Chapter 20
Applying Blooms Digital Taxonomy to Address Creativity and Second Order Digital Divide in Internet Skills

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ABSTRACT

Internet technologies play a significant role to enhance creativity of the students in learning environments. Internet literacy is vital to effectively use the Internet tools to enhance creative learning environments. In the developing countries Internet literacy is still an unfulfilled dream for students coming from underprivileged backgrounds thus bringing a digital divide in skills. The chapter draws upon an empirical study done in India on how an intervention comprised of Internet training designed on Bloom’s Digital Taxonomy and action research workshops based on the learning domains of the digital taxonomy was an effective approach for empowering women students through learning to use the Internet. The chapter puts forward the argument that an intervention for learning to use the Internet can be effective where focus is on the reflective and conceptual skills in using the Internet than focusing too much on the content that is dynamic.

ICT AS A TOOL FOR DEVELOPING CREATIVITY

Information and Communication Technologies (ICTs) are considered to have the potential to revolutionize the educational system and to make the students equipped for the new information age with improved learning attitudes (Assar, Amrani, & Watson, 2010; UNESCO, 2011). In today's time, there is a growing engagement with a new learning culture mediated by ICT and this orientation rejects the passivity of learning, and seeks opportunities for creativity, social connections, and personal growth (Purushothaman & Zhou, 2014). ICT can be seen as a set of tools which facilitate the creative process and the characteristics of ICT can make a distinctive contribution to those processes, providing new tools, media.
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and environments for learning to be creative and learning through being creative (Loveless, 2002). In learning contexts, creativity offers opportunities to shape new knowledge and can be viewed as a key driver for individual learners to engage in activities with their peers (Purushothaman & Zhou, 2014).

Out of the ICTs, Internet is considered as the most powerful tool that brings immense opportunities to improve the learning scenarios of students across the globe. Internet enable the students to access information sources from various parts of the world, giving them the opportunity to choose from an updated repository of materials within a short span of time (Kabilan & Rajab, 2010; Nwagwu, Adekannibi, & Bello, 2009). The ease and speed with which knowledge is accessed and disseminated through the Internet from information sources around the world encourage the educational institutions to invest in Internet infrastructure and technologies for the benefit of staff and students (Nwagwu et al., 2009).

However, what is seen is that digital literacy is a primary barrier for access and usage of Internet (Radovanović, Hogan, & Lalić, 2015) and to take advantages of the enormous potential that Internet has to offer, requisite Internet skills is imperative (van Deursen, Courtois, & van Dijk, 2014). The chapter discusses the relevance of Internet skills needed in today’s creative learning context and how some sections of the population are not getting advantage of this new age learning tool. It is imperative to look into, if there are learners who are left behind and not able to reap the advantages of Internet technologies that are transforming the learning scenarios across the globe. With Internet skills becoming indispensable for enhancing the creative learning opportunities for the students of this generation and in future, what are the best approaches for making students coming from underprivileged backgrounds to learn how to use the Internet needs to be addressed.

Learning to use the Internet is challenging for new users and who does not have ownership of computers and Internet. Novice users does not have the requisite navigational and operational skills and they can often get lost in the enormous pool of information that a web search can give. The author discusses how blooms digital taxonomy was used as a methodology for making the students coming from underprivileged background to learn the reflective and conceptual skills in using the Internet, which is a life long skill.

INTERNET SKILLS: INEVITABLE FOR CREATIVITY IN LEARNING

Out of all the ICTs, Internet technologies plays a vital role in bringing creative ways of learning and engagement opportunities for learners of this generation. The rapid expansion of free electronic educational material on the Internet has given those fortunate enough to have access to it in a new way of acquiring information (Hatakka & Lagsten, 2012). Internet technologies have accentuated the need for creative thinking in all aspects of our lives, and have also provided tools that can help us improve and reinvent ourselves and has called for a growing engagement with a ‘making and doing’ culture for creativity (Zhou & Purushothaman, 2015).

It is seen that the Internet technologies can have transformative powers in the development of educational organizations and for students in developing regions; people from rural areas have the opportunity through applying online to universities and colleges, which ensures that the physical distance is not a hindrance to the admission process; and they also have the opportunity of enrolling in a formal degree program offered by educational institutions online (Hatakka & Lagsten, 2012). Moreover, people from developing regions can also make use of acquiring skills through the informal courses available through the Internet (Perez & Ben-David, 2012). However, as any other new technology, the Internet has been unequally distributed across societies and therefore does not offer the same opportunities to everyone.