



# *University of* **HUDDERSFIELD**

## **University of Huddersfield Repository**

Iqbal, Javed

Educational Exclusion in Digital Literacy - a comparative study of British Muslim Girl Schools

### **Original Citation**

Iqbal, Javed (2009) Educational Exclusion in Digital Literacy - a comparative study of British Muslim Girl Schools. In: University of Huddersfield Research Festival, 23rd March - 2nd April 2009, University of Huddersfield. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/5243/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: [E.mailbox@hud.ac.uk](mailto:E.mailbox@hud.ac.uk).

<http://eprints.hud.ac.uk/>



# EDUCATIONAL EXCLUSION IN DIGITAL LITERACY

## CONTEXT: A COMPARATIVE STUDY OF BRITISH MUSLIM GIRL SCHOOLS



### INTRODUCTION

Faith schools represent an important role in educating children in Britain and this has a long established history that continues to evolve with the diversity in our communities. Over more recent years there has been a growth in Muslim schools in England and this is viewed as a growing part of faith schools in Britain today.

Muslim faith schools are integral to the transformation and restructuring of many in the British Muslim communities that is centered around the negotiation of new composite identities, changing family patterns and relationships, political activism and the fight against social exclusion (Hussain & O'Brien, 2000).

### AIMS OF THE RESEARCH

- 1) To explore the quality and relevance of education in Muslim girls schools in the context of school infrastructure, curriculum development and teaching practice
- 2) To explore the level of access to e-learning and the implications to digital literacy for Muslim girls
- 3) To identify management practice that lead to inclusive education in enabling digital literacy

### TWO FACES OF DIGITAL LITERACY

NEGATIVE FACE OF DIGITAL LITERACY	POSITIVE FACE OF DIGITAL LITERACY
<ul style="list-style-type: none"><li>• Distributing digital literacy unevenly</li><li>• Using digital literacy as a weapon in cultural repression</li><li>• Denying digital literacy as a weapon of war</li><li>• Manipulating digital tools</li><li>• Widening the gap of digital divide in term of “information have” and “information have-not”</li></ul>	<ul style="list-style-type: none"><li>• Dampening impact of conflict through digital literacy opportunity</li><li>• Nurturing and sustaining an ethnically tolerant climate</li><li>• Manipulating of history for political purposes</li><li>• Encouraging the desegregation of the mind</li><li>• Creating “information rich “ society using the digital technologies/ eliminating the label of “information poor” society using the digital technologies</li></ul>

Source - Adapted from Bush and Saltarelli (2000, 9-21)

