The Digital Divide Arguments For And Against Facebook Google Texting And The Age Of Social Networking Paperback 2011 Author Mark Bauerlein

Contrary to optimistic visions of a free internet for all, the problem of the 'digital divide' – the disparity between those with access to internet technology and those without – has persisted for close to twenty-five years. In this textbook, Jan van Dijk considers the state of digital inequality and what we can do to tackle it. Through an accessible framework based on empirical research, he explores the motivations and challenges of seeking access and the development of requisite digital skills. He addresses key questions such as: Does digital inequality reduce or reinforce existing, traditional inequalities? Does it create new, previously unknown social inequalities? While digital inequality affects all aspects of society and the problem is here to stay, Van Dijk outlines policies we can put in place to mitigate it. The Digital Divide is required reading for students and scholars of media, communication, sociology, and related disciplines, as well as for policymakers.

"This book explores and presents research that centers on the historical, political, sociological, and economic factors that engender global inequities"--Provided by publisher.

"This book presents a comprehensive, integrative, and global view of what has been called the digital divide"--Provided by publisher.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Critical, Historical and Social Perspectives

How Hopes and Fears about Technology Shape Children's Lives

The African Union Ten Years After

Technology, Community and Public Policy

Race, Class, Gender, and the Digital Divide in Austin

International Exploration of Technology Equity and the Digital Divide: Critical, Historical and Social Perspectives

Parenting for a Digital Future

As the study of literature has extended to cultural contexts, critics have developed a language all their own. Yet, argues Mark Bauerlein, scholars of literature today are so unskilled in pertinent sociohistorical methods that they compensate by adopting cliches and catchphrases that serve as substitutes for

*information and logic. Thus by labeling a set of ideas an "ideology" they avoid specifying those ideas, or by saying that someone "essentializes" a concept they convey the air of decisive refutation. As long as a paper is generously sprinkled with the right words, clarification is deemed superfluous. Bauerlein contends that such usages only serve to signal political commitments, prove membership in subgroups, or appeal to editors and tenure committees, and that current textual practices are inadequate to the study of culture and politics they presume to undertake. His book discusses 23 commonly encountered terms—from "deconstruction" and "gender" to "problematize" and "rethink"—and offers a diagnosis of contemporary criticism through their analysis. He examines the motives behind their usage and the circumstances under which they arose and tells why they continue to flourish. A self-styled "handbook of counterdisciplinary usage," Literary Criticism: An Autopsy shows how the use of illogical, unsound, or inconsistent terms has brought about a breakdown in disciplinary focus. It is an insightful and entertaining work that challenges scholars to reconsider their choice of words—and to eliminate many from critical inquiry altogether.
The International Encyclopedia of Political Communication is the definitive single-source reference work on the subject, with state-of-the-art and in-depth scholarly reflection on the key issues within political communication from leading international experts. It is available both online and in print. Explores pertinent/salient topics within political science, sociology, psychology, communication and many other disciplines Theory, empirical research and academic as well as professional debate are widely covered in this truly international and comparative work Provides clear definitions and explanations which are both cross-national and cross-disciplinary by nature Offers an unprecedented level of authority, accuracy and balance, with contributions from leading international experts in their associated fields Published with regularly updating online edition which will ensure readers are kept abreast of the latest developments in research
The 'digital divide' refers to the gap between those who have access to the latest information technologies and those who do not. This book presents data supporting the existence of such a divide in the 1990s along racial, economic, and education lines. The Internet's importance for freedom of expression and other rights comes in part from the ability it bestows on users to create and share information, rather than just receive it. Within the context of existing freedom of expression guarantees, this book critically evaluates the goal of bridging the 'digital*

