

Maker-Based Learning: Beyond “Arts & Crafts”

Understanding the real-world perceptions
of K-12 educators towards maker-
centered learning

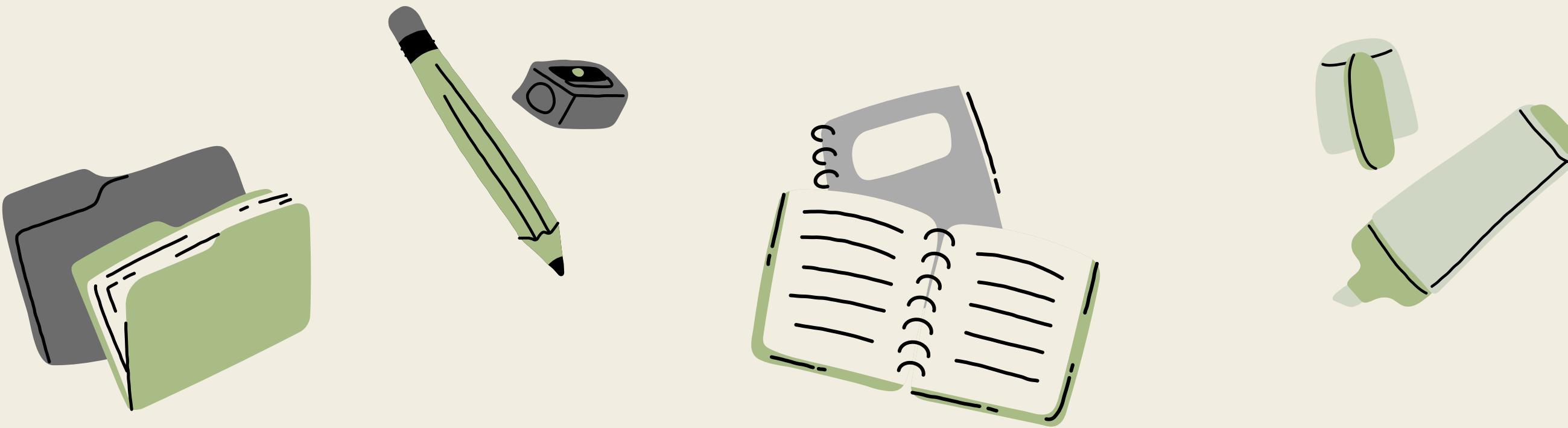
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Diffusion Case Study





For my hypothetical case study, I want to focus on the instructors teaching style and how they are (or not) leveraging maker-centered learning. The focus in most of the research I have seen is on student outcomes with findings being in favor of maker-centered teaching.



The maker mindset is an ethos of learning and teaching. Simply inputting “craft-related” projects into curriculum is not enough. Especially if it is still being taught with a teacher-centered approach. Based on former observations, the focus of my innovation puts a focus on the instructor’s mindset as an adult learner.

Common problems with Maker-Centered Adoption



As an instructional designer that introduces experiential learning to instructors from multiple disciplines, I have seen a wide range of teacher acceptance for the maker-centered approach. One of the common problems I have heard is that instructors do not have time to learn a new teaching style on top of all the extra things they are already asked to do.

Common problems with Maker-Centered Adoption



An observation I have also noticed is that when the instructors do receive training it is short, information packed, and there is nothing to continue reinforcing or to support their learning after. Educators typically get this training through a conference or a one-time online training.

Purpose & Goals

My innovation is not revolutionary. However, it is a call to commit to the practices that many instructors already do with their students. Such as reenforcing learning.

Adult learners also need more time to practice incorporating new behavior because of the constant daily distractions and incoming information.



Purpose & Goals

The curriculum that I want to build would scaffold their knowledge into smaller microlessons over a longer duration of the school year.

Additionally, the information that will be taught focuses on them as an instructor and their teaching methods.



Purpose & Goals

Maker-centered teaching does not always have easily quantifiable results, something that many instructors find necessary for grading purposes. Instructors will be taught the methods and ways to adapt grading rubrics and how to look for different indicators of learning rather than rote memorization or other traditional methods.



Case Study Details

- | Target audience: all instructors especially in the public sector
- | The intended audience is broad – as many teachers as we can reach
- | Overall goal is long-term use
- | Potential barriers to diffusion and adoption are the teachers themselves

