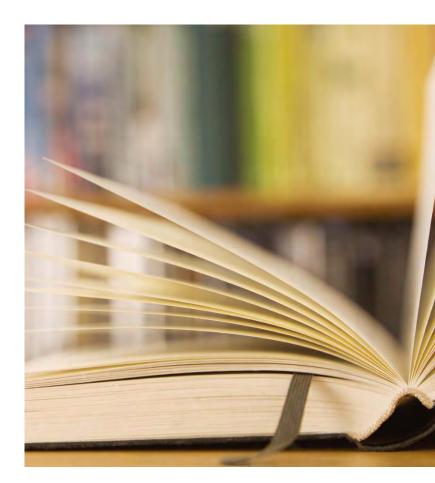
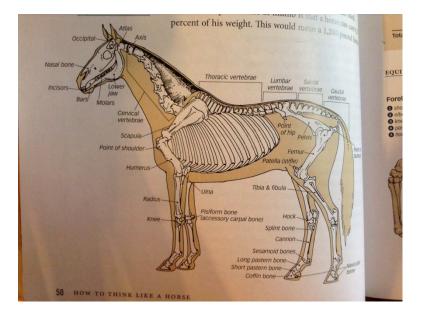
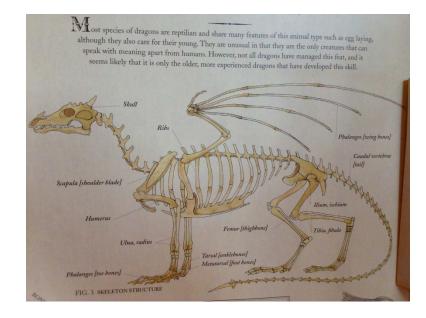
PROMOTING EQUITY, COMPLEXITY, AND CENTRALITY IN MAKER SPACES

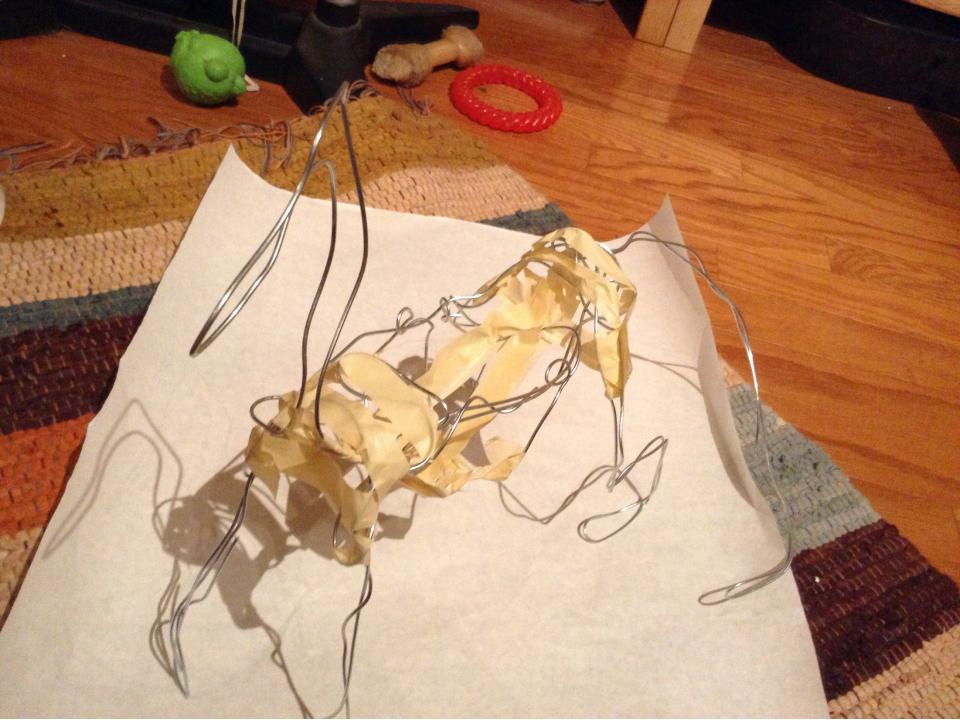
Lee Martin, University of California, Davis August 18, 2017





