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We are witnessing a remarkable comeback of computer programming in schools. While computers seem to be accessible everywhere, particularly outside school, where children and youth are connecting to wider networks of other young users, their capacity to wield such devices critically, creatively, and selectively is decidedly less potent. Learning the language of computers introduces students to processes for not only thinking and solving problems but also for making more meaningful connections online. What then is the role of programming in facilitating more productive uses of technology? And what is the role of teachers in introducing programming to a wider array of youth? How will schools address challenges of diversity and equity so prevalent in computing culture? In the talk, I will examine three central shifts that lead us from computational thinking to computational participation—from code to applications, from tools to communities, and from scratch to remix—in teaching and learning programming to broaden participation in computing for all.

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3PM-5PM, Room 210**

Yasmin Kafai is a researcher and co-developer of online tools and communities (scratch.mit.edu, ecrafting.org) to promote computational participation, crafting, and creativity across K-16. Her recent book publications include *Connected Code*, *Computer Clubhouse*, *Textile Messages*, and *Beyond Barbie and Mortal Kombat*. Kafai earned a doctorate from Harvard University while working with Seymour Papert at the MIT Media Lab. She is an elected Fellow of the American Educational Research Association and a past President of the International Society for the Learning Sciences.