CALL FOR PAPERS
ACM Transactions on Computing Education

Special Issue on Justice-centered Computing Education

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Submission Deadline: June 15, 2020

We are pleased to announce that a Special Issue on Justice-oriented Computing Education will be published by the ACM Transactions on Computing Education in 2021. TOCE publishes papers that cover a broad range of topics about teaching and learning computing, computer programming, computational thinking, and computer science with explicit implications for pedagogical practices and student engagement. This special issue focuses on the dynamic intersections between PK-12 computing education and diverse justice projects. It will include empirical and theoretical research that builds out the CS community’s knowledge of three elements of justice-centered computing and the intersections between these areas: 1) computing education for social change, 2) critical computational literacies, and 3) culturally responsive computing. Preference in this special issue will be given to research that makes explicit how computing education can contribute to racial justice, economic justice, gender equity, immigrant rights, and decolonization.

Aims and Scopes

Broadening participation in computing for minoritized communities by creating more equitable PK-12 computer science (CS) education opportunities requires addressing deep seated injustices that limit the scope, purposes, and possibilities of engagement in computing. Simply overlaying CS programs on top of an inequitable education system will not work, as youth and their communities face issues such as immigrant scapegoating, settler colonialism, race-based violence, and more. Therefore, as CS gains more attention in both school and out-of-school contexts at primary and secondary levels, approaches must move beyond equity discourses that are simply oriented towards participation, and implicitly assume assimilation into dominant computing culture is a positive end, to approaches that confront systems of injustices directly and explicitly. This special issue will present theoretically-grounded empirical research that investigates projects within CS education to engage learners in antiracist, decolonial, pro-immigrant, and other justice-oriented projects and educational approaches, including but not limited to:

(1) Computing education for social impact - CS education efforts that foster links between activism, grassroots organizations, techno-social problem solving, and learning to promote social change at global and/or local levels through computing projects;
(2) Critical computational literacies - CS education projects that seek to cultivate technologically sophisticated civic actors who frame computing technologies as subjects of critique and sites of expressive resistance;

(3) Culturally responsive computing - CS education projects that promote socio-technical learning contexts where computational thinking and computing power work in service of students and their communities in ways that reflect localized assets, traditions, and identities.

This special issue solicits high-quality manuscripts that present original research that explores non-majoritarian ways of understanding, advancing, or critiquing CS for All. These fields include educational technology, indigenous studies, sociology, learning sciences, science and technology studies, information studies, gender studies, ethnic studies, anthropology, urban education, educational psychology, as well as more traditional computer disciplines. Papers are expected to report rigorous and contextualized empirical results from a wide range of learning environments (in-school, out-of-school, online, familia, etc.). Diverse research methodologies are welcome, including those that seek to elevate the perspectives and voices of minoritized communities and/or explore partnerships across research and practice. Empirical research topics may include:

- Educational technology designs promoting culturally relevant, social impact, or critical PK12 CS learning
- Creative expressions with computing that support one or more justice projects
- Computing education that contributes to decolonization projects
- Indigenous epistemologies in computing education
- Teaching ethics, accountability and social impacts of computing in PK12 settings
- CS education efforts that support transgender rights and/or the LGBTQ+ community
- CS as intervention in school-to-prison pipeline
- Computing education and environmental justice
- Critical (Freire) and liberatory (hooks) CS pedagogies
- Anti-racist technology design and implementation
- CS education efforts that intersect with teachers’ unions and social movements
- Pro-immigrant CS education interventions
- CS education in/as direct action, for example CS projects protecting students from state violence
- CS education efforts that challenge dominant computing culture, including challenging white supremacy and privilege in computing
- Queering CS
- Anti-sexist initiatives in computing
- Empirical analyses of inclusion and diversity framings in CS education, including evaluations of the “All” in CS for All
- Generative, bottom-up and community-based approaches to CS education
- Emergent critical computational literacies and associated pedagogies
- Teaching issues of privacy and surveillance in PK12 CS education
- Teaching issues of disinformation and information ecologies in PK12 CS education

Inquiries about this special issue may be sent directly to the co-editors.
Important Dates

- December 5, 2019: CFP distributed
- June 15, 2020: Submission deadline for special issue extended abstracts (up to 1000 words)
- July 15, 2020: Chosen authors will be invited to submit manuscripts
- October 15, 2020: Invited manuscripts due
- January 15, 2021: Reviews/decisions returned to authors

Please, see http://toce.acm.org/authors.cfm for additional information about the submission Process. Both extended abstracts and full papers should use the “ACM Small” template required by the journal. You can find the Submission Site by selecting "Authors" from the drop-down list. In Step 1, you can select the Type of submission. Make sure you select "Special Issue on Justice."