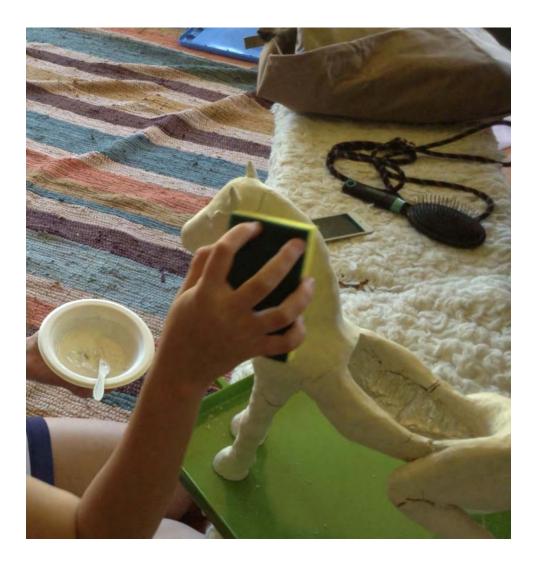












Making and the Maker Movement









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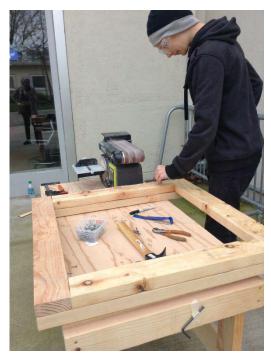




What do young people get out of maker experiences?

it depends ...

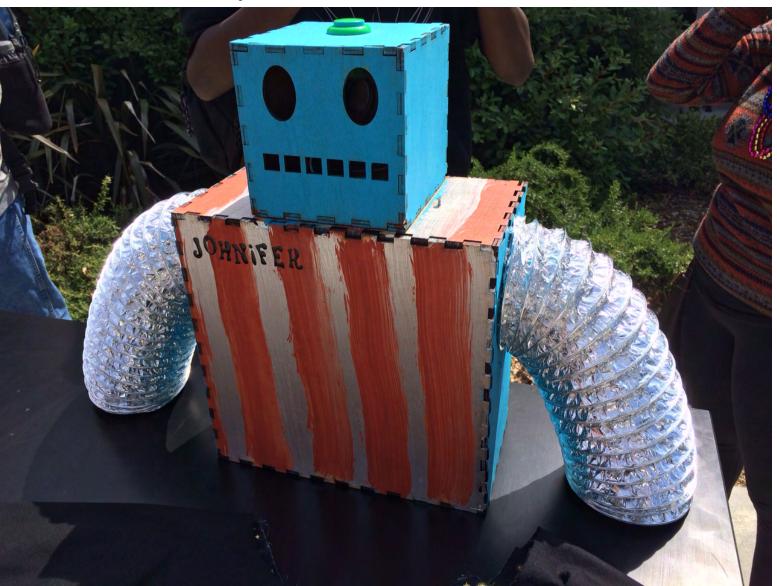
Skills







Identity shifts and Confidence



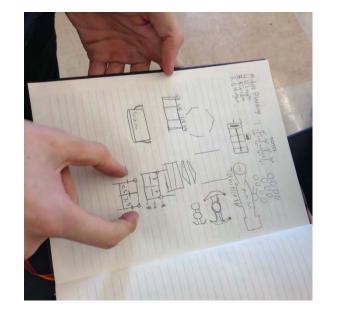
Resourcefulness (Adaptive Expertise)





Three Requirements







Complexity



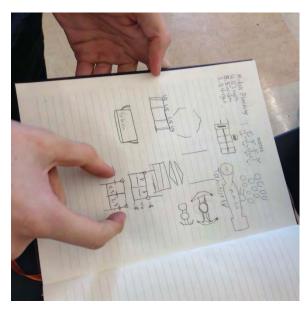
Centrality

Equity



- Equity is complex
- Who is in the room?
- Who has opportunities? Who is taking them up?
- What ideas and practices are celebrated, welcomed, tolerated, or devalued?
- Are all students' ideas and practices taken seriously?

