



This zine was illustrated
by Celeste Moreno

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Based on research by Ricarose Roque, Celeste Moreno,
Ronni Hayden, and Stephanie Hladik at CU Boulder

THANK YOU!

Our research collaborators:

- ✦ The Clubhouse Network
- ✦ Lifelong Kindergarten Group
@ MIT MediaLab
- ✦ The Tinkering Studio
@ The Exploratorium
- ✦ ideaLABs @ Denver Public Library

the interviewees who
shared their experiences
with us

GET IN TOUCH:
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**WHAT
EQUITY
MEANS
TO ME**

WHAT CAN YOU DO WITH THIS ZINE?

Anything! zines are meant to be remixed. Feel free to write, draw, paint, cut, paste, color, and doodle

try a little bit and come back to it later

Work on this with friends, peers, or colleagues

Who is this zine for?
We designed this zine for staff from informal learning organizations, but you can share this zine with anyone in your community.

Use this zine as a lens to look at a specific activity or experience you've done

engage in these questions and activities to surface what equity means to you and use it as a starting point for conversations — in our work with educators, we've found that not everyone has perfect alignment, but there are valuable commitments and productive tensions.

disclaimer: this zine is continually evolving — just like our work towards equity. it's never done!

RESOURCES:

- Designing for Belonging by Susie Wise
- The Equity-Centered Community Design Field Guide by Creative Reaction Lab
- JusticexDesign.org
- bluedandelion.org
- creativecommunities.group

facilitatingcomputationaltinkering.org/resources/equityzine

Talking about equity requires openness,
and a willingness to "fumble forward".

Keep this quote in mind as you
communicate with your peers!

Donna Mejia (2020)

**"WOULD YOU PATIENTLY
STEADY YOURSELF AS WE
FUMBLE FORWARD
& CALIBRATE TO
EACH OTHER?"**

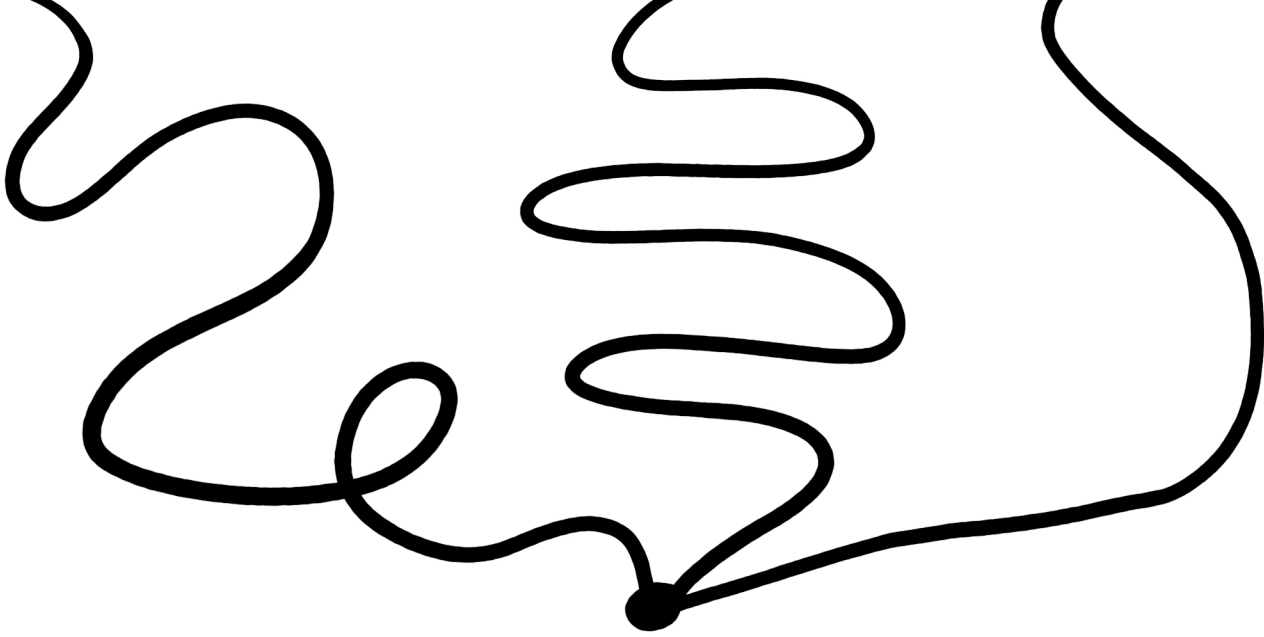
*"Fumble Forward allows us to stay open and
speak from the heart with diplomacy, even if
our voices are trembling and we can't find
confident, stable ground."*

**WHAT DOES EQUITY
MEAN TO YOU NOW?**

feels like...

sounds like...

looks like...



