

SYLLABUS OF A SUBJECT OF DOCTORAL STUDIES

Title of the Subject	Science Category (Code)	Faculty
Theories and Research of Digital Inequality	Communication and Information S 008	Communication

Mode of Study	Number of allocated ECTS credits	Mode of Study	Number of allocated ECTS credits
Lectures		Consultations	2 ECTS
Individual work	5 ECTS	Seminars	

Subject annotation

The aim of the subject is to gain knowledge on the theories and models of digital inequality discussing its causes, structure and manifestation in various contexts and at different levels. The development of the theoretical explication of digital inequality is outlined. The subject is intended to help students gain theoretical and methodological access to the manifestation of inequality in digital environments, especially the unevenness of the use of digital media. Students are also expected to reflect on the exclusion stemming from digital inequality and an increase in inclusion in the context of other social and economic inequalities.

At the end of the course, students are expected to be able to comment on the origin of the different theories of digital inequality, the key points of these theories and their differences, to analyze their fundamental statements, strengths and weaknesses, to align their theoretical attitude to digital inequality to the applicable methods of research, and to apply the theories for field investigation.

Content of the subject

The manifestation of the levels of digital inequality in various cultures and regions; inequality among different social groups. Theoretical models of digital inequality generalizing on the manifestation of digital inequality between different regions of the world and nation states, and also within a specific country or region. The concepts of absolute and relative inequality and their application in the research of digital inequality. Manifestation of digital inequality and its consequences at various levels: physical and material, skills and capacities, motivation and benefits. Empirical research providing foundations for the theories of digital inequality and the application of the theories in Lithuania and worldwide. The concepts of digital exclusion and inclusion, the scope and methods of their research. Research of the reduction of digital exclusion and the promotion of digital inclusion featuring firsthand participation of research subjects.

Study methods

1. Individual consultations with the lecturers supervising the subject.
2. Individual research of scholarly literature and the preparation of an academic paper on the subject outlined and worded jointly by the student and the Professors supervising the subject.

Methods of assessment

1. Academic paper (from 20 000 to 25 000 symbols including spaces) on a topic focusing on the questions posed by the Professors supervising the subject.
2. Oral discussion based on the academic paper.

Note: along with the outlined main literature of the subject, doctoral students are expected to look further sources of literature conforming to the academic interests of the doctoral student, the topic of the paper and the profile of the doctoral thesis.

Main literature

van Dijk, Jan. *The digital divide*. Polity, 2020. vi, 184 p.

Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4). <https://doi.org/10.5210/fm.v7i4.942>

van Deursen, A. J. A. M., Helsper, E. J., Eynon, R., & van Dijk, J. (2017). The compoundness and sequentiality of digital inequality. *International Journal of Communication*, 11, 453–473. Retrieved from http://eprints.lse.ac.uk/68921/1/Helsper_Compoundness%20and%20sequentiality.pdf

Warschauer, M. (2002). Reconceptualizing the digital divide. *First Monday*, 7(7). <https://doi.org/10.5210/fm.v7i7.967>

Dutton, W. H., Reisdorf, B. C. (2019). Cultural divides and digital inequalities: attitudes shaping Internet and social media divides. *Information, Communication & Society*, 22(1), 18–38.

Helsper, E. J. (2012). A corresponding fields model for the links between social and digital exclusion. *Communication Theory*, 22(4), 403–426.

Consulting Professors	Pedagogical and research title	Key publications in the field (branch) of science during the last 5 years
Elena Macevičiūtė	Prof. Dr.	<p>MANŽUCH, Zinaida; MACEVIČIŪTĖ, Elena. A life goals perspective on the information behaviour of elderly adults // <i>Information research: vol. 25. no 4: Proceedings of ISIC, the Information Behaviour Conference, Pretoria, South Africa, 28 September - 01 October, 2020</i>. Sheffield : University of Sheffield. eISSN 1368-1613. 2020, vol. 25, no. 4, p. [1–18]. DOI: 10.47989/irisic2005.</p> <p>MANŽUCH, Zinaida; MACEVIČIŪTĖ, Elena. Digital comics reading program for reducing the digital exclusion of people with hearing impairments // <i>Sustainable digital communities: 15th international conference, iConference 2020, Boras, Sweden, March 23–26, 2020</i> : proceedings. Cham : Springer, 2020. ISBN 9783030436865.</p> <p>MANŽUCH, Zinaida; MACEVIČIŪTĖ, Elena. Getting ready to reduce the digital divide: scenarios of Lithuanian public</p>