Complexity

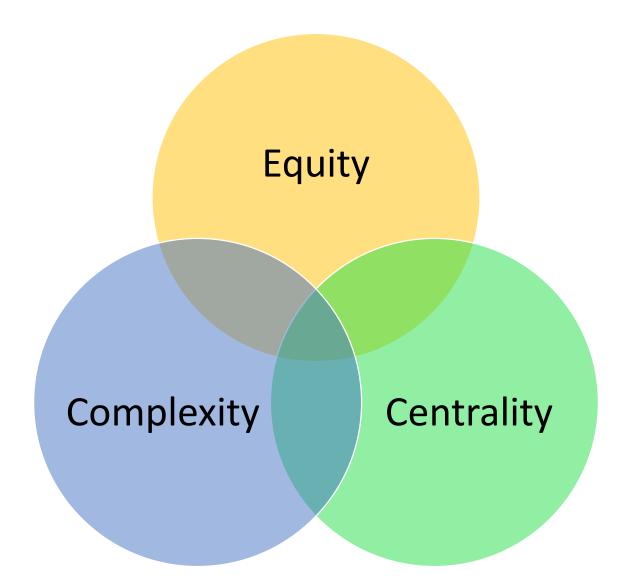


- What is the nature of the work?
- Are students moving out of their comfort zone?
- Are students challenging themselves intellectually?
- Is there opportunity for students to "level up"?

Centrality



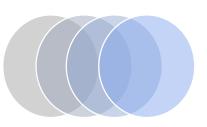
- Are students central participants in the learning activity system?
- Are they engaged in valued practices, like figuring things out, prototyping, and getting feedback?
- Are they being pushed to the margins of their project work?



Equity principle: meet youth where they are, as who they are







Familiar Novel

- Mobile / local
- Encourage playfulness
- Start from areas of comfort and familiarity
- Youth-driven project choice

Complexity

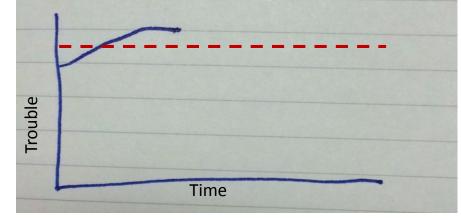


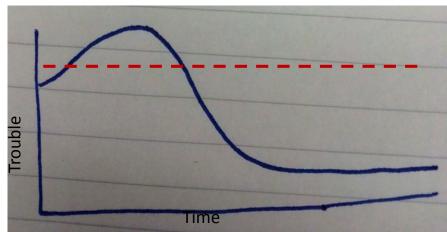


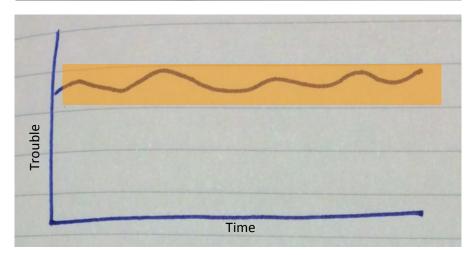
- Encourage intellectual risk taking
- Culture of drafting and feedback
- Always seek out others' ideas
- Encourage leveling up
- Saturate the environment with resources
- Build toward disciplinary knowledge
- Peer mentoring

