

JUSTICE-CENTERED EDUCATIONAL PROGRAMMING LANGUAGES

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- Thank you for being here, and making space for this conversation.
- I want to start by naming the elephant in the room: this institution, my institution, academia more broadly, are under attack. Our federal government is doing everything it can to ensure that this talk and talks like it do not happen, that we do not speak openly about the truth, let alone engage in free inquiry about the truth.
- It is also doing everything it can to ensure that my trans siblings and I cannot travel, be in public spaces, or even vote, and certainly not share our liberatory ideas.
- And so you being here, listening, asking critical questions, is resistance. Me being here speaking to you is resistance.
- And if we leave this talk today with some ideas about how to move forward, together, we will start building the world we've needed all along, even as our current world is being demolished.
- On that somber note, let's jump back to a simpler time: 1997, my junior year of high school.



- Back in 2016, the Obama administration fueled the CS for All movement with federal funding
- Over the past decade, this has created a race to engage millions of students desperate to learn CS, for prestige, economic opportunity, power.
- Some students have teachers, tutors, classrooms, devices, curricula, role models, and more! Maybe that was some of you.
- But this is not everywhere.



Credit: Associated Press

- In most schools in this country, there are still no CS classes, no teachers, no community, no pathways — not even awareness of what CS is and how its changing our world.
- Partly, this is just school funding. Our nation's school buildings are crumbling, conservative politicians work to move funding away from public schools to private ones, and states, constitutionally mandated to have balanced budgets, look to schools first for cuts when they can't raise taxes.
- But in CS in particular, it's much more than just funding: we're missing teachers, culturally responsive curricula, professional communities, policy. Nearly everything that does exist was built for wealthy, White, and Asian communities, and is responsive to those communities alone.
- But there is one other very important thing that we're missing, and it happens to shape nearly everything about what and how we teach...

PROGRAMMING LANGUAGES (PL)

are built by and for the few, rather than for everyone.

- Java, Python, JavaScript, C#, yes,
- But also all of the educational programming languages that exist now, like Scratch, Snap!, Pyret,
- And all the platforms to come before it like Alice, Pascal, BASIC, and more.
- Despite all of these being designed for learning, they do not work for most of the people in the world.

STUDENTS WITH DISABILITIES can't read/write code, access content, because we build PL tools that require pointing, sight

ENGLISH LANGUAGE LEARNERS can't learn because they're forced to learn English before or while learning PL

MULTILINGUAL STUDENTS

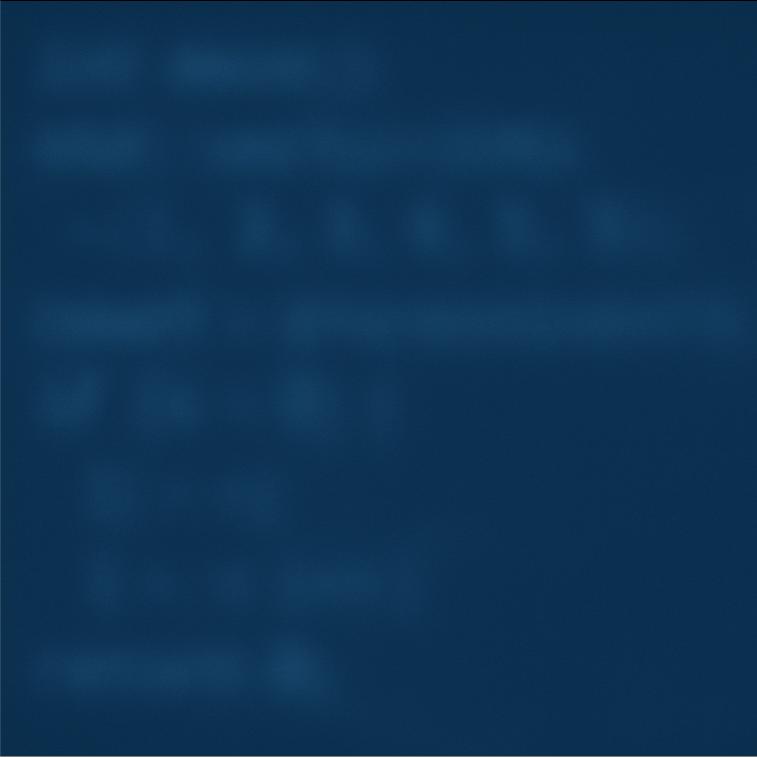
STUDENTS WITHOUT DEVICES can't enroll in CS classes that use PL that require these things to practice at home

STUDENTS WITHOUT INTERNET

EVERYONE BUT WHITE BOYS have to leave their identities behind, trading them for capitalist ideals of efficiency, domination, and extraction woven into PL

NEURODIVERGENT STUDENTS have to wrangle PL, tools, and docs that demand particular kinds of communication and attention.

- All of these groups of students are excluded from learning
- And these groups are neither monolithic, or separate, because these groups intersect.
- I was in some of these groups, you probably are too.
- So that leaves us with a question.



**WHAT WOULD
IT MEAN TO
DESIGN
EDUCATIONAL
PL FOR ALL?**

THIS TALK

- ▶ I'll share:
 - ▶ My background and positionality
 - ▶ A brief review of conceptions of justice
 - ▶ Seven justice-centered requirements for educational PL, with bad, good, and aspirational examples (including my lab's work on Wordplay, a new PL).
- ▶ You'll leave with:
 - ▶ A **novel argument** about the relationship between PL design and justice.
 - ▶ Questions and possible answers about how to advance justice in PL design



WHO AM I TO SPEAK ON THIS?

Positionality

- ▶ Background in CS + Psychology + Design
- ▶ Professionally privileged Professor
- ▶ Marginalized by race, gender, politics
- ▶ I design and build programming languages
- ▶ I study learning about computing
- ▶ I work with teachers, schools, community groups, and trans, refugee, immigrant youth and youth with disabilities

WHAT DOES “BETTER” FOR “EVERYONE” MEAN?

We'll build on three ideas.

FOUNDATIONS

RAWLSIAN JUSTICE



- ▶ John Rawls' seminal *A Theory of Justice* (1971) defines justice through two principles:
 - ▶ Every person deserves a claim to the same set of equal basic liberties. (i.e., *there should be no "birthright" to greater freedom*).
 - ▶ Any social inequalities must satisfy two conditions:
 - ▶ They must stem solely from equality of opportunity (*not birthright*)
 - ▶ They must be to the greatest benefit of the least advantaged (*addressing inequities inherent to birth*).