		<p>libraries // <i>Journal of the Association for Information Science and Technology</i>. Hoboken : Wiley. ISSN 2330-1635. eISSN 2330-1643. 2019, first published online, p. [1–13]. DOI: 10.1002/asi.24324.</p>
		<p>MACEVIČIŪTĖ, Elena; MANŽUCH, Zinaida. Conceptualising the role of digital reading in social and digital inclusion // <i>Information research</i>. Sheffield : University of Sheffield. ISSN 1368-1613. 2018, Vol. 23, no. 4, paper isic1805, p. [1–20].</p>
		<p>MACEVIČIŪTĖ, Elena; WILSON, Thomas Daniel. Digital means for reducing digital inequality: literature review // <i>Informing science: the international journal of an emerging transdiscipline</i>. Santa Rosa : Informing Science Institute. ISSN 1547-9684. eISSN 1521-4672. 2018, Vol. 21, p. 269–287. DOI: 10.28945/4117.</p>
		<p>WILSON, Thomas Daniel; MACEVIČIŪTĖ, Elena. Overcoming the digital divide through the promotion of digital reading // <i>Qualitative and quantitative methods in libraries</i>. Athens : ISAST. ISSN 2241-1925. 2018, vol. 7, no. 2, p. 193–203. Prieiga per internetą: http://www.qqml-journal.net/index.php/qqml/article/view/469/463.</p>
<p>Rita Repšienė</p>	<p>Assoc. Prof. Dr.</p>	<p>REPŠIENĖ, Rita. Kritiškumo metamorfozės, viešieji intelektualai ir „nykstančių galių“ pavojai, <i>Jonas Mekas: Būti atviram ir viešieji intelektualai</i>. Vilnius: LKTI, 2019, p. 68–95. – Lietuvos kultūros tyrimai, 11. ISSN 2029-8560.</p> <p>REPŠIENĖ, Rita. Šiuolaikinės medijos, „naujoji“ mitologija ir kultūros (de)komunikacija, <i>Medijų mitai ir mitai kaip medijos</i>. Vilnius: LKTI, 2018, p. 14–31. Lietuvos kultūros tyrimai, 10. ISSN 2029-8560.</p> <p>REPŠIENĖ, Rita. Naujosios medijos, „prarastos“ temos ir šiuolaikinės kultūros studijos, <i>Kultūra tinklaveikos visuomenėje: tapatybės industrija</i>, Vilnius: LKTI, 2017, p. 67–82. ISBN 978-9955-868-99-6.</p> <p>REPŠIENĖ, Rita. Lietuvos valstybės atkūrimo šimtmečio minėjimas: realybė, vizijos ir vertės dilema, <i>Valstybė ir kultūra: pasitinkant Lietuvos valstybės atkūrimo 100-metį</i>, Vilnius: Lietuvos kultūros tyrimų</p>

		<p>institutas, 2017, p. 49–69. Lietuvos kultūros tyrimai, 9. ISSN 2029-8560.</p> <p><i>Kultūra tinklaveikos visuomenėje: tapatybės industrija</i>, Sudarytojos Rita REPŠIENĖ, Odeta ŽUKAUSKIENĖ, Vilnius: LKTI, 2017. 200 p. ISBN 978-9955-868-99-6.</p>
Andrius Šuminas	Assoc. Prof. Dr.	<p>LEVRATTO, Valeria; ŠUMINAS, Andrius; SCHILHAB, Theresa; ESBENSEN, Gertrud. Smartphones: reading habits and overuse. A qualitative study in Denmark, Lithuania and Spain // <i>Educación XXI</i>. Madrid : Universidad Nacional de Educación a Distancia. ISSN 1139-613X. eISSN 2174-5374. 2021, vol. 24, no. 2, p. 167–188. DOI: 10.5944/educxx1.28321.</p> <p>GUDINAVIČIUS, Arūnas; ŠUMINAS, Andrius. Reading book covers // <i>The materiality of reading</i> / edited by Theresa Schilhab and Sue Walker. Aarhus : Aarhus University Press, 2020. ISBN 9788771849585. p. 114–126.</p> <p>ŠUMINAS, Andrius; JASTRAMSKIS, Deimantas. The importance of media literacy education: How Lithuanian students evaluate online news content credibility // <i>Central European journal of communication</i>. Wrocław : Wydawnictwo Uniwersytetu Wrocławskiego. ISSN 1899-5101. 2020, t. 13, Nr. 2(26), spec. issue, p. 230–248. DOI: 10.19195/1899-5101.13.2(26).5.</p> <p>ŠUMINAS, Andrius; GUDINAVIČIUS, Arūnas; ALEKSANDRAVIČIUS, Arnas. Skaitmeninės atskirties požymiai ir lygmenys: Lietuvos atvejo analizė. <i>Informacijos mokslai</i>. Vilnius: Vilniaus universiteto leidykla. 2018, t. 81, p. 7–17. ISSN 1392-0561. eISSN 1392-1487. DOI: 10.15388/Im.2018.0.11937.</p> <p>MANŽUCH, Zinaida; GUDINAVIČIUS, Arūnas; ŠUMINAS, Andrius. Skaitmeninės atskirties mažinimo priemonės Lietuvoje: tikslai, auditorijos ir taikymo rezultatai. <i>Viešojo politika ir administravimas</i>. Kaunas: Kauno technologijos universitetas. Mykolo Romerio universitetas. 2018, t. 17, nr. 1, p. 84-98. ISSN 1648-2603. eISSN 2029-2872. DOI: 10.5755/j01.ppa.17.1.19789.</p>

Approved by the Committee of the Doctoral Studies of Communication and Information in

the Field of Social Sciences of January 24, 2022, Minutes No. (7.17 E) 15600-KT-29

Chairperson of the Committee Prof. Dr. Aušra Navickienė