

ARC8 Expert Group Session

March 5th 2021

Keiko IKEDA, Ph.D.

Professor, Division of International Affairs

Vice-Director, Institute for Innovative Global Education

Executive Director, Transcend-Learning.org

Kansai University Osaka Japan



Inclusive “culture of belonging”

Inclusion requires responding to **the diversity of needs among all learners**, through increasing participation in learning, cultures, and communities, and **reducing exclusion from and within education**. It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all learners and the conviction that it is the responsibility of the regular system to educate all of them.

Equity “fair treatment”

Equity requires securing all learners’ rights to education, and their rights within and **through education to realize their potential and aspirations**. It also requires implementing and institutionalizing arrangements that help ensure all learners can achieve these aims.

- (1) What is your take, how **inclusive** are the digital learning and teaching policies and practices currently, **what is the status quo**?
- (2) What **potential risks** do you foresee that could jeopardize greater inclusion in digital learning and teaching in the next 10 years?
- (3) What **opportunities, leverage points** do you see to promote inclusion in digital learning and teaching in the next 10 years?

Digital Learning

Equity and access

1st, 2nd, 3rd Level of Digital Divide

CLOSING THE DIGITAL DIVID The Role of Digital Technologies on Social Development, Well-Being of All and the Approach of the Covid-19 Pandemic. Professor Jan A.G.M. van Dijk, University of Twente (NL)

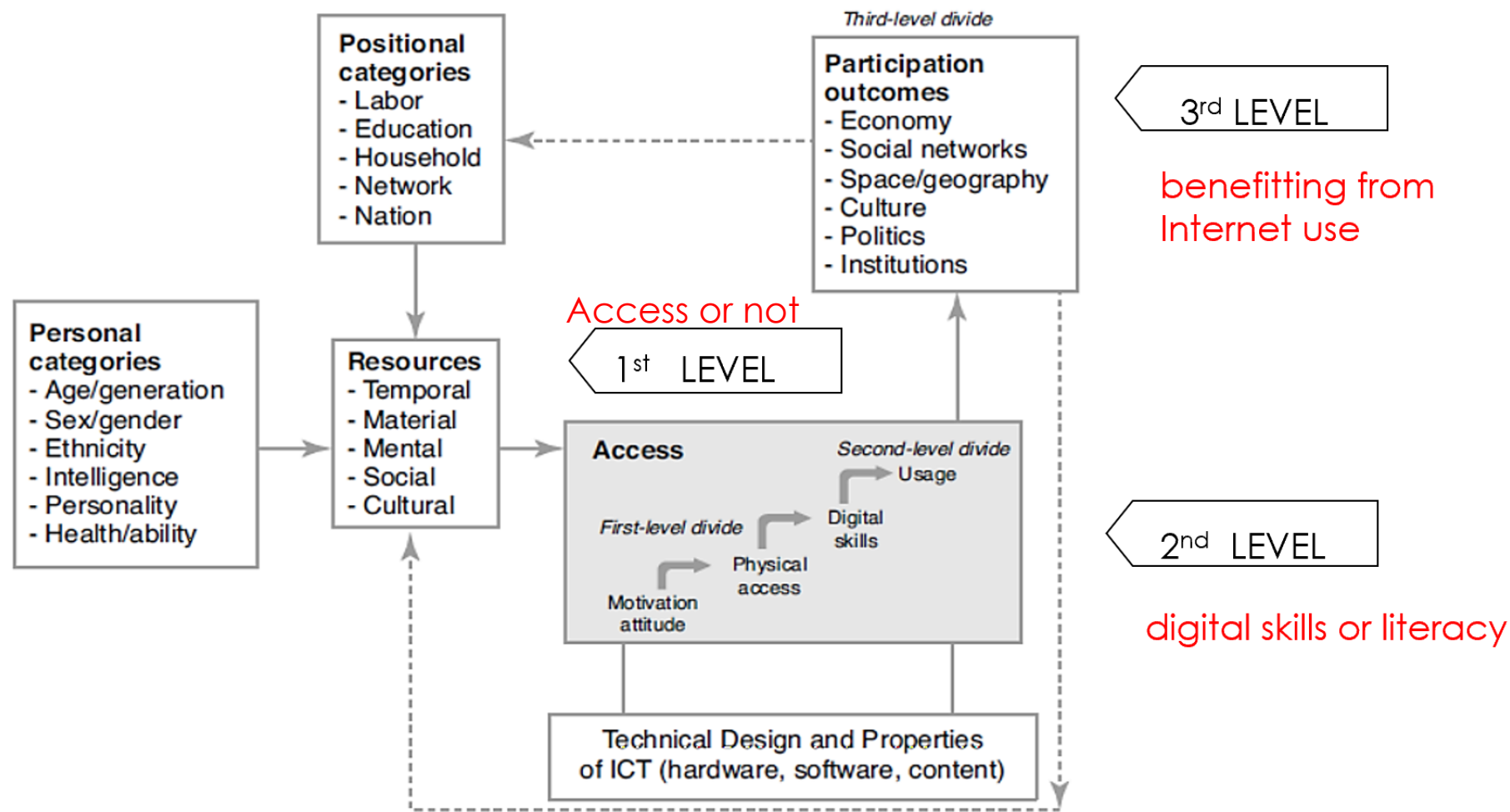


Figure 1: A Causal Model of Resources and Appropriation Theory of the Digital Divide