FOUNDATIONS

EDUCATIONAL JUSTICE



- ▶ Paulo Freire (*Pedagogy of the Oppressed*)
 - ▶ Rejected school as a context for "depositing" knowledge in minds
 - ▶ Viewed education explicitly for fostering liberatory, collective, critical consciousness about learners' "limiting situations", through dialog, mutual understanding
- ▶ bell hooks (*Teaching to Transgress*)
 - ▶ Freire's ideas, in practice, are constrained by racial and patriarchal capitalism that Freire overlooked. These social and economic hierarchies limit what dialog students will engage
 - ▶ hooks advocated for school to be a place to see these forces, connect them to students' lived experiences, and organize around dismantling them



FOUNDATIONS

DESIGN JUSTICE



- ▶ Sasha Costanza-Chock (*Design Justice*) applies these many notions of justice to **design**, centering design choices at the margins, in communities:
 - ▶ Heal and empower communities
 - ▶ Center direct stakeholder voices
 - ▶ Prioritize community impact over design intent
 - ▶ View partnership as ongoing collaboration
 - ▶ Frame designers as facilitators not deciders
 - ▶ Value stakeholders' lived experiences
 - ▶ Share design knowledge with communities
 - ▶ Work toward community-led, sustainable outcomes
 - ▶ Reconnect communities rather than exploit them
 - ▶ Designers should understand a communities existing solutions before building new ones

FOUNDATIONS

WHAT DOES ANY OF THIS MEAN FOR EDUCATIONAL PL DESIGN?

- ▶ I worked with my colleague **R. Ben Shapiro** and my doctoral students **Jayne Everson** and **Megumi Kivuva** to translate these ideas of justice and our joint lived experience teaching computing into **design requirements** that we think best address injustices in current PL design for education.



7 JUSTICE-CENTERED REQUIREMENTS FOR EDUCATIONAL PROGRAMMING LANGUAGES

REQUIREMENTS

OUR APPROACH

- ▶ Costanza-Chock's community design principles were our starting point.
- ▶ From there, we examined the intersections between those principles, the spectrum of marginalization in education mapped by education justice researchers, and the design choices inherent to educational PL.
- ▶ This led to **7 design requirements** for educational PL. Meeting them means meeting the many principles of justice we just discussed.

ALTCODE

- ▶ **A**ccessible – empower all abilities
- ▶ **L**iberatory – see computing for what it is, good and bad
- ▶ **T**ransparent – comprehensible, inspectable computation
- ▶ **C**ultural – center learners' communities, values, languages
- ▶ **O**btainable – free and feasible to access and use
- ▶ **D**emocratic – shaped by youth and teachers
- ▶ **E**nduring – lasting and sustainable, as long as it is needed

CAVEATS

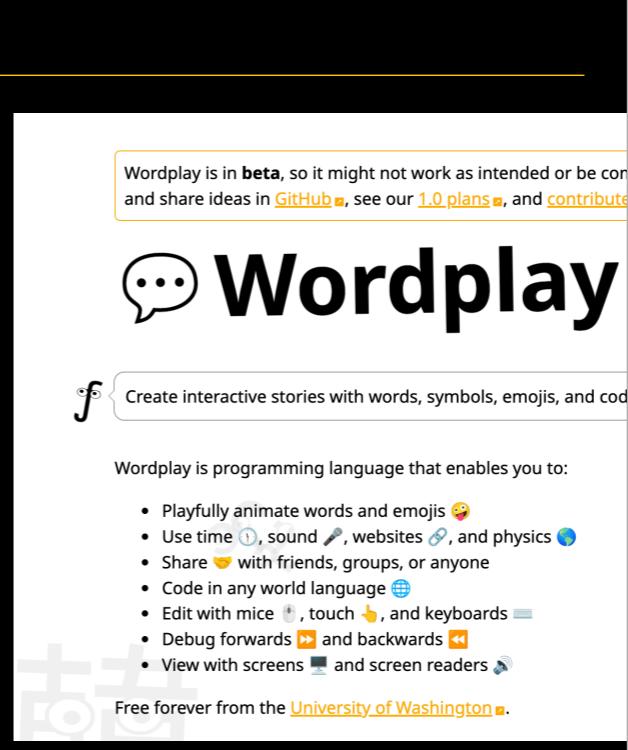
- ▶ There are 7, but that is not a magic number
- ▶ We don't claim this is the *only* "right" notion of justice – conceptions of justice evolve over time, and we don't represent all voices
- ▶ We *do* claim that if these requirements were met, there would be *many* more people globally who would be able to learn what programming languages are, how to use them, and possibly use them for problems in their community that no big tech company ever would.

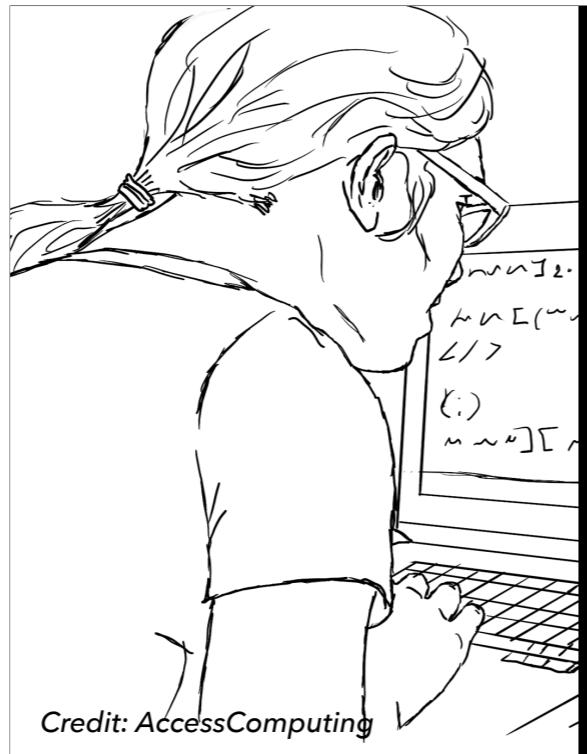
REQUIREMENTS

EXAMPLES

- ▶ Throughout, I'll critique PL for their strengths and weakness
- ▶ I'll also include examples from **Wordplay**, our attempt at making one example of a justice-centered educational programming language. Not because Wordplay is perfect or best, but just because it tries new things others haven't.

Amy J. Ko, Carlos Aldana Lira, Isabel Amaya (2025). Wordplay: Accessible, Multilingual Interactive Typography. ACM SIGCHI Conference on Human Factors in Computing Systems (CHI) <https://doi.org/10.1145/3706598.3713196>





SUPPORT ALL ABILITIES
ACCESSIBLE

ACCESSIBLE

THE REQUIREMENT

- ▶ *Learners and teachers must be able to use the full functionality of an educational programming language with **whatever input** they can provide and **whatever output** they can perceive and comprehend*
- ▶ In practice, this means:
 - ▶ Not just mice and keyboards, but speech, Braille keyboards and displays, switches, gaze
 - ▶ Not just perceptual and motorphysical, but also diversity in **reading** abilities, **learning**, **attention**, **sensory processing**, and more.

