Making + Learning

Making - An Educational Intervention
Why are you here?

What do you hope to learn?

Who are you serving?

Why MAKE?

Please write your thoughts on the flip charts around the room as you eat and network.
Linking the Framework to Learning

Purpose

People

Pieces & Parts

Learning
PURPOSE
What is your mission?
Why are you making?
How does making tie into your organization’s mission?

PEOPLE
Who is on your team?
What are their passions?
How can they help you build your program?

PIECES & PARTS
What tools do you have to work with?
• High tech
• Low Tech
• Recycled
<table>
<thead>
<tr>
<th>MAKESHOP Learning Practice</th>
<th>Practice Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquire</td>
<td>Learners’ openness and curious approach to the possibilities of the context through exploration and questioning of its material properties.</td>
</tr>
<tr>
<td>Tinker</td>
<td>Learners’ purposeful play, testing, risk taking, and evaluation of the properties of materials, tools and processes.</td>
</tr>
<tr>
<td>Seek &amp; Share Resources</td>
<td>Learners’ identification, pursuit/recruitment and sharing of expertise with others; includes collaboration and recognition of one’s own not-knowing and desire to learn.</td>
</tr>
<tr>
<td>Hack &amp; Repurpose</td>
<td>Learners harnessing and salvaging of materials, tools and processes to modify, enhance, or create a new product or process; includes disassociating object property from familiar use.</td>
</tr>
<tr>
<td>Express Intention</td>
<td>Learners’ discovery, evolution and refinement of personal identity and interest areas through determination of short and long term goals; includes learners’ responsive choice, negotiation, and pursuit of goals alone and with others.</td>
</tr>
<tr>
<td>Develop Fluency</td>
<td>Learners’ development of comfort and competence with diverse tools, materials, and processes; developing craft.</td>
</tr>
<tr>
<td>Simplify to Complexify</td>
<td>Learners’ demonstration of understanding of materials and processes by connecting and combining component elements to make new meaning.</td>
</tr>
</tbody>
</table>
INQUIRE

Learners’ openness and curious approach to the possibilities of the context through exploration and questioning of its material properties.
TINKER
Learners’ purposeful play, testing, risk taking, and evaluation of the properties of materials, tools and processes.
SEEK & SHARE RESOURCES
Learners’ identification, pursuit, recruitment and sharing of expertise with others; includes collaboration and recognition of one’s own not-knowing and desire to learn.
HACK & REPURPOSE
Learners harnessing and salvaging of materials, tools and processes to modify, enhance, or create a new product or process; includes disassociating object property from familiar use.
EXPRESS INTENTION
Learners’ discovery, evolution and refinement of personal identity and interest areas through determination of short and long term goals; includes learners’ responsive choice, negotiation, and pursuit of goals alone and with others.
DEVELOP FLUENCY

Learners’ development of comfort and competence with diverse tools, materials, and processes; developing craft.
SIMPLIFY TO COMPLEXIFY
Learners’ demonstration of understanding of materials and processes by connecting and combining component elements to make new meaning.
Making-Based Discussions

Engage in the making activity

- Write down examples of engaging in the practices
- Discuss
1. State the Problem
2. Generate Ideas
3. Select a Solution
4. Build the Item
5. Evaluate
6. Present Results
1. Define the Problem
2. Identify many options (Ideate)
3. Refine solution ideas
4. Execute the best

Cycle through ideation & refinement
Add to problem context to refine problem understanding
Widen
Narrow