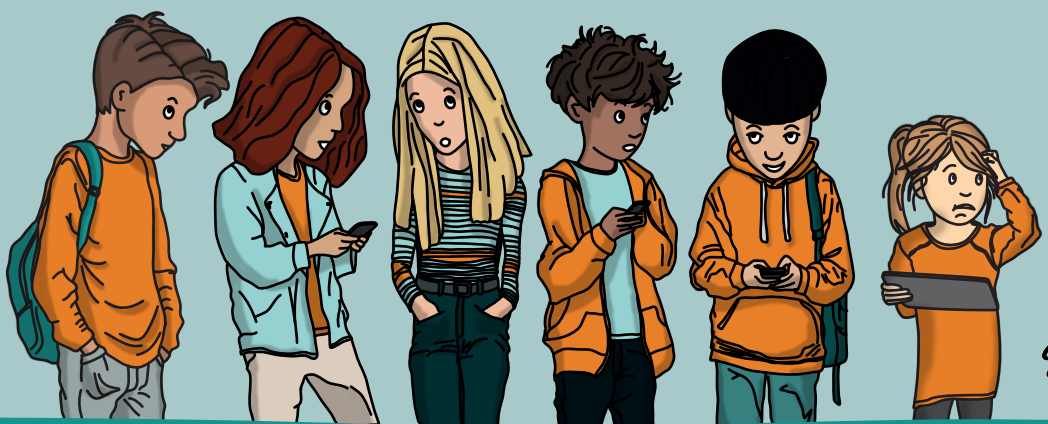
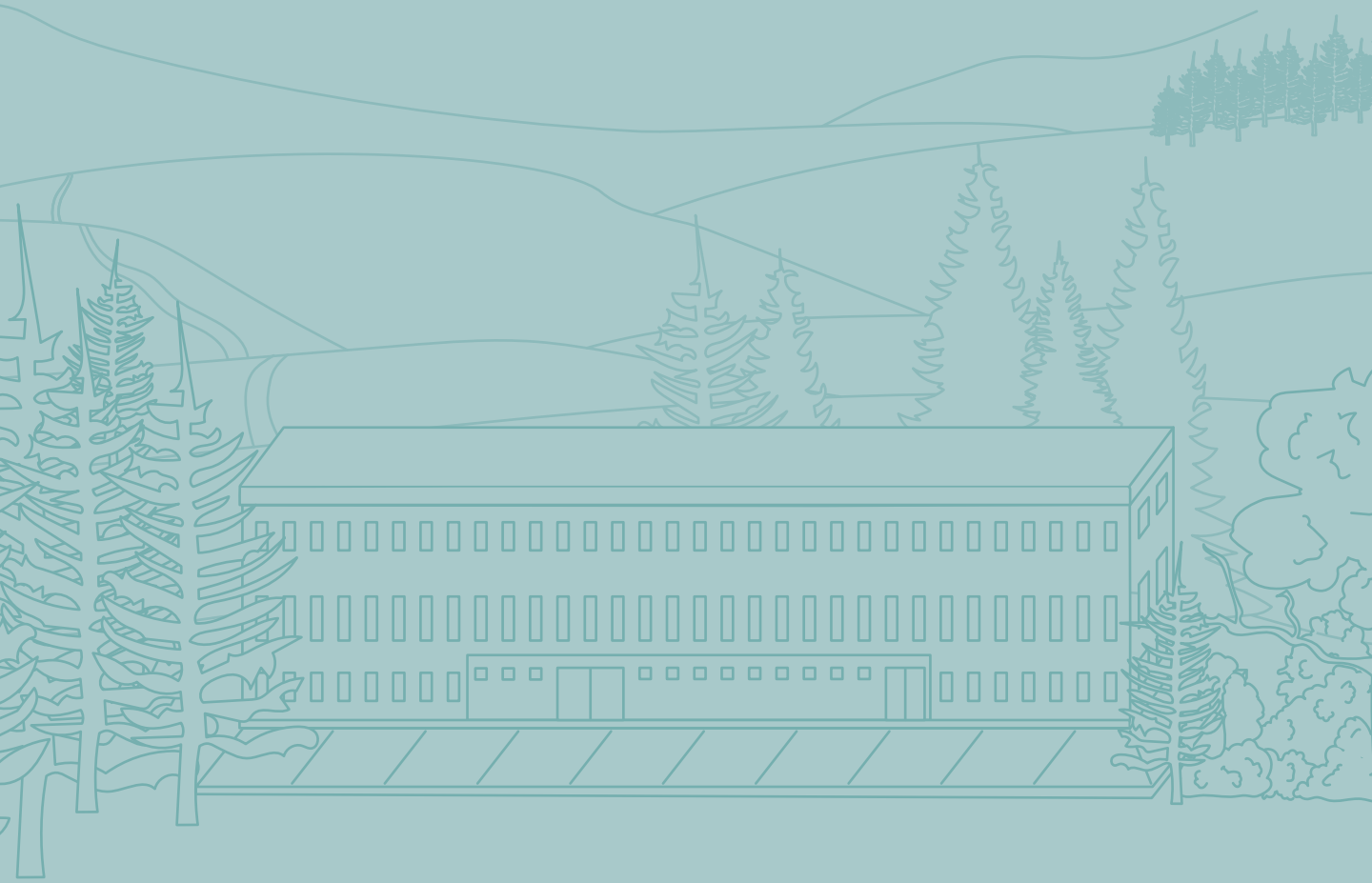




