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Digital Divide Working Group

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Title: Digital empowerment for increasing learning opportunities: a tool

Abstract: Nowadays, digital technology has generated a new dimension to information as it is being turned 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 (17 items) based on exclusion criteria.

Keywords: Digital empowerment, psychological, legal, economical and technical competency
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.
Title: Access to the Information about Ethnic Groups in Mainstream Russian Media and Its Role in Preserving Cultural Memory about These Groups

Session Type: Individual submission

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Abstract: The paper discusses the exposure of Russian Internet audience to publications about ethnic groups in current mainstream Russian media by analyzing the amount of such publications available in mainstream media today, as well as results of an online survey (n=1040) aimed at revealing to what extent the audience is indeed exposed to them by the respondents’ own estimations. The chosen methods were expected to help us measure media exposure using the measurement factors suggested by Paul Freedman and Ken Goldstein (1999) – the frequency with which information is aired in a particular media market, and the quantity of information consumed by a particular respondent. We argue that the broad access to the information about ethnic groups is an important factor in preserving cultural memory about them and transmitting this memory to next generations. This is particularly important for multiethnic and multicultural societies like the Russian one, with over 190 ethnic groups living in the country and all having different access to digital technologies (thus enjoying different opportunities in preserving their cultural memories in the digital world).

Our research showed that generally users tend to lack information about ethnicities in mainstream media and demonstrate certain interest in learning more about other ethnic groups of Russia through media channels. We argue thus that the audience’s exposure to information about ethnic issues although being relatively high on a quantitative level (i.e. in terms of actual number of publications) is lower on a qualitative one (i.e. the share of the respondents who actually come across such publications). The research also revealed a number of tendencies while analyzing users’ age groups and their regions of living, such as for example correlation between users’ age and their interest in learning more about ethnic groups.

In general, we believe that singling out both specifics of audience’s exposure to information about ethnicities and the connection between this exposure and audience’s attitudes to ethnicities (which is planned to be the second stage of the current research project) may contribute to better understanding of the effects media can have on their audience in terms of agenda-setting and psychological influence. The current research can also be of interest when discussing the role mass media play in preserving and transmitting cultural memories, protecting cultures of smaller ethnicities in the digital world and informing broader online and offline audience about their cultural heritage.
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.

References
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: 12577

Title: Addressing the Digital Divide: Internet Access and Children's Online Opportunities in Brazil

Session Type: Individual submission

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Abstract: In the last decade, digital divide research has shifted attention from inequalities of access to digital skills and usage (van Deursen & van Dijk, 2013), putting in place a growing debate on a second-level digital divide, also identified among those individuals who have overcome the first barrier of Internet access (Van Dijk, 2005; DiMaggio, Hargittai, Celeste, & Shafer, 2004). In this context, socioeconomic variables (such as gender, level of education, age), motivational differences, capabilities and skills for the use of information and communication technologies (ICTs) came into the debate on Internet inequalities (Van Dijk, 2005).

The very notion of Internet access started to be redefined in face of substantial changes yielded by the pervasiveness of mobile devices (Livingstone, Mascheroni, & Staksrud, 2015). Although there is a growing number of studies investigating the relationship between online activities and access to mobile devices (Mascheroni & Ólafsson, 2015; Pearce & Rice, 2013; Donner, Gitau, & Marsden, 2011), there is a lack of research on how different types of access influence online opportunities – especially in countries of the Global South.

Aligned with the trend of mobility observed in both Latin American countries and other emerging economies (ITU, 2014), Brazil has registered in recent years an increase in the use of mobile devices to access the Internet. In fact, between 2011 and 2013, more than 27 million people have used these devices to access the Internet (CGI.BR, 2015a). This growth is even more pronounced among children and young people, given that among Internet users aged 9 to 17, 82% used mobile phones to access the Internet (CGI.BR, 2015b).