divide' – the gap between those who have access to the Internet and those who do not. Central to this analysis is the examination of two questions: first, is there a right to access the Internet, and if so, what does that right look like and how far does it extend? Second, if there is a right to access the Internet, is there a legal obligation on States to overcome the digital divide? Through examination of this debate's history, analysis of case law in the European Court of Human Rights and Inter-American Court of Human Rights, and a case study of one digital inclusion programme in Jalisco, Mexico, this book concludes that there is indeed currently a legal right to Internet access, but one that it is very limited in scope. The 2012 Joint Declaration on Freedom of Expression and the Internet is aspirational in nature, rather than a representative summary of current protections afforded by the international human rights legal framework. This book establishes a critical foundation from which some of these aspirations could be advanced in the future. The digital divide is not just a human rights challenge nor will it be overcome through human rights law alone. Nevertheless, human rights law could and should do more than it has thus far.
The Social Causes and Consequences of Digital Inequalities
Falling Through the Net
Ethics and Values in Librarianship
Solving African Problems with Pan-Africanism and the African Renaissance
How People Learn II
Confronting Inequality in the Information Society
Facing a Crisis Or Creating a Myth?

Provides examples of best practice, case studies, and principles for transforming communities and regional economies using information technology.

Over the past few decades, Austin, Texas, has made a concerted effort to develop into a "technopolis," becoming home to companies such as Dell and numerous start-ups in the 1990s. It has been a model for other cities across the nation that wish to become high-tech centers while still retaining the livability to attract residents. Nevertheless, this expansion and boom left poorer residents behind, many of them African American or Latino, despite local and federal efforts to increase lower-income and minority access to technology. This book was born of a ten-year longitudinal study of the digital divide in Austin—a study that gradually evolved into a broader inquiry into Austin's history as a segregated city, its turn toward becoming a technopolis, what the city and various groups did to address the digital divide, and how the most disadvantaged groups and individuals were affected by those programs. The editors examine the impact of national and statewide digital inclusion programs created in the 1990s, as well as what happened when those programs were gradually cut back by conservative administrations after 2000. They also examine how the city of Austin persisted in its own efforts for digital inclusion by working with its public libraries and a number of local nonprofits, and the positive impact those programs had.

In 2004, Kentaro Toyama, an award-winning computer scientist, moved to India to start a new research group for Microsoft. Its mission: to explore novel technological solutions to the world's persistent social problems. Together with his team, he invented electronic devices for under-resourced urban schools and developed digital platforms for remote agrarian communities. But after a decade of designing

technologies for humanitarian causes, Toyama concluded that no technology, however dazzling, could cause social change on its own. Technologists and policy-makers love to boast about modern innovation, and in their excitement, they exuberantly tout technology's boon to society. But what have our gadgets actually accomplished? Over the last four decades, America saw an explosion of new technologies – from the Internet to the iPhone, from Google to Facebook – but in that same period, the rate of poverty stagnated at a stubborn 13%, only to rise in the recent recession. So, a golden age of innovation in the world's most advanced country did nothing for our most prominent social ill. Toyama's warning resounds: Don't believe the hype! Technology is never the main driver of social progress. Geek Heresy inoculates us against the glib rhetoric of tech utopians by revealing that technology is only an amplifier of human conditions. By telling the moving stories of extraordinary people like Patrick Awuah, a Microsoft millionaire who left his lucrative engineering job to open Ghana's first liberal arts university, and Tara Sreenivasa, a graduate of a remarkable South Indian school that takes children from dollar-a-day families into the high-tech offices of Goldman Sachs and Mercedes-Benz, Toyama shows that even in a world steeped in technology, social challenges are best met with deeply social solutions.

How black and Latino youth learn, create, and collaborate online The Digital Edge examines how the digital and social-media lives of low-income youth, especially youth of color, have evolved amidst rapid social and technological change. While notions of the digital divide between the "technology rich" and the "technology poor" have largely focused on access to new media technologies, the contours of the digital divide have grown increasingly complex. Analyzing data from a year-long ethnographic study at Freeway High School, the authors investigate how the digital media ecologies and practices of black and Latino youth have adapted as a result of the wider diffusion of the internet all around us--in homes, at school, and in the palm of our hands. Their eager adoption of different technologies forge new possibilities for learning and creating that recognize the collective power of youth: peer networks, inventive uses of technology, and impassioned interests that are remaking the digital world. Relying on nearly three hundred in-depth interviews with students, teachers, and parents, and hundreds of hours of observation in technology classes and after school programs, The Digital Edge carefully documents some of the emergent challenges for creating a more equitable digital and educational future. Focusing on the complex interactions between race, class, gender, geography and social inequality, the book explores the educational perils and possibilities of the expansion of digital media into the lives and learning environments of low-income youth. Ultimately, the book addresses how schools can support the ability of students to develop the social, technological, and educational skills required to navigate twenty-first century life.

