

Digital Inclusion & the Urgent Need to Reconsider Digital Literacy

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Surface

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<https://www.youtube.com/watch?v=qaOvHKG0Tio>

What's your takeaway from this video? What do you see? What does it make you think about?

I see people doing hard, wonderful things; I see technology being given the credit.

How would you answer...



- What can technology do in relation to the roles and responsibilities that bring you to this conference?
- How is it taking you places you've only dreamed?

How would you answer...



- What skills are needed to take advantage of what technology has to offer to you?



*Technology only
magnifies
human intent and capacity.
It can't substitute for them.*

Kentaro Toyama, 2015
Geek Heresy



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Thinking back to the video, what is some of the hard work being done by the people?
Where is the credit being given?

Technology does not have agency, people do.

People can use technology to magnify their efforts to participate in society,
democracy, and the economy

This is not a critique of Microsoft, it is a critique of us. Microsoft has just captured this
societal ill nicely in a 60 second video.

How would you answer...



- In relation to the roles that bring you to this conference, what hard work do you do on a regular basis to make your neighborhoods better?
- How are you using technology to magnify your hard work?
- How might you further use technology to magnify your hard work?

How would you answer...



- What skills are needed:
 - For you to accomplish your hard work?
 - For technology to be utilized to magnify your hard work?



*It is not the answer that
enlightens, but the question.*

Eugène Ionesco

Seymour Papert noted in his 1987 paper “Technocentrism vs. Computer Criticism” that we don’t ask how wood built such a great wall, or how a saw built such fine furniture.

What are some of the ramifications when we give agency to technology, rather than to the people?



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If people have the agency, not technology, what is happening when technology sometimes worsens inequalities?
People's use of technology can also magnify historical, systematic, and structural barriers arising from past human intent

Digital Inclusion



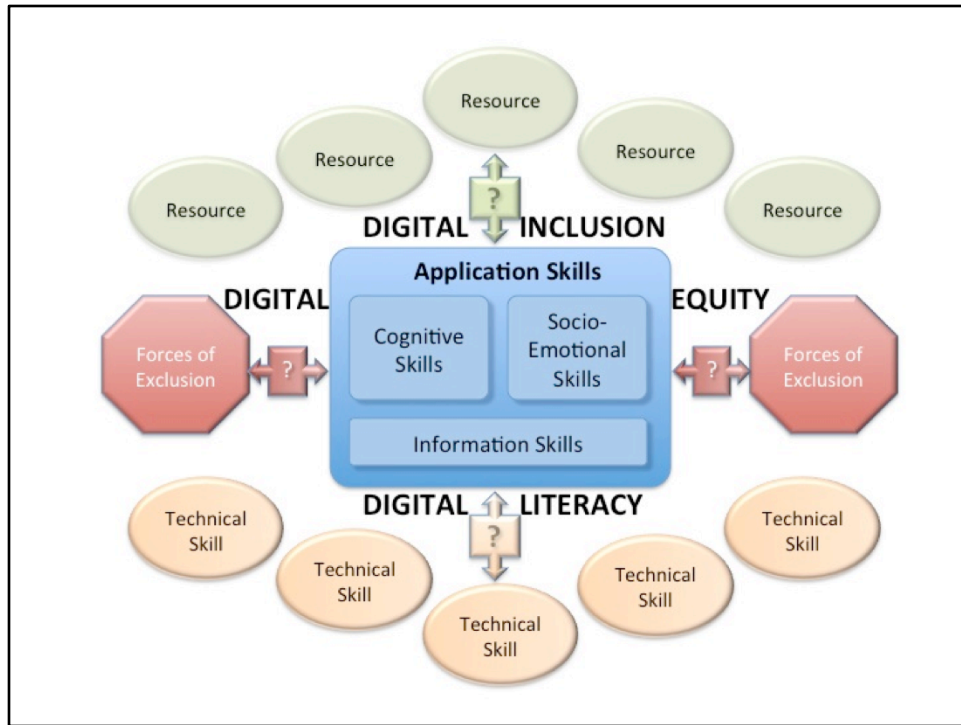
<http://digitalinclusionalliance.org/definitions/>

- Digital Inclusion is the activities necessary to ensure that all **individuals and communities**, including the most disadvantaged, have access to and use of Information and Communication Technologies (ICTs). Digital Inclusion must evolve as technology advances and recognizes that access to and use of ICTs are an essential element for **participation in our society, democracy and economy.**

Digital Equity



- Digital Equity is the ultimate outcome of full digital inclusion, with focused action and investments to **eliminate historic, systemic and structural barriers** that perpetuate disadvantaged individuals and communities. Digital equity recognizes our moral obligation to **harness ICTs** to address the needs of disadvantaged individuals, as well as community or neighborhoods, community-based organizations and small businesses.