“There is no predetermined endpoint for equity; rather, it is a fluid and shifting aim.”

(Teeters & Jurow, 2018)



Date: _____

This zine belongs to: _____

I work in:

My role looks like:

The community or group(s) I work with..

looks like..

feels like..

includes people who..

is located at..

WHAT DOES EQUITY MEAN TO YOU?

(in your role)

feels like...

sounds like...

looks like...

STORY: Remixing Lotería

Clubhouse Coordinator Diego was in an organization with a commitment to serving its Latino community. He shared an activity that remixed the traditional Mexican card game Lotería.

Mexican families basically play [Lotería], so we're designing, for example, all those icons, we're redesigning them in a more contemporary way. We do graphic design and we're gonna do a new way of seeing the Lotería... I decided to bring it here and use it as a tool of connecting with the culture and also engaging them and just learning, you know, how to do stuff, basically. Because that's what we do, we kinda get them started and get their interest going in different ways; by creativity, they'll be learning other things.

By engaging in these culturally relevant activities, Diego introduced youth to creative technologies and cultivated their creativity — highlighting how such activities can also be onramps to more opportunities. In reflecting on this culturally relevant approach, Diego shared aspirations that went beyond engaging youth in learning how to use new technologies.

[This is] a space where our youth can actually find a culturally relevant space to gather and to create ideas and to... know that the space is their space... We are just there to kind of provide the support, but I really want to achieve that awareness in the community that this space is for the youth, for our community, that they can come and they can guide it in many ways.

Diego was also trying to provide access to a “safe” space for youth where they could have a place of belonging. Eventually, Diego hoped that youth and community members would develop a sense of ownership over the space and help shape what happens in the space (based on whose values, towards what ends).

STORY:

The Balancing Act

While all facilitators described a commitment to youth interests (for whom, based on whose values), how facilitators and spaces perceive youth interests can influence what happens in the spaces (access to what) and for what purposes (towards what ends). Clubhouse Coordinator Mark shared job training programs and encouraged youth to explore STEM careers. At the same time, Mark tried to be responsive to youth.

I spent endless hours writing a year-long curriculum for this program, and we destroy it every day. But sometimes, it's a teachable moment and you catch them in the right mood and we all might learn something... I have no problem trashing the curriculum I worked so hard to write for something that they wanna do. And that that keeps them engaged as well. If it's their idea... that'll keep them coming back rather than you telling them what they're gonna do every day, 'cause these kids spend seven to eight hours in school every day. (Mark)

Facilitators must engage in a balancing act between youth interests and their goals for expanding and bridging youth interests. This balancing act can be tricky with external resources, which can be embedded with differing values. Clubhouse Coordinator Cate shared how she engaged youth in Meta's "Engineer for the Week," a program where educators can receive resources to engage youth in a week-long "sprint" around a challenge designed by Meta. However, Cate had to tweak the curriculum because the activity was too directed.

Something like that is not super typical, just because it is supposed to be more of a free-flowing space without a teacher at the front of the room. That's really something that they wanna avoid... I do think that the kids thrive when there is some direction. When they're given full freedom as new people in the space they wanna try everything and get their hands on everything, and then that's about where it stops and it doesn't really dive deeper. (Cate)

What equity means to us (the zine authors)

We appreciate this definition from community scholars Susan Jurow and Leah Teeters:

We like how this highlights that racism and inequity don't just exist — they have been purposefully organized, and we can purposefully reorganize toward better futures.

We love this emphasis on social futures because it highlights that our futures are connected!

