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Globethics.net DigiEduHack 2021 : showcasing of solutions

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Globethics.net is
a network of professors,
professionals, students and
institutions committed to
creating a more
ethical world through
ETHICS- empowerment,
transformation, a holistic
approach, integrity,
competence and
sustainability



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Globethics.net
DigiEduHack 2021
Showcasing of Solutions

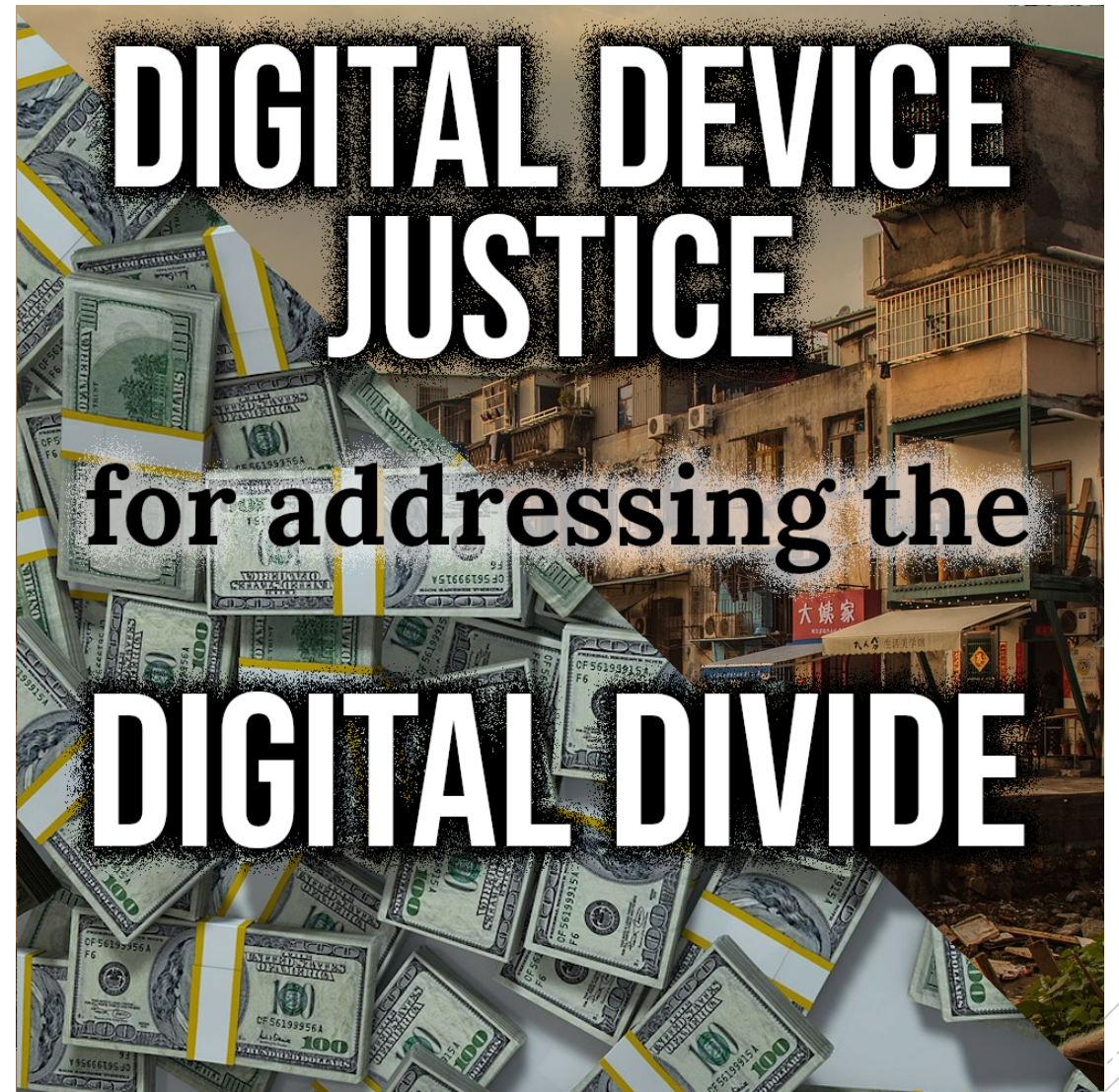
DIGITAL DEVICE JUSTICE

for addressing the
DIGITAL DIVIDE

Thank you,
Globethics!

