RUTGERS

School of Communication and Information



Embodied information practices among young people at library makerspaces

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KEY LITERATURE AND PROBLEM STATEMENT



Library makerspaces



Youth information behavior and information practices

RESEARCH GOAL

To focus on the role of body in information practices

SELECTION OF LIBRARY MAKERSPACES



School library makerspace (SLM)



Public library makerspace (PLM)

METHODS



Qualitative approach



Field observations



Individual interviews (Flanagan, 1954)



Photovoice (Harper, 2010)



Focus groups (Connaway & Radford, 2017)

DATA ANALYSIS

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OPEN CODING MEMO WRITING





FOCUSED CODING **AXIAL CODING**



KNOWING THROUGH TINKERING

"You might as well experiment if you're not completely sure. Try it out on your own and then if it still doesn't work out, then now you know it doesn't work out. Try to move on to another option or another route on fixing a problem."



"learning in a classroom, a lot of it is theoretical... but we won't always in experiments. Once in a while we'll do an experiment in class, but we can't always model what we learn in class... But like being able to do in makerspace is what we learn, we apply. It's hands on and so we don't get that in the classroom studying all the time."

-Ken, PLM



"in a classroom you have a person to tell you what to do but in here it's like you get to figure out, you get to figure out for yourself."

-Daniel, SLM



Knowing from sensing - keen observation

"When you make something in the makerspace, you can actually see what you put in together and you can see it all come together than just like 'oh, what's this gonna be'."

-Daniel, SLM



Deepening understanding from keen observation

"I've learned a lot about electronics, just by doing it instead of reading about it. Doing it, because see, electronics is a thing where if you read about it, it's hard to figure out. It's more really just concepts. When you see the circuit working, the way it works and the way different components work, it's easier to then formulate using those components and design new circuits, stuff like that. Electronics is a place where programming and hardware, they come together. You have to actually see it work to understand what's happening. Learning electronics in a classroom would be difficult."

-Nick, PLM



Knowing from licking

"Over here when it went wrong, there was no way for me to know what exactly went wrong ... I tried testing the battery with different things. I tried licking it, because when you lick a battery, you can tell if there is voltage or not ... I got used to determining different voltages by tongue, so I can just tell. I can tell what nine volts is, and what five volts is. It's about how much it zaps my tongue."

-Nick, PLM

CONCEPTUALIZATION OF INFORMATION PRACTICES AT MAKERSPACE

Embodied ways of knowing (Lloyd, 2010)

A push-back towards the dualism in regarding mind and body

IMPLICATIONS

Not a set of correct answers in makerspace participation

Value of library makerspaces

Connection between formal and informal learning

Supporting young people's information practices



Thank You!

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