ACCESSIBILITY

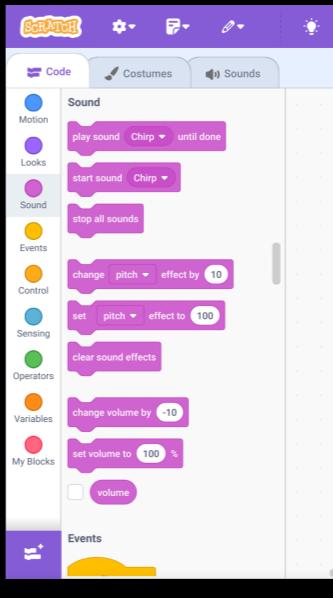
WHY?

- ▶ **Disability justice:** all people deserve the right to participate in our computational worlds, independent of what abilities they were born with, lost, gained.
- ▶ The world we have is designed for sighted, hearing, healthy, people.
- ▶ The world *should* be designed in a way that eliminates this assumption, working for everyone.

ACCESSIBLE

BAD: SCRATCH

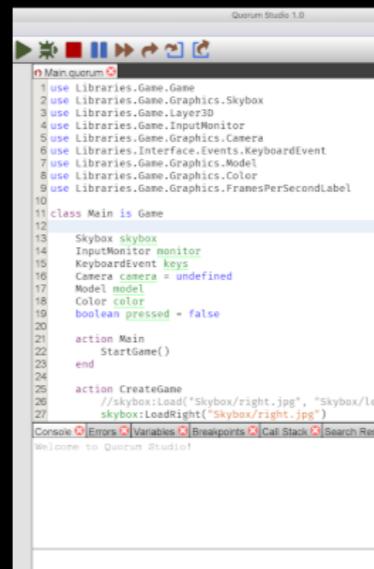
- ▶ **Scratch** requires the use of a **pointer** (mouse or touch).
- ▶ This excludes anyone who cannot use a pointer. It's success at popularizing the structured code editors of the 1980's, and the drag and drop paradigm of Alice of the 2000's, has meant a proliferation of "block-based languages" that blind learners cannot use, that learners with motor tremors cannot use, that quadriplegic learners cannot use.
- ▶ Advocacy to the Scratch team has led to little change in Scratch's accessibility, despite multiple opportunities during rewrites and redesigns over the past 20 years.



ACCESSIBLE

BETTER: QUORUM

- Quorum's language is designed to be highly screen readable for learners who are blind or dyslexic, and rely on screen readers.
 - It also offers screen readable output of 2D and 3D graphics.
 - It has been widely adopted in schools for the blind as it is the only screen readable language, IDE, and platform that works and isn't designed for professional developers.



ACCESSIBILITY

WORDPLAY: ALL ABILITIES

- ▶ A multi-modal, WCAG compliant editor that supports text editing, block editing, menu editing
 - ▶ Future work on speech-based editing.
 - ▶ WCAG-compliant program output that comes for free.
 - ▶ API's that require multilingual descriptions of visual content (e.g., font faces).

```
RainingLetters
....+ f(letter:letter)
.....letter.y-> 0m-?-(letter.y::letter.y-0.5m).angle::letter.angle+<letter
.....(letter.y:y.size+ $\cdot$ 2m).visible:=@{0amps}>-50
....)
`Convert the letters into phrases'
@{
....[
.....@{("△".size:3m place:@{(-8m-12m)})
.....@{("△".size:5m place:@{(-8m-11m)})
.....@{("□".size:10m place:@{(-8m-10m)})}
....].+(
.....letters.translate(
.....f(letter:letter).
.....@{
.....letter:letter.
.....size: $\cdot$ 1m
.....place:@{letter.x:letter.y)
.....rotation:letter.angle-1*
.....rest:@{
.....opacity:letter.visible?1-0.
.....color:@{100% $\cdot$ 0-0})
.....)
....)
.....place:@{0m-2-size-5m} background:@{63%-93-248})
....)
`before evaluation close )
```

ACCESSIBLE

OPEN QUESTIONS

- ▶ What would a gaze, sound and movement-based IDE for making purely gaze, sound, and movement-based apps be like?
- ▶ How can PL be designed to make it easier to make software itself more accessible?



Credit: NY Times

THE REQUIREMENT

- ▶ *Educational PL must empower learners with new conceptions of the natural, social, and artificial worlds, enabling them to imagine futures of computing that dismantle racial, patriarchal capitalism, and colonialism.*
- ▶ In practice, this means:
 - ▶ Centering the reality that computing is both amazing and powerful, but also kills, harms, marginalizes, and disempowers.
 - ▶ Making space in PL design, tools, tutorials and communities for the inherently political nature of computing.

LIBERATORY

WHY?

- ▶ **Critical consciousness** (Freire, hooks). To have a just world, everyone must understand how and why it is unjust in relation to their lived experiences, so we can fix it together.
- ▶ That includes the **computational** world, and PL are key media that shape the our computational worlds.

BAD: CODE COMBAT

- ▶ A for profit platform that centers war, violence, "*the feeling of wizardly power at their fingertips by using typed code*", and learners as factory workers producing more than "*1 billion lines of code*"
- ▶ Erases the reality that code is literally a tool of war, used to more efficiently kill people at scale, to silence resistance to dictators, etc.



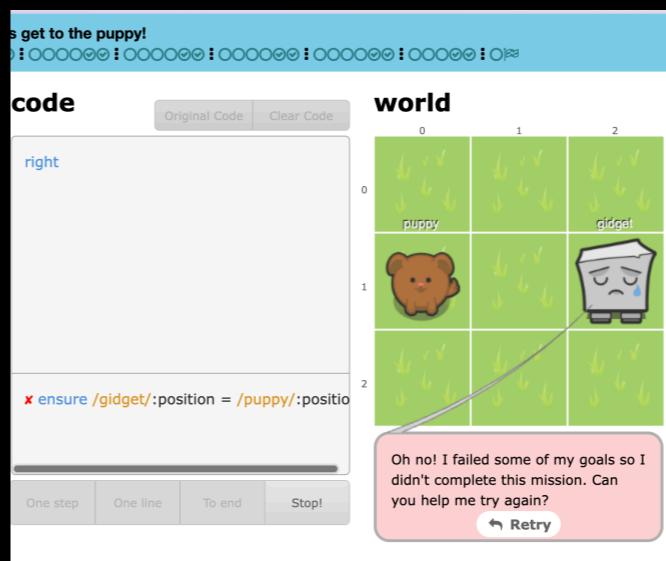
CodeCombat hides the limitations of computation behind stories of profit, domination, and xenophobia.