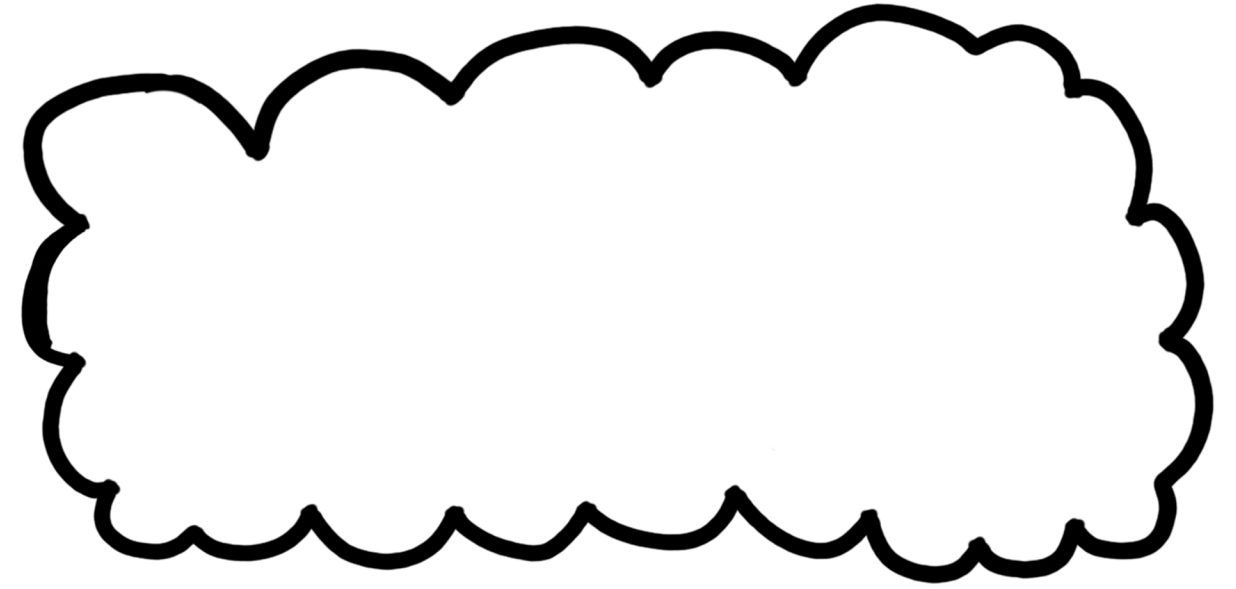
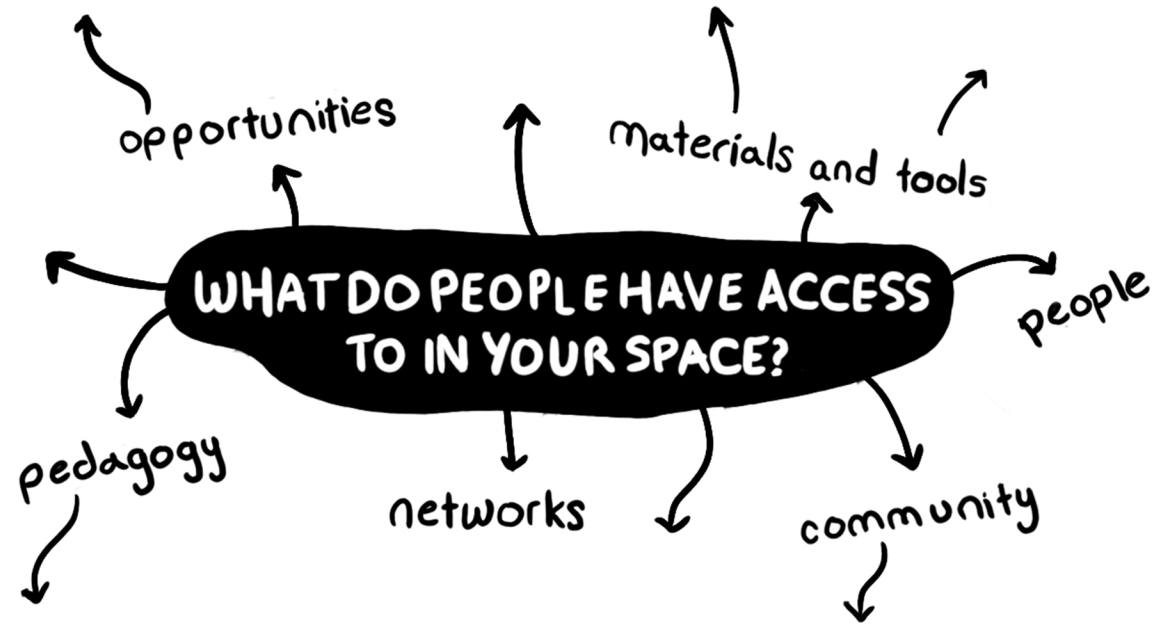
"Our view on equity is founded upon a commitment to the organization of greater opportunities for people from non-dominant backgrounds to determine their own social futures."

