Weldon Henson

Ms. Wiscount

Exploring Computer Science

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The idea of magic is often depicted as fantasy. However, there is one type of magic that can change lives. That kind of magic is the art of computer science. That art is easy to learn when one starts with simplistic computer programming languages such as HTML5, JavaScript, or even the simplest languages ever made, Blockly. Unfortunately, those languages are opposed by many schools as the people who do them as a hobby very well (professional developers) are stereotypically given the dreaded title “hacker”, especially when they are experts at certain programming languages such as C, C++, Java, Objective C, JavaScript, VB, and Python; therefore they believe that they should not give students the right to learn code in the school curriculum. To keep “innovational neutrality” (or the right to code without involving “softwareism” (prejudice against all software developers based on the ethics of a developer)) from being further violated by the education system, schools across the nation should do three things: give students personal laptops as a loan or gift to allow them to freelance in computer science, allow students to create their projects using HTML5 CSS3, and sometimes jQuery for any class when suitable, and offer more opportunities to code inside and outside of school.

This solution always starts level-wise to ensure major changes to the softwareist education system. The first thing that would happen is where fundraisers would be held on Saturdays to encourage entrepreneurship among students who volunteer to help sell the foods they are dealing with. Next, the schools would have to invest 72% of all of their funds towards laptops and flash drives for students to have to use o code for school in college and high school. Next, the schools would have to adopt a new way of doing essays and projects provided they use word processing web applications such as PDFLint. This adoption of web-based word processing also adopts HTML5 and CSS3, but only for doing essays when it is suitable to do in HTML5. Finally, schools would have to offer more opportunities for students to code on their own time, not to mention that they will have to never ban a student from the right to code anywhere they are authorized to as it causes the digital divide to open further when restricted.

Students barely have the right to code as they are intentionally not offered any opportunities for that right. For Example : “Jiang started StudentRND, an organization that inspires the next generation of technologists and encourages people to work on projects in their free time, after teaching himself how to build websites and online games in high school. He noticed that many students don’t have the time or the place to explore topics like programming. So he created [Code Day](http://codeday.org/), a 24-hour event that brings together high school and college students to build projects. Because of his program and others like it, students get the opportunity to connect with peers and mentors that share their passion for computer science and can build and develop projects they would have struggled with pursuing on their own.” (Larson). The right to code is denied from students when they are denied the time to code. Also, the schools need to fund potential developers attending their schools as well as support them when they need it.

The school system needs to fund and provide resources to do code schoolwork, and to freelance, to allot time for students to code on their own, and to give students more opportunities to code freely with reason. The end result of this solution would be a minified income gap, a more computer literate population, more popularity for students who have been social pariahs in their schools, and a higher level of thinking for everyone. The chance to seize the day is only made possible when collaboration is welcomed into issue on student-coder rights.