



Digital **Divides**

and the First Mile: Framing First Nations Broadband
Development in Canada.

McMahon, R., O'Donnell, S., Smith, R., Walmark, B., Beaton, B., & Simmonds, J. (2011).

SEMINAR HOSTED BY CATHERINE CLEMENT & EMMY HUOT



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and the First Mile: Framing First Nations Broadband Development in Canada.

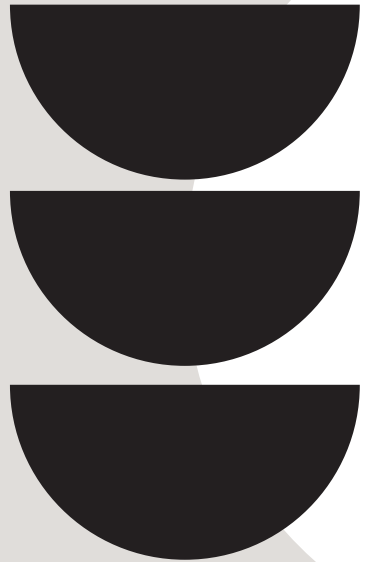
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LAND ACKNOWLEDGEMENT It is important that we acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation are the custodians and original people of the lands and waters on which we gather today. Tiohtià:ke/Montréal was, and is, a gathering place for many First Nations. All of us here today come from many different places, with many different experiences, and ultimately benefit from the colonization of this land. Let us strive to respect and honour the continued connections with the past, present and future of this land in our relationships with Indigenous and other people within the Montreal community.



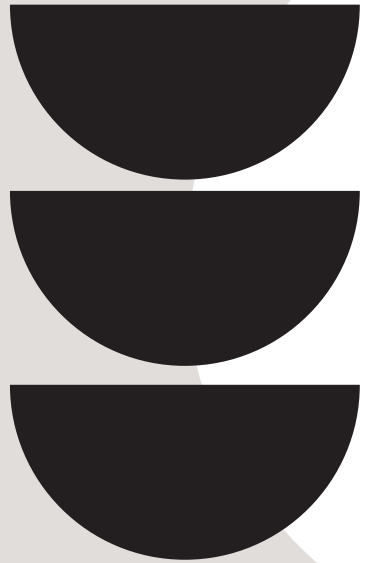
Summary





- “First Mile” versus “Last Mile”
- First Nations creating their own digital networks
- Underserved communities
- Journey to secure self-determination



Themes



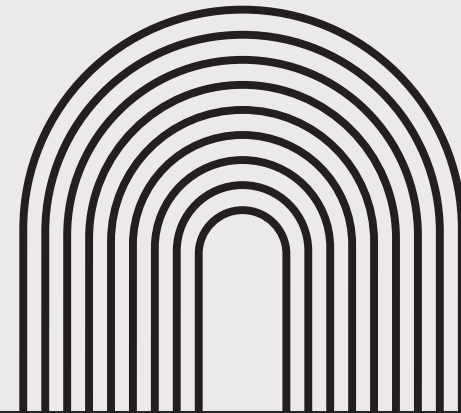
- The digital divide and its consequences
- First Nations having power and control over their own fate/lives/way of life/technology
- Digital accessibility




Do you think the solution to the digital divide is for technology to be freely accessible to everyone, everywhere, no matter their culture?

If yes, why?

If no, why not?

