Bridging the digital divide

WONKHE

Handshake

Introducing the problem tree

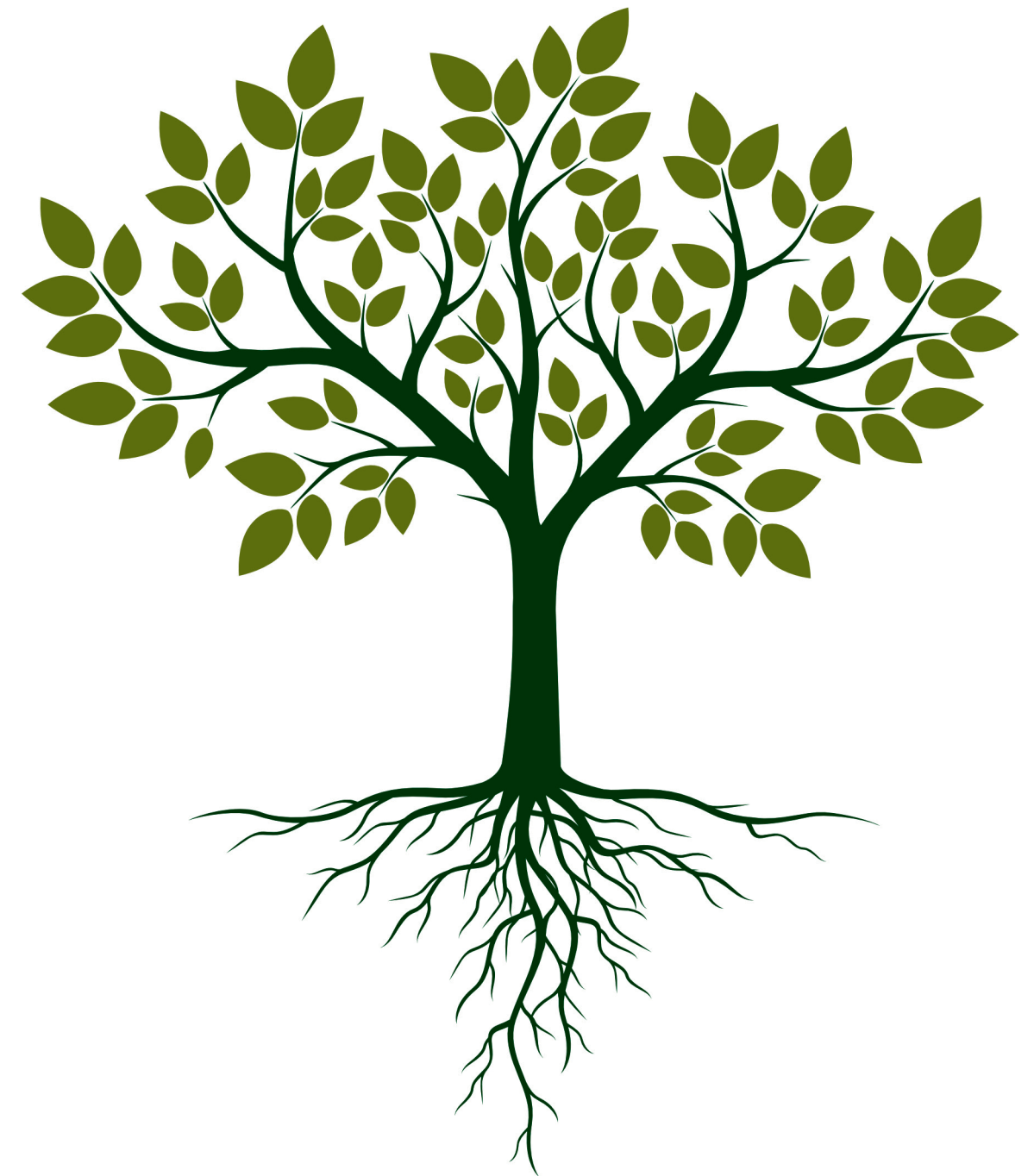Facilitates analysis of complex problems

The "roots" of the problem

- Those close to the surface that are relatively easy to see

- Those that are more deep-rooted and complex

The impacts and consequences of the problem

- Those that are immediate

- Those that impact further down the line

Identify possible points of intervention to address the problem

The digital divide

➤ Access to technology, spaces, connection, and expertise

➤ Competence with using relevant digital technologies and being prepared to update practice for future contexts

➤ Awareness of digital codes of etiquette and good practice in digital communication – and ability to "code switch"

➤ Awareness by organisations and individuals of the ways that patterns of socio-economic inequity can be reproduced in digital spaces

➤ Rather than "digital access" should we be thinking in terms of "digital capital"?

Table 1: Definition of digital access

Element		Criteria
Appropriate hardware	=	Students have the hardware that allows them to effectively access all course content. Hardware is of the specification required to ensure that the student is not disadvantaged in relation to their peers.
Appropriate software	=	Students have the software they need to effectively access all aspects of course content.
Robust technical infrastructure	=	Technical infrastructure and systems work seamlessly and are repaired promptly when needed.
Reliable access to the internet	=	Students have reliable and consistent access to an internet connection. Reliability and bandwidth of the internet connection are at a sufficient level for ensuring that a student is not disadvantaged in relation to their peers.
A trained teacher or instructor	=	Students have a trained teacher or instructor who is equipped to deliver high-quality digital teaching and learning.
An appropriate study place	=	Students have consistent access to a quiet space that is appropriate for studying.

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Thank you

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