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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

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

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)

Japan had issues with:

- **Autonomy Use**
- **Use Patterns**
- **Skill**

**3rd LEVEL DD**
Japan and Quick adaptation of digital learning in 2020

May 2020
- 778校 (90.0%)
- 27校 (3.1%)
- 59校 (6.8%)

N=890校

July 2020
- 642校 (60.1%)
- 254校 (23.8%)
- 173校 (16.2%)

N=1069校

PANDEMIC IMPACT

※ MEXT report
Digital Transformation
—Opening Up the Future through Co-creation of Values—
(Summary)

May 19, 2020

Keidanren
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

- 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)
Growing interests to online collaborative learning (e.g., COIL), not MOOCs: “If you can collaborate online, you can undoubtedly learn online.”

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


3 C’s in COIL

- Communication – the ability to exchange information between participants
- Co-ordination – the ability to coordinate tasks among the geographically scattered team
- Collaboration – 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

**MINDSET** - Can equity and inclusion be valued properly?

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

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Figure 3: A Wheel of Policy Instruments to Bridge the Digital Divide
Source Jan van Dijk (2020) *The Digital Divide*, p. 149