Mapping the Digital Divide in Africa
The Social, Cultural and Environmental Costs of Hyper-Connectivity
Worried About the Wrong Things
The Politics of Rural Connectivity
Handbook of Research on Overcoming Digital Divides: Constructing an Equitable and Competitive Information Society
Human Rights and the Digital Divide
Transforming Regional Economies and Communities with Information Technology

Offering insights and coverage of the field of cyberethics, this book introduces readers to issues in computer ethics. The author combines his years of experience in the field with coverage of concepts and real-world case studies. Provides data on the level of access by Americans to telephones, computers, and the Internet. Beneficial to scholars and students in the fields of media and communication, politics and technology, this book

outlines the significant role of search engines in general and Google in particular in widening the digital divide between individuals, organisations and states. It uses innovative methods and research approaches to assess and illustrate the digital divide by comparing the popular search queries in Google and Yahoo in different countries as well as analysing the various biases in Google News and Google Earth. The different studies developed and presented in this book provide various indications of the increasing customisation and popularisation mechanisms employed by popular search engines, which together with "organising the world's information inevitably also intensify information inequalities and reinforce commercial and US-centric priorities and agendas. Develops an extensive historical investigation of information, power and the digital divide Provides new social and political perspectives to understand search engines in general and Google in particular Suggests original methods to study and assess the digital divide as well as the extent of commercialisation and Americanisation worldwide

Ethics and Values in Librarianship: A History addresses the processes of development of library and information sciences, largely but not exclusively in a western context. It focuses on the field's ethics and values. Here, Wallace Koehler, a leading researcher in the area of information ethics, debunks the prevailing notion that library and information science concepts and ethics have and remain constant. He demonstrates that in almost all areas of practice, this is simply not so. Instead of staying the same, our professional ethics and standards have evolved or shifted in their application as well as in the recognition of those standards by practitioners and users. Some of these changes are of very recent etiology. Topics covered include: · the freedom of expression, · intellectual freedom, · libraries and democracy, · intellectual property, copyright, and fair use and, · professional qualifications and credentialing. Koehler examines the development of and changes to library and information science through practice and the writings of library and information theorists and practitioners from Varro during the reign of Julius Caesar to the present. He documents technological and social changes that have had foundational implications for the information professions and argues that ethical standards

may be redefined overtime and new standards may emerge, older precepts and newer ones coexist. Not only a history, this is also one of the few contemporary books suitable for use in foundational courses and courses covering information and library ethics.

Arguments for and Against Facebook, Google, Texting, and the Age of Social Netwo rking

Constructing an Equitable and Competitive Information Society

How Black and Latino Youth Navigate Digital Inequality

Theory and Perspectives

Controversies, Questions, and Strategies for Ethical Computing

Beyond the Digital Divide

Youth, Risk, and Opportunity in the Digital World

This book provides an in-depth comparative analysis of inequality and the stratification of the digital sphere. Grounded in classical sociological theories of inequality, as well as empirical evidence, this book defines 'the digital divide' as the unequal access and utility of internet communications technologies and explores how it has the potential to replicate existing social inequalities, as well as create new forms of stratification. The Digital Divide examines how various demographic and socio-economic factors including income, education, age and gender, as well as infrastructure, products and services affect how the internet is used and accessed. Comprised of six parts, the first section examines theories of the digital divide, and then looks in turn at: Highly developed nations and regions (including the USA, the EU and Japan); Emerging large powers (Brazil, China, India, Russia); Eastern European countries (Estonia, Romania, Serbia); Arab and Middle Eastern nations (Egypt, Iran, Israel); Under-studied areas (East and Central Asia, Latin America, and sub-Saharan Africa). Providing an interwoven analysis of the international inequalities in internet usage and access, this important work offers a comprehensive approach to studying the digital divide around the globe. It is an important resource for academic and students in sociology, social policy, communication studies, media studies and all those interested in the questions and issues around social inequality.

