psychological, legal, economic and technical competency

Id: 12054

Title: Empowerment or Restriction: Young Indigenous Peoples as the Subject Access to Communication Technologies

Session Type: Individual submission

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Abstract: Cultural identity and the adoption of communication technologies are both principal aspects while deliberating media access for indigenous peoples. The purpose of the research is to analyze how indigenous peoples have interacted to communication technologies, and establish their system of folk knowledge in the contemporary society. The research applies ethnography approach and investigates the ways in which indigenous peoples access to Internet cafes and televisions in Orchid Island which is a small indigenous island in Taiwan. Meanwhile, the paper maintains that the interpretation of digital information of indigenous peoples and the phenomenon of their access to the media are connected to the concepts of interpretative communities, localizational interpretation of media content, and self-reflexivity in the context of daily life. The paper observes Internet cafes and interviews with individuals, families, schools, and public sectors in order to realize how new communication technologies and traditional cultures have intertwined with young indigenous peoples' identity. Obviously, young indigenous peoples who utilize Internet cafes are profoundly influenced by social structure, such as parents, teachers, and institutional. In addition, indigenous audiences and their media practices reveal diverse perspectives and self-identification within different generations and socio-cultural backgrounds in the indigenous communities.

Id: 12208

Title: The (digitally) forgotten: Digital exclusion of UK prisoners

Session Type: Individual submission

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Abstract: Background
In a networked world, people in highly technologized societies live online (Wellman & Rainie, 2012), which significantly contributes to the sharing and building of individual, societal, and cultural memory. However, some groups are excluded from this form of memory sharing and building—those who are offline or barely online. Digital inequality and digital divide literature is mostly concerned with larger populations (Helsper & Reisdorf, 2013) or specific societal groups, such as children (Livingstone & Helsper, 2007) or the elderly (Van Deursen & Helsper, 2015). However, there are some (offline) populations that seem to have been forgotten in society and in research. One example is prisoners, who are offline by default. To date, no study has examined how prison inmates experience and cope with digital exclusion during incarceration, and how they readjust to the digital world after release from prison.

Research Questions
1.   What kinds of digital technologies are available to inmates?
2.   How do they experience isolation from social networks?
3.   How do they (re)learn using digital media?
4.   How do experiences and strategies differ depending on age, gender, and length of sentence?

Methodology
Data for this qualitative, small-scale scoping exercise were collected during ad-hoc visits to low security and open prisons in Northern Ireland and England in 2015. We were invited by the Director General of the Northern Ireland Prison Service to speak with a group of female prisoners, a group of young offenders, two groups of men in low security prisons, a group of men in a work-out facility, and a group of men who were attending an IT class in an open prison. Due to the ad-hoc nature of invitations granted, we were unable to gain ethics approval before the visits. Accordingly, we did not collect data in

the form of recorded interviews and transcripts. Before each interaction with inmates, we explained the voluntary and confidential nature of these conversations and reassured them that no one should fear repercussions for not participating. Our analyses rely on observations and impressions that we wrote down after leaving the prisons.

Contributions

The results show varied levels of digital exclusion and coping strategies, ranging from supercharged digital exclusion for older, long-term prisoners to minimal digital exclusion for younger, short-term prisoners. Considering that those incarcerated are likely to be from already disadvantaged backgrounds, this potential for supercharged digital exclusion is becoming increasingly problematic in an evermore networked world. We argue that digital skills training should be an integral part of rehabilitation.

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Id: 12560

Title: La formación en TIC de las personas mayores: una investigación cualitativa sobre la ruptura de la brecha digital

Session Type: Individual submission

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Abstract: El presente trabajo está encuadrado en el proyecto de investigación "Brecha digital y personas mayores: alfabetización mediática y e-inclusion" financiado por la Secretaría de Estado de Investigación Científica del Ministerio de Economía y Competitividad del Gobierno de España en el marco del Plan Nacional de I+D+i. Dentro de dicho proyecto, la fase intermedia, entre el estudio del estado de la cuestión y la realización de una encuesta cuantitativa, ha tenido como objetivo la realización de una serie de entrevistas grupales a personas mayores sobre sus experiencias con las Tecnologías de la Información y la Comunicación (TIC) y especialmente sobre los cursos que han realizado sobre ese tema. La metodología del estudio ha sido a través de un enfoque cualitativo intentando "explorar áreas sustantivas sobre las cuales se conoce poco o mucho, pero se busca obtener un conocimiento nuevo" (Stern, 1980). Indagando "la vida de la gente, las experiencias vividas, los comportamientos, emociones y sentimientos, así como al funcionamiento organizacional, los movimientos sociales, los fenómenos culturales" (Strauss y Corbin, 2002). Se han tratado de discusiones cuidadosamente diseñada para obtener las percepciones sobre una particular área de interés (Krueger, 1991). Los criterios para la selección de los participantes en cada grupo focal, han sido homogéneos según el diseño del estudio, para lograr la fluidez y circulación de los diferentes discursos. Cada grupo focal estuvo conformado por entre 5 y 7 participantes, seleccionados por compartir características comunes y guardar relación con el tema o tópico del estudio. El guión de entrevista que se elaboró fue semiestructurado e incluía un apartado destinado a la consulta de datos demográficos. Las preguntas del guión de entrevista se construyeron a partir del estudio previo de la cuestión realizado modificándose según los significados que fueron emergiendo durante la discusión. En una primera aproximación, los temas iniciales a explorar fueron: situación general de las personas mayores en cuanto a las TIC; conocimiento de éstas; uso habitual que realizan de las TIC; factores y problemas que inciden en su uso o no; razones por las que realizan los cursos formativos en TIC; utilidad de éstos; o problemas que encuentran en el aprendizaje. Se realizaron cuatro grupos focales, dos entre alumnos de una Universidad de Mayores y dos entre alumnos de cursos en TIC realizados por una Fundación bancaria. Los criterios de selección que se combinaron para su estructuración fueron el tipo de curso formativo en TIC realizado, el perfil socioeconómico y el nivel formativo. Entre las principales conclusiones obtenidas de dichos grupos podemos

