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Digital divides and literacy learning: A metaphor analysis of developmental college students' and teachers' conceptualisations of technology

The near constant use of technology has led to widespread changes in the way literacy is imagined, used, and theorised and there is no doubt that students' literate lives are changing and adapting as well. Although most students would call themselves technologically literate, many struggle with the literacy demands of college. Instructors are feeling the push toward a more prevalent inclusion of technology for instructional purposes. However, it has been determined that having access to technology for instructional purposes and a will and desire to incorporate technology into classroom pedagogy does not always transition into successful integration in classrooms. The inconsistencies in classroom inclusion causes a disconnect between what students are motivated to use and engaged in using in out-of-school settings and the academic demands they are expected to achieve within in-school settings. This presentation will offer a visual description of research that utilised metaphor analysis, aimed at discovering the conceptualisations that developmental college students and college instructors have about technology and how this may influence the teaching/learning transaction.