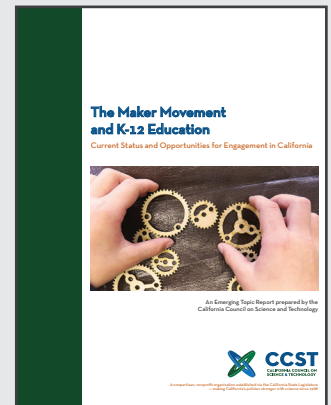




SUMMARY

The **Maker Movement**, a largely grassroots effort to establish spaces where participants can use a variety of design and fabrication tools, has become a focus of interest for educational institutions throughout the United States and California in recent years.

This report follows on CCST's previous studies of **Maker Education**, providing an overview of the impact of the Maker Movement on K-12 institutions and opportunities for engagement with institutions of higher education and the Maker Movement at large. It includes a review of the history of the Maker Movement overall and its relationship to pedagogical theory and practice, an overview of current examples of Maker Education in K-12 environments, and identifies issues needing further study.



Report Published **DECEMBER 2017**

For the findings, conclusions and recommendations, see the **FULL REPORT** on our website: ccst.us/publications-projects

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MAKERSPACES Sorted by Location

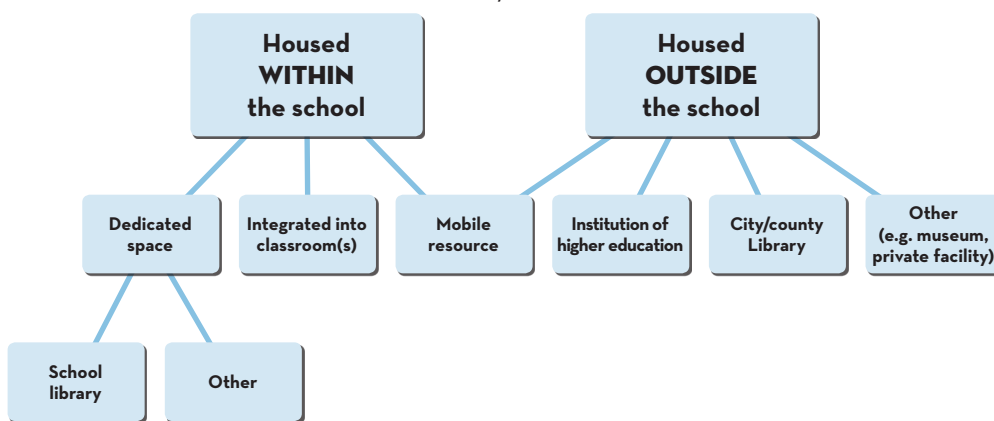


Figure: Makerspaces can be sorted by location in relation to school campus. (Reproduced from Figure 1.)

BACKGROUND

“**Making**” offers complementary learning environments to the traditional classroom and helps participants develop skills that differ from those developed in traditional student projects and learn-by-doing classes.

In 2016, CCST published a report at the request of the **California Community College Chancellor’s Office (CCCCO)** to inform efforts to develop a statewide network of makerspaces linked to California Community Colleges. CCST followed this with a symposium series to bring together stakeholders to begin building the CCCCCO network.

Since the community colleges and K-12 system have an extensive and varied partnership,

a logical next step was to examine how makerspaces integrate with K-12 schools, and whether they differ significantly from those found in institutions of higher education.

KEY QUESTIONS ADDRESSED

1. How did the idea of K-12 makerspaces originate?
2. Why are K-12 educators excited about making?
3. What do makerspaces look like in K-12 environments?
4. How do K-12 makerspaces connect to higher education, including community colleges, and what opportunities may exist to build on this engagement?



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