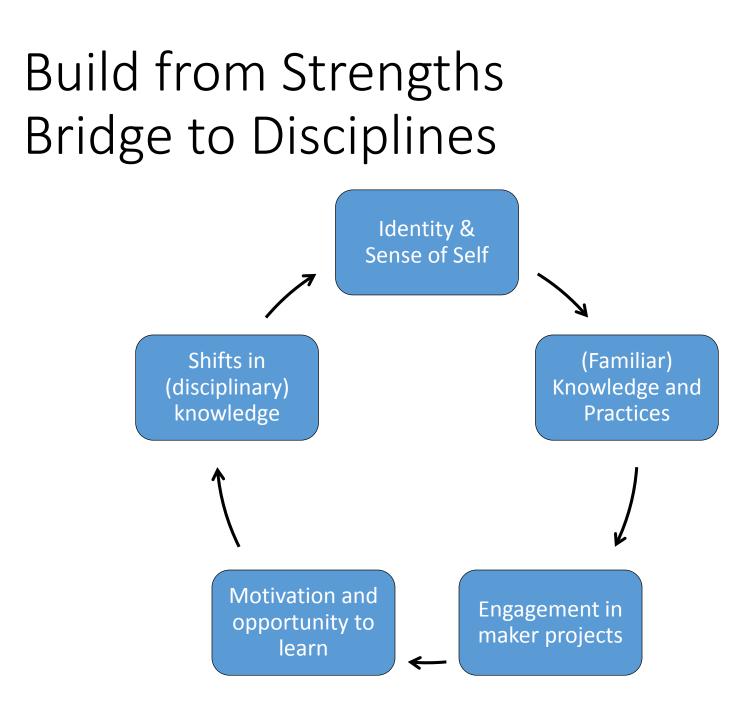
Centrality

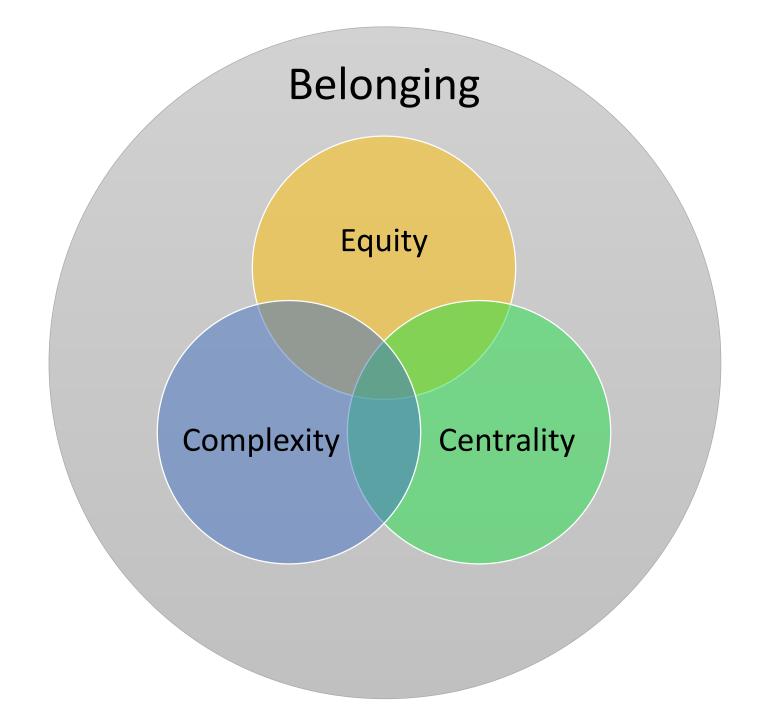
- Pedagogical moves for scaffolding difficulty up and down
- Focus on "desirable difficulties"
- Patience



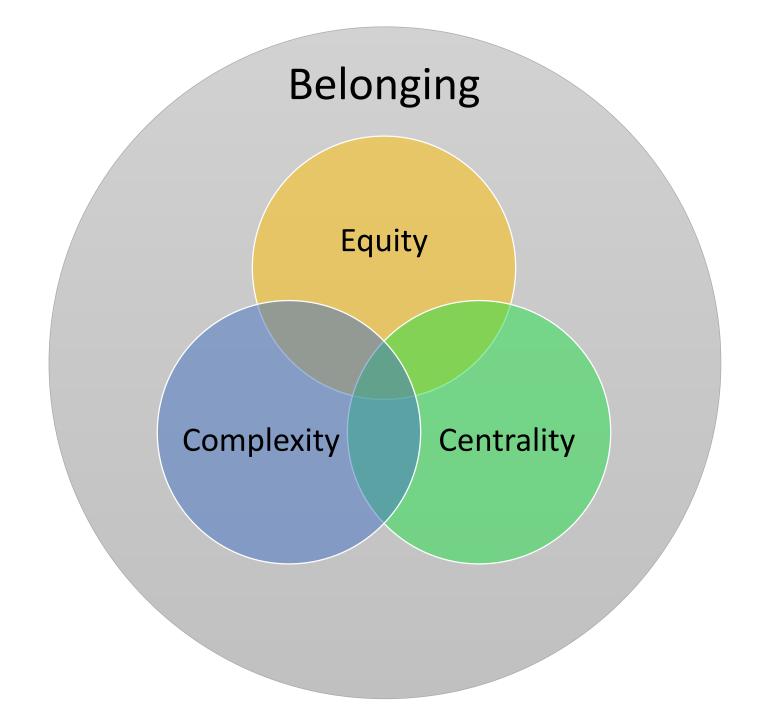








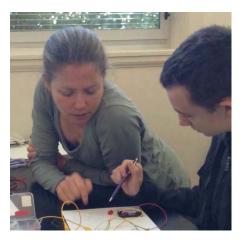
Just being able to be myself in a space with a lot of people. I can only be myself when I'm alone. I act like someone else when I'm in front of other people. Being able to sit down, work on my own stuff, and describe it to other people. Knowing that that is me talking. It's just something that really helped me out.



Acknowledgements



Colin Dixon



Sagit Betser







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