

Gaining Insights Into The Effects
Of Culturally Responsive
Curriculum On Historically
Underrepresented Students' Desire
For Computer Science

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Equalizing Participation in Computer Science

- 1 A lack of presence of CS in K-12 education.
- 2 **The under-production of post-secondary degrees in CS.**
- 3 **The underrepresentation of women in CS.**
- 4 The underrepresentation of ethnic minorities in CS.
- 5 A lack of positive CS role models in the media.

Three pathways into CS at UC Berkeley

- **CS3: Introduction to Symbolic Programming**.
- CS61A: Structure and Interpretation of Computer Programs.
- CS61AS: Self paced version of CS61A

In her study of attrition in undergraduate CS at Berkeley, Lewis found that female students were disproportionately weeded out of the track, often starting at CS3

Lewis:EECS-2010-132

Three pathways into CS at UC Berkeley

- **CS10: The Beauty and Joy of Computing**.
- CS61A: Structure and Interpretation of Computer Programs.
- CS61AS: Self paced version of CS61A

Dimensions Developed to Measure Participant's CS Interest

Code	Dimension
atcs	Attitudes about CS competency.
atcsgender	Attitudes about the role of gender in CS
atct	Understanding of computational thinking
blg	Sense of belonging in the CS classroom.
clet	Attitudes about social implications and ethics.
cltrcmp	Understanding around cultural competency.
mtr	Access to CS Mentors.
prcs	Pre-Collegiate CS awareness.

Table 0.1: Survey Instrument Dimensions to Measure CS Interest

(a)

Belonging

- Students generally had a stronger, statistically significant experience of belonging in CS10 as compared to CS61A.
- Important to notice that only around 50% of female learners had a positive sense of belonging ($p = 0.00104$) .

Effect of CS10 on CS61A Experience: Belonging

- students who had already taken CS10 seems to have a lower sense of belonging in CS61A, and in particular, female students, this effect seems magnified.

figures/blg_1_male_female.png figures/blg_1_priorcs10.png