LIBERATORY

BETTER: GIDGET

- ▶ It's not the most political of PL, but it does frame robots and computers as ***fallible, ignorant, but reliable tools***
- ▶ This framing is used throughout the game to show learners that machine intelligence is limited and largely stems from human intelligence, demystifying code as "magic".

Michael J. Lee, et al. (2014). Principles of a Debugging-First Puzzle Game for Computing Education . IEEE Symposium on Visual Languages and Human-Centered Computing (VL/HCC) https://doi.org/10.1109/VLHCC.2014.6883023

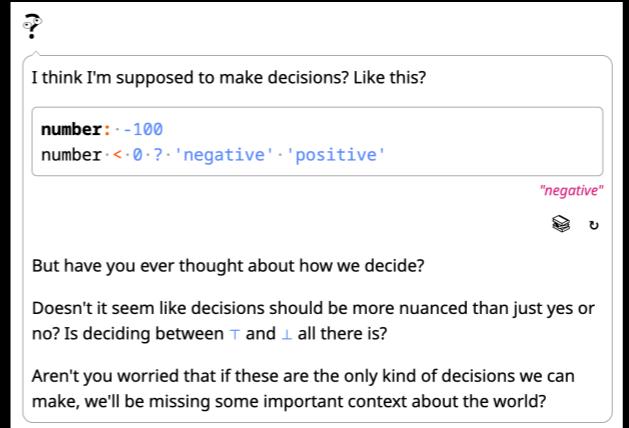


Gidget conveys its fallibility.

LIBERATORY

WORDPLAY: LIBERATORY

- ▶ Language constructs are anthropomorphized with personalities and relationships with each other than center the limited and narrow views with which they conceive the world.
- ▶ Learners are positioned as the only ones of overcoming these limitations, by understanding the nuances of human experience fully.

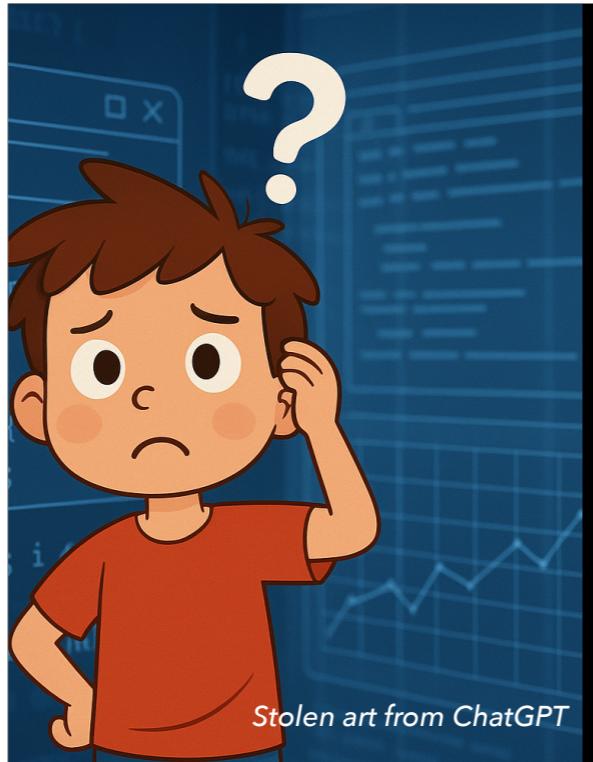


*Documentation for the conditional expression,
in which it expresses uncertainty about the
expressibility of binary decision making.*

LIBERATORY

OPEN QUESTIONS

- ▶ Can programming language syntax and semantics be sociopolitical? How?
- ▶ What are the opportunities and limits of PL themselves promoting learners' critical consciousness about the good and bad of computing in society?
- ▶ How might liberatory PL be resisted by schools, governments, and parents who do not want youth to know about computing's dark side? Are there ways that PL can be subversively political?



Stolen art from ChatGPT

MAKE CODE COMPREHENSIBLE
TRANSPARENT

TRANSPARENT

THE REQUIREMENT

- ▶ *To foster youth agency via program comprehension, program execution must be navigable in both directions and at multiple levels of granularity.*
- ▶ This requirement is essential to **agency**: learners must feel they understand and have control over program behavior, rather than it controlling them.
- ▶ In practice, this means:
 - ▶ Flexible, accessible control over the speed and direction of a program's execution
 - ▶ Explanations of program execution that enable youth to understand what programs do, how they do them, demystifying them

- Without this, too often youth view computing as something out of their control, for others to define. And that not only do youth not grow up to build or influence what is made with computing, but they often defer politically to those who can as the experts.

TRANSPARENT

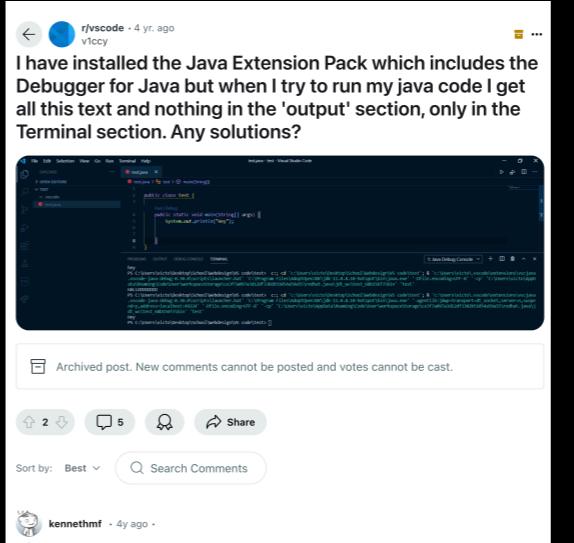
WHY?

- ▶ One cannot critique, control, or reimagine something if one does not know what it is or how it works. Bourdieu described understanding of our institutions and social worlds as central to liberation from “symbolic domination”.
- ▶ The incomprehensibility of code is our field’s symbolic domination; it has for too long enriched and empowered a small, elite group – you and I – at everyone else’s expense.
- ▶ Centering comprehensibility, and transparency of software behavior more broadly, is central to **agency**.

TRANSPARENT

BAD: NEARLY ALL PROFESSIONAL PROGRAMMING LANGUAGES

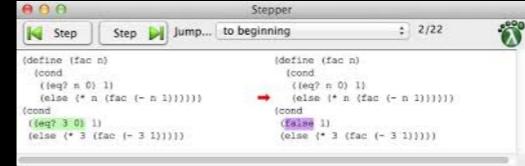
- ▶ Everything except for print statement requires complex configuration, poor control over execution, no reversibility.
- ▶ This poor support for transparency of execution means learners who try to comprehend programs in these languages struggle far more to understand what code is doing.



