SEMINAR SERIES

From digital divide to social inclusion: Multiliteracies, meaning making and communications in the 21st century

ORGANISED BY THE
ENGLISH LANGUAGE
STUDIES SECTION
SCHOOL OF HUMANITIES
UNIVERSITI SAINS
MALAYSIA
PENANG

BIODATA OF SPEAKER

Nicola Yelland is Professor at the Hong Kong Institute of Education. Over the last decade her research has been related to the use of ICT in school and community contexts. This has involved projects that have investigated the innovative learning of children as well as a broader consideration of the ways in which new technologies can impact on the pedagogies that teachers use and the curriculum in schools. Her multidisciplinary research focus has enabled her to work with early childhood, primary and middle school teachers to enhance the ways in which ICT can be incorporated into learning contexts to make them more interesting and motivating for students, so that educational outcomes are improved. Her most recent publications are Contemporary Perspectives on Early Childhood Education (OUP), Rethinking learning in Early Childhood Education (OUP) and Rethinking Education with ICT: New directions for effective practices (Sense Publishers). She is the author of Shift to the Future: Rethinking learning with new technologies in education (Routledge, New York). She is also the author of Early Mathematical Explorations with Carmel Diezmann and Deborah Butler and has edited four books: Gender in Early Childhood (Routledge, UK), Innovations in Practice (NAEYC) Ghosts in the Machine: Women’s voices in Research with Technology (Peter Lang) and Critical Issues in Early Childhood (OUP). Nicola has worked in Australia, the USA, UK and Hong Kong.

ABSTRACT

In this presentation I consider childhood and the role of new technologies in children’s lives. I report on a project that provided children (and their families) with computers and connection to the Internet. There is an increasing awareness that living in the 21st century and being multiliterate involves using and interacting with a range of new technologies. For many children and their families this is not possible because they do not have the capacity to purchase them. The Computer for Every Child project (CFEC) was a first attempt to bridge the ‘digital divide’ by providing computers so that a group of families in the western suburbs of a large metropolitan city could participate in the Information Age. The families were mainly immigrants and refugees from the Africa and Asian region but also included those from European origins. Having a computer did in fact bridge the digital divide but what we now need to consider are the ways in which the use of new technologies can go beyond ‘the basics’ approach and provide contexts that support meaning making and higher levels of creative and higher order thinking.

ORGANISED BY THE
ENGLISH LANGUAGE
STUDIES SECTION
SCHOOL OF HUMANITIES
UNIVERSITI SAINS
MALAYSIA
PENANG

Contact person:
Programme Chairperson
Associate Professor Dr
Sarjit Kaur
04-6533888 ext. 2702
sarjit@usm.my

SEMINAR SERIES

From digital divide to social inclusion: Multiliteracies, meaning making and communications in the 21st century

Professor Nicola Yelland
Hong Kong Institute of Education
Faculty of Educational Studies

18th October, 2010
10:00 am – 11:30pm
Conference Hall
School of Humanities
Universiti Sains Malaysia