

2.1 Data bank and report containing all relevant ICT-based technologies, and pedagogy to support learning and inclusion

Tomczyk, L., Eliseo, M. A., Costas, V., Sanchez, G., Silveira, I. F., Barros, M.-J., Amado-Salvatierra, H., Oyelere, S. S. (2019). Digital Divide in Latin America and Europe: Main Characteristics in Selected Countries. 2019 14th Iberian Conference on Information Systems and Technologies (CISTI). doi:10.23919/cisti.2019.8760821

Digital Divide in Latin America and Europe: Main Characteristics in Selected Countries

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Abstract

Document Sections

- I. Introduction
- II. Digital Divide in Selected Latin American and European Countries
- III. Conclusions

Authors

References

Keywords

Abstract:

This paper presents the characteristics of the digital divide (DD) in the Latin American countries on the example of: Bolivia, Brazil; Dominican Republic; Ecuador; Finland; Guatemala; Poland. The purpose of the text is to show the scale of the phenomenon, the most vulnerable groups (including the DD determinants) and practices facilitating digital inclusion. The comparison and exchange of good practices help to understand more fully the DD characteristics (regardless of the location of the people affected by DD) and to promote good practices. The paper is part of the activities within the SELI project.

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Accessibility Recommendations for Creating Digital Learning Material for Elderly

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Abstract

Authors

Keywords

Abstract:

In order to contribute to the increasing inclusion of people who have been for a long time out of society, it is possible to construct accessible didactic material for specific audiences, such as for the elderly. This article aims to contribute to the area of accessibility by presenting recommendations for authors of didactic material that are not specialists in ICT in the construction of accessible material intended for this elderly public

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Tomczyk, Ł. & Oyelere, S. S. (2019). ICT for learning and inclusion in Latin America and Europe. Cracow: Pedagogical University of Cracow. DOI 10.24917/9788395373732

Each chapter of the monograph seeks to bring the concept of Digital inclusion closer to the national context

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DIGITAL INCLUSION, ICT IN EDUCATION IN URUGUAY

Abstract: This paper reviews the state of the art of the digital divide in Uruguay. It refers to public policies to solve the digital divide and to ICT in Uruguayan education and digital literacy in the case of Uruguayan teachers and preservice teachers. It concludes that within the context of progressive government policies, since 2005 there has been a display of a variety of effective policies aiming at digital inclusion. As for education, although there has been a massive distribution of portable computers in educational centers, there is no evidence that this process has been translated into a generalized integration of technology to educational practices, meaning a significant change in learning outcomes. The paper also refers to ICT for the disadvantaged people

ICT FOR LEARNING AND INCLUSION IN LATIN AMERICA AND EUROPE

Case Study From Countries: Bolivia, Brazil, Cuba,
Dominican Republic, Ecuador, Finland, Poland, Turkey, Uruguay

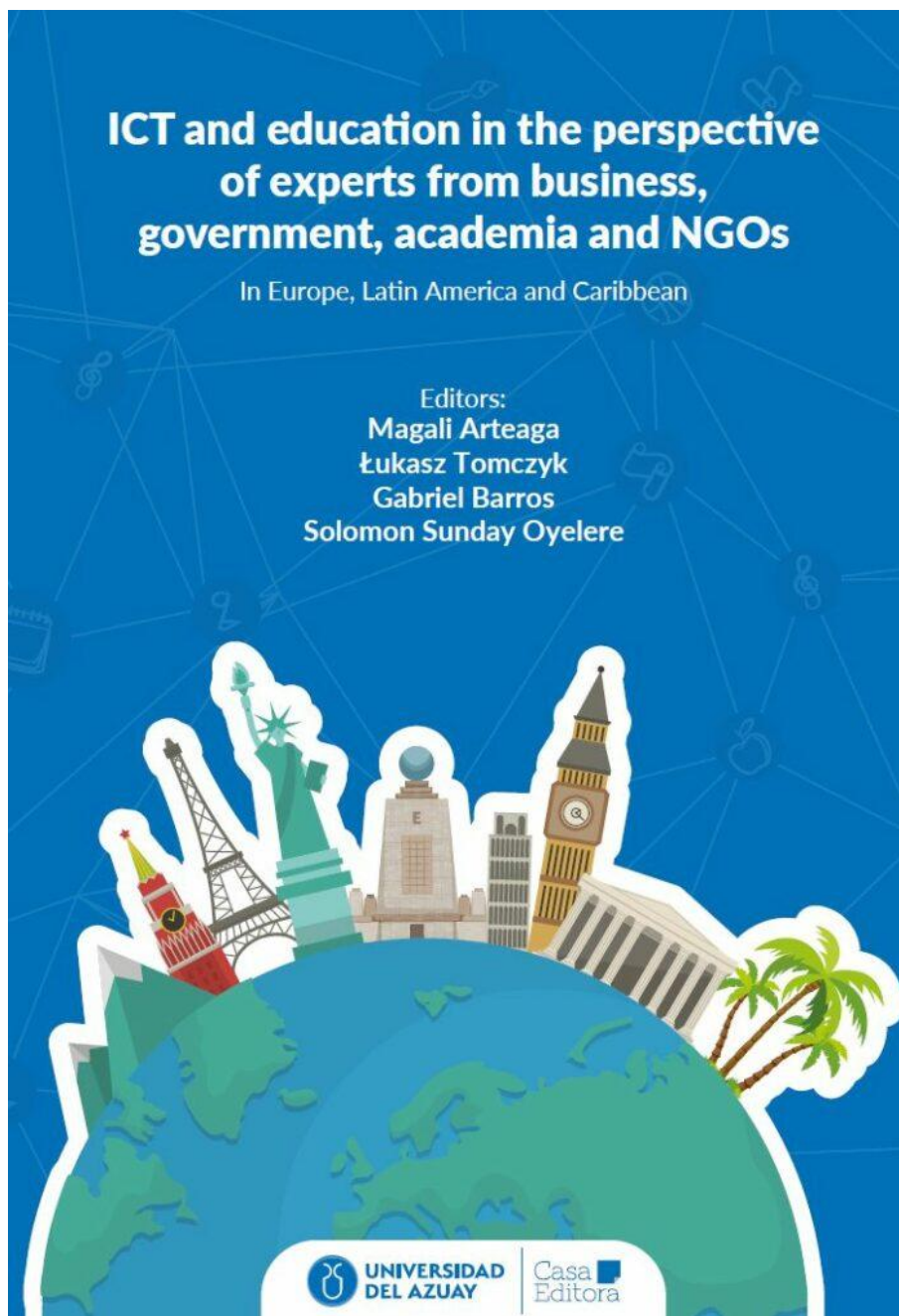


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