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http://www.hastac.org/

keywords

connected learning, digital literacy, electronics, making, maker, library, resources, underserved, after-school, teens, programming, computing, technology, understanding, play, exploration, workshops, etextiles, crafting, flat, teaching, guided learning, participatory design, eorigami, hi-low tech, mit, makered, digital media, internet, proficiency, sharing, collaborating, exposure, computation, programming, kids, youth, arts, craft, empowering, failure, fabrication labs, fab labs, maker spaces, institutions, kit based.

keyterms defined:

electronic interactive - a digital media installation, ranging from a game, to a sculpture, or art work, utilizing electronics and knowledge of circuitry and or programming logic and syntax.
kit - a set of parts or things for a specific purpose
framework - structure
scaffolding learning - to tier or create stepping stones so concepts and knowledge can be built upon within a learning environment.
HASTAC - Humanities, Arts, Science and Technology Advanced Collaboratory

timeline / actions

31	7	14
Map comparison of online resources/curriculum.	Run curriculum by Kenny and K-Fai.	Make sketch kits, let them be explored.
Reconnect with MESS Hall, talk about new kits.	Talk to Ann about implementing check-out/cart	Observe kit or cart usage.
Reevaluate summer blog and feedback on tools.	Condense "curriculum" into kit interactives.	Interview volunteers about what they see in its usage.
Develop own curriculum based on summer learning.	Access existing kits at the library. (Boardgames, etc)	Make report for proof of concept / needed actions.

MakerJawn

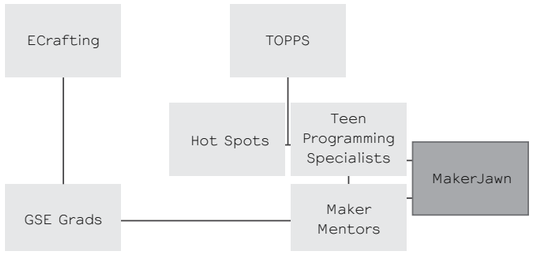
IDES 431

bk

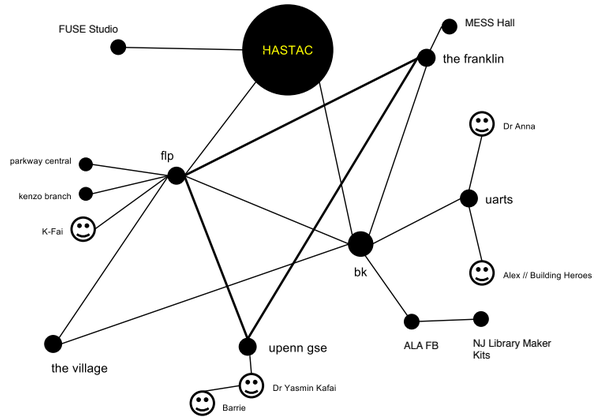
Playing, Learning, and Making things light-up in City of Brotherly Love and Sisterly Affection. To encourage exploration with, making of, and collaboration on electronic interactives.

Digital Media afterschool programming and workshops for youth at the Free Library of Philadelphia.

my position at flp

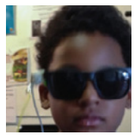


I am currently a Maker Mentor underneath the Teen Oriented Programming group housed at the Free Library.
I am a direct link between Programming Specialists and other Mentors and interested parties at the library.
I bring technical knowledge and critical feedback via implementing and testing progams and workshops.
As well as HASTAC scholar and collaborator.



library maker profiles

Jacob
13 years old
"The Boss"
// Self-directed tinkerer
// Geeking out



Mykal
9 Years old
"the best student"
// Needs guidance
// Messing around

Donnie
10 years old
"gamer"
// Self-directed
// Hanging out

Star
11 years old
"maker + doer"
// Self Directed
// Messing Around and Hanging Out

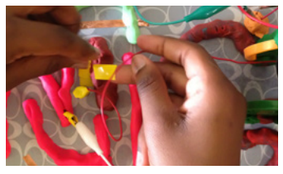
literary review findings

In my readings I have found that youth are bound to be creative and explore concepts through unrestricted play. In the context of the library I must be sensitive to how the community, family, and actual child view and interact with technology and electronics. Their own thoughts will completely differ from mine when it comes to its use for , entertainment, etc. The beauty of digital media is that it is able to freely move around, which can either allow for easy entertainment or escape, or fluid transfer of ideas and project sharing. I have also learned to specifically categorize not only the needs or ways in which youth learn(inquiry based, play, directed learning, etc), but also their involvement in the programming.

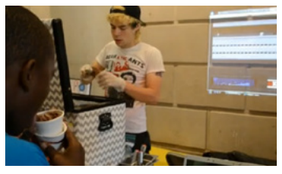
As stated in Ito, there are three primary ways in which kids will align with digital media programming. They can either just *hang out* and socialize, *mess around* with what is being worked on, or they can totally latch on to the project and *geek out* while contributing to a final solution.

precedent: interactive collaborations

Connected Messages
A collaborative, multiple location, interactive mural project completed at the library over the Summer '13.



MakeyMakey Mazes
A gateway from simple circuitry to basic programming with magnets and playdoh.



Maker Celebration Games
A set of games made for PizzaBrain and LittleBaby's for the maker celebration in collaboration with kids at the Village.

precedent: kits

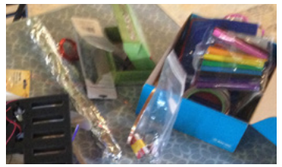
MESS Kits
"Single-serving experiments that allow kids to explore scientific concepts at their own pace." Checked out and updated frequently with simple chemistry, physics, and crafts projects.

Fuse Studio
Online, drop-in model, inquiry based, STEAM(Science, Technology, Engineering, Arts, and Math) centric design-build challenges. Free to the public, sans physical project materials.

Sparkfun
Nationally tested and utilized curriculum for scafolding learning with regards to electronics, physical computing, and programming.

NJ Maker Kits
Three kits ranging from button makers to MakeyMakeys. Can be checked out at branches, comes with minimal guidance for branch users other than online product guides.

precedent: previously tested + thoughts



Possibility Box
A box full of projects chosen by MAKER.ED of MAKE media for mentors to explore with students. An unfocused set of basics.

In order to make a framework for scafolding the learning of youth at the library a curriculum of sorts must be worked out. As specifically modeled by MESS kits and FUSE Studio they do not have to be completed sequentially.

Sparkfun on the otherhand has a very linear approach to its lessonplans, one may explore interesting components or pieces of the puzzle just like Light-Up. However, if exploration occurs in these platforms their preplanned linear execution is nullified.

These precedents can be remixed and mashed-up to work within the library, however, they're not tailored towards the specific contexts and environments the library has to offer.

library structure v. other methods

The Free Library's programming is not as uniform across multiple locations.
Different mentors and specialists run multiple types of programming utiliving a multitude of teaching methods at any given moment.
Both the project checklist from Sparkfun and the cloud or menu-like curricula of FUSE are not easily implemented at FLP locations.
The curricula needs to be transient and interchangeable to effectivly engage the Library's youth.