

COURSE: LIS/ICT 690-202

SPECIAL TOPICS IN LIS: Makerspaces in Information Organizations

Term: Spring 2023, January 9–April 29

Credit hours: 3

Meeting days/time/location: online, asynchronous

INSTRUCTOR INFORMATION

Name: Shannon Crawford Barniskis

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Office building and room number: Lucille Little Fine Arts Library 339

Office phone: 859.257.2800

Office hours: Tuesdays/Thursdays 3-4 pm virtually via Zoom, or on campus many weeks

Responding to Student Communications: During the work week, I strive to respond within 24 hours, except for the fact that I also practice email-free nights and weekends.

COURSE DESCRIPTION

This online asynchronous course introduces making and makerspaces, with a focus on instructional communication, diversity, equity, and inclusion. It includes a peer-teaching “lab” for making and learning with weekly hands-on projects. No textbook required. Instead, there required equipment, such as a soldering iron, embroidery materials, and a Circuit Playground Express.

See these lists for most supplies (a more complete list is below):

https://www.amazon.com/hz/wishlist/ls/25VWCKDN21GRS?ref=wl_share and

<http://www.adafruit.com/wishlists/557177>

DETAILED DESCRIPTION

With the widespread call for makerspaces in schools, museums, and academic and public libraries as well as private cooperative spaces and the burgeoning FabLab movement worldwide, masters’ students focusing on library and information science, information or computer technologies, or art and design can benefit from knowing the philosophical reasons, missions, ethical foundations for such spaces; the tools, projects and programs that such spaces might facilitate; and professional pathways for including such services in a variety of institutions. In addition, the peer-teaching model of makerspaces involves the need for strong instructional design capabilities, and supporting social sharing of information. This class will include policy and ethics issues including intellectual freedom, access, equity, diversity, and intellectual property, as well as lab sessions involving a variety of hands-on making opportunities.

In this project-based learning class, students will:

1. Assess a local community of makers and their needs;
2. Propose and develop a way to support this community, such as with a physical makerspace or online community resource (a digital makerspace) and situate this project within the framework of community informatics;
3. Define, critique, and respond to a need in the student’s life or those of others by developing a prototype that addresses it;
4. Evaluate intellectual freedom, access, privacy, and other information ethics issues in light of making;
5. Create a series of lessons, instructions, or other documentation to demonstrate how they would communicate this prototyping process or other makerspace activities;
6. Teach and learn basic making skills including soldering and circuitry, as well as some “low-tech” making;

- Synthesize the coursework by presenting a project based in theoretical and empirical knowledge of the needs of their community.

COURSE PREREQUISITES

None

REQUIRED MATERIALS

TEXTBOOK

Required textbook: None, texts will be supplied by the instructor on Canvas.

SOFTWARE

Software is all open-source and/or free, or involves online applications. Students are responsible for downloading and using the software on their computers. Internet use is required for some assignments—seek out your local public library if you do not have access.

Software MAY include things like:

Chitubox: <https://www.chitubox.com>

Fusion360: <https://tinyurl.com/4xwcjt8h>

Cura: <https://ultimaker.com/software/ultimaker-cura>

Audacity: audacity.sourceforge.net

Scratch: scratch.mit.edu

Easel: www.easel.com

CircuitPython: <https://circuitpython.org/>

MakeCode: <http://www.makecode.com/>

MATERIALS

Instead of a textbook, this course requires supplies. Here is a complete list of what is required, prices as of late 2022. If some items are out of stock at the time of the course, there may be required substitutions, so please reach out if you cannot acquire these:

Adafruit Items

- Most of the following Adafruit items are in this wishlist: <http://www.adafruit.com/wishlists/557177>
- Soldering Badge Kit: <https://www.adafruit.com/product/5495> \$9.95 (if you REALLY are worried about not having a success with your first kit, you can order 2 of these for a backup—or to teach someone else!)
- Helping Hands with Magnifying Glass <https://www.adafruit.com/product/291> \$6.00
- Adafruit GEMMA M0: <https://www.adafruit.com/product/3501> \$9.95
 - USB cable - USB A to Micro-B, 3' is sufficient: you WILL need to buy this if you don't have one laying around, they are \$1.50-\$3 at [Adafruit](#) or [Amazon](#)
- Adafruit LED Sequins - Multicolor Pack of 5 (you can get a single color pack if you prefer): <https://www.adafruit.com/product/3377> \$3.95
- Stainless Thin Conductive Thread - 3 ply: <https://www.adafruit.com/product/640> \$6.95
- Small Alligator Clip Test Lead (set of 12): <https://www.adafruit.com/product/1008> \$3.95
- 2 x CR2032 Coin Cell Battery Holder - 6V output - On/Off switch: <https://www.adafruit.com/product/783> \$1.95
- Circuit Playground Express Soil Sensor Mini Kit: <https://www.adafruit.com/product/4060> \$35.00 *
- You may wish to purchase other sensors, power packs, switches, neopixels, or other add-ons for the microprocessor platforms we are using, for your final project/prototype. These costs are not included here, but if you see something you want when you order this equipment you may wish to buy it then to save on shipping costs. Check out Adafruit's guides for inspiration: <https://learn.adafruit.com/>