If we are to encourage agency and participation, we need a different kind of digital literacy training!

Resources overlap and intertwine in complex ways that are more than just additive. Resources include: material, social, educational, financial, social, time, health, etc. As with technical skills, some may be necessary for people to have the capabilities to do that which they value. But they are by no means sufficient. For instance money may be helpful to acquire essential housing, medical care, and nutrition, but not if quality housing, medical care, and food isn't available within a community. On the other hand, social and natural resources may provide for quality housing and nutrition even if you have no funds.

Focusing primarily on either resources or technical skills over simplifies the issue and leaves much of what is really needed to foster agency untouched

Advancing capabilities requires focusing on cognitive, socio-emotional, and information skills through which individuals can actively participate in leveraging resources, developing needed technical skills, and identifying and challenging forces of exclusion.

Historical, systemic, and structural barriers that serve as forces of exclusion are complex, intersectional, and often hidden. All of us experience such forces to some degree, although some experience them in insurmountable ways.



Todd Lash, upper right, was librarian at Kenwood elementary in Champaign 2 years ago and became a champion for computational thinking for all learners. He has worked tirelessly with school administrators, unit IT, teachers, and students, providing vision, professional development, program development for teachers, and creative instruction to students.

GSLIS students provided considerable support this past year to Todd and to teachers. This past year, Todd took on the role of instructional coach and Miriam Larson became the school library media specialist, doubling the support.

Minsoo Park is the technology specialist assigned to the school.

Kenwood serves 80% free and reduced lunch. They recently changed their vision to be “Technology and Literacy for the Community”

Computational thinking for all learners, then, is about reaching those most often left behind in all forms of education, and especially technology education

GSLIS engagement has been especially focused on issues of literacy and inclusion, including efforts to bridge the divide between home and school



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Now capped at 20 or so kids before or after school, using a sign up.

Collaborative Discussion Framework



- Developed at Kenwood Elementary School, Champaign, by Todd Lash and Minsoo Park.
- 5 Steps
 1. What are you trying to do?
 2. What have you tried already?
 3. What else do you think you can try?
 4. What would happen if?
 5. Celebrate and share!



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Story of 4th and 5th graders from Kenwood presenting at statewide conference and using collaborative discussion framework with older students at conference

The Urbana Free Library Teen Open Lab



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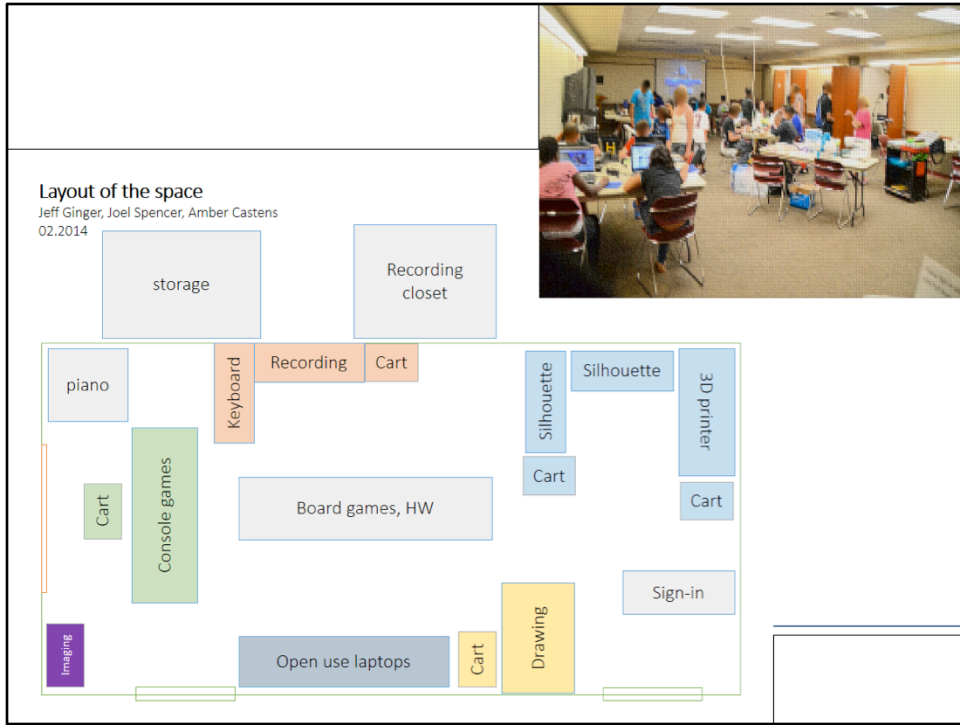
Amber Cox (formerly Castens) and Joel Spencer – GSLIS grads now adult librarians at The Urbana Free Library in charge teen programming

Joel and I did some dusty work together while he was at GSLIS as we refurbished a building and built a computer lab for a popular social entrepreneur in East St. Louis. This led to a 2 semester project to redesign the 2nd floor computer lab, the furniture of which he and I then built in my woodshop.