TRANSPARENT

BETTER: RACKET + DR. RACKET

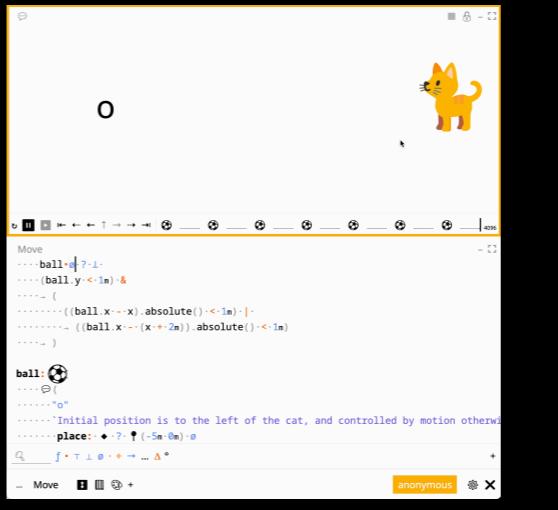
- ▶ Racket offers a nice reversible stepper, allowing learners to go forward and backward through an expression's evaluation, using a "rewriting" metaphor
- ▶ In addition to being reversible, this is more granular than line-by-line stepping, giving precise visibility into program behavior.



TRANSPARENT

WORDPLAY: REVERSIBLE, GRANULAR

- ▶ In Wordplay, programs can be run forward and backwards, infinitely and instantaneously
- ▶ Program evaluation can be stepped at an extremely fine granularity, giving localized, accessible, explanations of every step in all supported languages.



TRANSPARENT

OPEN QUESTIONS

- ▶ How can *all* EPL support highly flexible, reversible, granular inspectability of program evaluation?
- ▶ How can technical transparency support liberatory, critical learning about what programs do and why?



Credit: Clay Banks

EMBRACE ALL LANGUAGES,
CULTURES, AND VALUES

CULTURAL

CULTURAL

THE REQUIREMENT

- ▶ *EPL must be culturally responsive and sustaining in how they are designed, explained, and framed, enabling identity-inclusive pedagogy.*
- ▶ In practice, this means:
 - ▶ Supporting multilingual learners, using language flexibly, not just English
 - ▶ Drawing upon many cultures to describe and explain concepts in programming, not just Western, white settler cultures
 - ▶ Questioning the Western cultural ideas embedded in CS, including binary truth values, discrete math, and rigid categories

- Without this, too often youth view computing as something out of their control, for others to define. And that not only do youth not grow up to build or influence what is made with computing, but they often defer politically to those who can as the experts.

WHY?

- ▶ **Decolonization.** Our social worlds are shaped by a history that has centered the culture and language of colonizers, and steadily erased all other culture.
- ▶ Humanity deserves to shape the cultural worlds they live in, including restoring those from the past and creating new ones.
- ▶ Computer science has not resisted colonization, it has embraced it and amplified it. It has even become a discipline that *itself* colonizes, redefining and displacing the ideas of other disciplines with its own, at the expense of nuance.

CULTURAL

BAD: PYTHON

- ▶ Syntax is English only, no translations, only a few non-English locales of documentation
- ▶ Python 2 had very weak Unicode support, privileging Latin characters only
- ▶ Libraries are full of English metaphors ("pickle", "nanny", "abc")
- ▶ "Zen of Python" simplicity mantras are in tension with diversity:
 - ▶ "*There should be one – and preferably only one – obvious way to do it.*" – obvious to whom?
 - ▶ "*Special cases aren't special enough to break the rules.*" – whose rules and why not?

 r/madeinpython · 2 yr. ago · Tungara2007 · ...

Python with Spanish Syntax

This video is a short demo of a project I'm working on. I hope that this project can help people who are starting to program and explore if they are interested in the Python language, without the need to worry about understanding the English commands.

<https://youtu.be/445jS2Pk9Vw>

 factorpolar · 2y ago ·

As a native Spanish speaker, I must say that this is cool. Trying to help students who still can't understand English very well is a great and noble goal.

However, I must say that learning programming like this might be counterproductive for students. I **really don't** want to discourage you, just let me explain from my very particular point of view.

As you know, most programming languages use English keywords. If students want to use those programming languages, they will need to learn those keywords and their meaning, sooner or later.

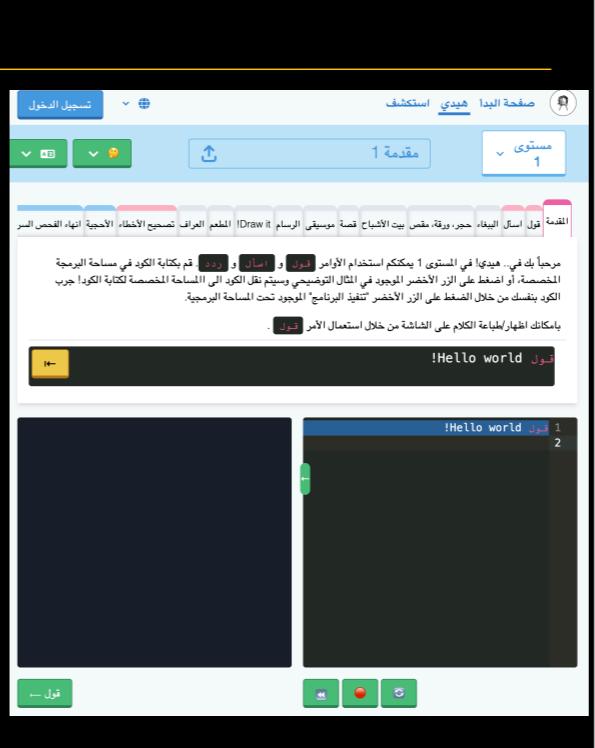
Would your project make it easier for non-English speakers to learn programming? Probably, so I would encourage you to continue working on it. However, in my personal opinion, I think learning programming in the usual way helped me to learn English words, instead of the other way around.

In other words, *the colonizers won, stop trying to decolonize Python, its not realistic.*

CULTURAL

BETTER: HEDY

- ▶ 47 different language supported, even localizing the language syntax to mirror different language grammars.
- ▶ Doesn't support mixing languages to support our multilingual world, but gives a glimpse of what a truly global language and platform might look like.