Thanks also to
Bishop Argwings and
AMMP Prayer Group

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James Coder

**DIGITAL DEVICE
JUSTICE**
for addressing the
DIGITAL DIVIDE

an
Equity and
Inclusion issue

- Potentially helping millions of oppressed people to productively use the internet for work and education

DIGITAL DEVICE JUSTICE

for addressing the

DIGITAL DIVIDE

Justification

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- In the last decade, our way of growing our primary user technologies for work and education (internet and internet-connected devices) regarding devices and apps has been aimed at relatively wealthy individuals and nations, with little thought about the marginalized. Technical advances have since made possible the empowerment of millions of people in areas with internet access to make use of the internet for work and education – a possibility we have left unactualized, leaving these millions digitally disabled and unnecessarily in poverty
- Obstacles less technological, due to ETHOS: lack of community support for low-powered Linux devices, increasing dependence on high-power, expensive devices, and increasing demands on user devices by websites and applications
- Changing ethos can help millions of oppressed people learn, work productively, feed their communities, and contribute their voices

DIGITAL DEVICE JUSTICE

for addressing the

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Basic Description

- A web development hub pilot project is begun in rural Kenya under the aegis of a trusted community leader (a diocesan bishop)
- Motivated learners are taught web tech AND basic Linux for home / business usage and expected with their free education to begin teaching others and establishing a community Linux support network
- Apps built will conform to standards of operability and ease of use on cheap and low-powered devices – the devices of oppressed persons
- Community learns, benefits, and profits from cheap devices using low-power-friendly applications, spreads the news, helps establish more hubs / the ethos of device justice for empowering the marginalized; and their voices are heard in the west

DIGITAL DEVICE JUSTICE

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Outcome: Potentially millions affected; wealthy areas improved with the voices of unheard and oppressed communities

- **ONE YEAR MARK:** a group, probably in rural Kisumu, Kenya, learns web development, helps surrounding community learn Linux, and more discarded western devices / Raspberry Pi desktop computers are made available in schools and public places.
- **FIVE YEAR MARK:** more educational web development hubs have been established; wealth from employment and learning aid community flourishing already in initial hub, allowing for the beginning of new hubs. Westerners and others hear more from important voices of communities hitherto ignored.
- **TEN YEARS:** Hundreds have been taught web development, tens of thousands have benefited from increased access to the internet; Westerners are more aware of what they have to contribute.
- **TWENTY YEARS:** Potentially millions have been helped by the increase in education, wealth, and improved assets and infrastructure. A number of communities unheard from now have a prominent voice in developed areas.

DIGITAL DEVICE JUSTICE

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How to achieve?

- Start with a relatively close-knit community which looks up to its leader, to prevent “brain drain” and keep those who learn in community
- Emphasize sustainable growth and necessity of realistic social pre-conditions before trying to start new hubs
- Emphasize good stewardship of social capital which comes from project and working with local leaders, keeping in mind the many failures of western “parachute in with a big dream” projects. The communities and hubs themselves must be the driving force, Existing hubs must drive creation of new ones, and shielded from western PR expectations. QUIET, sustainable progress from WITHIN.
- Problems of “The Participatory Condition of the Digital Age” and various forms of toxic westernization

DIGITAL DEVICE JUSTICE

for addressing the
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Time

- Both short-term and long term.
- **SHORT TERM:** Rural Kisumu area will likely benefit enormously.
- **LONG TERM:** The potential of helping millions is on our radar, but we remain modest, focused, and local-oriented. We shield project from expectations of the empty enthusiasm of western PR while maintaining an ethical perspective.

**DIGITAL DEVICE
JUSTICE**
for addressing the
DIGITAL DIVIDE

Thanks for your
kind attention!