Even the developed countries show 1st level Digital Divide

The gap between those who have ready access to computers and the Internet, and those who do not either because of social or geographical barriers, but it has become much more apparent with the pandemic. (USA Today)



2nd level Digital Divide also becoming more salient

The digital divide in education goes beyond the issue of access to technology. A second digital divide separates those with the competencies and skills to benefit from computer use from those without" (Trucano, 2010).

DiMaggio and Hargittai (2001) suggested five dimensions along which second divides may exist:

Technical means (software, hardware, connectivity quality);

Autonomy of use (location of access, freedom to use the medium for one's preferred activities);

Use patterns (types of uses of the Internet);

Social support networks (availability of others one can turn to for assistance with use, size of networks to encourage use)

Skill (one's ability to use the medium effectively) ➡ 3rd LEVEL DD



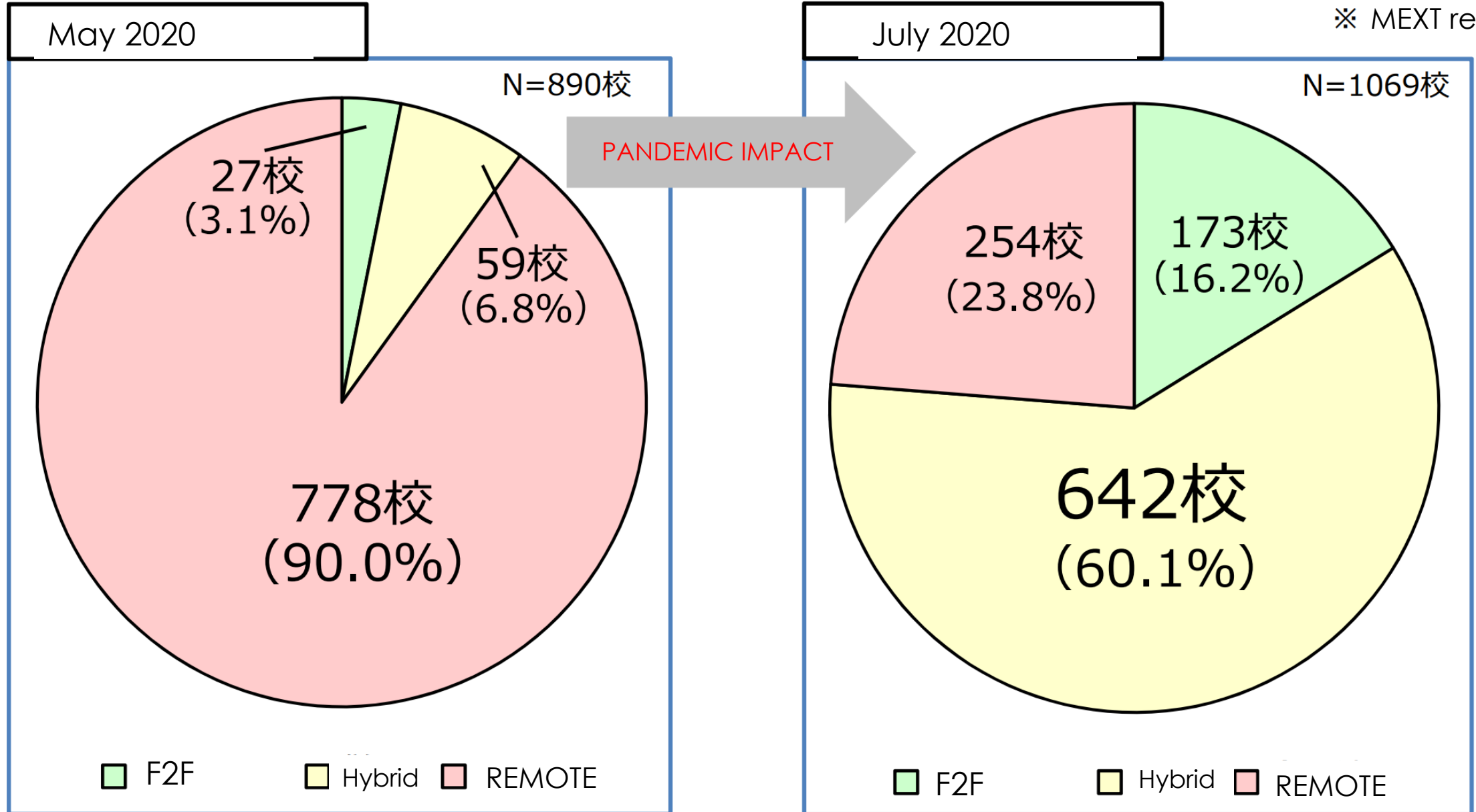
Japan had issues with:

