P4E:STEM

LESSON PLAN

Identities in Computing

Title	Identities in Computing Fields
Course	Courses in Computer Science and Engineering
Authors	Jody Paul, Myke Walker, Megan Horton — MSU Denver
Time Duration	Approximately 15 minutes (asynchronous learning)
Overview	This activity is designed to heighten awareness of the impact of racial stereotypes in technical field professional identification
Objective	• Develop awareness of the impact of racial stereotyping in professional identification

Materials	Canvas Module archive
	    https://partnership4equity.org/resources/IdentitiesInComputing.zip
	• Preparatory description and questions
	• TED^{X}Stanford Talk Video: *Why Do We Dance Around Diversity in Tech?*
	    - Author: Benjamin Williams
	    - Source: https://www.youtube.com/watch?v=b5n7my8KJ0o
	• Reflective questions and submission form

Procedures	Students read and contemplate preparatory questions, review a 4-minute video, and complete a set of reflective questions.
Modifications	A recommended modification of this activity is to engage multiple participants in discussions through real-time interaction or asynchronous forums.

Overview

Identities in Computing

Professional identification is the sense of oneness individuals have with a profession and the degree to which individuals define themselves as members of that profession.[1]

Module Objectives

Consider how our professional identities are shaped by our environment and how we influence the identities of others.

Next Step

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[1] https://en.wikipedia.org/wiki/Professional_identification

What do you want to be when you grow up?

Others perceive us and shape our perceptions

What do you want to be when you grow up?

• How did you answer when you were first asked that question?

• How has that changed over time and why?

What does it mean to be a *Computer Science Student?*

• After your friends or family members learn that you are enrolled in a computer science course, how does that change how they see you?

• In what ways do their comments or behaviors influence your own thinking and behaviors?

Who can be a Computer Scientist?

• What "norms" can you think of that would lead you to consider someone a good candidate to become a *computer scientist* or other *computing professional?*

Next Step

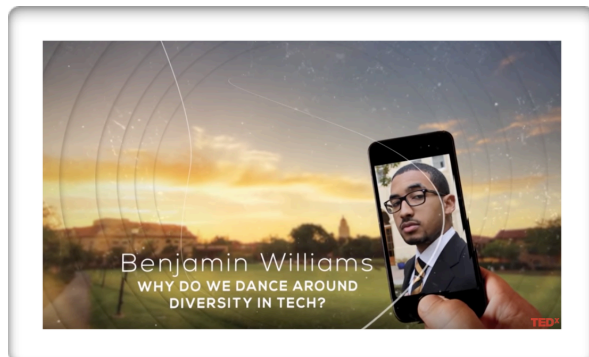Continue to the next page in this module

Video:
Why Do We Dance Around Diversity in Tech?

A TEDx Stanford talk by Benjamin Williams[1]

• Benjamin Williams[2] has a computer science degree from Stanford and is a software engineer, entrepreneur, and hip-hop dancer.

• In this video he is accompanied by dancers Monyett Crump Jr. and Jasmin Williams.

Consider the questions from the previous page as you watch the video.

Length: 4 minutes

Next Step

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[1] https://www.youtube.com/watch?v=b5n7my8KJ0o

[2] https://www.linkedin.com/in/benjaminww/

Assignment: Reflect and Respond

Use the "Text Entry" tab to provide your responses to the following questions and provide a brief reflection.

Q0a: How does the environment outside of educational institutions influence someone's choice of whether or not to pursue a career in computing?

Q0b: What attributes of the classroom environment encourage someone to pursue a career in computing? What attributes discourage someone from such pursuits?

Q1a: Explain what you think Benjamin Williams meant when he said, "You are already characters in other people's stories."

Q1b: In what ways do you agree with that sentiment? In what ways do you disagree with it?

Q2a: What character do you think you are in your classmates' stories?

Q2b: What character would you like to be in the stories of other people?

R: Take another moment to reflect on your experience with this module. Then describe your observations and any insights you may have gained from your experience.