* IF the Circuit Playground Express is out of stock, either look for a Circuit Express Playground in a kit of similar cost, or we will use the following instead:

- Raspberry Pi Pico with Loose Unsoldered headers (you would need to solder them) or with Pre-soldered headers: <https://www.adafruit.com/product/4883> \$5.00
- Pico kit with LEDs, potentiometers, jumper wires, etc.: <https://www.adafruit.com/product/5321> \$19.95

Amazon Items

- These items are on a list here:
https://www.amazon.com/hz/wishlist/ls/25VWCKDN21GRS?ref=wl_share
- Soldering Iron Kit (includes solder, solder sucker, iron holder, flush cutters and a multimeter):
<https://a.co/d/OL8KVVb> \$29.99
 - Lead Rosin-core Solder—only purchase IF you did not get solder with your soldering iron kit:
<https://a.co/d/ji1iQJA> \$8.99
 - Flush cutters only purchase IF you did not get flush cutters with your soldering iron kit:
<https://a.co/d/8knMkse> \$8.99
- Protective eyewear: such as <https://a.co/5T8p6op>, \$2.00
- CR2032 batteries (get 2+): <https://a.co/dxbibvE> \$4.98. You CAN get these at Adafruit too, fairly cheaply, but it will increase shipping costs, and this pack is of 8 batteries, so you may wish to buy just 2 locally.
- 2+ colors of embroidery thread: such as <https://a.co/bezxOWA> You really only need a couple of colors, but this array is available at Amazon. Feel free to just buy a couple of skeins locally for about 80 cents each instead. This pack is \$5.99
- 5-7" Embroidery hoop. Again, this is something you can acquire more inexpensively locally, if you choose: <https://a.co/cQWHkvk> \$4.79
- Knitting needles, MUST be wood or bamboo, size 7 or 8: <https://a.co/5FLSPtN> \$6.19
- 1 skein Noro Kureyon or similar 100% non-superwash wool worsted weight yarn (MUST be 100% wool, or wool with alpaca or mohair, no nylon, and NOT superwash or "machine washable" and is preferably "self-striping"). Your best price and experience would be at a local yarn store, but Amazon has it as well: <https://a.co/2DsDe28> \$10-12 depending on colorway
- Assorted embroidery/sewing needles, such as: <https://a.co/55qFxRr> \$2.50

Assorted other materials to gather as needed, locally

- Paper cardstock, 3+ sheets
- Printer or lined paper, at least 20 sheets
- ¼ yard of cotton fabric, like quilting fabric, which can be recycled from old garments or purchased
- Glue—PVA/Elmer's
- Scissors
- Magazines to cut up, sequins, stickers, decorative papers. For decorating cards, books, etc.
- Old household items to hack—can be electronics, toys, etc.
- Markers, colored pencils, or other ways to make legible marks on paper
- A garment you don't mind adding lights to
- Plastic clamshell box like you would get at a deli or bakery
- A 1-2" button, which you can make from wood (careful poking the holes!) or gather from a thrifted/old garment. Or you can use an alternate closure.

All the purchased items should cost approximately \$150. For me, I placed an Amazon order of \$61.42 with Prime free shipping (all the above items from Amazon, including a USB connector and CR2032 batteries) and an Adafruit order \$77.70+11.35—total \$89.05. These two orders equaled \$150.47 but MANY of these things you can buy more inexpensively locally.

