Writing Assignment One

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 The article, *The Digital Divide* describe the importance of children’s access and use of newer forms of technology and how it may be making a digital divide in which some children may have more access to the technology for educational purposes. Whereas, some children may be using technology primarily for entertainment (Cami, 2008). Digital divide is a term referred to the differences by socioeconomic status, race, and ethnicity access to personal computers and technologies (Cami, 2008).

 Cami states that access to home computers vary both by children’s parental education, race and ethnicity. In a recent survey 91% of children from the age of eight to eighteen-years old whose parents completed college have access to an in-home personal computer. Having access to a personal computer also differences in race and ethnicity. Approximately 79% for white, 60% for African American, and 67% for Hispanic children have access to internet connection. Based on socioeconomic status, children who come from a higher-income household is twice more likely to use personal computer to complete school assignment than children who come from a lower-income household. White children (57%) were reported using a computer on a daily basis higher than African American (44%) and Hispanic (47%).

Cami concluded that though white children may have more access to a personal computer; minority youth who do have access to a computer use them for a longer time period. Minority youth also spend more time on the media screen. Children access to technology is improving, but digital divide remains. Children from higher-income household will most likely have more access to technology at home and at school comparing to lower-income children. Some children may experience a limited opportunity to use computers and technology for educational purposes. (Cami, 2008).

Another study was conducted in a Midwestern elementary school of children ages seven to twelve-years old. The purpose of the study is to investigate elementary school children about body image and weight concerns. The focus was on body images, dieting behaviors, and eating attitudes of children grade two, four, and six. Only non-obese children were studied. In this article *Eating and Body Image Concerns Among Children*, ethnicity is a factor similar to the previous survey in the article, *The Digital Divide*. Both articles examined the concerns of children within different ethnicity groups and within a similar age range. (Thelen, Powell, Lawrence, & Kuhnert 1992)

The method that was used was a questionnaire consisting of 14 questions or a four or five point Likert scale format. Eight questions were questions concerning about becoming overweight, three questions were history of diet, and the other three questions were about the effects of eating food. The 191 participants were second, fourth-, and sixth-grade students from a Midwestern elementary school. Among the participants, 74% are White and 26% are Black.

Thelen et al., (1992) stated that the results showed fourth and sixth-grade girls had a higher desire to be thinner than second-grade girls. Fourth and sixth-grade scored higher on the restrained eating variables. The desires to be thinner were seen more in fourth and sixth-grade girls compare to their male peers. Boys were seen to be less concerned about their body weight. The study suggests that the desire to be thin and the concern of body weight and image issues are well-known among elementary school children.

References

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