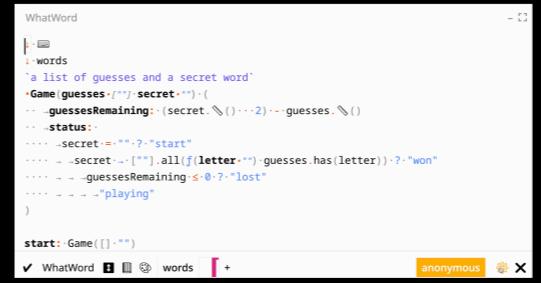
CULTURAL

WORDPLAY: MULTILINGUAL CODE AND OUTPUT

- ▶ All names, text, and documentation in programs can have any number of language-tagged aliases
- ▶ This allows programs *and output* to be “skinned” and automatically translated into any combination of natural languages

WhatWord

press space to begin



The screenshot shows a terminal window titled "WhatWord" with the following code:

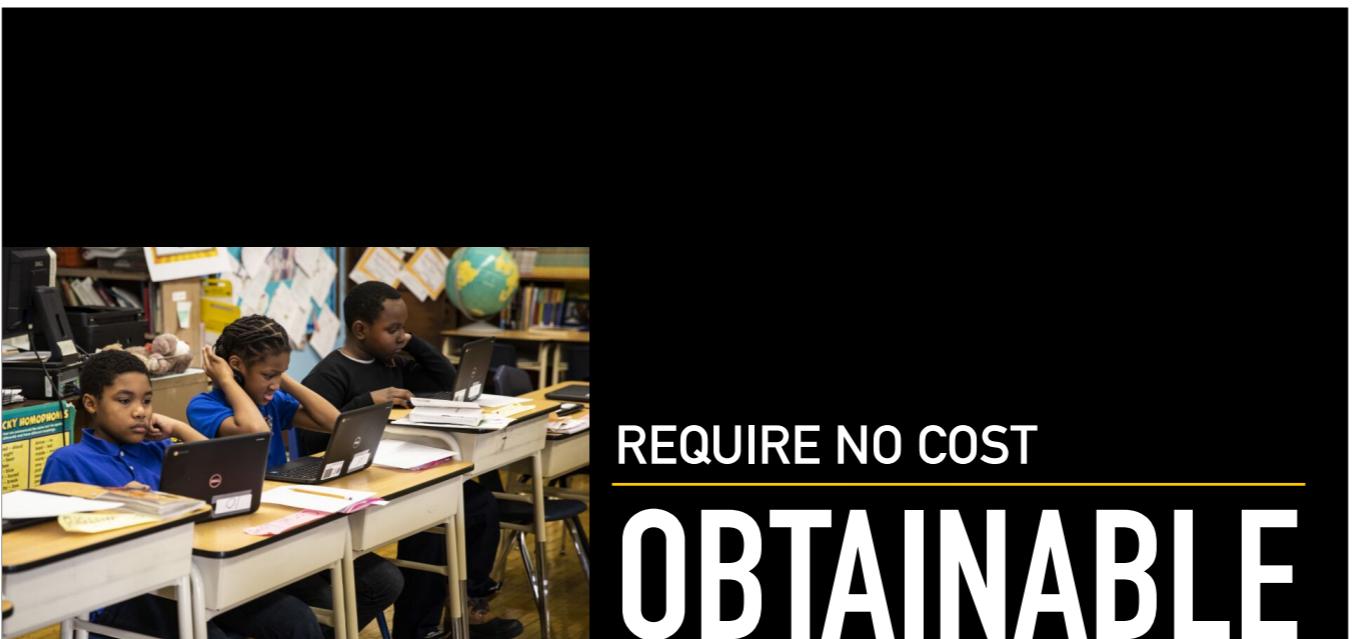
```
WhatWord
|- words
  `-' a list of guesses and a secret word
Game(guesses:"[]";secret:"")
  `-- guessesRemaining:(secret.ණ()--2)-->guesses.ණ()
  `-- status:
    `--- secret="":?."start"
    `--- secret:["] .all(f(letter."):guesses.has(letter))-?."won"
    `--- -- guessesRemaining:<0?."lost"
    `--- -- -- "playing"
)
start:Game([]:"")
```

At the bottom of the terminal window, there are several icons: a user icon, a file icon, a folder icon, a search icon, a plus sign, and an anonymous user icon.

CULTURAL

OPEN QUESTIONS

- ▶ How can EPL support multilingual learners, while also supporting their very rational economic motivation to be English fluent?
- ▶ How can data structures and algorithms be described with a multiplicity of cultural metaphors, rather than just English, Western ones?
- ▶ How might youth be empowered to create their own EPL, with their own ideas about how computation should work?



REQUIRE NO COST
**OBTA
INABLE**

Credit: Chicago Sun Times

OBTAINABLE

THE REQUIREMENT

- ▶ *Learners must be able to access an EPL and its tools and resources independent of their financial means.*
- ▶ In practice, this means:
 - ▶ EPL must be free
 - ▶ EPLs must not require paid access to the internet
 - ▶ EPLs must not require purchasing personal devices
 - ▶ EPL must assume old hardware, constrained and slow internet access.

- These are essential because if an EPL does require any of these things, many youth globally, and even here in the U.S., will be category excluded from participating.
- This is because most youth do not have their own devices, and if they do, they may be smartphones with limited data access, or even smartphones that are time shared with siblings and parents.
- Many have no devices at all, except to those available at school or at public libraries.
- Designing for these constraints is essential, as efforts to bridge these digital divides are regularly obstructed by the cost of bridging inequities.

OBTAINABLE

WHY?

- ▶ **Economic justice.** People's ability to participate in the world should not be shaped by the economic conditions in which they are born, or the opportunities shaped by the systems of oppression that surround them.
- ▶ Computer science has broadly ignored this right, instead designing for those that can access modern devices and the internet, and leaving everyone else behind, in pursuit of profit.

OBTAINABLE

BAD: OCTOSTUDIO

- ▶ It is free and only requires internet access to download, which is just.
- ▶ But it requires access to an Android 8 or iOS 15 compatible device, the ability to install applications on it, and time to use the device.
- ▶ The only youth who might have this access are those either with their own devices, or in schools with enough resources to maintain 1:1 mobile device access.



OBTAIABLE

BETTER: TI GRAPHING CALCULATORS

- ▶ Low cost, and most schools already own them for math education, and have existing subsidies.
- ▶ Portable, battery powered, requires no internet access, and has a simple PL with access to a variety of sensors (speakers, LEDs).
- ▶ Problematic in how TI has a near monopoly over this market, accruing massive profit margins, limiting innovation.



OBTAINABLE

WORDPLAY: ANY BROWSER, ANY DEVICE

- ▶ Wordplay is free, on the web, and does not require an active internet connection
- ▶ Its footprint is tiny, as text, emojis, and programs require only minimal device storage
- ▶ It's fully functional on smartphones, tablets, laptops, desktops, old school and library computers



OBtainable

OPEN QUESTIONS

- ▶ How can EPLs be financed to sustain an ecosystem of hardware and software without exploiting youth and schools for profit?
- ▶ How can we reconcile a need for a multiplicity of platforms to meet a diversity of learner needs with the limited capacity to sustain platforms?



