

REMAKE MAKING: Leveling up facilitation in educational makerspaces

The rapid growth of educational makerspaces offers the promise of expanded participation. Only through facilitation can we avoid replicating inequities.

Project: Iterative development of constructivist professional development program

Context: Library makerspaces (teen & children's services)

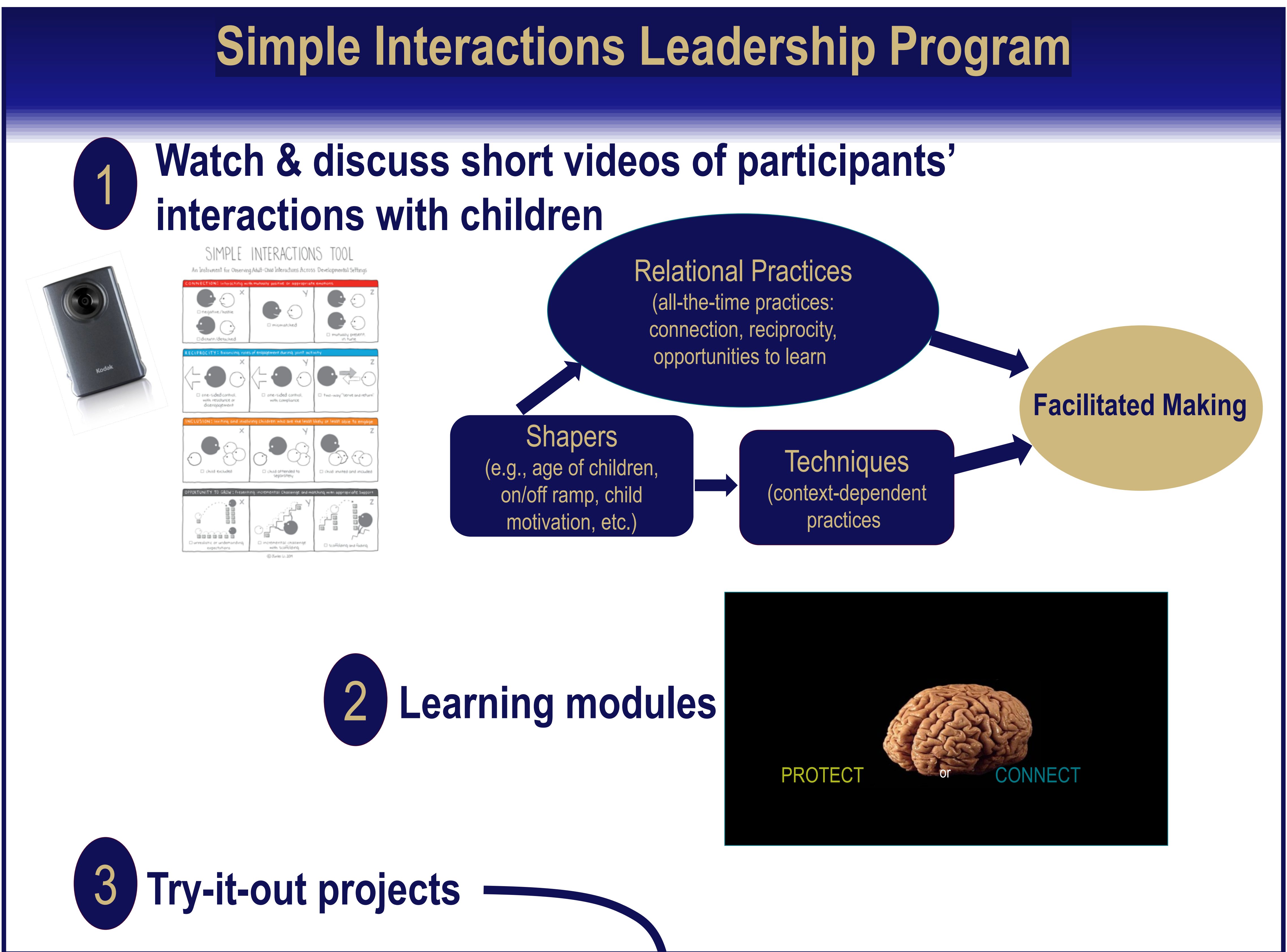


Core tension

Top-down, best practice approach

VS

Bottom-up maker approach



Development history

- 2012: Simple Interactions (SI) developed for orphanage settings in China (informal video-based approach)
- 2013-2017: SI projects in out-of-school time (3 semi-structured workshops; 46 sites, 250+ staff)
- 2017-now: AISL Pilot in libraries + local project in out-of-school time (SI + try-it-out projects; 27 staff so far)

Questions

- Who is an educator?
- How can we help professional practices outlast the intervention?
- Should we keep targeting STEM programs directly or get there through out-of-school time intermediaries?

Celebration of Learning – Year 1