The above links show the suggested items to purchase, but you can use things you already have or can buy other VERY similar items locally. I recommend a trip to MicroCenter if there is one near you:

<https://www.microcenter.com/> If you purchase items substantively different from those on this list, you may not be able to accommodate the activities we undertake in the course, so be judicious in any substitutions. Reach out to me if you have ANY questions about substitutions: barniskis@uky.edu

These items are intended to provide you multiple types of media to create with through this course, and you are to use these or other freely available materials for your assignments in this course—no students should have to purchase anything beyond this list to participate in the making labs we teach through the course.

For your prototype final project you may need to secure other materials from broken or discarded electronics, and you may need art supplies, power sources, or other inexpensive materials. These are your responsibility, and if you have limited resources, you will need to amend your prototype to reflect those constraints.

ACTIVITIES OUTSIDE OF REGULAR CLASS MEETINGS

Students may need to locate and visit a makerspace with a 3D printer, laser etcher, or CAD milling machine, if possible.

SKILL AND TECHNOLOGY REQUIREMENTS

Basic computer literacy is required; a moderate level of computer literacy will ease the class experience, but is not necessary. Problem-solving and troubleshooting is PART of the course, as is learning to use new software. I am by no means an expert or even experienced with all the potential software we might use; we will learn this together as in a makerspace environment.

For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at <https://techhelpcenter.uky.edu/gethelp>

COURSE COMPETENCIES

Upon completion of the course, students will be able to:

1. Synthesize the intersections between making programs, spaces, and services with a variety of library and information systems;
2. Assess the need for making programs, service and spaces in a given community;
3. Plan services and spaces appropriate to the given community;
4. Identify public or private partnership opportunities for collaboration or funding makerspaces or making projects;
5. Create age- and interest-appropriate projects using STEAM-based tools, apps, and concepts;
6. Evaluate program outcomes, and disseminate them to funders, boards, and other stakeholders;
7. Articulate professional values and theory in linking making to information institutions and services;
8. Discern issues of intellectual freedom, intellectual property, diversity, and access, and be able to formulate space and services that responsibly reflect these issues;
9. Foster ethical making and STEAM practices in information organizations, especially related to diversity, equity, and inclusion;
10. Develop educational resources and/or document making practices and projects to communicate to others;
11. And participate in, learn from, and strengthen a classroom maker community.

ALA 2019 CORE COMPETENCIES

1A, 1B, 1F, 1G, 1H, 1I, 1J, 2C, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 5D, 6B, 6D, 6E, 6F, 8A, 8B, 8C, 8D, 8E, 8F, 9A, 9B, 9C, from <https://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/education/Draft%20-%20ALA%20Core%20Competences%202021%20Update.pdf>

SIS LEARNING OUTCOMES SUPPORTED BY THIS COURSE

Students should be able to:

1. Describe how information ecosystems affect communities/individuals.
2. Analyze the major tenets of information practice and evaluate them within multiple contexts.
3. Connect diverse communities and individuals with appropriate resources.

COURSE DETAILS

Seminar/ Laboratory.

Students requiring special accommodations should contact the instructor as early as possible for accommodations.

On average, students should spend 48 hours per credit per semester on in-class activities and activities outside of the classroom. This class meets asynchronously, but there are weekly video lectures and often will be peer materials for you to watch, read or otherwise engage in, which will entail approximately 30 hours of engagement. You should expect to take at least 60 hours over the course of the semester reading the required texts or viewing videos. There are also 8 homework assignments which you should expect to require at least 6 hours each. You should reserve about 6 hours to accommodate online discussion needs and your discussion leadership duties. All told, this class is likely to take 144 hours of the average student's time. This workload is an estimate. Students are assessed on their performance, not on the time spent on coursework.

COURSE SCHEDULE

DATE	WEEK	TOPICS	READINGS/ASSIGNMENTS/DUE DATES
1/9	1	Introduction to the class	Read syllabus, Read Wehr, Ch. 1 // Koh & Abbas // Mann (2020) Annotate Mann // Introduce yourself
1/16	2	Empowering What? Zines lab	Patterncards: Participatory design, Value sensitive design, Teaching to transgress // Skåland et al. (2020) // Willet (2016) Annotate Value Sensitive Design patterncard Zines videos // Share a zine
1/23	3	Community Informatics, Soldering lab	Read Einarsson and Hertzum (2019) // Diaz, Tobias & Lefebvre (2021) // Patterncards: Ethics of Community Informatics research and practice, Informal learning groups Solder a blinky badge: video tutorial and Altman et al. Online discussion of community informatics
1/30	4	Access to convivial tools, Knitting lab ASSIGNMENT	Read Johri & Pal // Read Greene (2021), Chapter 3 // Crawford Barniskis C3 Annotate Greene Knit a bag: written and video tutorial DA1 due 02/05/2022 by 11:59 EST
2/6	5	Teaching & Learning, Tutorial lab	Read Swarts (2012) // Worley et al (2007) // Patterncard: Informal learning groups // McLeod (2019) Watch these videos on making tutorials: https://youtu.be/SXFCO3LBjss (apologies for tons of swearing) and then https://youtu.be/QyCIXOpJGcE Then, watch any 3 of the selected examples of instructional videos Online discussion on constructivist learning, instructional communication & tutorials