This paper aims to address the relation between devices used to access the Internet and online activities. For this purpose, quantitative analysis will be carried out based on microdata of the ICT Kids Online Brazil survey, conducted by the Regional Center for
Studies on the Development of the Information Society (CETIC.br) – a research center under the auspices of Unesco based in São Paulo, Brazil. The survey’s target population comprises Brazilian children aged 9 to 17 years who are Internet users. Based on the classification of Internet usage provided in previous studies (van Deursen, van Dijk, & Helsper, 2014; van Deursen & van Dijk, 2013), a set of online activities will be grouped into dimensions (such as information, news, personal development, social interaction, leisure, commercial transaction and gaming). Using multivariate data analysis, this paper will explore the relation between the above mentioned activities’ dimensions and variables of Internet access, such as the type of device used to go online: desktop computers, portable computers, tablets, and mobile phones. Data analysis will also explore sociodemographic variables, such as socioeconomic status, age, gender and parents’ education. Taken together, the findings of this paper might provide empirical evidence on the relation between Internet access and online activities, especially with regard to the influence of the use of different devices for generating digital opportunities.
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
Title: Are digital skills real impediment' A case study viewing from online business in the rural community

Session Type: Individual submission

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Abstract: The urban-rural disparity in access to ICTs has long been taken as an indispensable part in the discussions around digital divide; and this gap, in particular for some emerging economies, has not been narrowed down today. Taking China for example, at the end of 2015, netizens in rural areas accounted for 31.5 percent of rural population, while this number for the urban has reached 65.8 percent, more than twice of that in the rural. It is generally believed that E-literacy is a prominent impediment for rural residents to approach and access to the internet. The lower rate of internet adoption in rural community is often particularly attributed to insufficient educational attainments, lack of IT skills or poor infrastructure. Solutions suggested by scholars thus are mainly focused on the developments on these aspects.

However, by reviewing the cases found in some rural villages of China, where local families started learning to use the internet for selling their products a few years ago, this study finds that the lower IT literacy might not be the decisive barrier to the adoption of the internet in rural community. More importantly, cases in this research demonstrate that the lack of IT skills can be overcome by those rural residents themselves. These who are utterly unskilled at informational technologies can work to acquire the skills, once they enter a situation where these informational technologies and facilities are perceived as highly useful and necessary for earning their living.

This study then turns to inspect what situation made those unskilled rural dwellers learn to use the internet, and why their IT capabilities could spontaneously develop in this situation. Taking a viewpoint on the trading model of rural products and the position of these rural producer in the market, this research attempts to explore the potential that the internet could be taken up by rural residents to, pragmatically rather than ideally, participate into their daily work and life.

Based on a comparison with the four established trading models in rural China, a newly emerging trading model relying on online platforms, such as Taobao, an eBay-like online trading platform, is found to be a promising way to promote the use of the internet in rural area, alone with the financial benefits from direct sales of local products to the end customers.
This research concludes with an argument that helping rural communities take part in online business to sell local products is an alternative way to narrow down the rural-urban digital gap, through which rural residents will be motivated to spontaneously acquire IT skills, and the diffusion of the internet in rural areas will be further accelerated.
"The Digital Dream: Mapping Social Digital Inequalities Across Filipino Digital Natives in Metro Manila Through the Measurement of their Digital Literacy and E-governance Participation"

Session Type: Individual submission

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Abstract: “In the age of information, ignorance is a choice”— or is it? 21st century digital divide is not just about access to digital technology anymore, but it is about having the skills to participate as online citizens (Van Dijk, 2014). This paper challenges Donny Miller’s (2006) statement quoted above, that perhaps it is not a question of “choice” but of position, as certain environments, systems, and positions in society create better opportunities that enable people to gain all kinds of material and non-material resources (Van Dijk, 2005). This is better known as the metaphorical bigger slice of the pie and a better seat at the table. The Internet has become so ubiquitous that it substantiates the argument that the Internet is rapidly becoming an emerging “primary good” requiring a minimum of it to be “included” in society and to be withheld of it would result in exclusion (Van Dijk, 2005). Therefore, in the age of information, information is a privilege and ignorance is a product of a society’s systemic mechanism of exclusion.

This social research endeavor provides a comprehensive snapshot of the landscape of the digital divide. This is a pioneering measurement of the Digital Natives level of digital literacy and e-governance, where digital literacy is measured in terms of knowledge, skills, and attitude, and e-governance participation is measured in terms of visits, impressions, communication, information seeking, and services engagement. This study incorporates the latest theories in the field of digital divide research using Van Dijk’s Relational Framework for the Digital Divide with UNESCO’s Framework for Promoting ICT Literacy and Partridge’s Model of Digital Inequality.

This study made use of the variables identified by these three theories to capture different dimensions of digital inequalities. The theoretical hypotheses of the adapted theories were validated before using them to analyze the collected data.

In the Philippine context, where the digital agenda is politically and socially trumped by the need to address basic services and goods, most research problems remain only at the first level of the digital divide, between the “haves” and the “have nots” (Van Dijk, 2005).

