

# FABLEARN ASIA 2020

RASHI NIGAM AND PRASANTH NORI  
CONDUCTED A WORKSHOP TITLED  
'APPLYING EMBEDDED ASSESSMENTS  
IN SCHOOL MAKERSPACES..

REPORT



KMUTT, BANGKOK,  
THAILAND



# WORKSHOP

## About FabLearn

FabLearn Conferences bring together key influencers and thought-leaders from around the world in education, policy-making, academia, design, research, and maker communities to learn, present, and discuss digital fabrication in education, the maker culture, hands-on learning, and instructional tools.

## Workshop Overview

The workshop was a 100 minute talk cum hands-on session on self and peer assessment tools developed for creative learning spaces by MIT Playful Journey Lab (<https://playful.mit.edu/>) and Maker Ed. It is also an account of our journeys of how, as a part of the MIT Playful Journey Lab, we contextualised and tested these practices during our ongoing work with a network of maker spaces called 'Atal Tinkering Labs' set up by the Indian government.

## Details of Workshop

Across 2 days, the workshop was attended by more than 30 participants from over 10 countries, who were a mix of makerspace facilitators, school leaders, researchers, practitioners and students.

## Workshop Flow

We designed the 100-minute workshop to simultaneously introduce participants to the Beyond Rubrics toolkit, immerse them in specific assessment tools & activities with a focus on having tangible, contextual resources to take back to their makerspaces.

The workshop was divided into four broad sections.

- 1. The Role of Trust:** Trust is crucial and must be established before attempting to bring assessment tools into makerspaces.
- 2. Maker Elements:** Makerspaces are often centred around certain guiding principles or visions. The Maker elements are a set of seven constructs that define a great maker.
- 3. Activities:** It is important to curate activities that encourage reflection and assessment to create makerspaces that are conducive to assessment tools. We introduced participants to the Superpower Hour activity.
- 4. Tools:** We dived deep into Stereocraft and Sparkle Sleuths, both tools in our Beyond Rubrics toolkit that are embedded, reflective and just-in-time.

We tied these four pieces back to the central idea that the Beyond Rubrics Toolkit must be remixed and tweaked for your own contexts for it to be effective.



# WORKSHOP

## Day 1

We had around 20 participants on the first day who were a diverse mix of maker enthusiasts, makerspace facilitators/teachers, students, and school leaders from countries across Asia. It was incredible to see the participants dive right into our sessions, sharing authentic reflections and scaffolding each other to make it a really successful couple of hours.

Our session was designed for participants to pause every 20 minutes to reflect on the workshop and think about how they can take these tools back to their context.

## Day 2

Due to an overwhelming number of registrations, we were given the opportunity of repeating our workshop for participants who could not be present on the first day. We had around 10 participants on day two and a new challenge - most of the participants were native Thai speakers. Roger, our skilled translator, helped us navigate our way through this session.

We were pleasantly surprised when one of the participants used her iPad to sketch the workshop notes in an intricate and engaging set of illustrations and mind-maps!





# CONFERENCE HIGHLIGHTS

The conference itself was an incredibly meaningful experience where we learnt deeply about constructionism from a diverse group of educators, students, researchers, practitioners and maker-enthusiasts from across Asia.

We had the chance to visit the King Monkut's University of Technology Thonburi as well as the constructionist-centric DSIL school located inside it.

There were a range of student projects that went from 3rd graders from Thailand building remote controlled 'tuk-tuk's to middle-school students in India building affordable medical equipment.

The projects were a mix of technology-first projects that are using tools like 3-D printing and electronics as well as more first-principles projects that were using concepts like Tensegrity to air-drop medical equipment

The keynote address by Prof. Paulo Blikstein took us on a critical journey through the pages of 14th century textbooks, to the emergence of makerspaces and the affordances of constructionist learning

There were also panel discussions, educator poster presentations, workshops and a cultural evening complete with carts of street-food!



Over the two days of the workshop, we were thrilled to have had the chance of sharing the broader idea of using embedded assessment tools in makerspaces and the more specific magic of the Beyond Rubrics toolkit with a diverse audience of educators from across Asia.

We are especially grateful to **Annan (Roger) Sipitakiat** for being the most wonderful translator, participant and fellow maker-enthusiast who made our sessions all the more meaningful and helped our workshop reach so many educators.

We had the chance to go around Bangkok for a day after the conference and soak in the local culture in the form of touring historic temples, enjoying delectable cuisine, witnessing cultural performances and doing some market-hopping!

We are grateful to the MIT playful Journey Lab and the FabLearn Asia 2020 team for this wonderful opportunity.

- Rashi & Prasanth



# GLIMPSES

For more information visit [playful.mit.edu](https://playful.mit.edu)

Or write to [rashi@mit.edu](mailto:rashi@mit.edu) | [prasanth@mit.edu](mailto:prasanth@mit.edu)