In this seminar, Dr. Kate M. Miltner, University of Edinburgh, will interrogate common coding-related claims and illustrate how subtle gatekeeping mechanisms at play within coding schools end up subverting the well-intentioned goals they set out to achieve.

Dr. Miltner’s research centers on the circulation of power within digital contexts, with a particular focus on the (re)production of structural inequalities within sociotechnical cultures and institutions. Her current research examines the global Learn to Code phenomenon. This research puts the current coding obsession into historical context, explores the structural power dynamics within coding schools, and investigates the outcomes for students who attend coding programs.

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