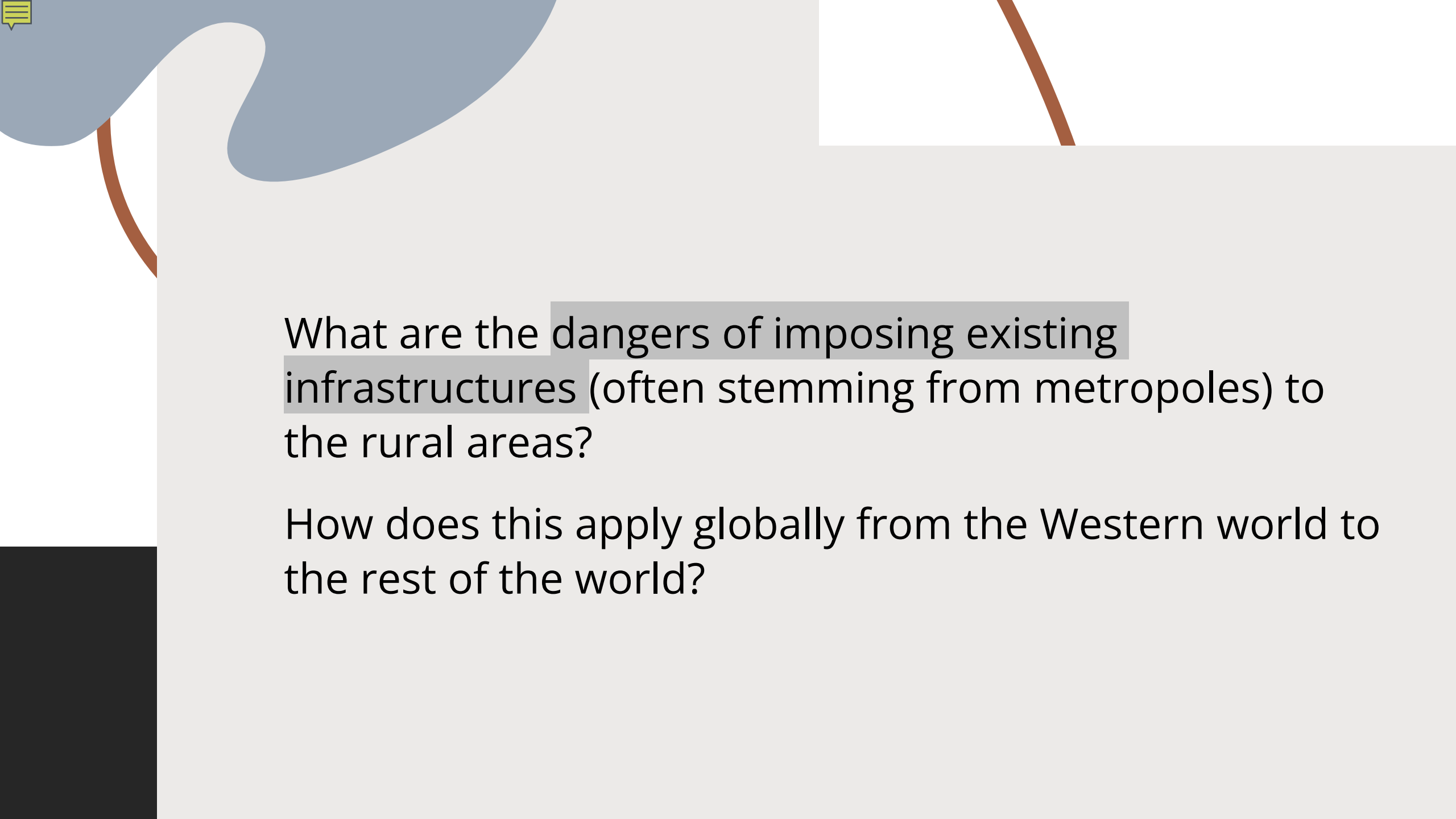




Do you think this is a slippery slope in terms of who is distributing this technology and what their intent/perspective is?

If yes, how?

If no, why not?



What are the dangers of imposing existing infrastructures (often stemming from metropolises) to the rural areas?

How does this apply globally from the Western world to the rest of the world?



What else has to happen to close the digital divide beyond access?



Early stages of trying to bridge the divide neglected the development of local expertise, which left communities reliant on external service providers.

What strategies can Instructional Designers who work within these communities employ to ensure this doesn't happen?