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For more detailed information:

<https://bit.ly/3GsOkhU> - project
description PDF

jmcoder@gmail.com

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Evidence Based Solution of Higher Education among Marginalized People

- Ethics in Higher Education for Social Impact: Re-thinking Inclusion, Equity and Diversity– For the World We Want to Shape
- Solutions to challenges to attain: equity, inclusion and **Diversity** in higher education- the future we envision
- Managerial leadership by evidence established by representation of all stakeholders
- Focus: **Marginalized people who are diverse.**

Diversity

Marginalization:
multiple groups of
people , e.g., age,
gender, colour,
ethnicity,
poverty,etc

Diversity: Stakeholders at:

**global, national, regional, institutional
and individual levels**

**Marginalized People to be actors and
protagonist of the**

Journey to progress through HE

Relevant Higher
Edu. is significant
factor to progress
of persons,
societies &
environments

- Association between relevant, quality and quantity higher and progress is established.
- Gap: Collaborative evidence on solutions part of which marginalized people are is huge.
- Solution to be learned through and with the people.
- Access, satisfaction and role of HE in their lives
- Collaborative re-thought solutions

Action Research
with & among div.
marginalized:
extent of benefits
& Whys of HE.

- Action Research with and among the people
- The Research process as conscious raising and solution crafting praxis
- Managerial navigation of diverse marginalized stakeholders in partners with other stakeholders

Valid and relevant
information to
stakeholders on
collaborative
solutions in HE

- Managing **Diversity**: Faith-ethics, culture and science; theory and practice; technology for progress of people and their environment
- Solutions from all stakeholders in HE

**Marginalized and
researchers
Awareness
cultivated &
common solution**

- **Marginalized awareness and vision awakened and part of the solutions**
- **Researches pragmatic and intellectually and emotionally engaged**
- **Collaborative solutions and diverse levels**
- **The excluded ethical solutions of inclusion and**
- **Inequality- ethical solution to access**
- **Collaboration in managerial leadership diversity**
- **HE to meet the needs, interests of marginalized stakeholders in collaboration with others**
- **Continuous practice, evidence- rethink and act, improve with diverse stakeholders as a systems**

Short, Medium
and Long terms
Ev. Bd. Evolution of
HE solution in
managing diversity

- **Lon Trm: Envision all people ethically benefit from HE**
- **Med. Trm: Design collaborative Action Research**
- **Short. Trm: Logical framework**
- **Collaborative solutions with and without HE for diverse Stakeholders for future we envision**

Evidence Based
Solution through
collaborative
Action Research
for Diversity

- May God and ancestors guide in our ethical collective solutions; Based of collective evidence in **diversity**
- Globethics.net and all stakeholders
- **THANK YOU**

Mapopa

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Title of the
solution

- Bridging Ethics and Values transmission between Higher Institutions and Basic (Primary and Secondary) Schools through Internships and Ethics Clubs.

Refers to
(Equity, Inclusion,
Diversity- choose
one)

■ Inclusion

- This is because the supposed foundation of ethics in HI which is ethics in Basic School needed to be included as stakeholders to guarantee strong ethical structure in the society.

Justification

- Gap with the feeder structure in the cycle of ethics. The feeder should be the foundation that will ease ethics in Higher Institutions.
- Internship programmes helps HI to transmit ethical values to Basic schools.
- Interns become the facilitator who play roles as models. The student whose behaviour is changed becomes the transmitter of the knowledge and also a model to others.

Description of the expected solution

- Re-designing internship policies to track ethics factors in fields.
- Commissioning Intern to Basic schools to act as models to motivate and facilitate the young
- Formation of Ethics Clubs in Basic Schools to uphold ethics, morals, and values.

Expected
outcome

- a multi-level and circular flowing Primary/ Secondary to University channel of ethical transformation

How to achieve?

- Develop policies and new internship tracking tools for HI
- Formation of Ethics Clubs in schools
- Designing engagement plan with activities for the ethics clubs
- The structures are already existing in the HI. There are internship and practicum programmes. All needed is a new direction and directive through policies and evaluation tools.



Time

- **Long term**

- Character formation and change needs to complete the cycle and become a tradition in schools and transmit to the larger societies.