considerar: la intuición más que la certeza sobre la necesidad de uso de las TIC, el empleo de carácter social que realizan principalmente de las TIC, la escasa utilidad de las iniciativas formativas en TIC para mayores debido a la inadecuación de los contenidos a las circunstancias de aprendizaje de los mayores, la necesidad de eliminar la ansiedad tecnológica como paso previo para cualquier aprendizaje efectivo, necesidad de vincular lo aprendido con la vida cotidiana, o la importancia del aprendizaje entre pares; entre otros.

Id: 12618

Title: Conceptual Evolution of Digital Divide

Session Type: Individual submission

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Abstract: The digital divide is a multi-dimensional concept, which is not limited to issues of access. Rather, it covers almost every aspect of human life including information and communication technology (ICT) infrastructure, ability to handle ICT tools, and quality services.

Throughout the last twenty years the digital divide concept has evolved in a manner that takes account of various technological, socio-economic, socio-political, and socio-cultural considerations. From the mid-1990s to the early 2000s notions of the digital divide focus foremost on questions of access. During the first five years of the new millennium skills-related considerations became increasingly predominant. Then, attention shifted to a usage gap during the 2005-2010 period. In this paper we employ Okoli and Schabram's (2010) systematic literature review framework as a basis for examining 21 digital divide focused scholarly articles that were selected from 118 peer-reviewed articles published between 2010 and 2015. The objective is to assess recent conceptualizations of the term and identify emerging considerations.

The findings suggest that scholarly literature published in this domain during the last five years has identified user attitudes towards technology, motivations for use of technology, and socio-cultural backgrounds as factors influencing the notion of the digital divide. Despite the lack of a widely agreed upon definition of the digital divide, recent conceptualizations appear to be moving away from the traditional emphasis of technological and economic gaps. Seventeen of the 21 articles in the sample appear to subscribe to the view of the digital divide as a social divide created by long-existing socio-economic and socio-cultural gaps that is, in turn, influenced by various psychological factors of ICT users. The authors of these works posit that the discourse of the digital divide has actually distracted from major problems rooted in socio-economic and socio-cultural considerations.

At least 11 of the authors of the selected articles argue that bridging the digital divide completely is unlikely given the evolutionary nature of digital technology, and gaps among users based on various socio-economic and cultural factors including language, income, education, attitudes towards technology and motivation. The central theme of the selected articles is that without addressing long existing socio-economic and socio-cultural inequalities, which are real and deeper divides, bridging the technological gaps might not end the real issue of digital divide. The findings also suggest that since the 19 of the selected articles are mainly focused on developed countries, further study may be required to compensate for the gap in understanding the digital divide from the perspective of developing countries.

Keywords: digital divide, conceptual evolution, skills and usage gaps, socio-cultural disparity, systematic literature review

Id: 12952

Title: Transnational, translocal and multilayered belonging: Multicultural media use and community building among four migrant groups in Ottawa, Canada

Session Type: Individual submission

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Abstract: In his work on Imagined Communities, Anderson (2006/1983) demonstrates the role of print media in the formation and consolidation of modern nation-states and national communities. While the primacy of the nation-state has been hotly debated – both as the main referent for citizenship and belonging, and as the dominant unit of analysis –, processes associated with globalization, including increased human mobility/migration and the development of new communication and information technologies, have illuminated the fluid, multidimensional, multiscalar and multilayered nature of identity, community, and belonging (Castles, de Haas, & Miller, 2014; Castells, 2010; Basch, Glick Schiller, & Szanton Blanc, 1992). In this paper, our aim is to examine how multicultural media – media produced by and/or for specific ethnocultural communities, minority groups, immigrants, and refugees (Fleras 2009; Matsaganis, Katz, & Ball-Rokeach, 2011) – serve to forge migrant networks, connections and communities both within and across national boundaries. Using the results of a mixed-method data collection approach, including a large survey data set (N=1212) and focus group interviews, we will compare the access to and use of digital and traditional (broadcast, print) multicultural media by four migrant groups – the Chinese, Latin American, Somali, and South Asian – in Ottawa, a multicultural city with the sixth largest foreign born population in Canada (Statistics Canada 2013). Specifically, we will examine how their use of digital and traditional media varies within and across the four groups in relation to demographic factors such as age, generation, immigration category, length of stay in Canada, level of education, and yearly household income. For our analysis, we will mobilize the concepts of transnationalism (Skop & Adams, 2008), translocalism (Greiner & Sakdapolrak, 2013), and multilayered belonging (Nagel, 2011) in order to shed light on how four different migrant groups build community in multiple places and at multiple scales through their consumption of a variety of different types of multicultural media. In so doing, the paper will contribute significant empirical evidence on the use of digital and traditional media among migrant groups in Canada and the role of these media in creating

opportunities for building communities at the local, national, and transnational levels simultaneously.

