

PRACTICAL STRATEGIES FOR IMPLEMENTING MAKER LEARNING EXPERIENCES

AN INTERACTIVE PRESENTATION

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ABSTRACT

Project-based learning (PBL) is not new to education. Though primarily lecture has long been the standard instructional method in education, the benefits of PBL have recently gained renewed attention thanks in large part to the “Maker Movement”, and the growth of educational makerspaces (Martinez & Stager, 2013). In addition, many new technologies are enabling maker learning activities to be highly innovative. The nature of these kinds of learning activities strongly supports the tenets of Transformative Learning. For example, maker learning activities engage learners in loosely defined, cross-curricular projects that are student driven and highly authentic (Kurti, Kurti, & Fleming, 2014). Educational makerspaces are expected to significantly impact higher education within the next two to three years (NMC, 2016). However, several key philosophical and practical considerations are necessary for faculty to successfully implement maker learning experiences.

The purpose of this session is to prepare faculty for these important considerations for successfully implementing technology-based maker learning activities. Strategies that will be shared in this session are based on several collaborations by the presenter with K-12 teachers and higher education faculty in conducting maker learning activities with students. Many successes and “lessons learned” best practices that have emerged from these experiences will be highlighted. In addition, participants will experience these maker learning strategies through engaging in a robotics and coding-based activity during the session.

SELECT REFERENCES

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New Media Consortium. (2016). *NMC horizon report 2016 higher education edition*. Retrieved December, 2016, from <http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf>

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