

Courtesy of Kalina Wong. Used with permission.

## KalinaWong8

*> As noted in the readings, people talk about the "digital divide" in many different ways. How would you describe the "digital divide"? What do you see as the most serious, problematic aspects of the "digital divide"?*

"For most Clubhouse participants, there are no other constructive after-school options. And many do not even have a clear sense of their interests, let alone how to build on them" (Resnick, 1998, p.7).

From this, much of my thoughts on this week's readings centered on a "learning divide" rather than the "digital divide." By learning divide, I allude to the situation we witness in the quote above: the rift between those who are able and have the opportunity to exercise creative thinking and those who are unable to do so. With much of primary and secondary education teaching through memorization and regurgitation, there is a danger of not only seeing a digital divide but also the danger of creating new "divides" -- divides that develop not only from the lack of accessibility, but also from "now I have it, what do I do with it?" The world offers many mediums (technology being one of them) with which people can use to express themselves. As the mediums become available (i.e. for technology: hardware, software, and technical instruction) to groups and individuals, what does it matter, if people are unable to use them? -- not in the technical sense, but rather the in creative sense.

The problems facing the "digital divide" are the problems facing other divides. In literacy, much emphasis is focused on teaching kids to read words and having a basic understanding of the meanings (with computers, perhaps (this is probably a lousy analogy), the equivalent would be learning how to use Word). This is important, just like it is important to have the physical computers and to know how to turn them on, etc. But then? What about teaching children how to express themselves through words, through creative writing not expository essays? What about reading to learn once you've mastered learning to read?

"Learning is an active process in which people actively construct knowledge from their experiences in the world. People don't get ideas; they make them" (Resnick, 1998, p.5). The goals of the Computer Clubhouse are those that need to be echoed in future instruction, as the cognitive skills developed will close the gap of potential divides in the future.

What's the attachment below? It's a Doonesbury strip that illustrates the concern I've written about above (but much more concisely, effectively, and with humor). Unfortunately, I don't think it works. Good grief. I can't even open it. ...And now, I don't even know how to get rid of it. Should it work for someone -- great! But, just in case, I've already made copies for class tomorrow.