Id: 12969

Title: The Political Economy and the Digital Divide in India: A case for Free and Open Source Software

Session Type: Individual submission

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Abstract: Since the inception of the internet there was intense euphoria about its potential to change the world. It was thought internet would bring about more equity and real democracy and even change the manner in which people would socialize across national boundaries. The overarching theme of these expectations was that internet was creating a level playing field. The internet with its inherent characteristics of interactivity, speed, accessibility and creativity would lead to a new way of society.

The internet technology was in this regard seen as an enabling technology that would lead even those with scarce resources to acquire informational capital which in turn would provide them with greater access to economic resources. A broad description of an ethical society requires that liberty and social justice is not possible without informational equality.

An important structural requirement for realizing this potential was to regard internet as public good— materials or benefits which cannot be barred from use by consumers who cannot pay for them. It can be used by an individual without affecting their availability to another person.

A recent World Development Report has pointed out the growing digital divide in India despite its 227 million internet users. Indians spend about 20 to 25 hours online per month, only a quarter of the time spent by those in China and Malaysia.

The number of personal computers is 47 per thousand while the number of per capita secure Internet servers is a measly 6 per cent of that in Brazil and South Africa.

On a purchasing power parity basis, Indians have to spend 61 dollars every month on average for a speed of 1 Mbps making India one of the countries with the most expensive broadband access, almost five times more than China where the cost is 11 dollars while in Brazil it is 17 dollars per Mbps, in the developed world a similar cost is 5 dollars. Internet bandwidth is also among the lowest in developing countries—at about 6.2 Mb/s per 10,000 people. In comparison it is 68.4 in Brazil.

According to experts use of commercial software has been a big impediment to Digital equality for people with scarce resources in India. The focus of policy makers has now shifted to Free and Open Source Software (FOSS) — available to everybody to use, modify and distribute for free. A 'Policy on Adoption of Open Source Software for Government of India' has recently been formulated in India. This paper uses the case study of India to study the efficacy of FOSS for Digital Empowerment, using internet as a

public good. The focus goes beyond digital access to what people can do with digital resources. The government has made FOSS a mandatory element of e-governance, simultaneously initiating the National Mission for Education through ICTs. This is expected to bring a large number of rural users on the right side of the Digital Divide.

Keywords: Digital Divide, Political Economy, India, FOSS.

Id: 13093

Title: Effects of social media on youth's perception regarding voting pattern and political campaign.

Session Type: Individual submission

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Abstract: Social media has become very popular medium throughout the world. People get information and entertainment through social media .People share ideas, information, pictures to update others. People make their perceptions through social media. This study will explore the nexus of social media and political campaigns. This study will find effects of social media on youth's perception regarding voting pattern and campaigning. Research will explain the effects of using social networking sites like Instagram, Facebook and Twitter, on perception of youth regarding voting pattern and political campaigns. Nowadays social media has become very popular medium in making perception of public. For this purpose, researcher conducts a survey study in Lahore city, Pakistan. The respondents were from Lahore city, and the survey study was conducted on 120 respondents. For most of the people, social media is the only source of getting news regarding politics. For political aspect social media has a positive impact on voting pattern and political campaign. The trend of using social media is increasing in Pakistan, and so its importance in politics and political campaigns is gaining recognition.

Id: 13138

Title: Internet and Climate Change: Building Human Resilience for a Safe Future

Session Type: Individual submission

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Abstract: The recent rapid, turbulent, and catastrophic changes in climate have gained the attention of the entire world. By geographical location, Pakistan is central to concerns about climate change, the future consequences of which may affect billions of people across the Asian continent. At the same time, it is becoming clear that many climate change effects are gender-specific. In the growing field of research on the impacts of climate change on human populations, there is an absence of academic study on the viewpoints of Pakistani women regarding role of the Internet in creating awareness about climate change. This study focuses on the practices and perceptions of Pakistani women when it comes to obtaining climate change information from the Internet. The Internet leads to a sharing of knowledge and experiences among people that help in building safe future for humanity. Raising the consciousness of Internet users on an individual and personal level allow people to understand their role, and take action in dealing with climate change.

Pakistan is ranked fourth in the world for broadband growth, with an increase in broadband usage of 46.2% during 2013 (PTA, 2013). The efforts to network the country have continued, and 3002 towns and cities have been plugged in to the Internet since 2007-2008 ("Pakistan: Key Telecom Growth Market," 2006; Survey, 2010). The use of broadband services has undergone phenomenal growth in homes and offices located in major cities. Internet (via personal computer or mobile phone) is an emerging mean of information exchange regarding climate change. This diversification of information regarding climate change due to varied dissemination platforms is a positive outcome for the Pakistani public at large.

Since there are a number of sources and various options on the Internet which give valid and pertinent information. Through online newspapers, online radio, blogs, chat rooms, social networking sites, email and YouTube, the Internet provides better opportunities to the users for understanding environmental issues. Survey respondents were asked about which sources they used to obtain information on the Internet regarding climate change. In order to ascertain literate women's perceptions regarding the extent and role of the Internet in conveying information related to climate change, their usage of the Internet provided a starting point. Usage patterns were gauged by how much time the female respondents spend on using the Internet and also how often they use the Internet. In order to find out the Internet as a source of information for climate change among women, they were asked whether they had been using the Internet or not.

