PIECES & PARTS

The purpose of the Pieces & Parts tool is to help develop a common language across team members related to important aspects of your makerspace or maker programs.

This tool can also be a starting point for action. It is designed to encourage cross-organizational discussion and consideration of many of the core aspects of makerspace or maker program activity and practice, and how those aspects fit together and impact one another. This tool asks you to consider many of the core factors that are often core to designing and maintaining a makerspace, such as facilitation, types of tools and materials, structure of activities, etc.

This tool encourages you to consider these various facets of your makerspace or maker program on a series of spectra. The spectra do not carry any weight or value. They simply visibly show many of the core tensions that are often at play when designing making experiences for learners. The spectra that are featured on the tool are not exhaustive, meaning there are many many more facets, decision factors and tensions that are at play when designing making experiences for learners. A hope is that through using the tool, participants surface additional spectra for their team to consider together.

Ultimately, these spectra are intended to facilitate discussion. Depending on where your makerspace or maker program is with respect to some of these spectra, discussions can be had to consider how you might achieve some meaningful changes with regard to your vision or activity. Revisit these spectra from time to time as a way to evaluate where you and your team have made such changes or which aspects of the makerspace or maker program have remained constant and strong.

1. As a group, choose one big part of your work as it relates to making, such as the design of the space or a specific program that you will use this tool to consider.

2. As an individual, mark where your chosen space or program falls on each of the spectra.

3. Once completed, discuss with a partner from your team and your team as a whole, where you decided to place your space or program on the various spectra. To encourage conversations, focus on where you see the biggest differences in opinion.

4. Based on the differences, try to explain the differences. The difference may be the result of different perspective on or visions for your makerspace or program that two team members have. The difference also may be due to a different of interpretation. All of these differences, and even the similarities are important to consider as your team develops and evolves your makerspace and/or program.

PIECES & PARTS Tool

ACTIVITIES

Open-Ended	Closed-Ended
Long Term, Multi-Session	Short Term, Single Session
Single Age / Grade	Multi-Age / Grade
Collaborative	Independent
Product-Oriented	Process Oriented
Tightly Tied to Curriculum	Loosely Tied to Curriculum

Our approach to ACTIVITIES is:

We have this approach because:

TOOLS, MATERIALS & EQUIPMENT

Digital	Analog
Purchased	Donated
Fast, Reliable Internet	No Internet
Fixed	Flexible
Stay in Space	Used Outside of Space
Novice Use	Expert Use

Our approach to TOOLS, MATERIALS & EQUIPMENT is:

We have this approach because:

SPACE

Permanent	Mobile
Dedicated	Multipurpose
Can be Messy	Must be Clean
Fixed	Modular
Fits 5 People	Fits 50 People
Classroom Space	Shared Community Space
Lots of Storage Space	No Storage Space
Secure	Open Access
Ample Access to Electricity	No Access to Electricity
Access to Running Water	No Access to Running Water
Ventilation	No Ventilation

Our approach to SPACE is:

We have this approach because:

What safety concerns do you have?

How do the tools, materials and equipment align to your values and learning goals?

What physical architecture is important for your maker experiences? Why?

Who is responsible for keeping your tools and equipment in working order?

Are they skilled enough to do so?

Who makes sure materials are restocked?

Who purchases or acquires materials for the space?

Who organizes and cleans your space?

Are they familiar with the special needs or restrictions of the tools, materials and equipment in your space?

What types of training/professional development does your staff need in order to effectively facilitate making when considering your approach to activities, tools, materials and equipment, and space?