Descriptive and explanatory cross-sectional research was applied in this massive
endeavor. A stratified-random survey was utilized to measure the Digital Native’s profiles, digital literacy, and e-governance engagement, coupled with three in-depth focus group discussions and personal interviews. The findings of the study report that the integrated theoretical framework does not account for the state of digital inequality among the Digital Natives in the Philippines. The refined model filled the theoretical gaps in the integrated framework, uniting dimensions of digital literacy and levels participation.

The landscape of the digital divide, in the Philippines shows that even among the country’s Digital Natives are the digitally excluded youth. Certain labor industries were densely clustered in the digitally disadvantaged. Digital literacy and e-governance have a significant positive relationship but other factors may impede or nullify this behavior. This suggest that more than a technological access problem, the digital divide is a complex and evolving social issue in the Philippines.
**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:  12955

Title:  Adoption of Ride-sharing Apps by Taxi Drivers’ A Lesson of Digital Divide in the Mobile Age

Session Type:  Individual submission

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Abstract:  The study examines predictors of Chinese taxi drivers’ adoption of ride-sharing apps. The study proposes an adoption model in which adoption behavior is contingent upon drivers’ digital literacy, technology ownership, characteristics of ride-sharing apps, social influence and innovative personality traits. The model reveals how the new sharing economy might be shaped by digital divides. Based on a survey of 1,195 participants, the study finds no difference between adopters and non-adopters in terms of digital literacy and technological ownership. However, among adopters, earlier adopters tend to be those who own more gadgets than their peer. Besides, adoption is predicted by peer adoption and word-of-mouth as well as a driver’s technology-related innovative trait.
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.
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.

References


Title: Empowering students to survive in the age of cyber anxiety: piloting a training experience in HE

Session Type: Individual submission

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Abstract: Impact on their lives. Recent events have raised awareness about cyber security issues: privacy implications of governmental surveillance and business models for-profit, online harassment, scams phishing, identity theft, etc. Digital literacies are now more than ever an important set of skills that prepare people to effectively face these challenges. Currently, in almost a daily basis we see news about cyber security issues that affect individuals and organisations, as well as governments.

In order to address these issues, we are developing training for students at Coventry University within the Disruptive Media Learning Lab. We intend to monitor this experience that will consider students’ experience and expectations by interviewing them. Students at Coventry University are coming from different countries with considerably inequality in digital abilities. Thus, this training will allow all the students to be better equipped to face the challenges of the digital anxiety era we seem be living in at the moment.

Based on the above findings, we will design a training programme that will cover different topics (such as social media and privacy, copyrights, informed behaviour and decision-making). With a hands-on approach with both face-to-face workshops and online sessions, we expect students to produce digital artefacts as result of their participation. We will be monitoring the impact of this initiative so we can scale up the training to all students at the university in line with the new cyber security policies that are being prepared.

For this presentation, we will be sharing the results of this innovative workshop. With this experience we expect to highlight the importance of non-formal and informal learning (Eshach, 2007) as a way to face new problems and make students aware of the how they can learn outside the classroom about topics that will affect their professional and personal lives.
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 through 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 to 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 reality 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 through 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.
The Moving Pictures Experts Group, formed in 1988 by experts of the International Organization for Standardization (ISO) and International Electrotechnical Commission (IEC), was created to establish audio and video digital standards to be adopted worldwide. Companies related to Compact Disc, digital video, high definition television, teleconferencing, digital broadcasting and satellite communication were present at the various stages of the process. What was at stake was the restructuring of technological models upon which the new sectors of economy would be developed. The audio and video high-tech industry was very interested in the convergence between the entertainment industry and a whole universe of possibilities related to telecommunications. The transition to digital did not represent just a concern with the increase of technical quality of sound and image, but mainly with new forms of business. Japanese manufacturers of electronic components had in mind to occupy a privileged place in international market and the digital format ensured universality and a broad horizon in economic terms. New technologies have given companies like Sony, Matshushita, Aiwa and Denon a prominent place in music industry, but the bets were much higher: they sought the production and popularization of hardware, based on the research and development of technological solutions to be sold internationally. The discourse on high-definition present in virtually every new product related to audio and video digital technologies is a symptom of a necessity of standardization of industrial processes. According to Fredric Jameson, the urgency to present incessantly new versions of products which could be seen always as novelties, in a kind of aesthetic counterpart of commodity production, is one of the characteristics of late capitalism that persists in global markets, in the expansion of multinational corporations and in the increase in international capital flows.

