



Getting Started With Makerspaces



Teresa Lansford, Ryan Rahhal

Published by K20 Center

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

Time Frame 120 min

Essential Question(s)

- What is the added value of Makerspaces to learning?
- What do you need to start up a Makerspace with students?

Summary

Now that many schools have added student devices to their schools, they are looking for other ways to integrate technology and give students enhanced authentic opportunities to apply learning. Makerspaces provide a platform for that, but many educators and administrators do not know where to start. By the end of this session, participants will leave with a better understanding of Makerspaces and how to start them in low cost/no cost ways as they build capacity.

Learning Goals

- Understand how to develop a culture of Making.
- Develop a plan for using low cost/no cost Maker tools.
- Explore the best tools to add to their own spaces.

Attachments

- [Four-Corners-Getting Started with Makerspaces.docx](#)
- [Four-Corners-Getting Started with Makerspaces.pdf](#)
- [Makerspaces-Activity-Ideas-Getting-Started-with-Makerspaces.docx](#)
- [Presenter-Slides-Getting-Started-with-Makerspaces.pptx](#)

Materials

- Makerspace Activity Ideas (digital; create a forced copy link for participants to have after the session)
- Presenter Slides (attached)
- [Designing A School Makerspace Article](#) (optional print for participants)
- Four Corners posters (attached; 1 copy)
- Surplus art/office supplies for Maker challenge
- Sticky notes in 6 different colors
- Participant devices that can connect to the internet

Engage

Presenter's Note

Prior to the session, put any surplus art/office supplies you have on hand on tables. Some examples are paperclips, scrap paper, tape, glue, popsicle sticks, playdoh, yarn, scissors, folders, construction paper, masking tape, etc. It helps to have some things that can have their shape manipulated and some to connect things together.

Use **slides 1-4** to introduce the professional development. Display the instructions on **slide 5**. Participants have 8 minutes on the timer to use materials on their table to create something that shows the most important point of the last unit they taught.

Presenter's Note

Emphasize that we have to have a space where people are comfortable to fail. Things do not have to be perfect or pretty. We want to emphasize process over product.

Give participants time to share out at their tables what they made and how it shows their learning. As a whole group, ask for volunteers to share something they liked about a tablemate's creation. Then ask the group what sorts of learning were happening while creating and talking about their creations. Who had a creation that didn't go as planned? What can we learn from things that don't work?

Ask: What was this experience like for you? What did you like about it? What could you see your students doing?

Explore

Display **slide 6**. Explain to participants that they now have some time to explore existing Makerspaces on their own. You can give participants the choice of searching Makerspace images and recording what they notice or print and pass out the article [Designing a School Makerspace](#) for them to read and record observations.

On each table make sure to have 6 different colors of sticky notes. Ask participants to find a different color note from the rest of the people at their table. Have them record what they notice about Makerspaces on their sticky notes.

Once participants have had time to explore the resources and record their observations, display **slide 7** and ask them to stand and find others with the same color sticky note as themselves to talk about what they noticed.

Explain

Presenter's Note

For the following activity, download the **Makerspace Activity Ideas** document. For easier sharing with participants, add it to your Google Drive and make a forced copy link. This is done by copying the sharing link to the document and changing the word "edit" to "copy." Create a QR code using the forced copy link and add that code to **slide 9**. This will give participants access to the materials and activities you record in your brainstorming session once you have recorded their ideas in the document. Alternately, you can offer to send participants a link or copy of the document following the session.

Display slide **8**. Explain that there are lots of ways that we can apply low cost and no cost materials to the curriculum and content when trying to integrate Making. The hardest part can be brainstorming creative applications for what we have on hand.

Leave presenter mode in the slides and open the Makerspace Activity Ideas table, making sure that it is visible for participants to see as you type in responses. Attendees work as a group to first call out materials that they have a lot of. This could include lined paper, broken crayons, paperclips, etc. Record responses. Once you have generated a list of materials, revisit the list and as a group generate possible projects and products students could create using those materials.

Sample Responses

Lined paper could be used to make paper rockets, sails, parachutes, etc. Plastic baggies could be used to mix paints, create stained glass windows, experiment with refraction, buoyancy etc. Popsicle sticks could be used to build, make puzzles, or create catapults.

After participants have had time to generate a list of materials with multiple ideas, return to the slides and display **slide 9**. Give participants time to scan the QR code. Let them know that scanning the code will provide them with a copy of the resources you just generated as a group.