In order to solicit women's perceptions about the role of media in providing information and creating awareness about climate change, quantitative and qualitative methodologies were employed to collect the data. Quantitative data was collected by distributing 384 paper-based questionnaires to literate women with tertiary education. In order to gain qualitative insight, data was collected through focus groups and experts' interviews.

Id: 13231

Title: Syrian Refugees in Jordan & Digital Inequality: Looking Back and Looking Forward

Session Type: Individual submission

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Abstract: Over 7 million Syrians have been displaced internally and over 4 million externally since the onset of the Syrian war in March 2011. There are more than 60 million refugees and displaced persons today and the war in Syria is driving the largest number of those forced migrations. This research focuses on the communication practices of Syrian refugees which surface in their new transnational environment in Jordan, where 600,000 of them have sought refuge.

To frame our research, which draws on 4 research trips to Jordan to carry out fieldwork since 2013, we rely on the concept of information precarity. Information precarity (IP) is a condition of instability that migrant populations may experience in accessing news and personal information, potentially leaving them vulnerable to misinformation, stereotyping, and rumors that can affect their economic and social capital (Wall, Campbell & Janbek, 2015). IP includes lack of access to memories of their lives back in Syria as they are unable to connect reliably with family members and friends using ICTs.

Syrian refugees experience IP in different aspects of their lives: difficulty looking back and connecting with their past (being unable to reliably call family and friends), navigating their present (due to challenges in bonding with new contacts), and looking forward and exploring their futures (by learning about migration opportunities). The digital divide contributes to refugees experiencing IP. Unequal access to ICTs in refugee camps and in urban areas dictates the means and frequency with which refugees can communicate. As many refugees fled with little more than the clothes on their back,

accessibility to communication technologies is essential in determining what memories refugees have access to, what new memories they share with those still living in Syria, what memories they preserve, and what memories they forget. Digital inequality plays a role in this creation and sharing of memories, which may also be affected by the class, gender and age of refugees as well as by the precarious new spaces in which they live (Ledwith, 2014; Maitland & Xu, 2015).

This paper 1) documents the digital divide experienced by Syrian refugees, 2) shows how IP puts them at a disadvantage as they try to connect with their past and future, 3) looks at policies that both restrict and help refugees access ICTs, and 4) comments on the communication strategies refugees use to respond to those challenges and opportunities.

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Id: 13382

Title: Changes in knowledge acquisition according to the proximity with digital media networks

Session Type: Individual submission

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Abstract: The present study intends to review how knowledge acquisition procedures change according to populations' proximity to digital media networks. Such broad statement finds its way in our analysis trough the observation of the presence of whatsapp and other instant message applications in Brazil. We understand by knowledge acquisition the ways by which social gatherings stay informed, and above all, how they form consensus. There is a thin line that we can theoretically refer then between information and knowledge. More than media related activities we are aiming at the structuring of true social practices based on media performances. Our general hypothesis is that with the proximity of great urban centers there is more familiarity with the usage of technology. Another more specific and additional hypothesis is that communities on the border of those urban centers respond to the influences of the same usage of technologies even if they are not so acquainted to them.
A dynamic is then established between those who have access to technology and those who have not. The digital divide line does not establish a strict separation, but a interaction worth studying. This preconceived gap involves governmental and nongovernmental, legal and also illegal actions that result in the incorporation of digital technologies in the lives of people. Methodologically speaking, our study recovers language as the social ground for the described digital phenomena and discourse as the common practices that represent such society.
The specific case that comes to our attention is the popular appropriation of instant message applications in Brazil, especially whatsapp. Brazilian usage of mobile phones is traditionally known for the prevailing choice for oral resources, with individuals to call instead of typing. This realty has been changing in the past few years and written word applications come to the scene. The spreading of those applications depended on the expansion of smart phone market and also of the reinforcement of a mobile network. The use of social media along with it is preponderant in this scenario. We have to consider then the local appropriation of the digital usage, as Frederic Martel understands in Smart - Enquête sur les internets describing the internets in the plural. In that sense we have recognized many forms of local appropriation in the usage of social media and foreign names are nationalized in an anthropophagic sense.
That kind of appropriation of technology transforms gadgets and interfaces into a privileged sign in culture. Its presence and effects are felt even by those who have less

direct contact with it. That can be verified trough language codes for information exchange, in the mystique of technical mastering of equipments and, finally, the very discourse in which digital technology is understood as a valuable way to practice life. In a field that gathers as much freedom of speech as constraint to it, that has to be debated.

Id: 13546

Title: Open Resources in Journalism: Prospects and Challenges

Session Type: Individual submission

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Abstract: Text, audio, video, maps, timelines, infographics and interactives are what a journalist has to develop to offer a well packaged story. Of course not all these elements can be a part of one story but depending on the context and the type of story the combination of any of the above mentioned elements will be required to satiate new age media consumers who are looking for content that is not just narrative but the combination of various elements offering them an opportunity to consume in the way they wish to consume. Writing such stories of course would require different expertise and knowledge. Journalists who are trained just to express in written words often find themselves in a difficult situation as they have to depend on other experts to package their stories. Infographics would comes from Graphics team and the video or audio from multimedia team. Consuming online stories have become a rich experience for the consumers but journalists often feel frustrated due to the lack of content that would make the story visually appealing and more than anything else fit for the online medium. Resources in terms of images audio video infographics timelines etc can either be developed by journalist herself or by the supporting team. In both the cases one of the very important aspect of new delivery i.e. immediacy is compromised. This paper explore another way of finding relevant resources. Leveraging Open resources in the field of journalism requires attention in the time when journalists not only need to break stories but also package them in the most appealing way. Open Education Resources (OER) is the buczz word in the field of education as it plays an important role in improving the access and quality of education. Various countries have adopted OER policy so that it can be integrated in the field of education. In the fiels of journalism too Open Resources can play an important role. It can allow journalists to find relevant resources and enrich their stories. This paper will explore what Open Resources mean to journalists, how they can find such resources and how they can use them.

