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"Chicago Alliance For Equity in Computer Science (CAF ECS): Cycles of improvement" poster in Special Session: A discussion of research practice partnerships in CS education

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Chicago Alliance for Equity in Computer Science (CAFÉCS): Cycles of Improvement

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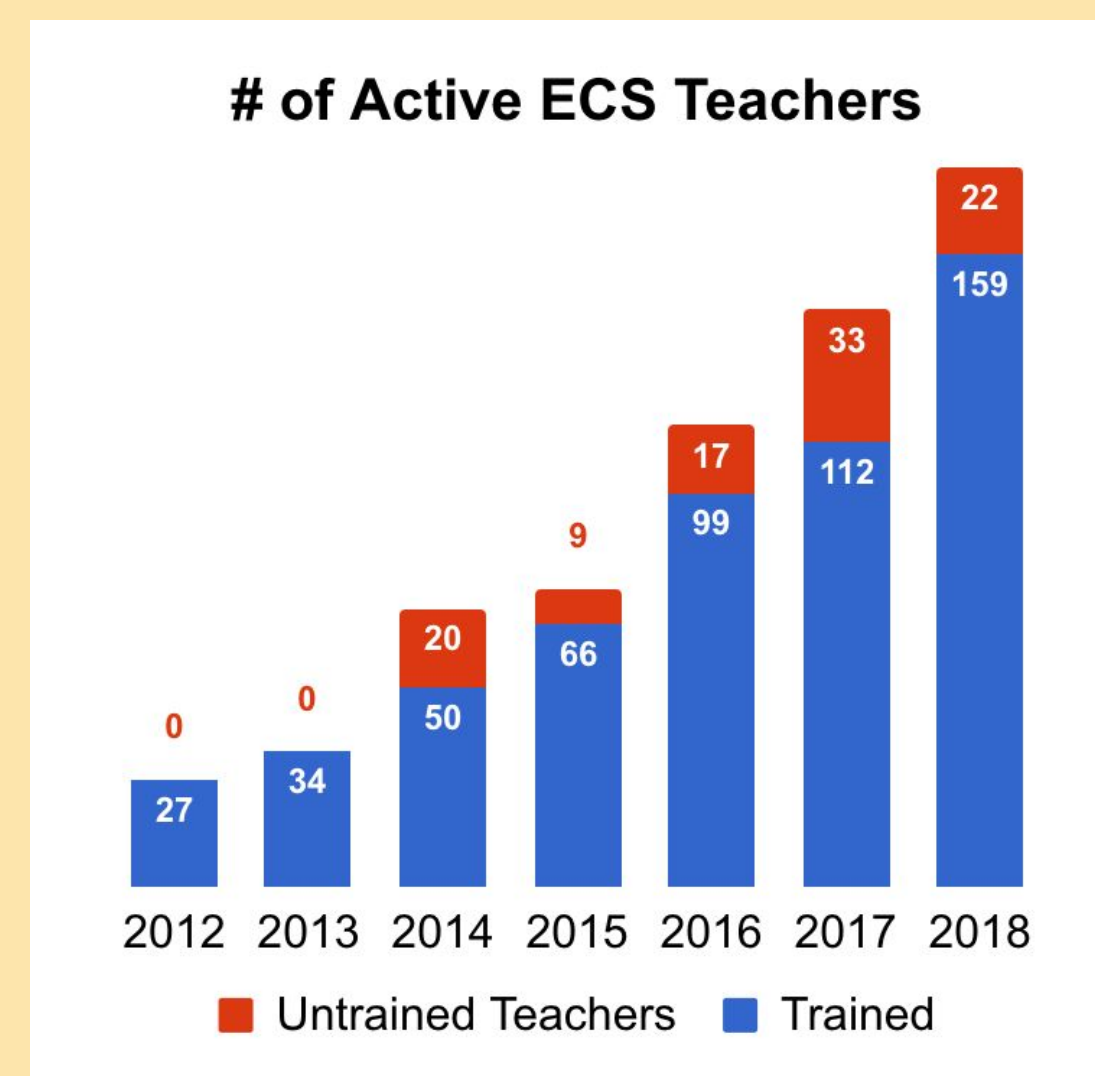
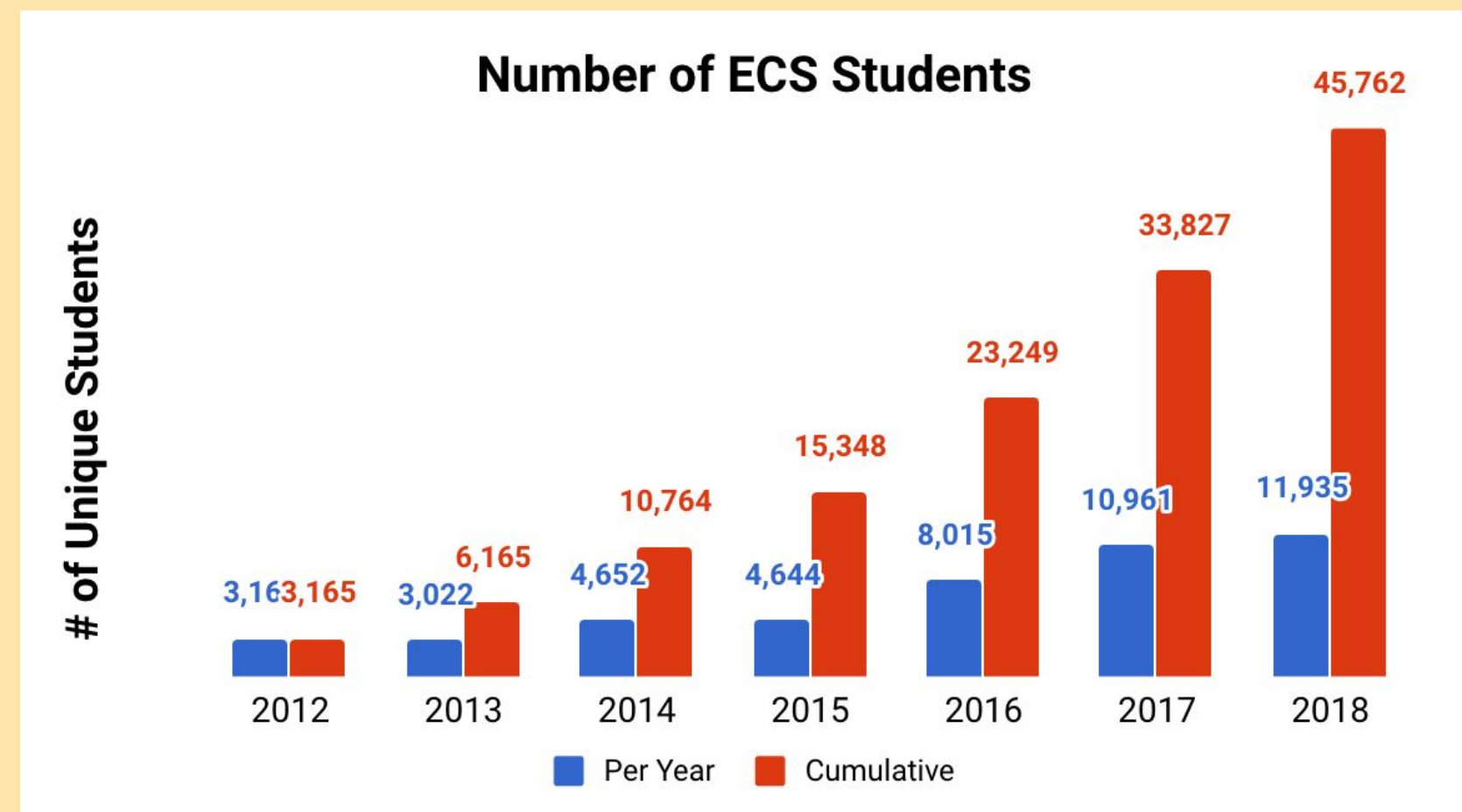
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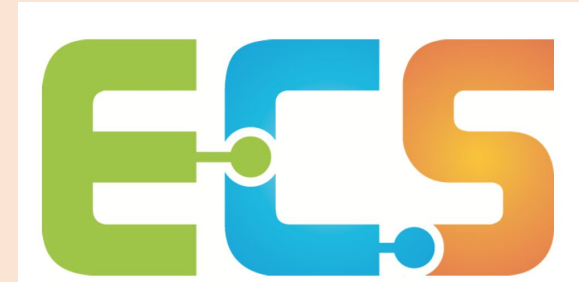
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University of Illinois
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Partner to Improve