Importantly, work for greater equity is not only about gaining access to current structures of power, it also involves transforming those structures to facilitate more liberatory and just goals."

Some scholars use the phrase "non-dominant" to emphasize the power dynamics at play.

What would more liberatory and just goals look like in your community? in your vision?

IS THERE ANYTHING YOU WISH PEOPLE HAD ACCESS TO IN YOUR SPACE?



What does the world look like in a future where your dreams for your space, learners, or community come true?



UP NEXT - EQUITY IN ACTION: STORIES FROM THE FIELD

Educators shared stories with us about what their work towards equity looks like in their spaces.

Note: we used pseudonyms, these are not the educators' real names.

AS YOU READ THESE STORIES LOOK FOR:

- How values are showing up. These could be educators' values or the values of community members, learners, funders, etc.
- Mentions of access to materials, space, resources, programs, support, etc.
- Where outcomes are described
- Who else, aside from the educators, are mentioned

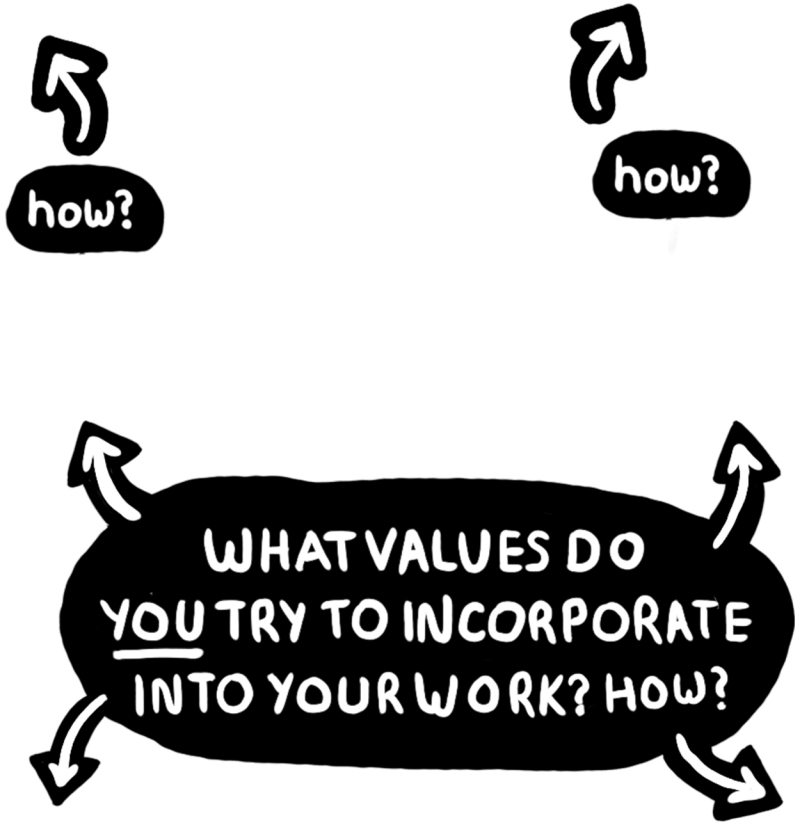
ACCESS TO
WHAT?

FOR WHOM?