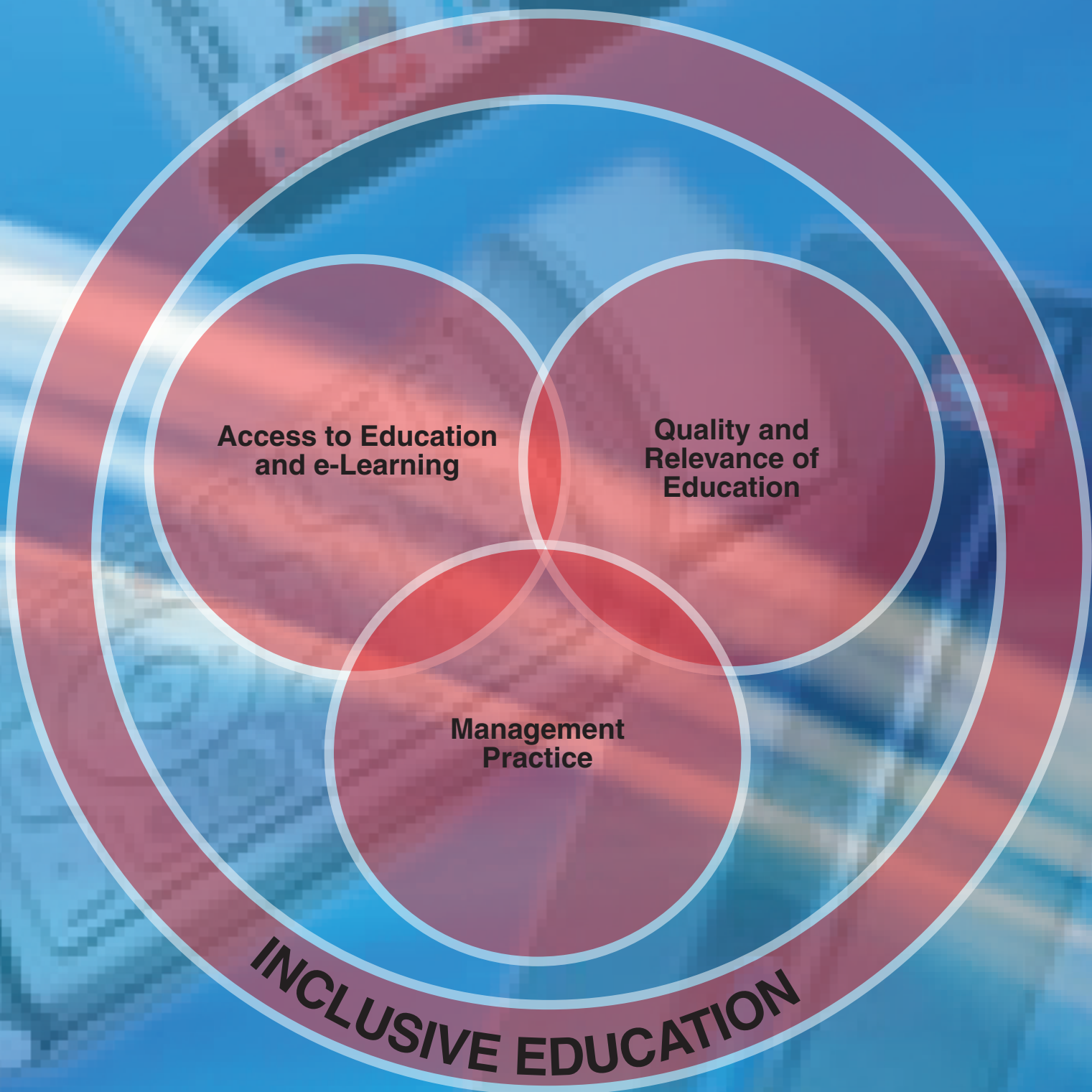
### METHODOLOGY

Qualitative data analysis methods have been used for this research, Semi structure interviews for data collection and for analysis Template Analysis approach. The term "template analysis" refers to a particular way of thematically analysing of qualitative data.

Using template analysis enables the researchers to explore themes and issues generated from the groups and individuals (King and Ross, 2003). Unlike some forms of phenomenological analysis (Hycner, 1985), it is normal in template analysis to define a priori a number of themes that reflect areas identified as particularly salient to the aims of the research project (King et al, 2002).

### FRAMEWORK OF ANALYSIS: THREE DIMENSIONS OF INCLUSION

- The framework of analysis combines Bush and Saltarelli's (2000) “two faces” approach with three interrelated dimensions of inclusion:
- 1) Access to education and e-Learning
  - 2) Quality and relevance of education
  - 3) Management structures



Framework of Analysis adopted from Bush (2000)

### DISCUSSION

Empirical research is needed, including qualitative studies of the experiences of socially excluded learners using ICT, and there is a big gap in research , particularly in the UK (Webb, 2006).

Digital gender equity may be a way to break the cycle of social and economic deprivation and resulting social exclusion (Resta 2003, pxxiv).

What are needed are more qualitative case studies exploring the meaning of ICT-based learning for excluded groups. Among these are people from ethnic minority backgrounds who are disproportionately deprived and often excluded by language (SEU, 2000).



### THE RESEARCH CONTRIBUTION

The research contribution should enable us to understand the contribution of Muslim girl schools in supporting inclusive education.

This is explored in the context of digital equity and education management practice in the context of digital literacy.

### REFERENCES

Hussain, F & O' Brien, M . (2000). Muslim Communities in Europe: Reconstruction and Transformation. Current Sociology, Vol. 48, No. 4, pp. 1-13

Gary Natriello, G.(2001) Bridging the Second Digital Divide: What Can Sociologists of Education Contribute: Sociology of Education, Vol. 74, No. 3, pp. 260-265

Masood, E. (2006) British Muslims: Media Guide: The British Council

Bush, K and Saltarelli, D. (2000) The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children. Florence: Innocenti Research Centre-UNICEF

Oh, S.-A., and Van Der Stouwe, M. (2008, November) Education, Diversity, and Inclusion in Burmese Refugee Camps in Thailand: Comparative Education Review

Webb, s. (2006) Can ICT reduce social exclusion? The case of an adults' English language learning programme: British education research Journal, Vol. 32, No. 3, pp. 481-507