Id: 13549

Title: Who's in, who's out: Eight Profiles of Digital Inequalities

Session Type: Individual submission

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Abstract: The traditionally defined dichotomous categories of included versus excluded population groups – e.g. rich versus poor; young versus old; or male versus female… – are no longer valid to identify the groups-at-risk of being digitally excluded. A study by van Deursen and Helsper (2015) shows that digital inequalities amongst older adults depend upon life stage, social environment and psychological characteristics. Qualitative research by Schurmans and Mariën (2013, 2015) highlights that a part of socially excluded NEETs (young persons not in education, employment or training) and people in poverty do master digital media, in contrast to their peers.

This implies that there no longer is a clear view on the groups at-risk of being or becoming digitally excluded. New and more contextualized approaches are needed. Several exercises in this regard were realized by way of developing user typologies; see for example the work of Rogers (2003), Livingstone and Helsper (2007), Selwyn (2003), Brotcorne et al. (2010) and Verdegem and Verhoest (2009). These attempts are interesting and valuable, but they are also subject to a number of limitations such as a lack of theoretical framework, too much emphasis on the quantification of use, a lack of contextual background information and the use of a limited number of indicators.

This paper addresses these main drawbacks and describes the identification of eight profiles of digital inequalities: (a) Digital Outcasts; (b) Hopelessly Undigital; (c) Digital Fighters; (d) Smoothly Digital; (e) Digital All-Stars; (f) Unexpected Digital Masters; (g) Unexpected Digital Drop-Outs; and (h) Digitally Self-Excluded. These eight profiles of digital inequalities were constructed by way of three research activities, grounded within theoretical and empirical research: (1) the identification of the at-risk factors of social and digital exclusion; (2) an analysis of the cause and effect relation between social and digital exclusion; (3) the creation of a continuum for social and for digital inequalities that distinguishes five main stages of inequalities: deep exclusion, wide exclusion, concentrated exclusion/inclusion, wide inclusion, and deep inclusion. These three research tracks led to the identification of thirteen indicators that were subsequently placed and analyzed across the continuum of social and digital inequalities. For social exclusion, the following at-risk indicators were used: income, education; participation in life domains; agency; and wellbeing. For digital exclusion the at-risk factors access, attitude, digital skills, social and soft skills, autonomy, use patterns, media richness of

surroundings and social support networks were taken into account.

The profiling exercise pinpoints that for The Digital Outcasts and The Hopelessly Undigital a vicious circle exists through which mechanisms of social exclusion are causing and reinforcing digital exclusion and vice versa. The analysis also shows that three typologies transcend existing mechanisms of social and digital exclusion, namely The Unexpected Digital Masters, The Unexpected Digital Drop-outs and The Digitally Self-Excluded. The profiling exercise has led to the insight that participation, agency, social and soft skills and support networks have a decisive influence on the autonomy of use and hence, define when, why and how digital and social inequalities are intertwined.

Id: 13554

Title: Emerging Media platforms to share and create memories

Session Type: Individual submission

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Abstract: MEMORY ,COMMEMORATION , COMMUNICATION

We are connected with our past through memories .Remembering our past makes us more informed and perform better in our future, for the same we need to create memories so that it can be shared in the coming times . Memories are created , preserved and re told in different time and spaces. In some cultures it is done to unify the society and create a feeling of oneness. For example ,feeling of nationality is created by celebrating the independence day, and declaring a national holiday is a way to commemorate the past . Different forms of media such as books, newspapers , plays , dramas , dance , songs have contributed to preserve and create memories of the past . With the advent of digitization it has led to the memory of everything. Internet is the largest database which holds information about almost everything. Digital media through its various ways create memories in both public and private spaces, one example could be social media. This paper examines the role of technology and different forms of media that contribute in creating , commemorating the past and how it has ascended through time and space. It aims to analyse the various forms of media and how media has created different platforms to create archive and share memories.

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Id: 13567

Title: The various narratives of Digital Divide In India in the decadefor ICT for D, 2000 to 2010

Session Type: Individual submission

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Abstract: The discourse of Digital Divide in India has multiple stakeholders showcasing different perspectives through various projects that have been implemented in this country. There is the state's perspective that gets documented through its 'visionary' programmes of digitizing governance and making services accessible to its citizens, there is the IT industry perspective that showcases its various projects in various sectors – agribusiness, healthcare, micro finance, education – that they run directly or as partners in Private-public partnership with the state, and there is the not for profit organisations that run the interventionist initiatives across the nation in remote areas striving to cover the 'last-mile' through various programmes that are either supported by the State, a multinational corporation's CSR activity or an International funding agency. The nature of digital technologies made it seem impossible for any other model to function in the decade that Information and Communication Technologies for Development (ICTs for D) broke over in India in the years 2000 to 2010. The nature of the discourse of Digital Divide privileges the top-down narrative with a strong focus on technology being handed down to its users from an external benefactor, never taking into account the resources and resourcefulness of the people they endeavour to work with. Innovation therefore is deemed to occur only in research laboratories and requires funding. To this mix if we add the requisite demand for replicability and scalability of the technologies, it is nigh impossible to imagine Digital Divide as anything but Top Down. This is the discourse that has been engrained as the only credible option for thinking of technology. With mobile technologies now saturating the markets of Rural India, ICTs for D as a narrative is said to be dying its slow death. This paper would like to document these perspectives and the policy of ICTs for D in India and map the trajectories that ICTs for D narratives have taken in the decade of 2000 to 2010.

