

2018 Maker Corps LDF data collection

MM DD YYYY

07 / 17 / 2018

Group/location

Schenk School

Maker kit/activity *

Paper Puppets & Creatures ▼

of kids

45

Engagement

Indicators are "Spending time in tinkering activities" & "Displaying motivation & investment in affect behavior"

I saw & heard kids...

- looking through, examining, and exploring new materials (oh, "these are cool!" or "what is this?")
- making choices about their project based on the materials at hand ("I want to make a bird because there are feathers!")
- trying something over and over again
- showing joy!
- showing pride in what they have made!
- showing frustration, but continuing to make
- "finishing" a project, but choosing to remain to try again or watch others
- Other:

What were they saying/doing?

Most helpful: specific quotes, actions, and processes

- Students would often make design choices around feathers, googly eyes, puffballs, and pipe cleaners.
- Students didn't make many iterations of a puppet, but they would continuously add on to their puppet or make another one. But they would keep trying to glue puffballs and pipe cleaners on after they kept falling off.
- Students were SO proud to share their creations. They loved using the puppets to "bite" or "eat" each other, and they loved the puppet show aspect. I think this was a great addition to the kit, because their imaginations really got to come to life here. They had the perfect opportunity to go into detail about their puppet, especially when I sat in the audience and asked them questions.
- Students would give their puppets their same names, but voices different from their own.
- Students would finish a project and perform, or they would stay to make another puppet.
- Two of the older kids had the idea to make a Pacman puppet with the four ghosts that he eats.
- One kid got very worked up that he messed up his puppet, and was too frustrated and upset to keep working, but he did take more materials with him to possibly make another puppet later.

Initiative & Intentionality

Indicators are "Setting your own goals, seeking and responding to feedback, taking risks, and persisting to accomplish their goals!"

I saw & heard kids

- setting a goal - ("I want to make a...." or "I am going to make... for....")
- Posing a problem ("I wonder if I can..." or "I want it to do....")
- Creating and expressing a strategy for making something
- Stating an intention to make something else like this at home or in another location
- Actively seeking feedback or innovating their choices in response to feedback
- guessing what will happen if they make a change or wondering what will happen if...
- Persisting through a challenge
- Disagreeing with another person's strategy and expressing a reason
- still trying something even when they are not confident it will turn out

What were they saying/doing?

Most helpful: specific quotes, actions, and processes

- "I'm going to make Pacman and all the ghosts. Can you show me how to fold the paper again?"
 - "Can I make more than one?"
 - "I'm going to make Jeffy, so I need to do this thing..."
 - "I'm trying to make Mario, so I need something that looks like..."
 - They were pretty uninhibited in their making, and didn't hit many walls.
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Social Interactions

Indicators are "Requesting or offering help to problems, inspiring new ideas & approaches, working together on a shared goal"

I saw/heard kids...

- Requesting or offering you or others ideas and approaches
- Making a recommendation about a tool or material to help someone accomplish a task
- Noticing and pointing out others work that they like or even dislike
- Being in competition with each other!
- Copying another's work because they like it or it was successful (including you!)
- Leaving something behind for others to see or learn from
- Producing something together or 2 pieces that they link together
- picking up, examining, or playing with another person's creation
- Other:
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Interacting with each other's puppets as puppets during the puppet show and outside of it.
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What were they saying/doing

Most helpful: specific quotes, actions, and processes

- One kid (older kid) talked to me exclusively through his puppet. He walked up and introduced the puppet and himself, the creator. I spoke with a half-finished puppet near me in return and eventually asked the kid to please "finish me by adding some eyes." He did happily, and then took the second puppet with him.
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Development of Understanding

Indicators are "Ah Ha moments! Expressing a realization, applying past knowledge, seeking to understand something new"

I saw/heard kids...

- Offering an explanation in their own words to someone else
- testing and retesting their creation in the process
- connecting what they are doing to previous experiences or things they have learned
- increasing the sophistication of their designs
- expressing "not knowing" through surprise or confusion and working through that (asking questions, testing things, explaining it back to you)
- Other:

What were they saying/doing?

Most helpful: specific quotes, actions, and processes

- Students would often add a material, then put the puppet on their hand and open it and close it to see how it looked/ worked.
 - Students liked to explain what/ who their puppet was and what it liked to do.
 - The other students were a bit less creative, a lot of them choosing to make bunnies or cats.
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