

How Can We Engage in Inclusive, Culturally Responsive Computer Science?

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In this BoF we discuss the tenets of culturally responsive computer science and how teachers, professors and providers of professional development can include culturally responsive perspectives in their classes. In contrast to other academic fields, which typically include rigid curricular tracks ostensibly based on academic performance, talent, or ability that pose structural barriers to access to rigorous academic instruction for underrepresented students, the field of computer science education is explicitly focused on broadening participation, as evidenced by the SIGCSE community's consistent emphasis on equitable representation. Culturally responsive computing (CRC) is founded on culturally responsive teaching (CRT) and on CRT's three tenets: asset building (in contrast to deficit approaches), reflection, and connectedness. CRC frames these tenets for the specifics of computing education. CRC's tenet that all students are capable of digital innovation should drive teachers' interactions and relationships with students. CRC also requires that teachers be continually reflective about their privilege and constraints and how those are connected with our worldviews. This topic is significant because teachers must be connected to their students in non-traditional ways that prize diversity as an asset to innovation. The participants are expected to include professors, lecturers, high school teachers and industry experts who are interested in employing culturally responsive computing approaches in their own teaching and professional development activities. A major goal of the BoF is to establish connections among the participants to promote the sharing of resources and best practices.

Keywords: computer science; culturally responsive; broadening participation

DOI: <https://doi.org/10.1145/3287324.3293743>