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Id: 13578

Title: Teacher gamers

Session Type: Individual submission

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Abstract: Computer games are the mass media of the digital age. On average 50% of all 12 to 15 year old Norwegians play computer games on a daily basis, as do 10% or more in all other age groups (Norwegian media barometer 2014). Games and gaming activities are characterized by a great diversity, and many games have artistic or educational aspirations. Computer games are also included in the national curricula in many countries, among them Norway. Much research has been conducted on students learning with games, but teachers' knowledge and attitudes towards this medium has been less explored. This article discusses how teachers perceive themselves as learners when they are playing video games.

The article is based on empirical data from the project Smart learning at NTNU. The project has arranged MOOCs for teachers each semester since the fall of 2014. In the MOOC, the participants explore digital tools and methods that are new to most of them. One of the activities is to play a computer game for at least half an hour, and then reflect on how the game taught them to play. In the same course module the participants are asked to write more generally about their relationship to video games. Two texts from each participant make up the data collection for the article.

The participants' reflections provide interesting perspectives on their attitudes to and knowledge of the game medium. The article uses Kenneth Silseth and Hans Christian Arnseth's theoretical concept "learning selves" and the corresponding terms narratives, categories and inscriptions, to analyze how participants construct themselves as learners in the learning situation. Silseth and Arnseth developed this analytical tool to observe

students using learning games in school. The same terminology is used in the analysis of how teachers learn to play.

A key to understanding teachers' experiences, seems to be their narratives. Most participants tell personal stories about their relationship with the game medium, which seems to explain their performance. The narratives are often described in the categories learners use about themselves. It seems especially important for them to define themselves in an experience category; they have much or little experience with games. Recurring inscriptions in the material are game genre, platform and whether they have chosen to play an educational game or not.

The results of the analysis can form the basis for further research on teachers' qualifications to adopt or refer to games in their teaching.

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Id: 13629

Title: The digital divide in Algeria: Bridging steps and mechanisms of rubble ... -E-Algeria model .

Session Type: Individual submission

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Abstract: The digital divide in Algeria: Bridging steps and mechanisms of rubble ... -E- Algeria model ... -

The digital divide ... gap of gaps, content and communication gap, the mind and learning, language and economy gap says Dr. Nabil Ali.
Widening gap between those who have the knowledge and use of tools and not owned and lacks their tools.
Away from talking about the causes and manifestations of the digital divide and measurable indicators, looking at the efforts of rap and Altgeseralty numerous internationally ...
Algeria and not excluded by this wind, Electronic Algeria model for signs of awakening ... we are trying to highlight the features of this project as a way of bridging the digital divide.

The subject of the study:
This paper examines the successful experiences and ways to bridge the digital divide.

Scope of the study:
Algeria electronic project is what we are trying to highlight as one of the successful experiences and ways to bridge the digital divide

The context of the study:
This study comes in the context of multilateral efforts to bridge the digital divide.

Importance of the study:
Lies the importance of the study to highlight successful experiences to bridge the digital divide.

Methods used:
Through the case study method.

Id: 13739

Title: Libraries in the digital age: empowering citizens and giving voice to authors

Session Type: Individual submission

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Abstract: What is the role of libraries in the digital context? As happened to the book, many were those who predicted its end. Nevertheless, libraries are resisting and gaining new life and new readers. This new life takes shape through the daily challenges posed by the digital era, which include dealing with different option for devices and formats, adjustments concerning human and material resources, and even legal discussions as those involving lending and copyright policies. The digital reading practices are characterized by having a social and participatory component. There is also the possibility of engaging in an augmented dimension of mobility, which means that readers are offered, not only the possibility of reading anywhere, as has been made possible by books and newspapers, but also to experience a connected mobility, a collaborative experience that involves immediate access to other resources anywhere and at any time. But these new possibilities demand new skills, new practices, and new structures. How are libraries responding to these challenges? Based on the research developed under the scope of the international project "Digital Reading and the Transformation of Reading Stimulus and of Book Institutions", the paper will discuss the new roles of libraries, presenting the trend and practices of library reading in 16 countries. The paper aims at identifying the concerns of librarians, publishers, foundations, schools, universities and authors. Is there still a place for libraries? And if there is in fact a place, which place is that? What is the state of the art of libraries concerning digital reading, around the world? What do libraries have to offer to authors?
The challenges of the digital age are foremost challenges if access and this has become more acute in times of severe economic contraction. In this context can libraries continue to be a pillar of democratization and inclusion? And can they serve as hubs for access and content but also act in the development of digital reading skills? As Manuel Castells advocates, access is not a solution in itself but a prerequisite for overcoming inequality. Libraries have long been playing a crucial role in fulfilling this prerequisite. For some segments of the population and in some countries libraries are the guarantor (often the only) to access to media, content, networks and digital reading skills that allow old and

new readers to transform information into knowledge.

