

EDGR 273: MAKER THEORY AND PRACTICE

In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
2. GPSE Chair (nevarezc@csus.edu)
3. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
4. ED Dean (kdohara@csus.edu)
5. Academic Services (torsetj@csus.edu; cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 24 Sep 2021 21:43:03 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Fri, 24 Sep 2021 22:23:17 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 14 Oct 2021 21:32:39 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 22 Oct 2021 01:10:20 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Jan 9, 2020 by Aaminah Norris (aaminah.norris)

New Course Proposal

Date Submitted: Fri, 24 Sep 2021 17:13:15 GMT

Viewing: EDGR 273 : Maker Theory and Practice

Last approved: Thu, 09 Jan 2020 17:08:43 GMT

Last edit: Fri, 24 Sep 2021 17:13:14 GMT

Changes proposed by: Karen O'Hara (101061593)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Karen O'Hara	kdohara@csus.edu	916-278-4702

Catalog Title:

Maker Theory and Practice

Class Schedule Title:

Maker Theory and Practice

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDGR - Graduate Professional Studies in Education

Catalog Number: (course number)

273

Course ID: (For administrative use only.)

203271

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The order of coursework in the Certificate in Maker Education has been re-considered and this course should come first in the sequence. Therefore the pre-requisite is being removed.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course is an overview of theoretical frameworks that undergird making, the maker movement, and Maker Education. We will examine the ideas and practices associated with educational reforms that emphasize do-it-yourself (DIY) learning and 21st century skill development in high-tech and low-tech environments. Students will critically investigate the connections between theoretical perspectives and applied practices including STEM/STEAM Initiatives, design thinking, critical making, project-based learning, and universal design for learning. Theories that students will explore include: constructivism, constructionism, culturally sustaining pedagogy.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

- 1) Students will be able to identify and critically evaluate major educational theorists that provide theoretical frameworks for practices associated with maker education.
- 2) Students will be able to compare constructivism and constructionism and explain what each contributes to maker education.
- 3) Students will articulate the history, development, and processes of design thinking and its applications to teaching and learning.
- 4) Students will examine the relationships between the practices of maker education and culturally sustaining pedagogy.
- 5) Students will design and present a making activity and articulate how the practices involved enact an underlying theory or theories of making.

Attach a list of the required/recommended course readings and activities:

Maker Theory and Practice.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Literature Review of a minimum of five maker theorists of interest to students with an emphasis on connections to making practices. (ELO 1, 2, 4)

"Anatomy of a Make" An in-depth multimedia presentation critically examining the relationship between a specific making activity or project and the theories of the maker movement and maker education. (ELO 1, 2, 3, 4, 5)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

Certificate in Maker Education

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Communication
Disciplinary knowledge
Research (optional)

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 13709