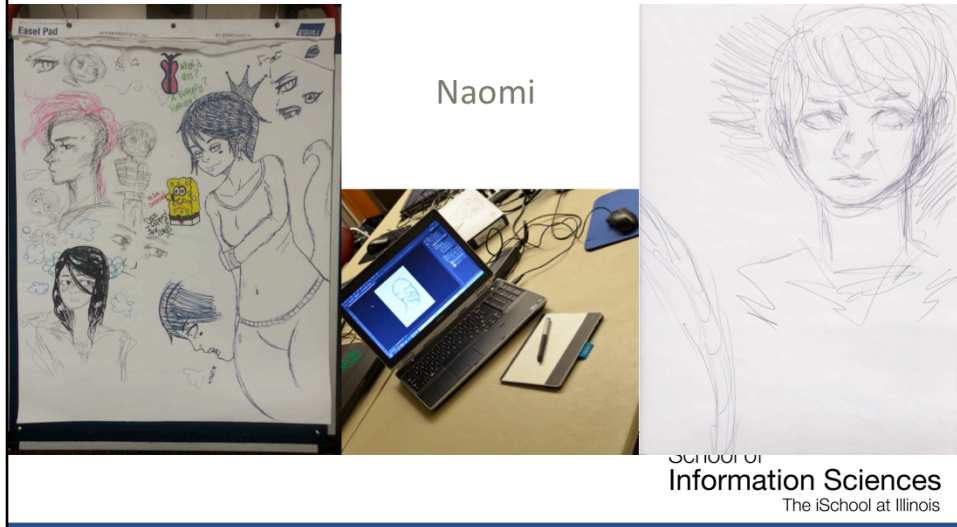
While many goals of Amber and Joel for increased collaborative spaces while decreasing chaos were met, improved intergenerational relations were noted. Amber and Joel identified the auditorium as underutilized space, especially afterschool.

A grant I had received through the Illinois DCEO and their EDD program funded a mobile computer cart and some digital media equipment, and a research assistant. The Champaign Urbana Fab Lab and Makerspace Urbana brought in additional resources.

Teens led in key components of the design and program direction, and continue to have considerable freedom in how the space is setup on any given day.



The max number of teens who have been in this space at once is 50. Average about 15-20.



Naomi wanted graphics tablets to support drawing software
She learned to use it, then taught librarians, staff, volunteers, and other teens
When she aged out, she wanted a way to continue to participate and Amber and Joel suggested she serve as a volunteer and teacher
Naomi responded that she had nothing to teach. They assured her she had already been such a strong teacher
A project that mattered, being an ally, reshaping the way this teen thought about herself

The Whip Barbershop

FREE TECHNOLOGY WORKSHOP

Brought to you by
 the Whip Hair Designs
 GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Second Chances
 Internet Searching and Online Resources for Ex-Offenders

April 26-27 @ the Whip
 Walk-ins from 12-4pm

Find job resources and information for ex-offenders while learning how to improve your internet searching skills in this 60-minute workshop. Beginners welcome!

Workshop Agenda

5 minutes	Welcome
10 minutes	Icebreaker
10 minutes	Discussion: Identifying Common Issues among Ex-Offenders
10 minutes	Tutorial: Search Strategies
20 minutes	Exercise: Hands-on Online Searching
10 minutes	Activity Review and Feedback

Contact Marchond or call 217.415.0176

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Sean and Marchond wanted to provide after-school computer and homework support and a safe place for youth. But through regular dialogue with clients and community members who hung out at the Barbershop, my students also discovered that many men there were ex-offenders, leading to a very different workshop. These two graduate students, a male from Africa and a white female US citizen, found a misalignment between expectations and reality, not just of their own thinking, but also that of the clients themselves. As such, the workshop was as much and more a demystification of the myths and misconceptions of black male life in the US, of being an “ex-offender”, and of technology.

Brainstorming



- How would a reconsidered digital literacy affect you and your work?
- What can you do to advance digital inclusion and equity?

Thank You!



I'd love to hear from you:

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- @MartinBWolske
- <http://martin.wolske.site>

Center and Related Project Sites:

- <http://cdi.ischool.illinois.edu>
- <http://dl4all.illinois.edu>
- <http://dilp.lis.illinois.edu>



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