This book looks at the first ten years of the African Union. This is the second in a series of books that will be produced each year from annual conferences held on the multi-faceted issue of African liberation. The key themes of the book explore ways of improving the effectiveness of the African Union, fostering unity amongst African countries through entrenchment of pan-Africanism, and building ownership of the African Union by the African people and their communities. In addition, the thoughts of key figures of pan-Africanism and black emancipation, such as Sylvester Williams and Franz Fanon, are re-positioned to even greater contemporary relevance. Through its promotion of Ethiopianism, pan-Africanism and the African renaissance, we trust that this book will add new interest and a fresh perspective to how Africans move forward

together into a post-colonial era where policies and actions are determined by the united agency of liberated Africans the world over.

This book gives an overview of the state-of-the-art in Technology Enhanced Learning (TEL). It is organized as a collection of 14 research themes, each introduced by leading experts and including references to the most relevant literature on the theme of each cluster. Additionally, each chapter discusses four seminal papers on the theme with expert commentaries and updates. This volume is of high value to people entering the field of learning with technology, to doctoral students and researchers exploring the breadth of TEL, and to experienced researchers wanting to keep up with latest developments.

An explanation of the digital practices of the black Internet From BlackPlanet to #BlackGirlMagic, Distributed Blackness places blackness at the very center of internet culture. André Brock Jr. claims issues of race and ethnicity as inextricable from and formative of contemporary digital culture in the United States. Distributed Blackness analyzes a host of platforms and practices (from Black Twitter to Instagram, YouTube, and app development) to trace how digital media have reconfigured the meanings and performances of African American identity. Brock moves beyond widely circulated deficit models of respectability, bringing together discourse analysis with a close reading of technological interfaces to develop nuanced arguments about how "blackness" gets worked out in various technological domains. As Brock demonstrates, there's nothing niche or subcultural about expressions of blackness on social media: internet use and practice now set the terms for what constitutes normative participation. Drawing on critical race theory, linguistics, rhetoric, information studies, and science and technology studies, Brock tabs between black-dominated technologies, websites, and social media to build a set of black beliefs about technology. In explaining black relationships with and alongside technology, Brock centers the unique joy and sense of community in being black online now.

Literary Criticism

Contextualizing the Information Society

Rescuing Social Change from the Cult of Technology

ICTs and Sustainable Solutions for the Digital Divide: Theory and Perspectives

The Dumbest Generation

Information Societies and Digital Divides

Rethinking Education in the Age of Technology

This book advances the understanding of the relationship between social inequality and Internet use by bringing forth a new, contextual approach. It encourages a rethinking of the information society theory, information policies, and the role of social science in the process of informatization.

Although discussion of the digital divide is a relatively new phenomenon, social inequality is a deeply entrenched part of our current social world and is now reproduced in the digital sphere. Such inequalities have been described in multiple traditions of social

thought and theoretical approaches. To move forward to a greater understanding of the nuanced dynamics of digital inequality, we need the theoretical lenses to interpret the meaning of what has been observed as digital inequality. This volume examines and explains the phenomenon of digital divides and digital inequalities from a theoretical perspective. Indeed, with there being a limited amount of theoretical research on the digital divide so far, Theorizing Digital Divides seeks to collect and analyse different perspectives and theoretical approaches in analysing digital inequalities, and thus propose a nuanced approach to study the digital divide. Exploring theories from diverse perspectives within the social sciences whilst presenting clear examples of how each theory is applied in digital divide research, this book will appeal to scholars and undergraduate and postgraduate students interested in sociology of inequality, digital culture, Internet studies, mass communication, social theory, sociology, and media studies.

The ebook edition of this title is Open Access, thanks to Knowledge Unlatched funding, and freely available to read online. This book investigates the profound effects 21st century digital technology is having on our individual and collective lives and seeks to confront the realities of a new digital age.

ICTs and Sustainable Solutions for the Digital Divide: Theory and Perspectives focuses on Information and Communication Technologies for Development (ICT4D), which includes any technology used for communication and information. This publication researches the social side of computing, the users, and the design of systems that meet the needs of "ordinary" users.