Id: 13769

Title: Replay! When past experiences are reassembled through virtual reality

Session Type: Individual submission

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Abstract: In this work we launch a discussion about the use of virtual reality (VR) to reproduce multi-sensorial experiences. In our perspective, it is important to understand that more than providing a realistic audiovisual experience through a digital display, the actual generation of VR devices generates additional sensorial stimuli in the user perception experience with a synthetic environment. For example, with a head-mounted display (HMD), a motion tracking system and voice recognition would be possible to recreate more sensations of the real world in an artificial context (touch, haptic responses, voice commands, 360º space visualization).
If the exploration of virtual spaces through multi-sensorial interfaces really mimics the human feelings (to see, to hear, to touch, to walk around), better than remembering experiences and past moments through a static image or a plane video screen, the VR appears as a media that provides to the user to live any experience again (or for the first time). At least in a virtual way, the user would be able to feel how it was the aura, noise, crowd or the atmosphere of historic scenes. Indubitably, nowadays VR awakes as an important media format to preserve feelings (sensations), reconstruct situations (geographic and atmospheric notion of places) and explain emotions (memories) related to particular ephemeral objects, spaces or even activities from the past/present to future people. For example, in a sophisticated multi-sensorial VR simulation the user could fell like what it was to be in the middle of a dense jungle during a war conflict that possible doesn't exist anymore because the deforestation phenomenon, or, maybe, to actively participate in a musical gig of an extinct rock band which left recorded the experience with a 360 video camera. Both experiences recall to intrinsic threads related to multi-sensory VR interactions, such as: telepresence, time-travel illusions, human-machine interactions, immersion and sensorial interfaces.
To conducted an initial but relevant discussion on the theme we decide to approach a theoretical review about culture and digital communications - Kerkchove (1995), Lévy (1999), Castells (1999), Bolter e Gromala (2003), Zilles Borba e Zuffo (2015) – followed by a mapping exercise of random projects using immersive VR techniques to preserve time and space experiences of humanity in an immersive, interactive and engaging way. In short, through participatory observation conducted to those cases supported by immersive equipment available in the Center of Interdisciplinary and Interactive Technologies from University of Sao Paulo (CITI-USP), such as Oculus Rift, Leap Motion, OptiTrack we pointed out aesthetics and narrative factors about this kind of

experience. We believe this information could be relevant to those who want to reflect on patterns of how past experiences could be preserved and revived with VR technologies.

Id: 13793

Title: Stuck In 'Digital Divide': A Critical Appraisal of Turkish Information Society Policies

Session Type: Individual submission

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Abstract: 2015 was the 10th anniversary of the WSIS. Almost a decade ago, nations of the world declared their commitment to overcome digital divide threatening the target of a digital future for all. Turkey was one of these nations. However, despite assertive Information Society Policies (ISPs) aiming at widespread and effective use of Information and Communication Technologies (ICTs) across society, Turkey seems to have failed in many respects and stuck with traditional distinctions. When especially compared to its European counterparts, Turkey's ISPs performance is one of the worst performances: For example, the percentage of non-users of the internet in population is still very high despite country's young population, the large gap between genders in usage of ICTs continues to exist as a serious problem, and the use of ICTs for educational purposes is far away from being satisfactory. This study provides a policy analysis that aims to understand the reasons behind this failure. It seeks to shed light on Turkish governments' main motives behind their policies of digital divide and Information Society. For this purpose, it includes an outline of milestones of the Turkey's ISPs history spanning around almost twenty years now. In addition, a special project entitled as FATİH project which has been given a major mission to improve the effectiveness of ICTs use in schools, is discussed in detail since it is thought to be an example in which the problematic character of Turkey's ISPs is crystalized: Preliminary phase of the project was launched in 2012 at an official ceremony attended by leader figures of the government, resulting in an immediate hype around it. From then on, hundreds of thousands of digital classroom equipment including tablet computers and smart boards have been delivered to the students, teachers and school administrations; the internet connection infrastructure of some schools were improved as well; and some minor changes made to curriculum. However, the project seems to be in a stalemate since only a very small portion of targets were reached within the project's deadline which ended in last year, and no further steps have recently been taken. Critics underline some certain reasons behind this failure, primarily including the lack of skills and motivations of teachers and students to use ICTs for educational purposes. Drawing on reports, academic researches and evaluations of critics on the apparent failure of the project and generally of the ISPs, the paper argues that non-realistic policies focusing on infrastructural and economic needs rather than the lack of cultural capital and social needs have played key role in this failure. It is also argued that formidable material inequalities of real world

cause policy makers to get stuck in traditional 'haves' and 'have nots' problem, resulting in a negligence of 'digital inequality' as a 'second digital divide'.

