Digital Landscapes
‘inclusive potential versus exclusive practice’

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11th International Conference on Diversity in Organisations, Communities and Nations
University of the Western Cape
Capetown, South Africa
20th-22nd June 2011
Digital Landscapes: Introduction

- Virtual Learning Environments (VLEs)
- Promise of ‘transformative change’
- Widening opportunities
- Potential for inclusive education but equal potential for exclusion
- Digital divides ‘complex and dynamic phenomena’ (van Dijk 2003)
- Digital divides ‘replicated and reinforced by social divides’ (Steyaert 2005)
Inhabitants of digital landscapes

- The technology continuum

(Rogers 1983)
Assistive Technology

Giesbert Nijhuis (Designer)
Changing digital landscapes

- Web 1.0 to Web 2.0
- Read-only to interactivity
- Consumer to Producer
- Changing digital toolbox and changing digital divides
- We can all be digital authors…
MEE-Model
# Vision impairment

<table>
<thead>
<tr>
<th>Retinitis Pigmentosa or Glaucoma</th>
<th>Macular Degeneration</th>
<th>Diabetic Retinopathy</th>
<th>Cataracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last thing...</td>
<td>Sleep is an overestimate of time...</td>
<td>Life is not what you make it. It's what life makes of you that...</td>
<td>liberty...</td>
</tr>
</tbody>
</table>
Aversive Disablism

“Aversive disablists recognise disablism is bad but do not recognise that they themselves are prejudiced. Likewise, aversive disablism, like aversive racism, is often unintentional” (Deal 2009:24).

- Addressing diversity of access
- Challenging the MEE-model of digital access
Summary

- Digital landscapes: inclusive potential versus exclusive practices
- Digital literacies: the ‘social shaping’ of technology (Bjiker and Law 1992)
- Social practices for enabling and not denying access
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References