

2020-2021 Rovinsky Family Lectureship Series



The Impact of the Digital Divide on Multicultural Education

Thursday, January 7, 2020: 6:00-8:00pm: LIVE WEBINAR

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The digital divide refers to an uneven distribution of information and communication technology (ICT) between different demographics. Over the past decade progress has been made to close the gap, but the digital divide persists among culturally and linguistically diverse (CLD) groups. Low resource schools, frequently attended by CLD groups, typically have less access to computers and other digital devices. Under the Every Student Succeeds Act (ESSA), some funds were permitted to be used for purchasing digital tools to improve the quality of second-language instruction. While schools have made efforts to provide students with laptops in schools and during the COVID-19 pandemic, few have provided families with resources to secure a stable internet connection. Furthermore, other factors related to the digital divide such as linguistic barriers have not been addressed. It is evident that simply having access to digital tools may not be commensurate with an ability to use the tools in meaningful ways. This presentation will focus on 1) defining the digital divide, 2) providing an overview of current trends, 3) identifying cultural, linguistic, social factors that contribute to the digital divide in schools, 4) generating strategies to increase students' access to ICT, as well as 5) supporting families during remote learning.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Identify key characteristics of the digital divide and trends in the past decade.
- Describe three ways the digital divide impacts culturally and linguistically diverse students.

- Apply problem-solving skills to increase students' access to equitable digital tools and instruction.
- Generate strategies to decrease cultural and linguistic barriers for families during remote learning.

SUGGESTED READINGS

- Hamburt, I., & Lütgen, G. (2019). Digital divide, digital inclusion and inclusive education. *Advances in Social Sciences Research Journal*, 6(4), 193-206.
- Huffman, S. (2018). The digital divide revisited: What is next? *Education*, 138(3), 239-246.
- Katz, V.S., Gonzales, C., & Clark, K. (2017). Digital inequality and developmental trajectories of low-income, immigrant, and minority children. *Pediatrics*, 140(Supplement 2), 5132-5136.
- Kim, C. J. H., & Padilla, A. M. (2020). Technology for educational purposes among low income Latino children living in a mobile park in Silicon Valley: A case study before and during COVID-19. *Hispanic Journal of Behavioral Sciences*, 42(4), 497-514.
- Tafazoli, D., Gómez Parra, M., & Huertas Abril, C. A. (2018). A cross-cultural study on the attitudes of English language students towards Computer-Assisted Language Learning. *Teaching English with Technology*, 18(2), 34-68.

ABOUT THE PRESENTER

Dr. Pham is an Assistant Professor at the Philadelphia College of Osteopathic Medicine (PCOM), a licensed psychologist, and a nationally certified school psychologist. Dr. Pham earned her M.Ed. and Ph.D. in school psychology from Temple University. She then completed a child/pediatric psychology post-doctoral fellowship in developmental disabilities and behavioral interventions at the Westchester Institute for Human Development. Prior to joining PCOM, Dr. Pham practiced as a school psychologist in New York City. She served as a regional school psychologist for KIPP: NYC, and later as the district representative for the New York City Department of Education's Committee on Special Education. At PCOM, Dr. Pham shares her expertise in advanced quantitative research methods and psychometrics with practitioners-in-training. She is interested in addressing educational disparities through improving cross-cultural assessment, consultation, and interventions in schools with data-driven decision-making processes. She has published in peer-reviewed journals, presented at national and international conferences, and led many school-wide trainings on these topics.

Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals
Level of Instruction: Intermediate
Number of CE Credits Offered: 2 Credits
Cost: \$30

CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback.

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