THANKS

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**Ethics queen and Colleagues @HRC ENUGU with
Programme drivers – Dec. 2016**

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Asset-based
Pedagogies
for
Inclusion &
Empowerment

Student & Classroom Level
Asset Mapping Exercises

Mary M. Doyle Roche

College of the Holy Cross

Worcester, MA, USA

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Focus on
INCLUSION

Diversity & Inclusion are distinct tasks that require attention & intention

Dominant deficit-based models of education disadvantage minoritized students

Multiple intersecting obstacles to participation and authentic learning

Justification

Classrooms are a *participatory* spaces,
courses are *common goods*

Marginalized students face additional
challenges to participation (exclusion,
invisibility/hypervisibility,
microaggressions, stereotype threat,
exhaustion)

Leverage power in the classroom to make
an immediate impact

Prioritize the needs of minoritized students

Care for the whole student/professor/
learning relationship

Sample Exercise in a Medical Ethics Course

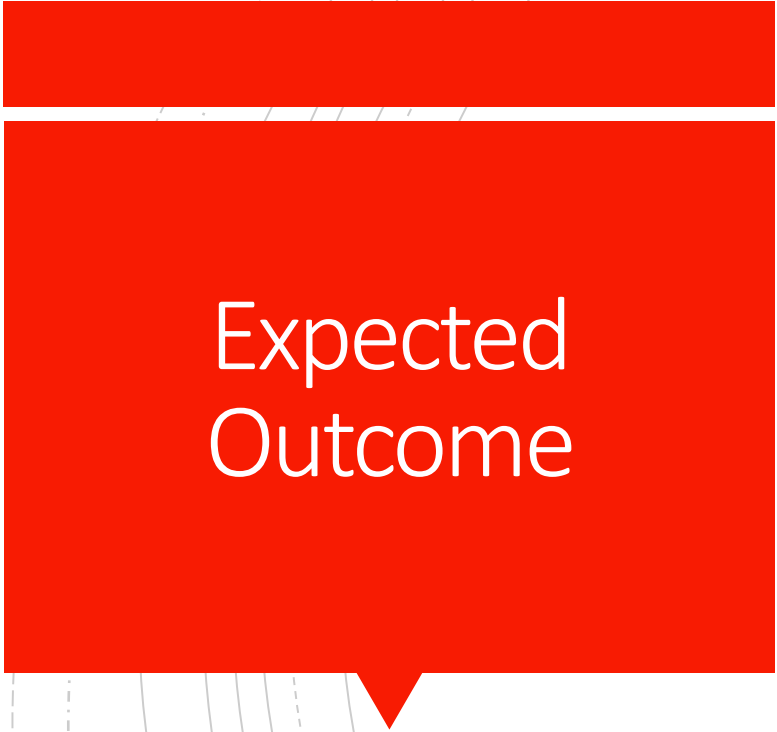
- What resources & experiences do you have that can help us learn about [ethics in healthcare]?
- Prompting questions might include:
 - What are you learning in your major?
 - What other courses have you taken?
 - Do you speak another language?
 - Do you have connections with family & friends in other parts of the country/world?
 - Have you ever helped anyone who is ill?
 - Have you ever been ill or injured?
- Students journal privately; Students and teacher share assets; What else might we need? Who can we invite/include?

Key elements of the practice

Most important message on day one: ***I am so glad you are here and that we are here together!***

Punctuate the syllabus with a return to the asset map: do we have anything new to add?

Close the course with an empowering action plan based on acquired learning

A large red speech bubble graphic with a white outline, pointing downwards. It contains the text "Expected Outcome" in white.

Expected
Outcome

Greater confidence & participation on the part of marginalized students that leads to a successful learning experience (including grading equity).

Shared power and interdependence in learning environment

Happier students; happier teachers!

Faculty Network

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Development of a network of faculty
committed to inclusive pedagogies

Open-access resources with asset-based
exercises, assessment strategies, and de-
colonized syllabi: **Globethics Toolkit!**

Ideally, institutional funding to incentivize use
of these pedagogies, build community, and
track outcomes

Advocacy for inclusive practices and support
for tenure-track faculty

Short & Long Term Goals

**Immediate impact on classroom
atmosphere & dynamics**

**A successful semester for BIPOC,
LGBTQIA+, women, members with
disabilities.**

**Network of Faculty who share
exercises within & across disciplines**

**In combination with other practices,
including assessment strategies,
enhanced learning experiences for
marginalized students**

