Abstract:

The digital divide affects all information technology (IT) users. It is the gap between users with access to effective IT and those who have limited IT opportunities. Our resource gives an overview of the digital divide and describes its causes and effects through a series of interactive learning videos in the form of a quiz.

Introduction:

The digital divide is known as the gap between those who are able to make effective use of technology and the Internet, and those who aren't. Raising awareness of this issue is vital to assist in shrinking the divide.

Factors affecting the problem need to be considered, as well as analysing statistics, to enable global, national and local efforts to be implemented to defeat the divide.

In our first group meeting, we collectively developed the idea of creating a YouTube interactive quiz along with a sock puppet video and song, (The links to EdShare and YouTube can be found in the links section).

This poster aims to entice you to view our resource created to educate on the matter of the digital divide.

Background:

23% of UK households do not have access to the Internet and digitally excluded households lose on average £560 a year from not shopping online and paying bills (21st Century Challenges, 2009).

Factors that affect the divide are gender, age, education, income, ethnicity, disability and location. To overcome the issue, we need to provide access to technology; ensuring people understand its benefits and how to use it. Furthermore, we need to assist people with special needs and accessibility issues.

We, as a group, decided to choose the digital divide as a topic for a number of reasons. It is a subject of particular interest to us, playing a major role in the field we will be working in. Therefore, we need to be aware of the problem. In addition, members of the group had prior knowledge of the subject and we felt information and resources could be researched without too much difficulty.

Method:

Having considered many potential topics relevant to the module, we agreed on creating a

learning artefact based around the digital divide. We discussed how we would present our findings and decided upon a video based tool, consisting of a musical parody as well as an interactive question and answer sequence.

To create the content of the videos, we referred to our annotated bibliographies and researched the topic further, looking for relevant papers, books and websites to gather a varied selection of information. This allowed us to write the lyrics to the song and produce a set of questions and answers. Once this was completed, we were able to film the video, based in a classroom setting, using sock puppets.

Once this video was edited, it was uploaded to YouTube and edited further, using YouTube's built in tools, to allow interaction from the user.

Discussion:

We aimed to create a resource relevant to students from secondary school age through to university who are still unaware of the main facts behind the digital divide.

By creating a video with a parody of a popular song, we hoped to make a memorable tool to give users a break from reading lengthy articles. The intention of using sock puppets was to allow users to relate the subject to characters that would stand out in their minds in the future.

The quiz, that follows the song, helps users learn about some of the key issues surrounding the digital divide. This is achieved by offering multiple answers to a question and providing more information once an answer is selected. Even when incorrect options are chosen, detail is given on the correct answer and users are allowed to progress through the quiz so they gain the most knowledge possible from the resource.

The information, that the questions are based on, comes from the various articles and journals that all group members read for the purpose of the annotated bibliography.

Conclusion:

The resource we have created is an interactive quiz involving a song and sock puppets to offer an involving interface for students to use in order to learn about the digital divide. The questions address key areas of the subject to give a detailed overview to the users. The use of the characters makes the topic more enjoyable and memorable.

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