Extend

Move to **slide 10** and reflect on all you have seen and done. Ask participants to share out what they feel Makerspaces look like, sound like, and feel like.

Sample Responses

Makerspaces look messy, collaborative, engaging. They sound noisy, busy, engaged. They feel exciting, engaging, experimental.

Remind participants that this is all with low-cost/no-cost materials. Adding big ticket items can be exciting for teachers and students, but it is the mindset we create that makes the biggest impact. Display **slide 11** and share that OETT has a grant program that can be used to expand Makerspaces and add more technology/robotics. Share the OETT link with participants and either give them time to explore the site and ask questions or you can encourage them to explore it further on their own time.

<https://www.oett.org/grants/>

Evaluate

Note to participants that mastery does not come before applying a tool with students. If we waited to let students use materials until we had mastered every tool that we use in our Makerspaces, students would never get to use them. Additionally, with low-cost materials, we never know what students may create so it is best to provide opportunities and see where they take them. When we don't fully have a tool or material mastered, we have the chance to authentically model how to find the information we need to make things work and authentically model a growth mindset. Do not be afraid to be open. Kids need to see us model struggle so that they can begin to be comfortable with struggle themselves.

Move to **slide 12**. Participants can consider their comfort in using common Maker tools by engaging in a four corners activity. Explain that we are going to show our TEAM spirit in this activity by moving to the poster in the room that matches our experience with a variety of both high-and low-end maker tools. In this instance, TEAM stands for Try, Explore, Apply, Master. Display the [Four Corners Posters](#) around the room. Use slides 13-19 to gauge comfort with a variety of Maker tools. Remind participants that they are considering what they are:

1. Willing to **Try**
2. Have already **Explored**
3. Have **Applied** to learning with students
4. **Mastered** and use regularly

Use **slides 13-19** to gauge willingness to work with different Maker tools. After participants move each time, ask what has made it difficult to work with the tools, or what supports they have found helpful in integrating the tools.

End by reminding participants that tools are engaging but their willingness to try and model is at the heart of a successful Makerspace. Giving students space to explore, tinker, and try will develop a growth mindset and willingness to think about their world in new ways.

Research Rationale

Makerspaces are currently used for activities such as STEM challenges, free play, or literacy extensions.. While Makerspaces continue to grow in popularity, there is currently a lack of research on best practices for implementation and outcomes regarding the efficacy and impact of Makerspaces on learning (Davis, 2018; Vongkulluksn, et al., 2018). The problem facing Makerspaces today is that there is no standardized pedagogical framework for best practices in implementing and assessing learning in Makerspaces. However, Within a school, a Makerspace has the potential to reach a multitude of learners across a variety of learning styles including those who learn best in a hands-on environment (Sheffield et al., 2017).

For Makerspaces to have a positive impact on student learning, teachers and leaders have to be prepared to select materials and coach learners. Educators need to understand how to guide students to develop a growth mindset while working in a Makerspace. The process and not the product needs to be the central focus for learning. Makerspaces are often viewed as expenses but using less costly materials to build and create can be both more sustainable and replicable (Lakind et al., 2019). Learning should be the focus over high priced materials (Fontichiaro, 2018). This session helps educators to see how they can use low cost or no cost materials to support student learning through Making.

Resources

- Davis AML. (2018). Current trends and goals in the development of makerspaces at New England college and research libraries. *Information Technology & Libraries*. 37(2):94-117.
- Fontichiaro, K. (2018). Beware the Magical Object: Stop Expecting Tools to Be Teachers. *Teacher Librarian*, 46(2), 49–51.
- K20 Center. (n.d.) Four corners. Strategies. <https://learn.k20center.ou.edu/strategy/138>
- Lakind, A., Willett, R., & Halverson, E. R. (2019). Democratizing the maker movement: A case study of one public library system's makerspace program. *Reference & User Services Quarterly*, 58(4), 235–245.
- Sheffield, R., Koul, R., Blackley, S., & Maynard, N. (2017). Makerspace in STEM for girls: a physical space to develop twenty-first-century skills. *Educational Media International*, 54(2), 148–164. <https://doi.org/10.1080/09523987.2017.1362812>
- Vongkulluksn, V. W., Matewos, A. M., Sinatra, G. M., & Marsh, J. A. (2018). Motivational Factors in Makerspaces: A Mixed Methods Study of Elementary School Students' Situational Interest, Self-Efficacy, and Achievement Emotions. *International Journal of STEM Education*, 5.