Growth of ECS in CPS



Foundations



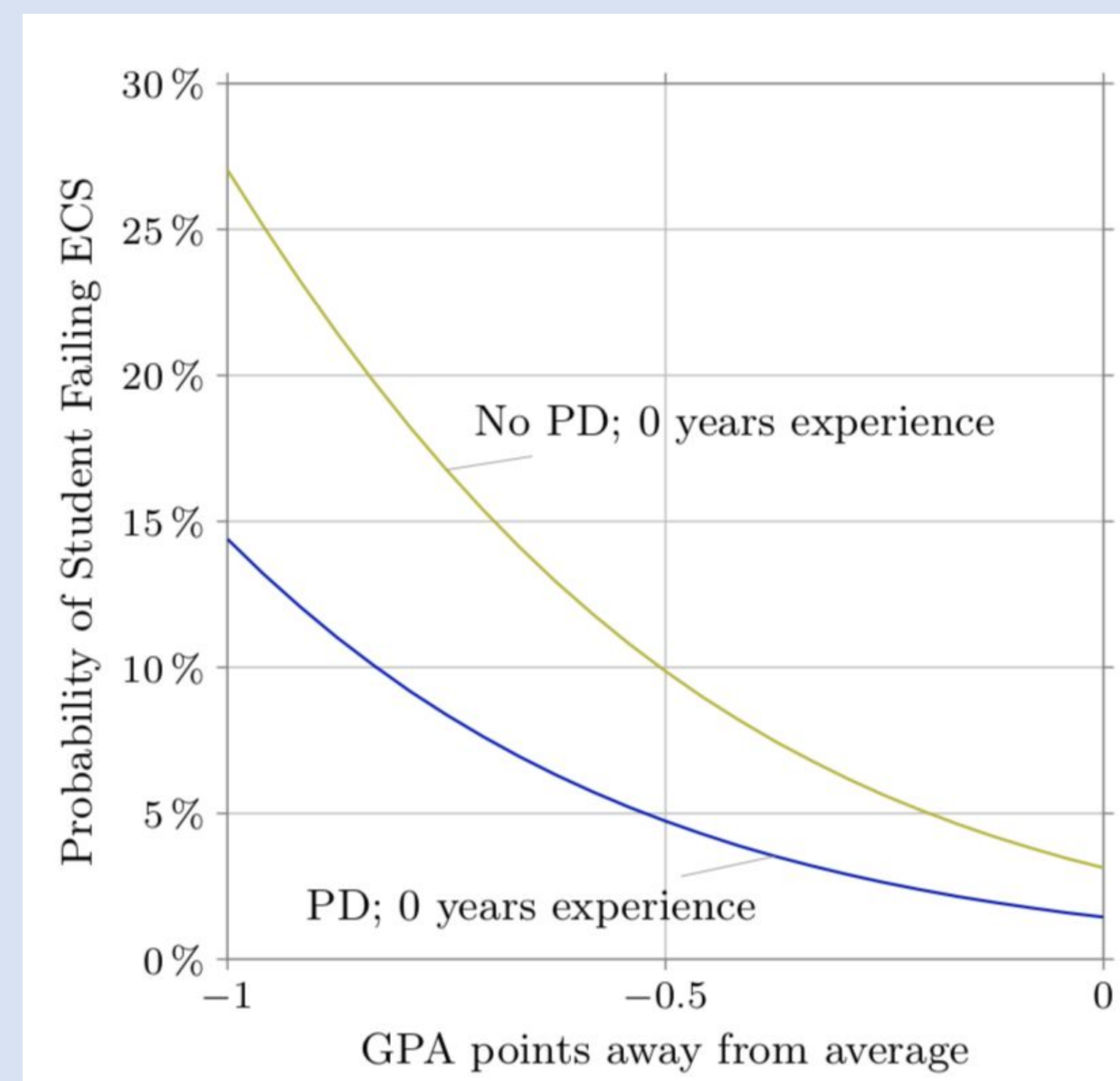
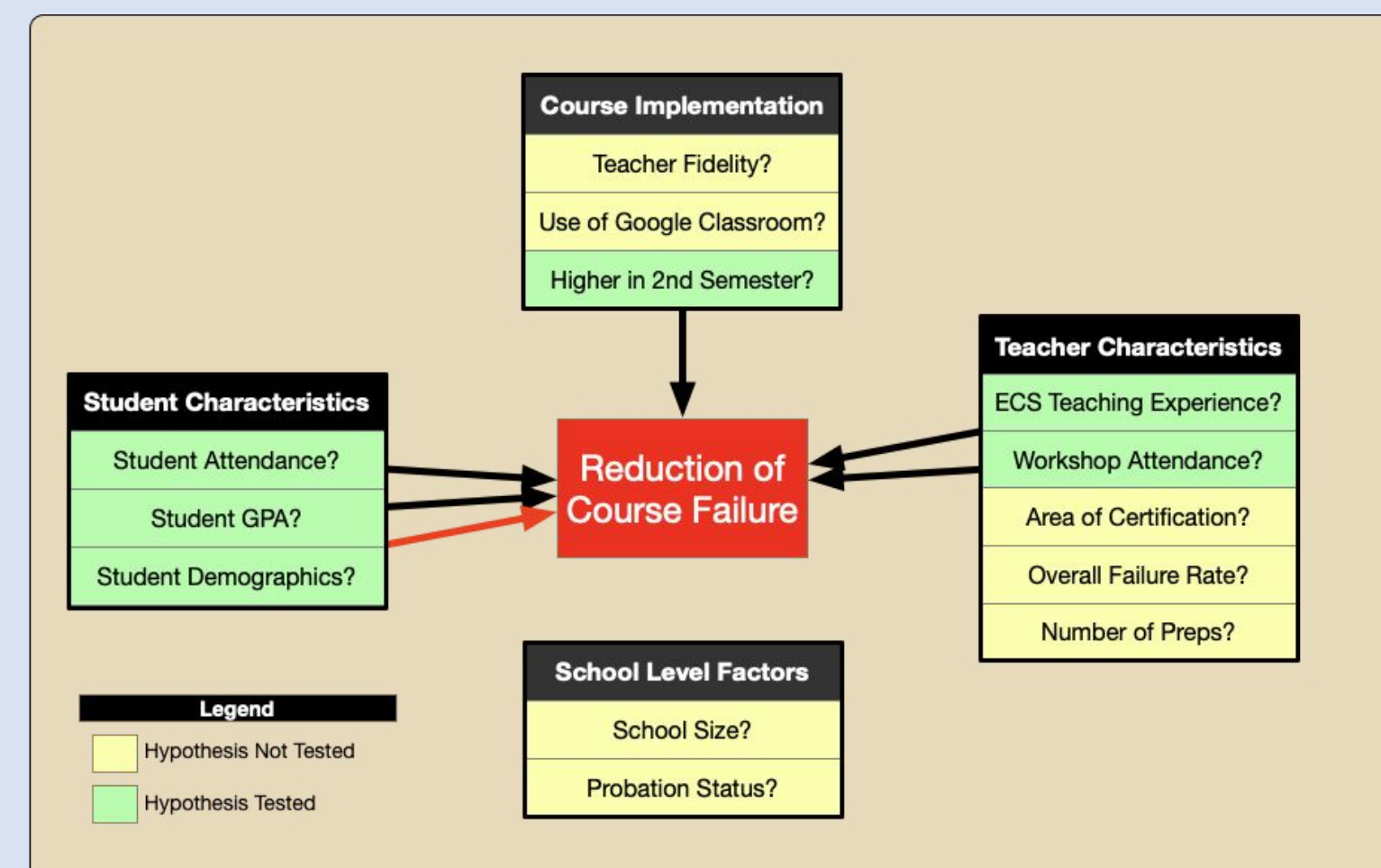
ECS is the primary course that students have been using to fulfill the graduation requirement in CPS. The ECS curriculum is composed of activities that are designed to engage students in CS inquiry around meaningful projects. The pedagogy of ECS is structured around three interwoven strands: *equity*, *inquiry*, and *CS concepts*. The ECS professional development program is designed to prepare teachers to implement these inquiry-based activities while also guiding teachers in building a classroom culture that is culturally responsive and adapting lessons to the backgrounds and interests of the students.

Course Units

- Human Computer Interaction
- Problem Solving
- Web Design
- Introduction to Programming
- Computing and Data Analysis
- Robotics



Collaborative Problem Solving



Assessing CAFÉCS

Erin Henrick

Building Trust and Cultivating Partner Relations

- Collaborative decision-making is a hallmark of CAFÉCS ethos and meetings
- Team members value diverse expertise of the group to inform research design

Conducting Research to Inform Action

- CAFÉCS members share a common goal: to support CPS to bring CS to all students
- Weekly and monthly meetings provide a space for problem-solving and brainstorming
- Data sharing MOU
- CAFÉCS whole team meetings offer learning opportunities:
 - Problem solving and brainstorming
 - Discussions to build common understandings towards shared goals, vision, purpose
 - Sharing research findings

Supporting the Practice Partner in Achieving Its Goals

- CAFÉCS arms CPS staff with relevant research that guides implementation



Example of CAFÉCS Impact

Results inform CPS communication strategies

- Sharing information with principals
- Increased workshop attendance

Results inform CAFÉCS research agenda

- Secure NSF EAGER Grant to address credit recovery through hybrid course

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