



# **The Other Side of the Bridge**

***Addressing Digital Inequality  
in the Post Digital Divide World***

# DIVIDE VS. INEQUALITY

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## ❖ *The Digital Divide*

**The Digital Divide is primarily a division of access, specifically:**

- Access to hardware
- Access to software
- Access to the internet

# BRIDGING THE DIGITAL DIVIDE

The Digital Divide has largely become a thing of the past. Various initiatives have rendered it a moot point, specifically:

- The availability of inexpensive hardware
- Open Sourced Software initiatives
- Wide spread Wi-Fi availability



# THE RISE OF DIGITAL INEQUALITY

## ❖ *What is Digital Inequality?*

**Digital Inequality is the inequality of knowledge, specifically:**

- **Knowledge of hardware functionality**
- **Knowledge of software availability**
- **Knowledge of software capability**

# LEVELING THE FIELD AT MILLSTONE

## ❖ *Issues to address*

**There are three issues which need to be addressed at Millstone to level the Digital Inequality playing field.**

- **Instructor knowledge of available tools**
- **Availability of software based on corporate licensing issues**
- **Availability of digital training materials outside the classroom**



# **INSTRUCTOR KNOWLEDGE**

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**Nuclear Training Instructors, while fluent in technical requirements and the ADDIE process, are woefully deficient in terms of the teaching tools that are available to them. Instructor Continuing Training should include modules on available open sourced programs and instructions on the use of these programs. Power Point should be considered a launch pad and not a panacea for training deficiencies.**

# SOFTWARE AVAILABILITY

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**Nuclear Training must work with the Information Technology Department to fully identify and clarify the use of Open Sourced Software for the development of training materials. Additionally, allowances should be made for training computers to be able to download and use Open Sourced Software. Currently, the firewalls make it impossible to use any third party software on training's computers.**

# **TRAINING MATERIAL AVAILABILITY**

**A concerted effort should be made to put all training materials on the intranet and make such material available as an RSS Feed. Additionally, training should take the initiative to marry plant procedures with animated examples of what each procedure step entails. In this way, visual clarification will be available during the performance of plant maintenance.**



# CONCLUSION

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**The digital revolution had provided both challenges and opportunities. The solutions presented here only show the tip of the iceberg. A fundamental change needs to occur in our approach to training. Digital tools should not be seen as enhancements, but rather as an integral part of our presentations. In order for this to occur, we need full access to digital tools and the knowledge to use them.**