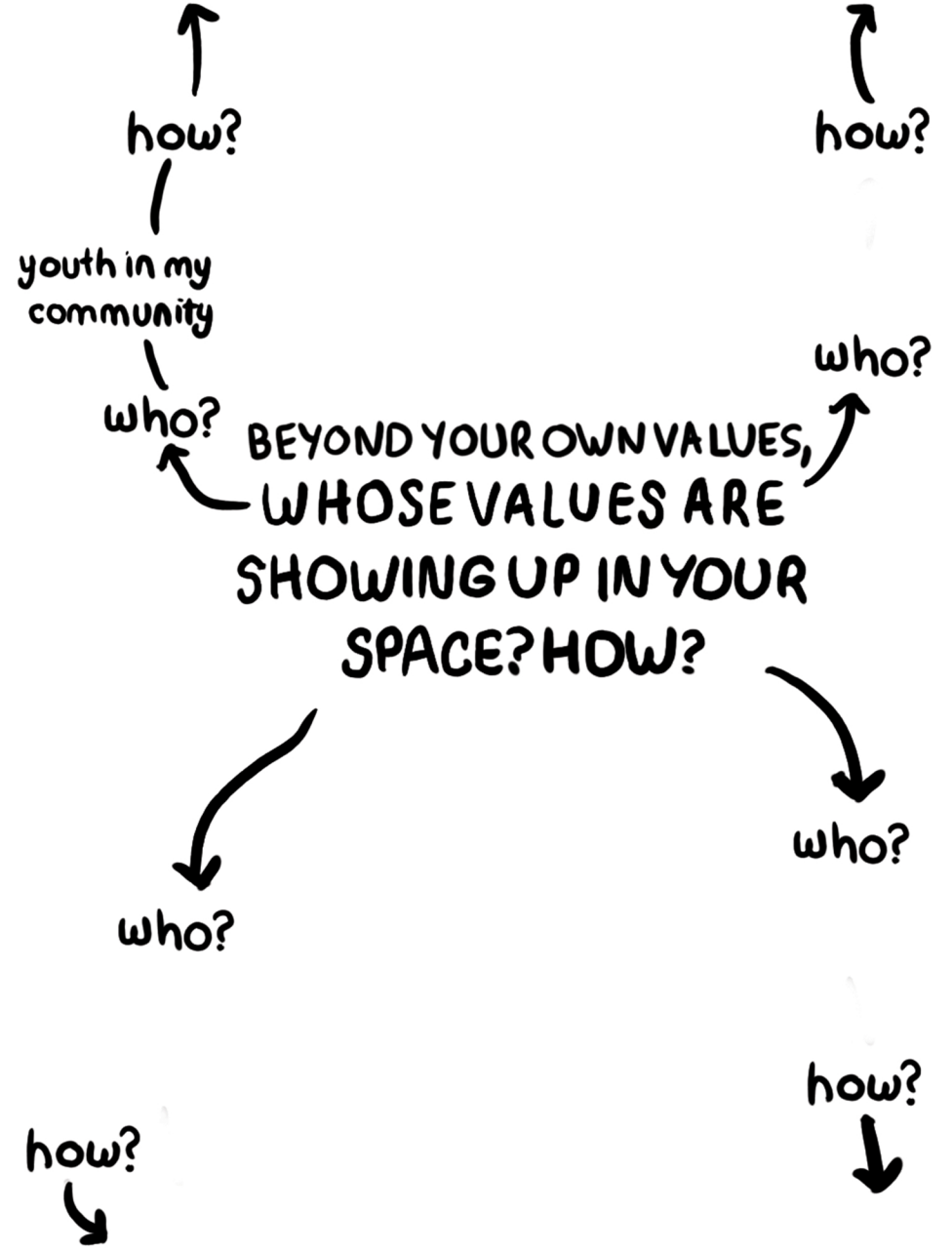
BASED ON
WHOSE VALUES?

TOWARD WHAT
ENDS?

We'll use these questions from researcher
*Shirin Vossoughi to exam equity
beyond access in this zine.



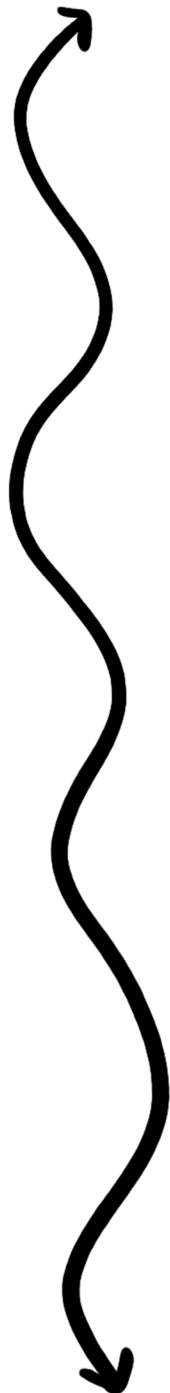
their interests shape the opportunities we offer



WHAT KINDS OF OUTCOMES ARE YOU HOPING FOR, FOR YOUR LEARNERS?

In the short term
e.g., after a workshop

In the long term
e.g., after a year



You can see that they're making discoveries and it's coming from a place of joy
- Community Educator

TOWARD WHAT ENDS

WHO DO YOU HOPE BENEFIT FROM THE OPPORTUNITIES IN YOUR SPACE?

youth from the immediate community.
- Community Educator



WHO CURRENTLY BENEFITS FROM THE OPPORTUNITIES IN YOUR SPACE?



|| FOR WHOM