A STORY OF DIGITAL TRANSITION IN SCHOOLS



Elise Lebeau

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IN COLLABORATION WITH:



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The five comics presented in this collection illustrate factors that can influence digital inequalities in the school context. A rigorous and systematic literature review, in which we selected and analyzed 41 articles, revealed 5 main factors:

- School-related factors
- Student-related factors
- Factors related to the teaching staff
- Factors related to the family
- Socio-demographic factors

This collection aims to illustrate the many facets of digital inequalities so that school community members can understand them and try to mitigate them.

These comics were produced by the CTREQ as part of the LaVIE project.

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THE CHARACTERS



Fatima

An elementary school principal who is committed to integrating digital technology into the school, but needs support to do so.



Paul

A high school principal who tries to oversee the development of digital competency in the school.



Gilbert

An elementary school teacher who sometimes lacks the interest, time, and energy to dive headfirst into digital technologies.



Hélène

A high school French teacher who considers herself ill-equipped to adequately support her students in the use of digital technologies.



Renée

An elementary drama teacher who looooooooooooooves using digital technologies to work with her students.



Samuel

A high school science and technology teacher who is always ready to guide his students in exploring new digital tools.



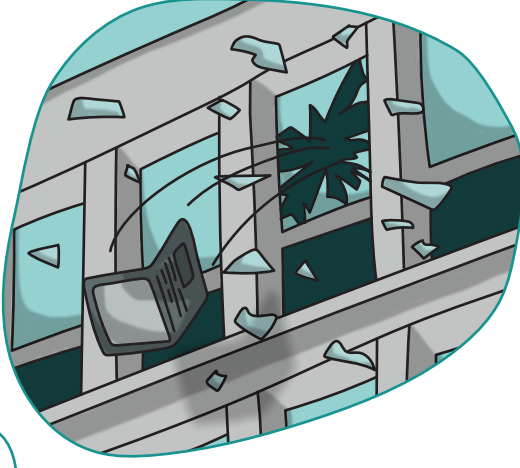
Dubé Family

A middle-class family that is juggling the expectations and demands of the school in terms of digital technology.

Teenagers
High school students with varying levels of digital competency who have to deal with demands and expectations from both family and school.



EPISODE 1: THE SCHOOL



When I arrived at this school, I could clearly see that the teaching staff was not too interested in digital technology...

As the months went by (**take the time!**), there's been a lot of discussion about difficulties and fears around finding solutions (**listen!**). Together, we identified benefits of using digital technologies for both teachers and students (**support engagement!**).

