



Culturally generative computing: collaborating with African-American braiders and cosmetologists to support racial justice in computer science education

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Abstract:

It has long been recognized that braiding shops, hair salons, beauty parlors, and barbershops are important nodes in networks of social change, cultural innovation, and wealth generation in African-American communities [1, 2, 3]. Take, for example, beautician and Civil Rights leader Bernice Robinson, whose expertise in the beauty industry supported her prominent role in literacy and voter registration campaigns through the Highlander Folk School in the 1950s [4]. As a more recent example, there is a growing body of research literature on the important role that African-American barbershops can play in diffusing healthcare information and education [e.g. 5]. With these and other examples in mind, this presentation details three years (2016-2019) of educational research on the generative potential of African-American braiding and cosmetology to support broadening the participation of African-American youth in computer science (CS) [6,7].

Biography:

Michael Lachney is an assistant professor of educational technology in the College of Education at Michigan State University. With expertise in qualitative social science methods, he is interested in the role that technologies can play in strengthening school-community relationships. He is currently working on educational technology design strategies and implementation tactics to help teachers enrol community-based expertise in culturally responsive science, technology, engineering and mathematics (STEM) education. In addition, his work aims to show how STEM can make contributions to everyday anti-racism in schools, with specific attention to engineering and computer science.



Publication of speakers:

1. Michael Lachney et.al, *The Sixties*, 4(1), 31-50
2. Michael Lachney et.al, *Journal of the National Medical Association*, 100(9), 1012
3. Michael Lachney et.al, *European Journal of Open, Distance, and E-Learning*, 22(2), 2019
4. Michael Lachney et.al, *Teknokultura*, 13(2), 587-612. *Learning, Media and Technology*, 42(4), 420-439

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