

TIP

TECHNOLOGY INITIATIVE PROJECT

COVER SHEET

NAME: Maker Services at Penfield Library

DEPARTMENT: Penfield Library

Authorized Signatures:

PROPOSER: Chris Hebblethwaite Sharon Ginsberg Marilyn Ochoa

CHAIR: Barbara Shaffer

DEAN: Barbara Shaffer

Additional Signatures:

(If this is a collaborative proposal, please include all signatures from all department Chairs and Deans)

Priority will be given to:

Collaborative and multi-disciplinary submissions

Student centered submissions which touch a large number of instructors or students

New, innovative and/or trial initiatives

Initiatives with clear assessment criteria and reasonable succession plans Equipment replacement and expansion of existing equipment will also be considered

Proposal Abstract

Please provide a brief overview of your proposal:

Project Narrative

Include “Performance Drivers” in your application. “Performance Drivers are SUNY Oswego’s learning-centered culture in action. They are our work—the programs, activities, focus and commitments we plan and produce in order to attain five strategic Impacts.”*

* Tomorrow, Greater Impact and Success, <http://www.oswego.edu/tomorrow/>

*Needs Assessment, Goals and Objectives, Student Impact, Implementation Plan,
Evaluation Plan, Management Plan, Future Plans*

GOALS AND OBJECTIVES

This project directly addresses the Library and Academic Affairs' strategic goal to support personal growth, and the College's performance drivers to encourage critical thinking, synthesis of knowledge, and motivation (1.4), to provide inspiring and transformative learning experiences (2.2), and to enable finding solutions for challenges of our time (5.1). The library can help students develop critical literacies for lifelong learning, through the provision of resources (e.g. tools, technologies, and accessories) for creative activities in such areas as circuitry, electronics, fabrication, textile arts, and crafts. Placing these resources within the library offers more open and equitable access for all of the College community to:

- Generate inspiring and innovative ideas through learning and collaboration in a cross-disciplinary space, without the restrictions of department or courses.
- Engage in opportunities to explore and access new resources.
- Participate in an event-based model for creative experiences, with up to 10 supervised making events during the grant period.
- Showcase the impact of their experiential learning through maker activities during a library MakerFest.
- Assemble as a maker community to maximize use of new and existing resources, while increasing collaborations across the College.

STUDENT IMPACT

Participants in our focus groups reflected on the benefits of providing students with opportunities for learning about new tools, technology, equipment, and software outside of the classroom. Discussion about the existing creation labs on campus demonstrated that tools and training for them are siloed and limited to certain departments or classes. The library could supplement these labs and resources by working in partnership with their departments to expand access, creating new and interesting opportunities for students to learn relevant but tangential skills that can be difficult to insert into the curriculum. Exposure to a new tool or resource could encourage a student to create, collaborate, and even further, potentially choose a minor in a related subject, or build an interest for the resource.

Students having the opportunity to work creatively in close proximity with their peers can also open doors. During our focus group, we learned of a project done by computer science students in a curriculum and instruction course, in which they developed an augmented reality app for a school. The students only thought to create the app as a result of their computer science background, but the project would not have happened without their enrollment in the curriculum and instruction course. In this way, both the computer science and curriculum and instruction students benefitted from creative cross-disciplinary interaction. These types of interactions are at the core of the maker movement, and are key to our plan.

By providing an opportunity to learn, play, create and collaborate, we can also help students think about how one medium may be translated into other mediums, or how to combine a variety of tools for a single project. One example we heard about from our focus group was a project from the art department in which students took map information from an archive, made composite drawings, then scanned the drawings and transferred them to tiles to ultimately

create a ceramic tile mosaic. It is important for all students to be given the opportunity to translate their skill across mediums and to learn from this type of exploration; using the library as a central access point will break down many of the barriers students face as a result of the currently siloed resources and training.

IMPLEMENTATION PLAN

Fall Term

Initial research for this project will be completed in September and October in time for the TIP grant submission.