2/13	6	Serious/Casual Leisure, 3D modelling lab	Read Gorichanaz Craft chapter // Crawford Barniskis (in press) // VanScoy et al (2020) Annotate Gorichanaz DA2 due 2/19 by 11:59 EST
2/20	7	Inclusion, 3D printing lab	Read Higgenbotham & Rouse (2019) // Sanchez et al. (2020) // Lakind et al (2019) Annotate Lakind et al.
2/27	8	Trust & Social Making, AV lab ASSIGNMENT	Read Davies et al (2017) // DiGiacomo & Gutiérrez (2015) // S. R. Davies Ch. 6 (2017) // Annotate S. R. Davies DA3 due 3/5 by 11:59 EST
3/6	9	Collaboration & Comfort, Fiber Arts Lab ASSIGNMENT	Lakind (2017) // Khanapour et al // Bilandzic & Foth Online discussion of collaboration & social making Peer reviews of DA3 due by 3/19
Week 10: SPRING BREAK 3/13-3/18			
3/20	11	Space/Place, Microprocessors/Electronics lab ASSIGNMENT	Crawford Barniskis (2016b) // Kozubaev and DiSalvo (2021) // Cirell (2020) // Patterncard: Great Good place CircuitPython: https://youtu.be/6i02pTiY_Tc Online discussion of space/place DA4 due 3/26 by 11:59 EST
3/27	12	Assessment, eTextiles lab	Read Teasdale (2020) // Marshall and Melo (2020) // Einarrson (2021) Annotate Teasdale
4/3	13	Failure & Fun, Activist art lab ASSIGNMENT	Read Ames & Rosner (2014) // Litts & Ramirez (2014) // Li (2021) Annotate Ames & Rosner DA5 due 4/9 by 11:59 EST
4/10	14	Intellectual Property & Intellectual Freedom, Making Lab14 (you decide) ASSIGNMENT	Read Radnickei (2018) // Bossaler & Haggerty (2018) // Crawford Barniskis (2016a) (optional) Watch full-length film RiP: The Remix Manifesto: https://youtu.be/quO_Dzm4rnk (optional) "Will 3D Printing Break Copyright?" https://youtu.be/X1gmNeNzcto Annotate Bossaler & Haggerty IC1 due 4/16 by 11:59 EST
4/17	15	Makerspace governance, Making Lab15 (you decide) ASSIGNMENT	Read Toombs, Bardzell & Bardzell (2014) // Kostakis, Niaros, & Giotitsas (2014) Online discussion of governance IC2 & IC3 due 4/23 by 11:59 EST IC5 due for all 4/23 by 11:59 EST
4/24	16	Presentations, Peer Learning & Critique	IC4 due 4/29 by 11:59 EST Presentations, peer evaluations