DIGITAL LEADERSHIP



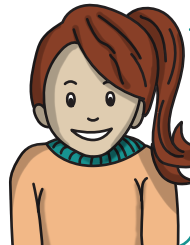
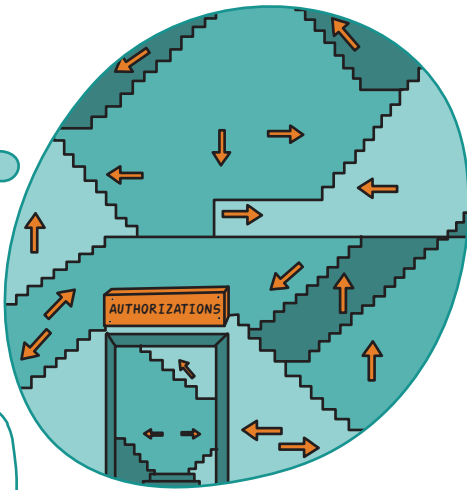
A few years ago, it was digital chaos! There was little consultation between colleagues, and teachers used (or not) the digital tools they wanted.

I even saw a Grade 6 student who had never learned how to use a mouse!

Come on, eat, little one!

We realized that we were not preparing all students in the same way for the twenty-first century. With Fatima, we developed a digital plan in consultation with the school team and parents. We have even added digital technology to the school's educational project (**be strategic!**). Teachers are now working together to choose common tools to use, so that it is fairer and easier for students and their parents (**think globally!**).

DIGITAL POLICIES



Before Fatima arrived, it was difficult to schedule training and to obtain authorizations to install new software.

Now, we have a digital committee that identifies available resources and training together with the educational advisor. They also keep an updated list of tools that we can get approval for in advance from the CSS (**anticipate!**). Fatima makes sure all the digital tools are up to date (or almost!) and that they are readily accessible (**be systematic!**). We even have parents and grandparents volunteering to help out (**innovate!**).

AVAILABILITY OF DIGITAL RESOURCES



And in YOUR school, is/are there...

- ➔ an inspiring digital leadership?
- ➔ clear and shared digital policies?
- ➔ available, adapted, and updated digital resources?

Find the solutions where YOU are the hero!

- ➔ Engaged Learning / Digital Leaders
- ➔ R CIT / questionnaires scolaires [In French]
- ➔ R seau d'information pour la r ussite  ducative (RIRE) / num rique [In French]

EPISODE 2: THE STUDENTS

MYTHS AND REALITIES

"Today's young people are naturally competent with technology; they don't need to be taught."

Ya, we know that, we use it all the time!

Yes... But I don't understand how to send my science homework in PDF! Charles always knows how these things work!



Digital competence has **12 dimensions** that go far beyond the use of digital technology by young people, particularly through social networks and video games. For example, not all students are aware of ethical citizenship and the various issues related to **digital security**.

DEVICE PROTECTION

Our computer at home has been crashing all the time since I clicked on that weird link my friend sent me... Now I get it: sus links, don't click!

PROTECTION OF PRIVACY AND PERSONAL DATA

Psst, why did you post your jogging route live on your profile last night? Aren't you scared that everyone can see where you are?

HEALTH AND WELL-BEING PROTECTION

Pfff! My mom says I spend too much time on my phone. Whatever! Last week, I didn't look at my phone at all when I was on the bus... well, just once... or twice... before the battery died...

ENVIRONMENTAL PROTECTION

I can't wait! My new phone arrives tomorrow! It was about time I replaced my old one, I've had it for at least six months!

"Young people will soon have no need for teachers. They can find everything online!"

Anxiety Cure

So, as I read online, eating 4 cups of frozen lemon zest every morning fights anxiety.

WOW! For real?!

?!?!

OMG!!

Humph... We shouldn't forget that young people need a **solid foundation of knowledge** and skills to select, analyse and reflect on the **immense amount of information** available to them. Telling truth and fiction apart is not always easy, but it can be learned.

"Digital technology facilitates the autonomy of students in their learning!"

Argh!! I can never remember how to find the French course material on the teacher's website when I miss school.

And everything gets all over the place when I work on a text on the computer.

And I can never find what I want when I search something online!

And last week, I had to redo my entire homework because I lost everything AGAIN!

Humph... Young people must first develop different learning strategies so they can use digital technologies **autonomously and confidently**. This allows them to perform in-depth learning as well as create and produce quality content. They therefore **need support** to develop an effective use of digital technology.

And in YOUR school...

- ➔ do you have a profile of the use of digital technologies by students, both in and out of school?
- ➔ what measures are in place to encourage the development of students' digital skills?
- ➔ how are students supported to develop autonomy and confidence in their use of digital technology?