We will continue to discuss and work with faculty to support this initiative--including Damian Schofield of Computer Science, Kelly Roe of Art (see attached letter of support), and Mark Hardy of Technology Education--to select equipment, develop programming, teach workshops or provide guidance during open maker sessions, and advertise events. As suggested by a focus group participant, we will also reach out directly to student organizations and Resident Assistants (RAs) to help promote the maker activities to students. Promotion for the planned events will begin before the Spring Term starts, and each event will have its own promotional activities.

January

Begin to purchase equipment and supplies. To supplement the grant funds, the library will support this initiative by supplying consumable and incidental maker tools, such as knitting and crochet supplies, screen printing equipment, arts and crafts supplies, and so on. For items that will be available for borrowing, the library will prepare them for circulation, have them added to the catalog, and add them to the website. Work with the Webmaster to develop a new page of the website that discusses our new initiative and listing upcoming events. Confirm participation of trainers/workshop leaders and finalize dates.

February

- 3D Printing 101 workshop taught by Sharona Ginsberg, Learning Technologies Librarian
- Make Your Own Valentines & Gifts "pop-up" event*
- Leap Year "pop-up" event*

March

- St. Patrick's Day "pop-up" event*
- Circuits 101 workshop taught by Brian Davis
- Crochet 101 workshop taught by Emily Mitchell, Webmaster Librarian

April

- Spring "pop-up" event*
- MakerFest showcase in conjunction with Quest or other undergraduate research event
- Gardening Basics taught by the Permaculture Living Lab

*Will include tools such as laser cutter, laser engraver, vinyl cutter, 3D printers, craft supplies, textile supplies, etc. Outside collaborators will help support technologies and provide guidance during these "pop-up" events.

EVALUATION PLAN

Success will be evaluated based on quantitative and qualitative data. Quantitative data will include the following:

- number of participants at maker events listed above
- number of participants who join and actively engage in a frequent maker program
- number of projects shown at a MakerFest event
- circulation data for maker tools checked out through our circulation system

Qualitative data will include user feedback from participants and collaborating faculty through surveys, interviews, etc.

The MakerFest event will allow us to see what students, staff, and faculty have been working on, including projects they have worked on or completed using our space/tools. This will help us take stock of what has been popular and effective.

MANAGEMENT PLAN

Current library staff will execute this project. The library's Learning Innovation Center Team will manage the following:

- Purchasing, maintenance, and support of technology, in conjunction with Access Services and Cataloging staff.
- Coordination of events and faculty/student collaborations, with help from other librarians and support staff as needed.
- Advertising, promotion, and communication, in coordination with the library's Webmaster and faculty collaborators.
- Development and oversight of the frequent maker program.

FUTURE PLANS

We will identify resources and activities of interest to participants for future development of the library's maker approach. This may include modification of pop-up activities, addition of maker equipment that match curricular needs, and planning for a potential dedicated space.

Initially, events and equipment will only be available to the College community. Once we are more established, we may expand access to include non-affiliated community members, possibly for a small fee that will help us maintain our program.

We will continue to collaborate with College faculty to determine their needs and the needs of their students. We plan to invite faculty, staff, and students to take an active role in maker activities by teaching workshops, training peers, and showcasing the work they have created. In addition, we may seek to increase the visibility of the movement by working with students to establish a permanent student organization about making.

October 14, 2015

TIP review panel.

This letter is in support of Penfield Library's TIP Proposal for Maker Services. This past year I have had the honor of serving as Co-Chair of the IT Strategic Planning committee. Through this process, I have had numerous conversations with departments across campus about wants, needs and future visions. The idea of maker spaces, and/or collaborative learning and creative, project based, learning has come up in various conversations. With the fast pace of technology and the role it plays in the lives of our students, departments see the need for spaces where students can explore, create and learn from each other or by experimenting on their own.

After talking with many of my own students, I have learned that they see the Library as a place of interaction, technology, and a place to come together. The Library is at the core of the campus and is non discriminatory of discipline or background. They feel comfortable and safe in the Library.

The Library's plan to hold events and workshops with Maker Services is a great way to start, I imagine their plan to become an Innovation Center will develop naturally and quickly with support from the entire campus.

Please do not hesitate to contact me if you have questions or concerns.
Sincerely,

Kelly Roe

Associate Professor, Art
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