In a slightly divergent way, indie music production segment nowadays, reconsidering vinyl as an economically viable form of music consumption, points to a diversification and fragmentation of productive chain. Currently, Brazil has only one vinyl factory. Much of the production of Brazilian artists released on vinyl is pressed abroad, in factories as the GZ Vynil in the Czech Republic. However, artists and executives initiatives in Brazil and other countries have shown interest in recovering these ancient structures, often rescuing machines in junkyards, seeking to meet an increase in international demand. The justification for these risky enterprises involves a romantic defense of an “antiquated” media as a sort of critique of the changes in the models of production and
consumption of music, especially from the 1990s. This paper aims to discuss, from an analysis of both the utopian discourse of these new actors and of vinyl market behavior during the last years, the reasons of the permanence of old analog media in an overly digitized contemporary scenario. It is also necessary to pay attention to new strategies developed by mainstream cultural industry and its appropriation of that market niche.
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 bucczz 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 Helser (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.
Title: Emerging Media platforms to share and create memories

Session Type: Individual submission

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Abstract: MEMORY, COMMENORATION, 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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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.

References:


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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• Smart Learning (project website) http://www.ntnu.no/smartl%C3%A6ring/
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 ...

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.
Role of ICT in Education: A Bangladesh Perspective

Session Type: Individual submission

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Abstract: In ICT4D, it is assumed that information and communication technology (ICT) plays positive roles in education of all levels – primary, secondary and tertiary. Use of computers, multimedia and the Internet in class rooms as educational tools is not a new phenomenon in Western societies. Many developing countries also have introduced various ICTs in their education systems believing that deployment of ICTs in class rooms as well as in other points of teaching and learning systems will play roles in advancement of the education sector. The government of Bangladesh, under its ‘Digital Bangladesh’ programme, has adopted a huge project of digitalizing the primary and secondary schools of the entire country. Thousands of schools have computers in their class rooms and many of them have a computer lab with the availability of the Internet. Questions remain whether or not those schools, particularly in remote rural areas, are being able to utilize those ICTs with all the challenges they have in place, and whether they have adequately trained instructors or teachers to make the best use of these ICTs. Another more fundamental question may be asked: is ICT really a priority for these schools? To investigate these issues, this comparative study looks at two primary schools, one public and another privately owned, as a case study. They are located in Purbadhala village in Netrakona district which lies in the north-east region of the country. The privately owned school has distributed simple laptops among the students of grade one and two. Digitized contents are installed in these laptops, which are used along with textbooks for teaching purpose. On the other hand, the public school has a number of desktop computers for students’ use and also multimedia equipped class rooms.

By using participant observation and interview methods, this research attempts to explore how these ICTs are being received and used or rather refused by the students of these two schools. From the standpoint of social constructivism, contrary to technological determinism, I try to see how modern technologies like ICTs are interacting with one segment of the rural population of that particular village and the possible outcomes, if there is any, of this interaction. Another important focus of the study is to critically investigate the process in which ICTs are being diffused in a remote rural setting as well as the actors (and their interests) involved in the process. This study is significant as it contributes to the broader debate on whether or not ICTs can play contributory roles in the advancement of education. The findings may also help the policy makers of
Bangladesh to decide as to which direction they should go or which approach they should take as far as use of ICT in education is concerned.
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: 13812

Title: Back to the drawing board: Towards a renewed conceptual framework for digital exclusion

Session Type: Individual submission

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Abstract: The past years, theoretical and empirical research has made clear that digital exclusion is a complex phenomenon that is caused by a vast number of ICT-related barriers such as lack of physical access, low levels of digital skills, little to no opportunities of use, a systemic lack of motivation to engage with ICTs, and a vast number of additional factors such as life style, life stage, autonomy of use and support networks (Brotcorne et al., 2009; Helsper, 2012; Tsatsou, 2011). Moreover, it has been shown that digital exclusion is a multidimensional and structural problem that is highly intertwined with social exclusion and as such, is related to class and structural societal differences in economic, social and cultural capital (Witte and Mannon, 2010). However, only a limited number of theoretical models exist that describe and clarify the relation between digital and social inequalities.

This paper therefore entails a two-folded exercise that has enabled the creation of a renewed framework for digital exclusion. First, an in-depth inventory, analysis and comparison of the various determinants of digital and social exclusion was realized, based upon a systematic literature review of both theoretical approaches and empirical studies grounded within different fields of research. Second, a critical revision was realized of the premises, determinants and influential relations as presented in existing digital inequality frameworks; see for example van Dijk’s model on resources and appropriation (2003), Gilbert’s model on the interconnectedness of urban and digital inequalities (2010), and Helsper’s correspondings fields model for digital exclusion (2012). The paper reviews which ICT-related determinants and social inequality indicators are taken into account and analyses to what extent these are sufficient to support the analysis of the cause and effect relation between digital and social exclusion. The paper also addresses on what premises and hypothesis these models are built and how these relate to an individual’s need, choice, or even ‘obligation’ to engage or
disengage with ICTs.

