Working Together to **Broaden Participation**

hello!

Amanda Aparicio
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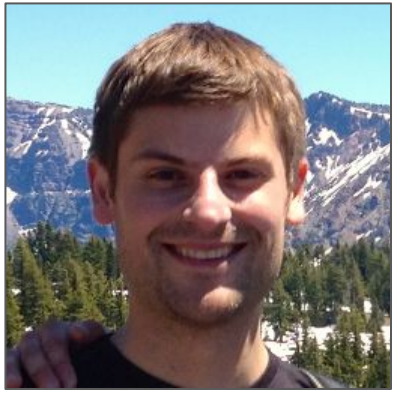

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Playful Assessment

To best support student-centered learning and teaching, assessment should be as fun and engaging as authentic learning can be. Our work includes designing playful assessments for our existing learning experiences, standalone K-12 assessment projects, and resources to support teachers, teacher educators, students, and designers.

Learn More

Online And Blended Learning

Explore the intersections between online learning and teacher education. We're offering three MOOCs, "Launching Innovation in Schools," "Envisioning the Graduate of the Future," and "Design Thinking for Leading and Learning." Learn strategies to become a change leader and improve education in your communities.

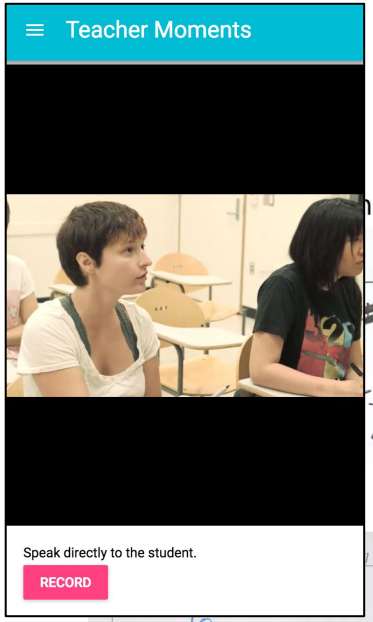
Learn More

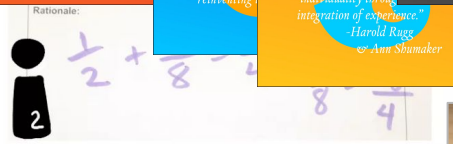
Practice Spaces

Teachers need spaces to practice teaching strategies in low-stakes settings. We're drawing on models from games and simulations to create these practice spaces. We seek to establish collaborations with other teacher education programs, school districts, and research institutes to design and test these spaces.

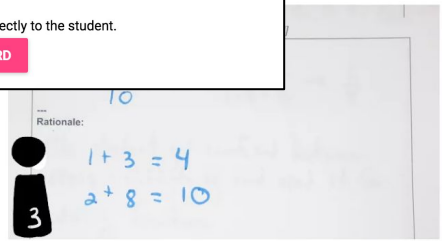
Learn More

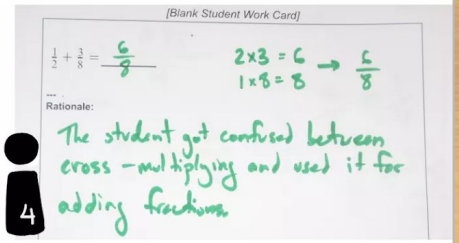
Playful rehearsal!



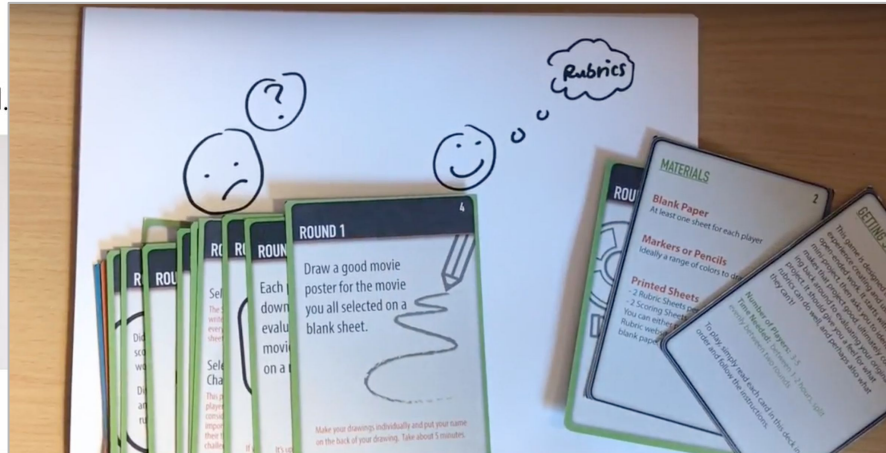


The "Real Student" copies the mistake and writes a rational.