Find the solutions where YOU are the hero!

- ➔ [Amadiou F. and Tricot A. \(2020\). Apprendre avec le numérique. Retz. \[In French\]](#)
- ➔ [RÉCIT / La citoyenneté à l'ère du numérique \(CITNUM\) \[In French\]](#)
- ➔ [Government of Quebec / Digital Competency Framework](#)

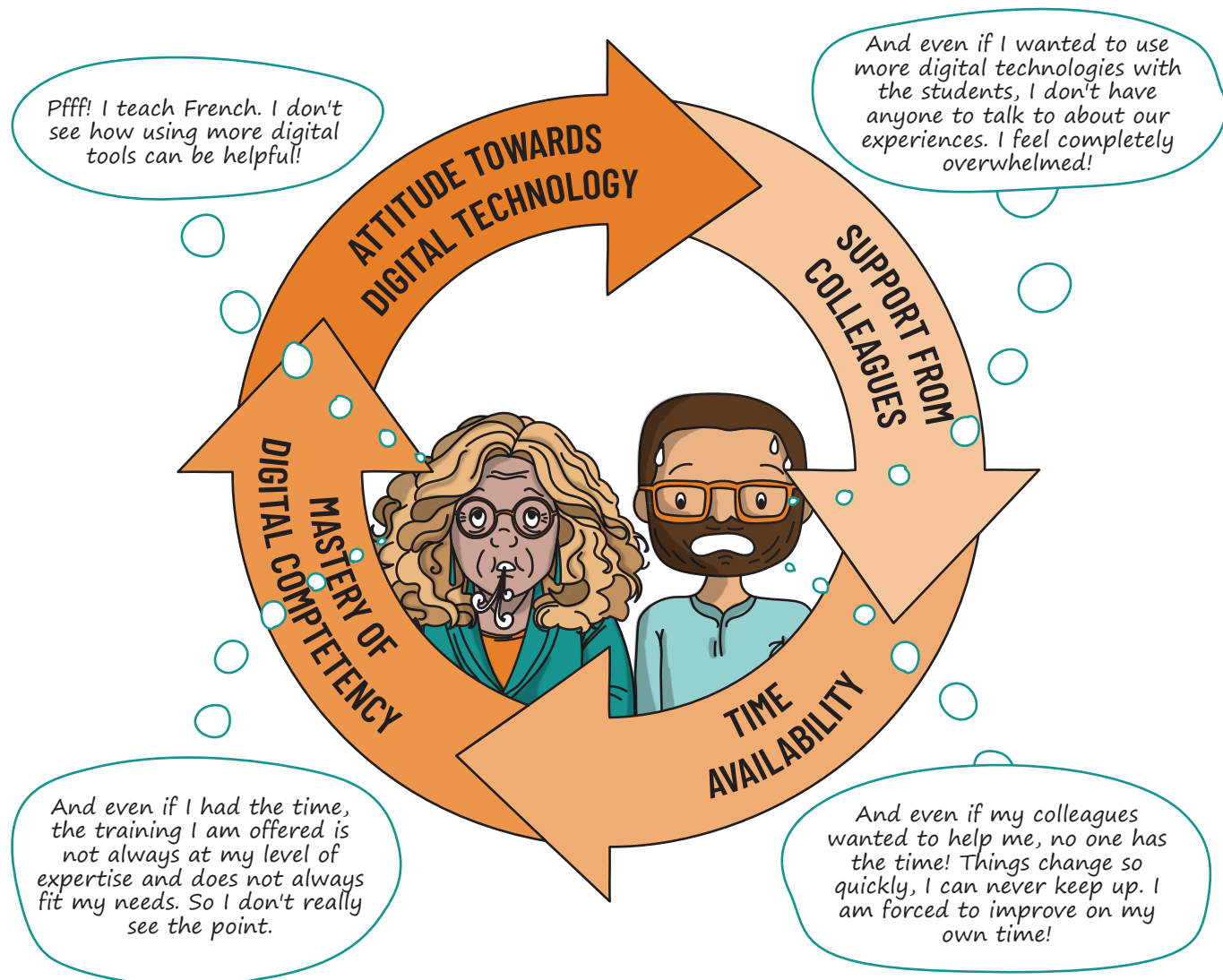
EPISODE 3: TEACHERS



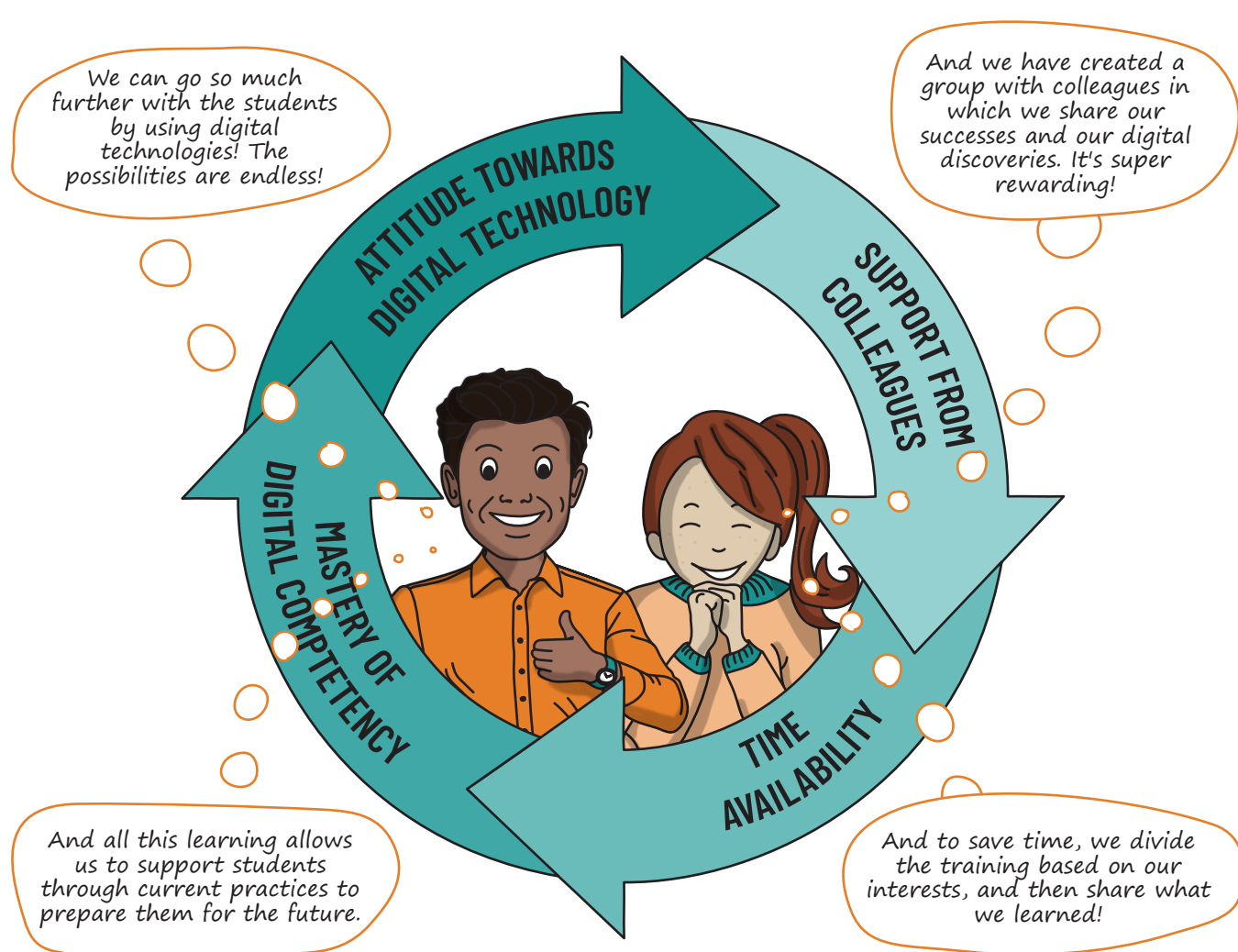
Certain factors can **hinder** the integration of digital technology by teachers. Combined, these elements can lead to a **vicious circle**. On the other hand, certain factors can also **facilitate** this integration and lead teachers into a **virtuous circle**.



VICIOUS CIRCLE?



OR VIRTUOUS CIRCLE?



And in YOUR school, do you have...