Autonomy Use
Use Patterns
Skill

Japan and Quick adaptation of digital learning in 2020

POTENTIAL STATUS QUO

※ MEXT report



Digital Transformation

**—Opening Up the Future through Co-creation of Values—
(Summary)**

May 19, 2020

Keidanren



Japan Association for the 2025 World Exposition

[About the Expo](#)
[News](#)
[About the Association](#)
[Designing Future Society for Our Lives](#)
[Activity Report](#)

Society 5.0 and SDGs being strongly put forward would encourage DEI, which also transforms digital learning and teaching issues.



Goals of Expo 2025 Osaka, Kansai

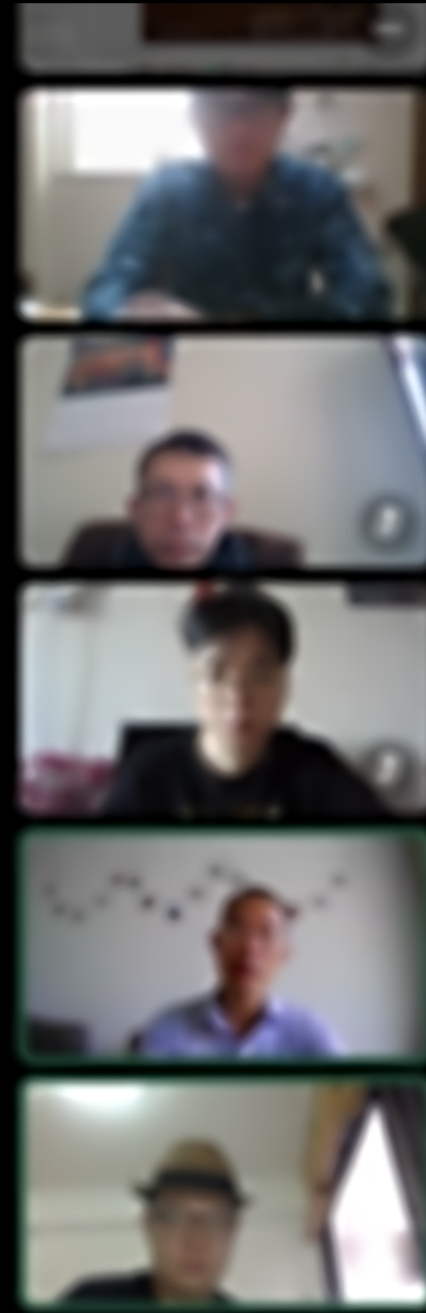
<https://www.expo2025.or.jp/en/>

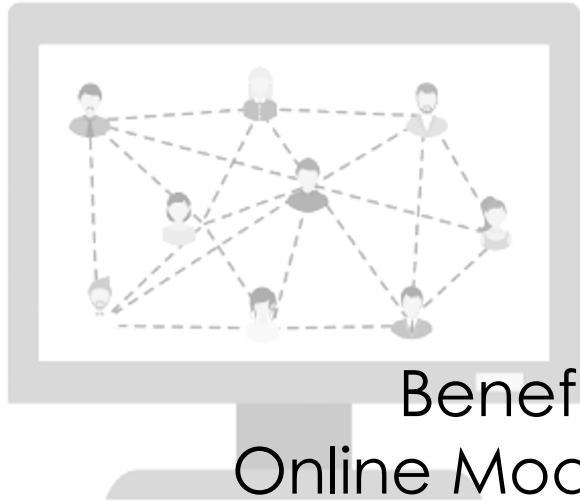
- ✓ **A society that achieves the Sustainable Development Goals (SDGs) set by the United Nations**
- ✓ **Achievement of Japan's national strategy Society 5.0**





More engaged ways of Teaching and Learning Adopted in International Education :
COIL (Collaborative Online International Learning)
VE (Virtual Exchange) and VM (Virtual Mobility)





Benefits of Online Mode of Teaching and Learning

- Stops the spread of biological viruses
- Good for minimizing harmful emissions
 - lower greenhouse gases
- Convenience
- Expertise available to more sites
- No geographical barriers
- Minimization of travel and accommodation costs
- Considerably lower costs

