

# DISTRIBUTED DIGITAL CONTEXTS AND LEARNING: PERSONAL EMPOWERMENT AND SOCIAL TRANSFORMATION IN MARGINALIZED POPULATIONS

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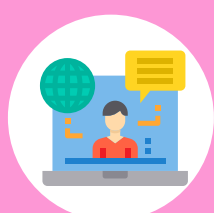
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## INTRODUCTION



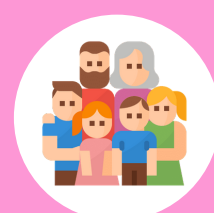
### Open and distance learning

ignores socio-political issues of access and participation of marginalized populations.



### Open development

expresses "the public, systematic and free transmission of digital resources (information and communication) to achieve a process of positive social transformation".



### Context of the learner

is essential to understanding how open practices shape their identities and social transformation as a result of digital learning.

## METHODOLOGY AND RESULTS

- Interviews . Three criteria: recurrence, repetition and impact. According to Owen (1984).

20 Indonesian migrant domestic workers (MDWs) studying in Singapore. 24-38 years old.

### Themes:

Online experience.  
General use and link with ICTs.  
Motivations, practices and open activities.  
Impact on learning and employability.

It assumes that digital media and learning environments are universally appropriate and that users have the power to represent themselves and their own interests.

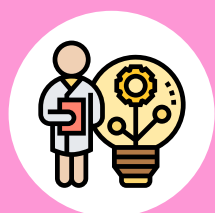
Digital learning in the experiences of marginalized individuals reflects 3 dimensions that reveal personal empowerment and social transformation:

Use of DML tools in formal and informal contexts.

Noun learning reflects a growth of personal identity, which often aims at social transformation and implementation of acquired digital skills.

State of marginalization, socio-cultural restrictions, social discrimination.

## CONCLUSIONS



Identity management in formal and informal digital environments as a means to transform social discourses of discrimination.



Individuals should have the right and power to live their lives with autonomy. The situational/socio-cultural approach to learning emphasizes the relationships between individuals and their environments that provide them with possibilities for action.



Digital learning as a set of relationships allows us to understand the limiting and enabling conditions faced by marginalized people and to design more meaningful substantive learning for their life experiences.

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