- ➔ access to support in your professional, development, both individually and as a team?
- ➔ time allocated in your schedule to train with digital technologies?
- ➔ access to resources that allow you to develop your digital skills and that of your students?
- ➔ a positive attitude towards digital technologies?

Find the solutions where YOU are the hero!

- ➔ [RÉCIT / Campus](#)
- ➔ [CADRE21 / compétences numériques \[In French\]](#)
- ➔ [Observatoire sur la réussite en enseignement supérieur \(ORES\) / Éduquer au numérique \[In French\]](#)
- ➔ [Projet WOW / approche numérique collaborative en FGA \[In French\]](#)

EPISODE 4: THE FAMILY



Parents also have a **responsibility** to develop their children's digital skills, and their influence can vary according to certain **family characteristics**. Teachers are also, in many cases, parents. They face this responsibility in both areas of their lives.



PARENTS' ATTITUDE TOWARDS DIGITAL TECHNOLOGY

Dad, can you put your password on the tablet? I need to prepare my oral presentation.

Argh! More screens! Why don't they teach them to present with a large poster, like before?!



TIME AVAILABILITY

Dad, how do I add a new page to my presentation?

Give me five minutes, Leah, I'm cooking dinner!

Help! I'll never be able to finish dinner in time for Victor to eat before going to his hockey practice.



AVAILABILITY OF DIGITAL TOOLS

Dad, there's a little "x" on the Internet logo, what does that mean?

Argh! I forgot my homework at school and it's due tomorrow! Leah, I need the tablet, I want to see if I can do it online.

Leah, please give the tablet to your brother, you can have it tomorrow.



PARENTS' DIGITAL COMPETENCY

Dad! The Internet is back, but I can't connect to the website. Can you help me?

Yes, I can try.

Ish... Poor child! I've never been good at this! I still use the passbooks at the bank.



And in YOUR school...

- ➔ what are the opportunities for parents to actively participate in their children's school life through digital technology?
- ➔ how do you promote a positive attitude among parents towards digital technology?
- ➔ how do you ensure consistency between digital learning in the classroom and homework?
- ➔ what options do you offer to students who do not have access to digital technology at home?

Find the solutions where YOU are the hero!

- ➔ [Engaged learning / family](#)
- ➔ [Canada's Centre for Digital Media Literacy \(MediaSmarts\)](#)
- ➔ [Government of Canada / Get Cyber Safe](#)
- ➔ [Government of Quebec / digitalcompetency.ca](#)

EPISODE 5: SOCIO-DEMOGRAPHIC FACTORS

AGE AND EXPERIENCE

Acetates, VHS, DVDs, I've gone through all these technologies! How do you use the SMART board again?

Teacher, you forgot to start the SMART board! It's the button on the left!

Also the projector!

Have you connected your laptop to the board?

Whew! In high school, it's more stressful, the students are much more skilled than in elementary school!

PARENTS' LANGUAGE

Next week, there will be online parent meetings. They received an email with the schedule and the login procedure.

Yeah, sure! Of course, my parents won't be there. The teacher won't be able to tell them that I cheated with ChatGPT. They won't even read the email, they don't speak English.

ECONOMIC FACTORS

Psst! Do you wanna work together?

Ya, ok!

Should we do this online tomorrow?

Uh... No, I can't. I have to help my grandmother move...

Pfff! Our computer died and on top of that, my dad just lost his job. I'm going to have to do this alone.

Psst! Do you wanna work together?

!!?

GEOGRAPHICAL FACTORS

Why do we only paint in art class? My cousin does photography, video, and 3D printing.

The teacher says that it would take less time for the technician to bike to Florida than to go to all the schools in our CSS to fix all the bugs in our projects...

And in YOUR school, what measures are in place to...

- adapt support according to the digital skills of teachers and students?
- diversify communication methods to reach parents who do not speak English?
- promote access to at least one device for every student at home?
- update digital resources, especially in remote areas?

Find the solutions where YOU are the hero!

- Académie de la transformation numérique (ATN) / [Portrait des usages du numérique dans les écoles québécoises \(2023\)](#) [In French]
- [École en réseau / ressources aux écoles](#) [In French]
- [ÉCOBES / Familles à l'ère du numérique](#) [In French]
- [Computers for schools \(OPEQ\)](#)