Geek Heresy

Brazil@digitaldivide.com

Learners, Contexts, and Cultures

Farm Fresh Broadband

Bridging the Digital Divide

The Internet and Social Inequality in International Perspective

Ethics and Technology

This shocking, surprisingly entertaining romp into the intellectual nether regions of today's underthirty set reveals the disturbing and, ultimately, incontrovertible truth: cyberculture is turning us into a society of know-nothings. The Dumbest Generation is a dire report on the intellectual life of young adults and a timely warning of its impact on American democracy and culture. For decades, concern has been brewing about the dumbed-down popular culture available to young people and the impact it has on

their futures. But at the dawn of the digital age, many thought they saw an answer: the internet, email, blogs, and interactive and hyper-realistic video games promised to yield a generation of sharper, more aware, and intellectually sophisticated children. The terms "information superhighway" and "knowledge economy" entered the lexicon, and we assumed that teens would use their knowledge and understanding of technology to set themselves apart as the vanguards of this new digital era. That was the promise. But the enlightenment didn't happen. The technology that was supposed to make young adults more aware, diversify their tastes, and improve their verbal skills has had the opposite effect. According to recent reports from the National Endowment for the Arts, most young people in the United States do not read literature, visit museums, or vote. They cannot explain basic scientific methods, recount basic American history, name their local political representatives, or locate Iraq or Israel on a map. The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future is a startling examination of the intellectual life of young adults and a timely warning of its impact on American culture and democracy. Over the last few decades, how we view adolescence itself has changed, growing from a pitstop on the road to adulthood to its own space in society, wholly separate from adult life. This change in adolescent culture has gone hand in hand with an insidious infantilization of our culture at large; as adolescents continue to disengage from the adult world, they have built their own, acquiring more spending money, steering classrooms and culture towards their own needs and interests, and now using the technology once promoted as the greatest hope for their futures to indulge in diversions, from MySpace to multiplayer video games, 24/7. Can a nation continue to enjoy political and economic predominance if its citizens refuse to grow up? Drawing upon exhaustive research, personal anecdotes, and historical and social analysis, The Dumbest Generation presents a portrait of the young American mind at this critical juncture, and lays out a compelling vision of how we might address its deficiencies. The Dumbest Generation pulls no punches as it reveals the true cost of the digital age—and our last chance to fix it.

This definitive work on the perils and promise of the social- media revolution collects writings by today's best thinkers and cultural commentators, with an all-new introduction by Bauerlein. Twitter, Facebook, e-publishing, blogs, distance-learning and other social media raise some of the most divisive cultural questions of our time. Some see the technological breakthroughs we live with as hopeful and democratic new steps in education, information gathering, and human progress. But others are deeply concerned by the eroding of civility online, declining reading habits, withering attention spans, and the treacherous effects of 24/7 peer pressure on our young. With The Dumbest Generation, Mark Bauerlein emerged as the foremost voice against the development of an overwhelming digital social culture. But The Digital Divide doesn't take sides. Framing the discussion so that leading voices from across the spectrum, supporters and detractors alike, have the opportunity to weigh in on the profound issues raised by the new media-from questions of reading skills and attention span, to cyber-bullying and the digital playground- Bauerlein's new book takes the debate to a higher ground. The book includes essays by Steven Johnson, Nicholas Carr, Don Tapscott, Douglas Rushkoff, Maggie Jackson, Clay Shirky, Todd Gitlin, and many more. Though these pieces have been previously published, the organization of The Digital Divide gives them freshness and new relevancy, making them part of a single document readers can use to truly get a handle on online privacy, the perils of a plugged-in childhood, and other technology-related hot topics. Rather than dividing the book into "pro" and "con" sections, the essays are arranged by subject-"The Brain, the Senses," "Learning in and out of the Classroom," "Social and Personal Life," "The Millennials," "The Fate of Culture," and "The Human (and Political) Impact." Bauerlein incorporates a short headnote and a capsule bio about each contributor, as well as relevant contextual information about the source of the selection. Bauerlein also provides a new introduction that traces the development of the debate, from the initial Digital Age zeal, to a wave of skepticism, and to a third stage of reflection that wavers between criticism and endorsement. Enthusiasms for the Digital Age has cooled with the passage of time and the piling up of real-life

examples that prove the risks of an online-focused culture. However, there is still much debate, comprising thousands of commentaries and hundreds of books, about how these technologies are rewriting our futures. Now, with this timely and definitive volume, readers can finally cut through the clamor, read the the very best writings from each side of The Digital Divide, and make more informed decisions about the presence and place of technology in their lives.