Id: 14004

Title: Undermatching, Information Seeking, and the Knowledge Gap: How Low-Income Students Get Behind and Stay Behind

Session Type: Individual submission

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Abstract: Academic undermatch is a phenomenon that both plagues and mystifies college recruiters, school counselors, policy makers, and academics in the United States. Undermatch occurs when students enroll in and attend a college or university that is less selective than their academic ability allows. Its implications are clear: due to improper information seeking strategies on the student's part, and improper information sharing strategies on the part of college recruiters and counselors, low-income students often miss out on chances to attend more selective universities than they wind up attending. Additionally, due to subsidies and initiatives in place by the most selective colleges and universities in the United States, many low-income students have the opportunity to attend more selective universities at a fraction of the cost of a less selective university, provided they are aware of this opportunity. Because academic undermatch is considered a growing problem in the United States, this study considers undermatching from a reductionist standpoint, specifically aiming to explore the extent to which the number of and type of sources low-income high school students use to obtain information about post secondary schools affects their school selection. The knowledge gap theory postulates that gaps in the acquisition of information may occur due to many factors that are typically associated with socioeconomic status, such as education quality and access to resources, including access to the mechanisms used to communicate information to the public, such as television and newspapers. Research has shown that even with an increase in access to information sources and technology, there is a considerable and statistically significant difference in the information seeking habits of low-income children and adults. Findings of this paper confirm there is a considerable and statistically significant difference in the information seeking habits of low-income students that is not overcome by academic performance or the recruitment habits of college representatives. Despite access to and contact with the same or similar sources as their high income peers, even the highest performing low-income students are still significantly more likely to fall victim to academic undermatch.

Id: 14036

Title: An Ethnographic Case Study of Instagram: A Picture of the Digital Divide

Session Type: Individual submission

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Abstract: For well over a decade, much of the scholarly research on the digital divide has incorporated the understanding that digital inequalities involve more than simply access to computers and the Internet alone. Amongst other things, the motivation and skills to use technology contribute to shaping the digital divide as well. While scholarly interpretations and examinations of the digital divide have indeed become more nuanced over time, researchers have typically not examined how opportunities or constraints might vary in relation to specific types of Internet activities. Although it is crucial to remain skeptical about claims that the digital divide has progressively narrowed over the past number of years, it is also true that some types of activities may be less constrained by the factors that shape the digital divide more generally. While the preponderance of creative, artistic content that is consumed on a global level is still produced in conjunction with corporate interests, one specific area where there is opportunity for virtually anyone to share their creative content with a relatively wide audience is through mobilephotography. As mobile devices have become increasingly ubiquitous over time, and in conjunction with the evolution of content platforms, opportunities exist for almost anyone to share artistic types of photographs beyond just their relatively small circle of personal friends. Moreover, given that most people already own mobile devices, and in relation to specific digital divide related concerns, this can be done at virtually no cost and through having a reasonably attainable skill set. While the opportunities as described in this research do not eliminate some of the broader concerns that are concomitant with the digital divide more generally, the activities as discussed in this analysis can nonetheless contribute to building self-esteem, which in turn can have a variety of positive effects upon individuals. In fact, while power-laden institutions have actively re-appropriated concepts such as 'participatory' and 'empowerment' over time in ways that have made these terms somewhat hollow, if not distasteful, in practice, the opportunities as identified in this research encompass notions of 'participation' and 'critical consciousness' as they were initially conceived many decades ago. Although Instagram is perhaps best known as a social networking platform for sharing 'non-artistic' types of photos with friends, a large number of people who would not typically refer to themselves as artists use the site exclusively as a means to disseminate their artistic content to an audience they would not otherwise have. This study, conducted over the past year, draws upon a number of different methodological approaches, including

interviews with Instagram users and Instagram hub moderators, as well as the author's own in-depth immersion into various forms of Instagram activity. The findings provide a range of insights into digital divide related issues that have typically not been the focus of digital divide scholarship in the past.

Id: 14114

Title: The Digital Divide in Europe in the 21st Century: a new outlook

Session Type: Individual submission

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Abstract: In the coming years digital media integration in everyday life will be more significant, transforming and conditioning the way we can live, communicate, learn, work, and participate in society as well as the way we can have fun.
Although in the US the simple access to computers and web connected smartphones seems to present a less intensified digital divide, at least in what is called the first level digital divide (the simple access to computers and devices with web connection), in fact second level digital divide endures (economic, political, technological, skills, etc.). In Europe there is a growing set of scientific studies that have been approaching this phenomenon attesting the persistence of different gap's both at the access divide level as in the several second level divides.
In the most recent studies there are evidences of a constant digital division due to socioeconomic and technological factors, such as age, gender, education, income and occupation, as well as access type and level of digital media literacy.
We intend to explore potential intersections between e-Government and Digital Divide studies. These parallels can be useful in understanding and developing the e-Government policies (from the supply point of view) in a more wider manner and for developing effective strategies of digital inclusion that may, not only, increase the demand for e-Government services, but also the online civic engagement in general.
The main purpose of this research is to study the Digital Divide factors in different European countries. This analysis integrates communication sciences and sociology concepts to improve a wide-ranging model in a new web-based digital media environment. The proposed model goes beyond the simple digital access divide models; as well as it allows to identify the unique characteristics of the internet European citizens'

usages.

Compound ICT measurements (e.g. Digital Divide Index) and a Time-distance methodology will be used as secondary data. It was necessary to use micro-data of the 2008-2015 Eurostat's Community survey on ICT usage in households and by individuals. This data are not publicly available.

Shortly, this project presents an innovative approach, not only because it will diminish the lack of in-depth research on digital divide, but also by introducing a set of data analysis methods that allow us to understand the complexity of Digital Divide phenomena in a much wider manner.

From a preliminary analysis of the digital divide index on Eurostat ICT survey data between 2008 and 2013, we can state that although the gap decrease tendency between four risk groups (gender, age, low education and low income) and the European population until 2012 this positive trend was reversed in 2013. This occurs mainly due to the divide increase between both women and individuals with no or low education level.

Keywords: Web Based Digital Media; Digital Divide; e-Government; Online Civic Engagement; Cross-country Studies; Digital Divide Index; Time-distance methodology.