COURSE ACTIVITIES

<p>ASSIGNMENTS TO DEVELOP & ASSESS MAKERSPACE SERVICES</p>	<p>ASSIGNMENTS FOR INSTRUCTIONAL COMMUNICATION OF MAKER SKILLS</p>
<p>DA1. Assess a maker community and their needs. You must interview or survey this group to discover the types of making they are interested in and their maker needs. Written report 1000-1500 words. 10% of grade. Course competencies: 1, 2</p>	<p>IC1. Create a program plan. Write a plan for a program for your creative space. Identify all needed supplies, cost, intended outcome, age ranges, skills needed, skills taught, and the way in which the class would help develop skills/the outcome, as well as a justification for the desired outcome. 5% of grade. Course competencies: 2, 3, 5</p>
<p>DA2. Plan a makerspace. Based on the feedback your maker community gave you, create a simple plan of a makerspace and list some of the tools and activities that will be in this space. (1-3 sketches, plus a list of tools, activities). 5% of grade. Course competencies: 2, 3</p>	<p>IC2. Create a prototype. This project involves identifying a need or desire for some new object, figuring out a physical or digital item that meets that need, and the creation of an item. You will present this item and your making process in class, peer evaluations impact one’s grade. 7% of grade. Course competencies: 10, 11</p>
<p>DA3. Write a grant. Write a simple request for a grant of \$1000 to begin your planned makerspace (1000-1500 words). In addition, include a complete budget of how you plan to spend the \$1000, and describe how you will evaluate the success of the program/space. Your peers will evaluate these. 13% of grade. Course competencies: 1, 3, 4, 6, 7, 8, 9, 10</p>	<p>IC3. Document & critique the prototype. This assignment includes a self-critique and reflective essay (1000-1500 words), a critique of a peer’s work (using the provided critique form), and documentation for how you addressed and accomplished your prototype project (this will likely involve photos and minimal text/directions). 5% of grade. Course competencies: 10, 11</p>
<p>DA4. Develop an inclusive makerspace culture. Describe instructional communication methods, outreach, and programming model for your proposed makerspace, with a focus on inclusion. 6% of grade. Course competencies: 3, 7, 8, 9</p>	<p>IC4. Present your prototype. You will present your prototype and documentation to the class and participate in a peer-feedback session. Presentation will include discussion of the need being addressed by the project, the tradeoffs implied by the process/product for diverse socioeconomic groups, the critical engagement made possible by the hands-on making, and the problems and solutions offered by the process/product. 3% of grade. Course competencies: 7, 8, 9, 10, 11</p>
<p>DA5. Create an Assessment. Develop an assessment survey, rubric, or other tool—and plan—to determine how valuable and worthwhile your makerspace programming or services are for your chosen community and your partner organization, linking this assessment to professional values. 6% of grade. Course competencies: 2, 4, 7, 8, 9</p>	<p>IC5. Teach a craft. For this assignment you must learn and then teach the class how to do some simple craft, such as origami, embroidery, whittling, or whatever type of craft you prefer. Brief self-evaluation required, peer evaluations impact one’s grade. 10% of grade. Due dates will vary for each student, as they take turns each week. Course competencies: 10, 11</p>
<p>Note: These five “Develop and Assess” assignments will focus on often-marginalized populations, with goals of inclusion, diversity, and equity.</p>	
<p>Participation & Discussion. We will have a few different ways to participate and discuss materials in this course. First of all, there are traditional discussion forums. We also have forums and “labs” where we will discuss making processes and evaluate how well the tutorials we create for IC5 worked for us. And we also will be socially annotating several readings over the semester, and having a discussion that way, using an app in Canvas called Perusall. For most weeks, 2 of these forums/annotations are central to our learning. 30% of grade. Course competencies: 1, 7, 8, 9, 10, 11 See below for more details.</p>	

COURSE PARTICIPATION & ATTENDANCE POLICY

You are required to participate in all discussions, make “labs,” and so forth, by the due date set out in this syllabus (or any amended due dates—which will ALWAYS be later than syllabus dates if a change must be made.) Students are required to engage with peer-learning activities throughout this course. Each week you will be making something based on at least one other student’s video, handout, or other directions, and then sharing that making experience in an online forum. During one of the weeks, you will be providing the materials, as assignment IC5. This is the “lab” portion of this course. This is worth 1 point per week. Late engagement will involve a 10% reduction in the grade PER 24-hour period that the engagement is overdue, down to 0 points.

In addition, students will engage with lectures, readings, discussions, annotations, and other assigned work via Canvas. This means that discussions will be entered into in the spirit of collaboration, with at least two posts in each forum, that lectures and videos will be viewed in their entirety. Any readings that with required social annotations, via the app Perusall, will involve at least two comments, questions, or discussion points demonstrating depth of thought and engagement with the ideas we are discussing. This is the “course participation” portion of this course. This is worth 1 point per week. Late engagement will involve a 10% reduction in the grade PER 24-hour period that the engagement is overdue, to 0 points.

ACCEPTABLE DOCUMENTATION

However, sometimes life presents barriers to engaging with coursework. The following are acceptable reasons for excused absences: (a) serious illness (medical documentation may be required, see below), (b) illness or death of family member (documentation may be required), (c) University-related trips (see below), (d) major religious holidays (see below), (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the Instructor. I am aware of the many mental health problems plaguing our society and am sympathetic—reach out to me if you are suffering so we can make a plan of action that takes care of you.

