THE MCL HACKER HELPER

A TOOL FOR TEACHERS TO ADAPT MAKER-CENTERED LEARNING RESOURCES TO BE BEST SUITED FOR THEIR STUDENTS AND CONTEXT

What?

What maker capacity would you like to support through your teaching practice? **What** tool, protocol, or thinking routine might you use to foster this capacity?

How?

How might the maker resource you would like to use be difficult for your students to work with? **How** might it be helpful to them?

Who?

Who are your students and what do you assume to be their strengths and limits as learners in a maker-centered environment?

Hack.

How might you **hack**, tweak, or adapt this maker resource to be most suitable for your students?

Do.

What will you **do** in your classroom to test out your adaptation of this maker resource?

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THE MAKER-CENTERED LEARNING HACKER HELPER TOOL

Just as the broader Agency *by* Design framework for maker-centered learning encourages people to be active creators of the designed world, the Hacker Helper Tool invites educators to view the breadth of educator resources associated with the Agency *by* Design framework as malleable. This tool provides prompts to support educators as they "hack" existing Agency *by* Design tools, practices, and thinking routines to work better for their learners.

When and How Can I Use This Tool?
You can use this tool to hack and adapt any pedagogical resource associated with the Agency *by* Design framework to better meet the needs of your learners. For example, if you work with young learners, you may wish to adapt the language and visuals associated with a particular tool to support their engagement with the ideas embedded within the tool.

- This tool is most suitable for educators experienced with the Agency *by* Design framework as it requires an understanding of the maker capacities and a familiarity with the existing pedagogical resources.

- When considering an Agency *by* Design tool to use in your classroom, consider the origins of that tool and the social and cultural assumptions that may be embedded into that tool as a result. If the tool offers a particular approach to practice or suggests certain benefits for learners, you may ask yourself According to whom? (who created it?) and For whom? (who was the intended audience?). Consider how you may hack or change the tool to be specific to your learners and your learning environment.

- When adapting an existing tool, take the opportunity to step back and check to see whether the new tool still meets the goals you have set. You may go back and forth between the original tool and the new version, modifying the language and the overall approach until you find something you feel will meet your goals and the needs of your learners. It's okay if the resulting tool is different from the original or satisfies different goals; don't be afraid to invent!