<https://www.eit.edu.au/index.php>

Growing interests to online collaborative learning (e.g., COIL), not MOOCs:

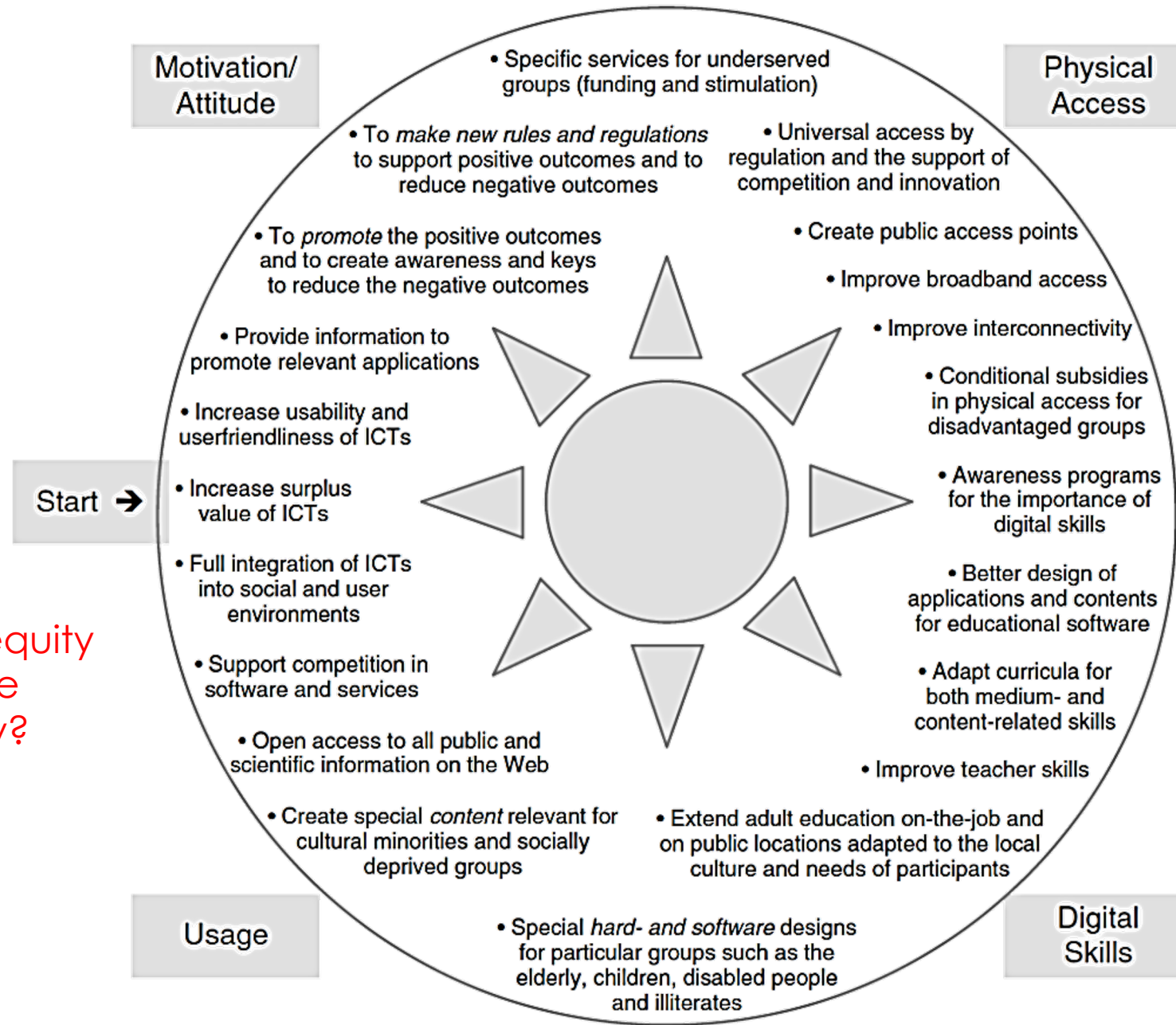
“If you can collaborate online, you can undoubtedly learn online.”



3 C's in COIL

- **C**ommunication – the ability to exchange information between participants
- **C**o-ordination – the ability to coordinate tasks among the geographically scattered team
- **C**ollaboration – the ability to achieve team goals.

All in the context of
international encounters



POTENTIAL RISK 10yrs

COST- Who is bearing the cost?

SILO among sectors- private, education, and government

TARGET – Who becomes target for digital learning (and teaching)? Will there be *implicit* “triage” by age, social groups, or gender?

MINDSET- can equity and inclusion be valued properly?

Figure 3: A Wheel of Policy Instruments to Bridge the Digital Divide

Source Jan van Dijk (2020) *The Digital Divide*, p. 149