Ultimately, the paper provides and clarifies a renewed and comprehensive framework for digital exclusion, grounded within this two-folded critical analysis. This renewed framework for digital exclusion moves beyond the merely user-centred and skills-based debate, and places access, digital skills and socio-spatial opportunities at the centre of the debate. Furthermore, it highlights how these three factors are influenced by educational, financial and personal characteristics at micro-, meso- and macrolevel.
Title: Empowering students to survive in the age of cyber anxiety: piloting a training experience in HE

Session Type: Individual submission

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Abstract: Digital literacy is generally described as the ability(ies) to live in a world where digital media are a key element for different dimensions of life (Buckingham, 2008; Jenkins, 2006; Livingstone, 2004; Pérez Tornero, 2004). More recently, cyber security seems to be a very critical skill to be considered in the complex range of skills that digital literacy usually includes.

The way people access, behave and share information online can have a negative impact on their lives. Recent events have raised awareness about cyber security issues: privacy implications of governmental surveillance and business models for-profit, online harassment, scams phishing, identity theft, etc. Digital literacies are now more than ever an important set of skills that prepare people to effectively face these challenges.

Currently, in almost a daily basis we see news about cyber security issues that affect individuals and organisations, as well as governments.

In order to address these issues, we are developing training for students at Coventry University within the Disruptive Media Learning Lab. We intend to monitor this experience that will consider students’ experience and expectations by interviewing them.

Students at Coventry University are coming from different countries with considerably inequality in digital abilities. Thus, this training will allow all the students to be better equipped to face the challenges of the digital anxiety era we seem be living in at the moment.

Based on the above findings, we will design a training programme that will cover different topics (such as social media and privacy, copyrights, informed behaviour and decision-making). With a hands-on approach with both face-to-face workshops and online sessions, we expect students to produce digital artefacts as result of their participation. We will be monitoring the impact of this initiative so we can scale up the training to all students at the university in line with the new cyber security policies that are being prepared.

For this presentation, we will be sharing the results of this innovative workshop. With this
experience we expect to highlight the importance of non-formal and informal learning (Eshach, 2007) as a way to face new problems and make students aware of the how they can learn outside the classroom about topics that will affect their professional and personal lives.
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.
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 mobile photography. 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.
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’
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.
Id: 14155

Title: Digital Literacy and Internet Addiction: An Analysis of Generational Difference in Taiwan

Session Type: Individual submission

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Abstract: This study aims to analyze how digital literacy in different age groups produces influences on the development of internet addiction in Taiwan. There were 37 percent people aged 12 would feel anxiety if they do not have internet access for less than a week. When defining the group of people aged 40 and lower as "Indigenous digital generation" and others as "Generation of digital migrants", this research focuses on the analysis of the degree of internet addiction in these two age groups. In order to further examine the relationships of the level of digital literacy and the development of internet addition, this study traces the original data of a nation-wide survey produced by "The Council of Taiwan's National Development" in 2013. The researchers of this research defines "digital literacy" in terms of two dimensions: (A) Ownership and access to computer equipment and (B) Ownership and access to the internet. These two dimensions are further divided into the following nine items: (1) How many computers does your house have in total? (2) Do you have smart phones for personal use? (3) Have you ever used computers at home or in other places? (4) What kinds of internet access facilities do you have at the moment? (5) Has your house connected to the internet? (6) Do you have any experiences of accessing to the internet via computers, mobile phones, television, and Wii, Xbox or other game-playing machines? (7) Where have you been connecting to the internet in the past month? (8) Have you ever used wireless and/or mobile methods to connect to the internet? and (9) Will you browse the overseas internet pages?

Research findings show that people belonging to higher levels of digital literacy with more equipment and access to computers and the internet tend to have higher degree in internet addiction. This study also finds out that the degree of internet addition of the "Indigenous digital generation" is obviously more serious than "Generation of digital migrants" regardless of the levels of digital literacy. The implication of this study is to point out that factors such as generation difference and digital literacy both have impacts on the development of addiction to the internet. This finding suggests factors contributing the formation of internet addition and/or cyberaddiction in a digitally divided world.