Connected Code: Why Children Need to Learn Programming (The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning)

Yasmin B. Kafai, Quinn Burke, Mitchel Resnick

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Coding, once considered an arcane craft practiced by solitary techies, is now recognized by educators and theorists as a crucial skill, even a new literacy, for all children. Programming is often promoted in K-12 schools as a way to encourage "computational thinking" -- which has now become the umbrella term for understanding what computer science has to contribute to reasoning and communicating in an ever-increasingly digital world.In *Connected Code,* Yasmin Kafai and Quinn Burke argue that although computational thinking represents an excellent starting point, the broader conception of "computational participation" better captures the twenty-first-century reality. Computational participation moves beyond the individual to focus on wider social networks and a DIY culture of digital "making." Kafai and Burke describe contemporary examples of computational participation: students who code not for the sake of coding but to create games, stories, and animations to share; the emergence of youth programming communities; the practices and ethical challenges of remixing (rather than starting from scratch); and the move beyond stationary screens to programmable toys, tools, and textiles.

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