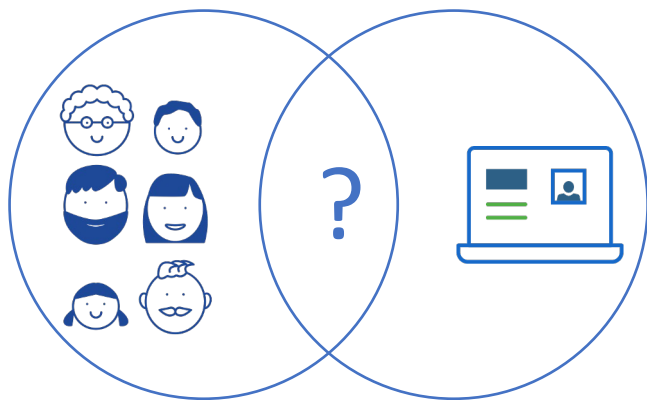


How can we design activities for computer science teachers that encourage productive conversations about race and CS content?

#2124841: *Examining the Role of Racial Identity and Personal Experiences in Equity-focused Computer Science Learning*

Racial equity and **CS content** are often **separate topics** in professional learning



It is **challenging to talk about race** in educational contexts

Evasion, deflection, and silence are used to **avoid talking about race** (Goode et al., 2020)

Teachers **need to notice, interpret, and respond** to racial phenomena (Shah & Coles, 2020)

How **identities are affirmed or contested** influence how we talk (Bucholtz & Hall, 2005)

Methods

Discourse Analysis

Thematic Analysis

- Will collect interviews and group discussions at professional learning community meetings
- Will analyze teachers' talk about race and CS teaching with discourse analysis and thematic analysis

Pilot Findings

Analyzing **interactions** revealed **more than** only analyzing **words**



Thematic analysis only



Thematic + discourse analysis

Today, we are examining how discussions about race and CS teaching vary when (a) using photo elicitation, (b) interviewers also answer prompts, and (c) teachers and interviewers share identities.

Icons created by Jooyun Lee and Prashanth Rapolu from Noun Project

Challenge Area

Member Checking

How can we reduce our analysis to a manageable size for teachers to give feedback? How do we produce findings to share with teachers within 1-2 months of their interviews?