In order for an absence or missed work to be excused, students should contact me no later than a week following their return to classes. Students may have official documentation to verify their excused absence/missed work (e.g., verification of a doctor visit, note from University Health Service, letter of accommodation from Disability Resource Center). If no official documentation is available, I may accept emails from students as documentation for an excused absence or request another reasonable form of documentation. Students MUST contact me to be excused from class or missed work. If you miss a class, you are responsible for obtaining information presented during that class session (this includes videos or notes). This is not the Instructor’s responsibility. I will give the student an opportunity to make up the work missed due to an excused absence.

EVALUATION

Assignment/Activity	Possible Points
Course Participation	13 (1/week)
Lab Participation	17 (1.3/week)
Assignment DA1	10
Assignment DA2	5
Assignment DA3	13
Assignment DA4	6
Assignment DA5	6
Assignment IC1	5
Assignment IC2	7
Assignment IC3	5
Assignment IC4	3
Assignment IC5	10
Total possible points:	100 points/100%

GRADING SCALE

90 – 100% = A
80 – 89% = B
70 – 79% = C
Below 70% = E

ASSIGNMENT POLICIES

ASSIGNMENT SUBMISSIONS

Assignments are submitted via Canvas.

LATE ASSIGNMENTS

Late assignments are accepted for unexcused absences, with a 10% reduction in the grade PER 24-hour period that the engagement is overdue, to 0 points.

ASSIGNMENTS DUE DURING PREP WEEK

There is no exam for this course. During prep week, students will be responsible for IC4—the presentation of each person's prototype, as well as peer evaluations.

ACADEMIC POLICY STATEMENTS

This is a link to the Senate's [Academic Policy Statements](https://www.uky.edu/universitysenate/acadpolicy): <https://www.uky.edu/universitysenate/acadpolicy>

ACADEMIC OFFENSES (CHEATING, PLAGIARISM, AND FALSIFICATION OR MISUSE OF ACADEMIC RECORDS)

[Rules Regarding Academic Offenses](https://www.uky.edu/universitysenate/ao): <https://www.uky.edu/universitysenate/ao>

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

ACCOMMODATIONS DUE TO DIVERSE ABILITIES

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you may need to provide me with a Letter of

Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. However, I am aware that Letters of Accommodation are occasionally challenging, especially for those without health insurance, so speak to me and we will work something out. Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>.

CLASSROOM BEHAVIOR POLICIES

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. In order to provide the rigorous debate and examination of ideas necessary for learning, civility is required, though debate is both a necessary and expected aspect of this course. Thus, this course embraces diversity, professionalism, and inclusivity, even as it aims to support enlightened truth-seeking. Debate will occur within this framework. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Equally, the instructor has the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

NOTE: in this class, I insist on civility and will openly discuss any perceived violations of that civility with all of you—even when there has been no comment clearly attributable to the socioeconomic, gender/sexual minority status or other factors listed above. My open and transparent approach to ensuring that all voices are heard can be disorienting if you are used to a culture of silence when someone inadvertently or purposefully harms, alienates, or performs microaggressions against another person. I apologize for any such disorientation, but remain committed to working together with all parties to build an inclusive, kind, and self-reflexive classroom environment. My hope is that we all sign onto a culture of mutual care and generous support. Please reach out to me if you have thoughts or concerns about this policy.

BIBLIOGRAPHY

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STUDENT RESOURCES

Some resources are helpful for all students, such as UK's [Distance Learning Library Services](#), [Tutoring and Coaching Resources](#).

LIBRARY SERVICES & DISTANCE LEARNING SERVICES

- <http://www.uky.edu/Libraries/DLLS>
- Carla Cantagallo, DL Librarian
- 859-218-1240
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>
The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

WRITING CENTER

UK Writing Center offer both face-to-face and online consultation. And they also provide e-Tutoring consultation, via which you can send your work as an attachment). I highly encourage use of the Writing Center, even if you are an excellent writer. Details can be found here: <http://ukwrite.wordpress.com/>

BIAS INCIDENT SUPPORT SERVICES

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

COUNSELING CENTER

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> or call 859.257.8701.

MARTIN LUTHER KING CENTER

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

OFFICE OF LGBTQ* RESOURCES

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our

community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

VETERAN'S RESOURCE CENTER

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

VIOLENCE INTERVENTION AND PREVENTION (VIP) CENTER

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

COURSE RECORDINGS

The University of Kentucky Code of Student Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Any meetings of this course may be recorded. Labs will often be recorded as well. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Code of Student Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.