DEMOCRATIC

THE REQUIREMENT

- ▶ *EPLs must be governed by and accountable to learners and their communities of support, especially those marginalized in computing and society more broadly.*
- ▶ In practice, this means:
 - ▶ EPL must be open source
 - ▶ EPL designers must give up the power to design to teachers and students
 - ▶ They must have community processes to engage, gain power, and influence design
 - ▶ Design processes must be organized to center community needs, not other goals, like research, profit, or innovation

DEMOCRATIC

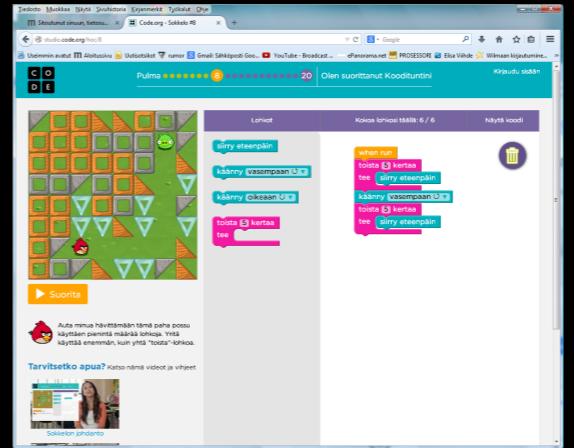
WHY?

- ▶ The power to shape programmable media should be one that **everyone** has, as the media is used to shape what rights and opportunities everyone has.
- ▶ In other words, programming language creators have no right to control the language unilaterally without the voices of those who are impacted by them, directly, or indirectly.

DEMOCRATIC

BAD: CODE.ORG STUDIO

- ▶ Open source with contributors guidelines, with advisory boards to shape product priorities
 - ▶ Unfortunately, design authority is centralized in [code.org](#)'s design and engineering staff, not in the youth or teachers that they serve



DEMOCRATIC

BETTER: [PROCESSING.ORG](#)

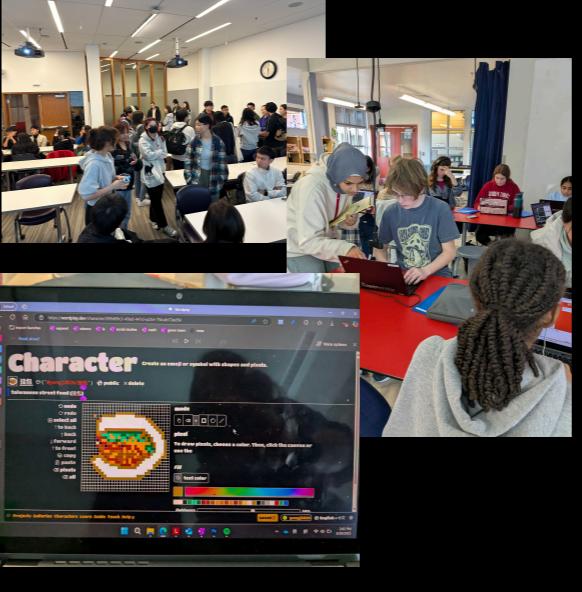
- ▶ Open source, with ample community contributions and pull requests
- ▶ The foundation runs public events that solicit advocacy
- ▶ Funds fellowships for teachers to explore and shape the platform
- ▶ Partners with advocacy organizations at the margins of computing
- ▶ Directly engages communities and community leaders to shape priorities



DEMOCRATIC

WORDPLAY: STUDENT- AND TEACHER-LED

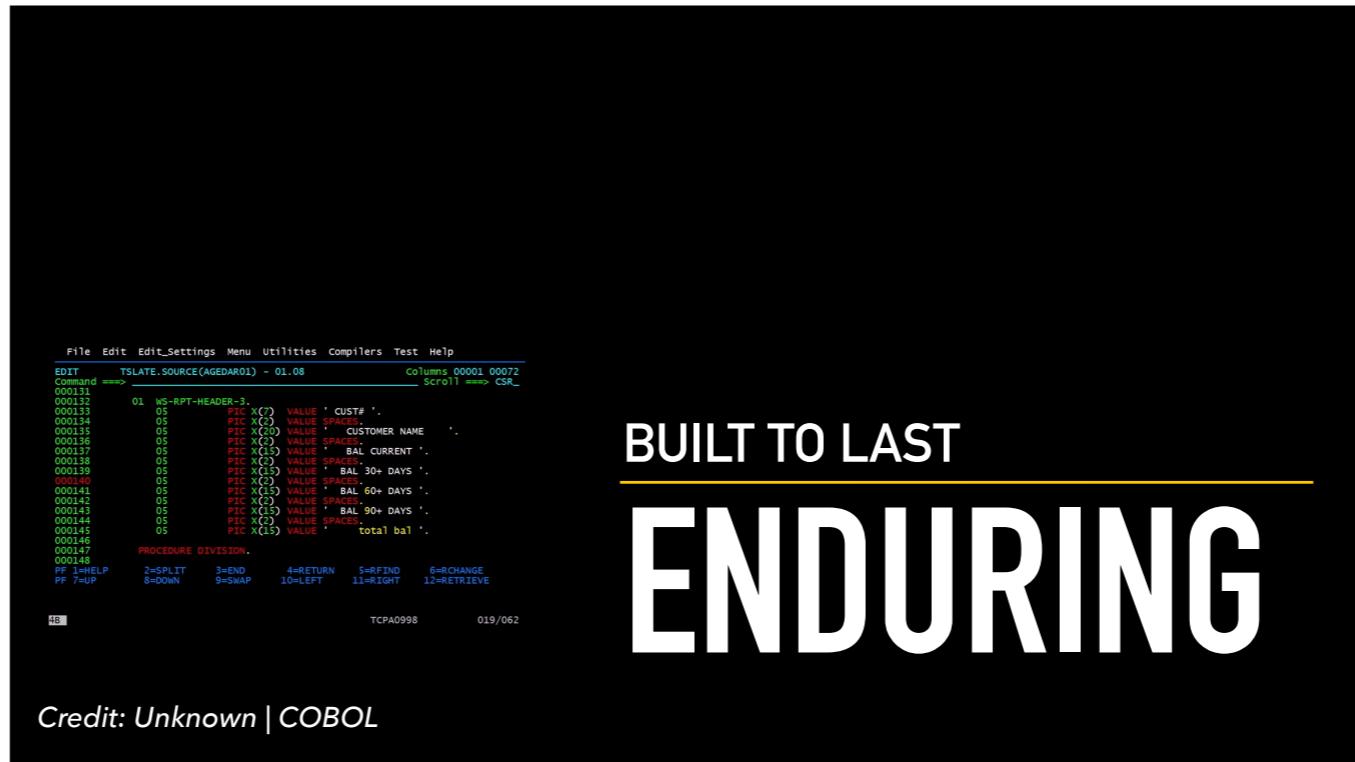
- ▶ We run a quarterly design studio with middle, high, and college students and teachers to contribute design, development, localization, community organizing, and governance, to the open source project
 - ▶ We've hosted a youth and teacher advisory council to inform critical design and governance choices, guiding the project priorities



DEMOCRATIC

OPEN QUESTIONS

- ▶ How can we sustain the creation and support of communities, especially with low resource schools and families?
- ▶ How can we manage conflict in communities with different needs, and who should hold power to resolve these conflicts?
- ▶ How can EPL remain *redesignable* in response to evolving needs in a community, when they are often built in such immutable ways?