Why media panics about online dangers overlook another urgent concern: creating equitable online opportunities for marginalized youth. It's a familiar narrative in both real life and fiction, from news reports to television storylines: a young person is bullied online, or targeted by an online predator, or exposed to sexually explicit content. The consequences are bleak; the young person is shunned, suicidal, psychologically ruined. In this book, Jacqueline Ryan Vickery argues that there are other urgent concerns about young people's online experiences besides porn, predators, and peers. We need to turn our attention to inequitable opportunities for participation in a digital culture. Technical and material obstacles prevent low-income and other marginalized young people from the positive, community-building, and creative experiences that are possible online. Vickery explains that cautionary tales about online risk have shaped the way we think about technology and youth. She analyzes the discourses of risk in popular culture, journalism, and policy, and finds that harm-driven expectations, based on a privileged perception of risk, enact control over technology. Opportunity-driven expectations, on the other hand, based on evidence and lived experience, produce discourses that acknowledge the practices and agency of young people rather than seeing them as passive victims who need to be protected. Vickery first addresses how the discourses of risk regulate and control technology, then turns to the online practices of youth at a low-income, minority-majority Texas high school. She considers the participation gap and the need for schools to teach digital literacies, privacy, and different online learning ecologies. Finally, she shows that opportunity-driven expectations can guide young people's online experiences in ways that balance protection and agency.

Why do citizens of states with strict surveillance care so little about their digital privacy? Why do Brazilians eschew geo-tagging on social media? What drives young Indians to friend "foreign" strangers on Facebook and give "missed calls" to people? Payal Arora answers these questions and many more about the internet's next billion users.
Defining the Digital Divide : a Report on the Telecommunications and Information Technology Gap in America
The Digital Revolution and Schooling in America
Sleeping Through the Revolution
Inequity in the Technopolis
The International Encyclopedia of Political Communication, 3 Volume Set
The Bias of Online Knowledge
A Mediated Analysis

With the increased digitisation of society comes an increased concern about who is le behind. From societal causes to the impact of everyday actions, The Digital Disconnect explores the relationship between digital and social inequalities, and the lived consequences of digitisation. Ellen Helsper goes beyond questions of digital divides and who is connected. She asks why and how social and digital inequalities are linked and shows the tangible outcomes of socio-digital inequalities in everyday lives. The book: Introduces the key theories and concepts needed to understand both 'traditional' and digital inequalities research. Investigates a range of socio-digital inequalities, from digital access and skills, to civic participation, social engagement, and everyday content creation and consumption. Brings research to life with a range of qualitative vignettes, drawing out the personal experiences that lay at the heart of global socio-digital inequalities. The Digital Disconnect is an expert exploration of contemporary theory, research and practice in socio-digital inequalities. It is also an urgent and impassioned call to broaden horizons, expand theoretical and methodological toolkits, and work collectively to help achieve a fairer digital future for all. Ellen J. Helsper is Professor of Digital Inequalities at the Department of Media and Communications at London School of Economics and Political Science.

The digital revolution has hit education, with more and more classrooms plugged into the whole wired world. But are schools making the most of new technologies? Are the tapping into the learning potential of today's Firefox/Facebook/cell phone generation? Have schools fallen through the crack of the digital divide? In Rethinking Education in the Age of Technology, Allan Collins and Richard Halverson argue that the knowledge revolution has transformed our jobs, our homes, our lives, and therefore must also transform our schools. Much like after the school-reform movement of the industrial revolution, our society is again poised at the edge of radical change. To keep pace with a globalized technological culture, we must rethink how we educate the next generatic or America will be "left behind." This groundbreaking book offers a vision for the future of American education that goes well beyond the walls of the classroom to include

online social networks, distance learning with "anytime, anywhere" access, digital h schooling models, video-game learning environments, and more.

