MAKERS IN COMMUNITY ORGANIZATIONS

MAKE IT AT THE LIBRARY
Where Idaho Makers Meet
Session Objectives

1. To inform participants about the importance of making for children of all ages.

2. To introduce participants to a variety of activities which foster critical thinking and creativity and to present new tools, technologies, and materials that can be used in community organization settings.

3. To share information and resources on how to get started with making.
WHY...

MAKING?
LEARNING THROUGH DOING

CONSUMER → PRODUCER

NOVEL APPLICATIONS OF TECHNOLOGIES

OPEN SOURCE & FREELY SHARED

PEER-LED & SHARED LEARNING
<table>
<thead>
<tr>
<th>Activity</th>
<th>Hands-on</th>
<th>Social</th>
<th>Technology-infused</th>
<th>Innovation-driven</th>
<th>Leisure pursuit</th>
<th>Project-based learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making</td>
<td>always</td>
<td>always</td>
<td>always</td>
<td>yes</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>DIY</td>
<td>always</td>
<td>sometimes</td>
<td>sometimes</td>
<td>sometimes</td>
<td>sometimes</td>
<td>sometimes</td>
</tr>
<tr>
<td>Crafting</td>
<td>always</td>
<td>sometimes</td>
<td>rarely</td>
<td>rarely</td>
<td>always</td>
<td>rarely</td>
</tr>
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</table>
Design Thinking is integral to making
1. Define the Problem

2. Identify many options (Ideate)

3. Refine solution ideas

4. Execute the best

Cycle through ideation & refinement

Widen

Narrow

Add to problem context to refine problem understanding
<table>
<thead>
<tr>
<th>MAKESHOP Learning Practice</th>
<th>Practice Description</th>
</tr>
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<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>
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<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>
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<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>
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<tr>
<td>Develop Fluency</td>
<td>Learners’ development of comfort and competence with diverse tools, materials, and processes; developing craft.</td>
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<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>
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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.
SQUISHY CIRCUITS FUN
CIRCUIT BLOCK
COLLABORATION
WHAT HAVE WE LEARNED?

Making activities engage all ages

It is easier than many staff thought!

Fosters collaboration among patrons

IT’S FUN!

...(And when kids are having fun, they are most open to learning!)

Helps build new partnerships

Making can happen ANYWHERE!

Can be VERY cost effective!
WHAT WILL YOU MAKE?