Credit: Unknown | COBOL

ENDURING

THE REQUIREMENT

- ▶ *EPL must be sustainable for as long as a community needs them to be, respecting a community's capacity for change and planet's capacity for computation.*
- ▶ In practice, this means:
 - ▶ EPL must be sustainable, maintainable, and resilient
 - ▶ EPL must also be discardable when they no longer serve justice

ENDURING

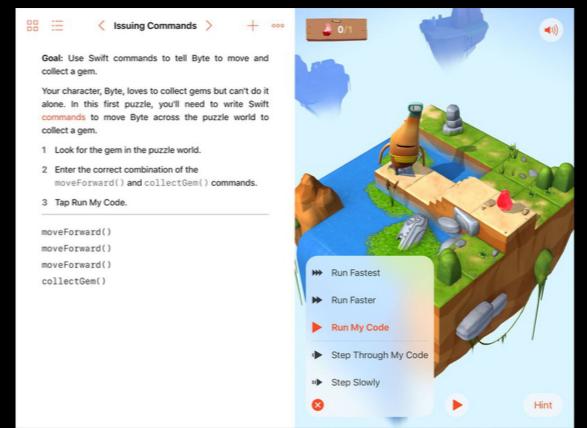
WHY?

- ▶ Educational programming languages, in service of public education, or public **infrastructure**.
- ▶ Infrastructure should be sustainable and built to last, but also amenable to replacement when it no longer serves the public good.
- ▶ Current EPL governance is far from sustainable or replaceable: most are built with very little support, and problematic languages that become popular are hard to replace.

ENDURING

BAD: SWIFT PLAYGROUNDS

- ▶ Solid platform and curriculum, billions in funding to sustain it
- ▶ No statement of how long it will be supported, limiting adoptability by teachers and districts long term
- ▶ No way to stop or mitigate Apple's capitalist efforts to weave it into classrooms, even when such efforts might do harm



ENDURING

BETTER: SCRATCH

- ▶ Large base of funding, now centralized in the Scratch Foundation
- ▶ More than 20 years of support, including multiple re-implementations.
- ▶ Limited openness means that community's capacity to maintain the platform may be limited if the foundation were to stop supporting the project.

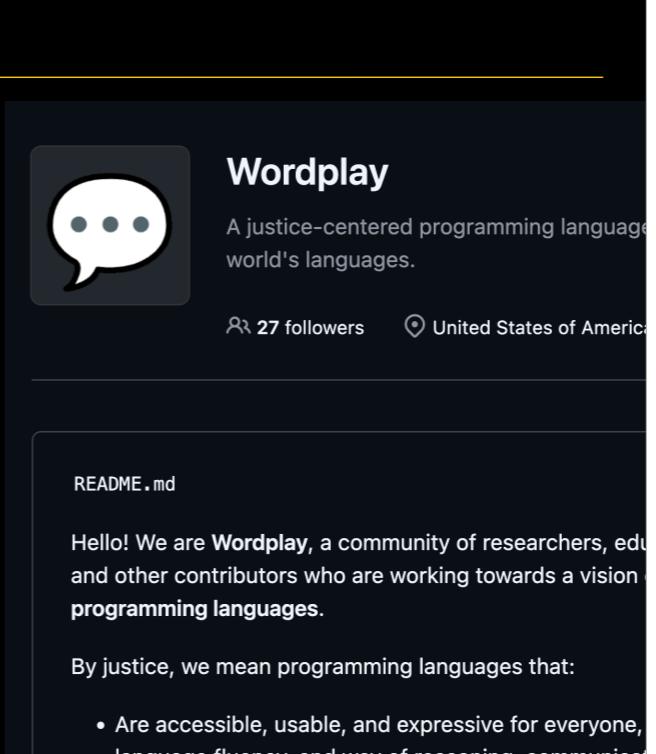


Credit: Scratch Foundation

ENDURING

WORDPLAY: BUILT TO LAST

- ▶ The platform is fully open source, with extensive onboarding documentation for contributions
- ▶ The platform is fully web standards compliant, with minimal cloud-dependencies for persistence and auth
- ▶ The platform relies on text, no images, minimizing energy and storage use
- ▶ But it has a single point of failure: *me.*



ENDURING

OPEN QUESTIONS

- ▶ What are justice-centered models for sustaining EPL technically, socially, and politically, to promote resilience?
- ▶ How can governance be organized to give teachers and youth power to retire EPL that are doing more harm than good?

WHAT'S NEXT?

WHAT'S NEXT?

THE KEY POINTS

- ▶ Educational PL play an instrumental role in structuring what kinds of computing education are possible, who education serves, what kinds of digital worlds are possible, and whether those worlds are just.
- ▶ Being justice-centered means redistributing the power to design EPL to learners' and their communities, to more intentionally center and support their needs, values, cultures, and abilities
- ▶ ALTCODE requirements are one possible way to operationalize justice for EPL design and they raise many technical, social, and political grand challenges for future work.

WHAT'S NEXT?

THIS IS (VERY) HARD

- ▶ The challenges are **technical, social, and political**:
 - ▶ Transparency requires a performance hit
 - ▶ Multiculturalism requires political judgements about language, ideas, culture
 - ▶ Democracy requires power sharing, conflict resolution, compromise
 - ▶ Accessibility can create complexity
 - ▶ Endurance requires \$, time
- ▶ And all of this in world that increasingly bans, litigates, and defunds diversity, equity, and justice efforts, doubling down on racial and patriarchal capitalism.

WHAT'S NEXT?

JUSTICE-CENTERED EDUCATIONAL PL ARE HARDLY ENOUGH

- ▶ We still need:
 - ▶ Fully funded public schools
 - ▶ A diverse, well-supported CS teaching workforce for all schools
 - ▶ Accessible classrooms
 - ▶ Universal access to devices and the internet
 - ▶ Teaching methods that are culturally responsive, relevant, and sustaining
 - ▶ Freedom to implement the above without government threats

I HOPE SOME OF YOU WILL JOIN
US, CREATING A COMPUTATIONAL
WORLD THAT WORKS FOR
EVERYONE, ONE PL AT A TIME

Accessible
Liberatory
Transparent
Cultural
Obtainable
Democratic
Enduring

JUSTICE-CENTERED EDUCATIONAL PROGRAMMING LANGUAGES

DISCUSS

Learn more at amyko.phd and wordplay.dev