The "Bluffers" invent their own mistakes and give rationals.



CSforALL

Kate Crawford
The Trouble with Bias, NIPS 2017

https://www.youtube.com/watch?v=fMym_BKWQzk

Who is going to benefit from the system I'm building, and who is going to be harmed?

This is a much more complex set of questions than computer science is normally having to deal with... I think this is precisely the moment where computer science is having to ask much bigger questions because it's being asked to do much bigger things.

MORTGAGE
APPLICATION
Personal Information
Name (Last) PUBLIC
REJECTED
Services needed
New Mortgage Loan

u

CSforALL

Turn and talk

What's one way that computing has been used that surprised you, interested you, OR changed in your lifetime?

CSforALL

Today

1. how teachers approach questions of equity is **shaped by our own experiences**

2. there are often gaps in **translating intentions into teaching**

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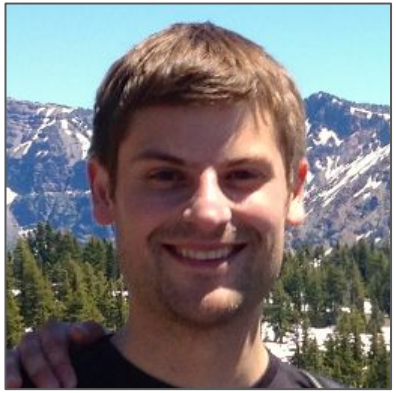
2. there are often gaps in **translating intentions into teaching**

Our stories

What does equity mean to you?

Amanda

What does equity mean to you?



Kevin

What does equity mean to you?

Turn and talk

What does equity mean to you?

Today

1. how teachers approach questions of equity is **shaped by our own experiences**

2. there are often gaps in **translating intentions into teaching**

Demo Scenario

Background: Casey has worked hard and struggled through AP CSP this year.

Casey: "I'm thinking about whether I should take a CS course over the summer for credit. But I don't really want to be a software engineer. What do you think I should do?"

Teacher: …?

1. In small groups, go through 4-5 scenarios for the next **15 minutes**.

2. When we come back together, share:

What was one tough decision, and why was it tough for you?

Scenario A

Background: Jordan and Emery are working together on an assignment. Sometimes, they have trouble successively collaborating. Today, you notice that Jordan isn't engaging.

Teacher: "How's it going?"

Jordan: "Emery is working on it. They say it's faster for them to do it."

Teacher: …?

Scenario B

Background: A prestigious CS competition is coming up, and you've encouraged Avery and all your students to submit their projects.

Teacher: "Avery, did you submit your project to that CS competition?"

Avery: "Well, I looked at the submissions from past years, and I decided my work wasn't good enough."

Teacher: …?

Scenario C

Background: Rosa is a Hispanic student who you recruited into your CS course based off her exceptional math work in class last year. You notice that Rosa has started talking about dropping your CS course.

Teacher: “Hey, Rosa. I noticed that you’re not really feeling this class anymore. What’s going on?”

Rosa: Yeah, you got me. I don’t really see myself working in tech since it’s mostly nerdy White and Asian dudes.”

Scenario D

Background: You've assigned students an independent project where they sketch out the design for an app. It's due in two weeks, and Karter comes to talk to you after class.

Karter: "Could I work on the assignment in a group? I'm a really good artist and storyteller, but Skylar would be a great partner to connect that to the programming. Is that okay?"

Teacher: …?

Scenario E

Background: You've introduced a new unit that uses JavaScript.

Teacher: "Today, we're starting a new unit. In this unit, we're going to use JavaScript to make graphics, animations, and at the end make our own games!"

Jamie: "If we know C++ can we use that instead? That's what *real* programming is. JavaScript is only a scripting language and was hacked together in 10 days."

Teacher: …?

1. In small groups, go through 4-5 scenarios for the next **15 minutes**.

2. When we come back together, share:

What was one tough decision, and why was it tough for you?

Broadening participation

Growth takes time. How do we grow together?

Broadening participation

Growth takes time. How do we grow together?

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thanks!

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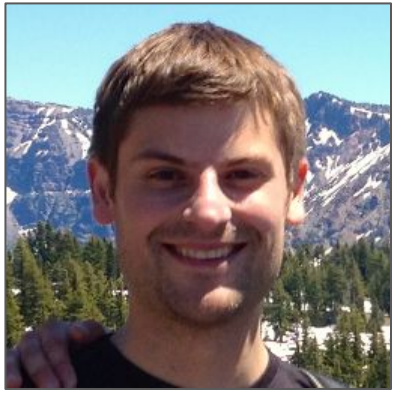

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