"In the decades it takes to bring up a child, parents face challenges that are both helped and hindered by the fact that they are living through a period of unprecede digital innovation. Drawing on extensive research with diverse parents, this book reveals how digital technologies give personal and political parenting struggles a distinctive character, as parents determine how to forge new territory with little precedent, or support. The book reveals the pincer movement of parenting in late modernity. Parents are both more burdened with responsibilities and charged with respecting the agency of their child-leaving much to negotiate in today's "democra families. The book charts how parents now often enact authority and values throu digital technologies-as "screen time," games, or social media become ways of both being together and setting boundaries. The authors show how digital technologies introduce both valued opportunities and new sources of risk. To light their way, pa comb through the hazy memories of their own childhoods and look toward varied imagined futures. This results in deeply diverse parenting in the present, as parents move between embracing, resisting, or balancing the role of technology in their ow and their children's lives. This book moves beyond the panicky headlines to offer a deeply researched exploration of what it means to parent in a period of significant and technological change. Drawing on qualitative and quantitative research in the United Kingdom, the book offers conclusions and insights relevant to parents, policymakers, educators, and researchers everywhere"--

Going beyond the oversimplified notion of a "digital divide" to analyze the relationsh between access to information and communication technologies and social inclusi Distributed Blackness
The Digital Edge
Google and the Digital Divide
Research Themes
Technology Enhanced Learning
An Autopsy
The Digital Divide

An analysis of the failure of U.S. broadband policy to solve the rural–urban digital divide, with a proposal for a new national rural broadband plan. As much of daily life migrates online, broadband—high-speed internet connectivity—has become a necessity. The widespread lack of broadband in rural America has created a stark urban-rural digital divide. In Farm Fresh Broadband, Christopher Ali analyzes the promise and the failure of national rural broadband policy in the United States and proposes a new national broadband plan. He examines how broadband policies are enacted and implemented, explores business models for broadband providers, surveys the technologies of rural broadband, and offers case studies of broadband use in the rural Midwest. Ali argues that rural broadband policy is both broken and incomplete: broken because it lacks coordinated federal leadership and incomplete because it fails to recognize the important roles of communities, cooperatives, and local providers in broadband access. For example, existing policies favor large telecommunication companies, crowding out smaller, nimbler providers.

Lack of competition drives prices up—rural broadband can cost 37 percent more than urban broadband. The federal government subsidizes rural broadband by approximately $6 billion. Where does the money go? Ali proposes democratizing policy architecture for rural broadband, modeling it after the wiring of rural America for electricity and telephony. Subsidies should be equalized, not just going to big companies. The result would be a multistakeholder system, guided by thoughtful public policy and funded by public and private support.

Bridging the Digital Divide investigates problems of unequal access to information technology. The author redefines this problem, examines its severity, and lays out what the future implications might be if the digital divide continues to exist. Examines unequal access to information technology in the United States. Analyses the success or failure of policies designed to address the digital divide. Draws on extensive fieldwork in several US cities. Makes recommendations for future public policy. Series editor: Manuel Castells.

Despite issues associated with the digital divide, mobile telephony is growing on the continent and the rise of smartphones has given citizens easy access to social networking sites. But the digital divide, which mostly reflects on one's race, gender, socioeconomic status or geographical location, stands in the way of digital progress. What opportunities are available to tame digital disparities? How are different societies in Africa handling digital problems? What innovative methods are being used to provide citizens with access to critical information that can help improve their lives? Experiences from various locations in several sub-Saharan African countries have been carefully selected in this collection with the aim of providing an updated account on the digital divide and its impact in Africa.

How the Digital Age Stupefies Young Americans and Jeopardizes Our Future(Or, Don 't Trust Anyone Under 30)

The Digital Disconnect

Theorizing Digital Divides

The Next Billion Users

Closing the Digital Divide

Technology and Social Inclusion

A History