

Link to this document: <http://bit.ly/cltvjune12>

**Jeff Sturges - Strengthening Communities with Makerspaces** - <http://bit.ly/NjecN8>

How can Makerspaces build community, excite peer learning, and drive entrepreneurial experimentation?

Instructions: Please feel free to collectively use this Google Doc to share related resources.

Let's:

1. Summarize key points that come up in the chat.
2. Feel free to reorganize the structure on the fly
3. Include URLs with snippets and context (your abstract of the source) as resources.

## Makerspaces and Hackerspaces

### Quotes -

Jeff - "There's a gravitational field we've built that draws people and projects in."

Three important factors for starting a makerspace: people, space and tools.

"For a lot of people, Makerspaces are their 'third place,' their social condenser."

"Makerspace will be schools"

"[The mission of Mt Elliot Makerspace is] to really rethink and recreate what school is like, what work is like; how we can develop stronger communities to help develop ourselves as individuals and help empower each other to create a life that we really want to create for ourselves."

Some questions (and answers):

1. How do partnerships between schools and communities work? What do they look like?
2. How are hacker and maker spaces similar? Different?
  - a. [FabLab](#) -community set of tools (over 100 FabLabs globally w/ same set of tools)
  - b. [Hackerspaces](#) started with spaces (in Germany) for hackers; we are redefining "hacking" to mean changing something into something you'd like it to be -- rather than breaking in or other illegal activities.
  - c. [Makerspaces](#)
3. How do communities influence/support/shape/ these types of spaces? Differences between urban/suburban/rural communities and the types of spaces they can support? What they look like?
4. What issues would their be with starting a makerspace in a Votech (urban) school that could be shared with the community? If cost is not an issue what equipment should we look at?
  - a. People (Small and Expand) (Better to start with people then tools)
  - b. Space
  - c. Tools - People sometimes bring tools in. Share Large tools and not small tools. Toolboxes for each student? Laser Cutter. Mills and lathes. Based who will use.
  - d. Liability and Access. How is the public covered?
5. How large a space is needed for 60 people to be able to use at one time?
6. Maker skills don't necessarily mean/utilize electric building tools do they?

## URLS

<http://omnicorpdetroit.com/blog/>

jackiegerstein: Maker Education Initiative <http://makered.org/> new initiative by Maker Faire

jonbarilone: NWP Makes! - <http://connect.nwp.org/nwp-makes> - The National Writing Project's online maker community

1-2 people paid per space. Larger space may need 1 for each area. Money is transparent.

Ratio of people.

Open times. At least 1 person watching.

Charge for Workshops. (Currently no fee do to area.) - said charging keeps people valuing the workshop

<http://taratigerbrown.com/>

<http://www.mtelliottmakerspace.com/>

3 Key Ingredients: People, Space, Tools

Techshop model: Start with the tools and the space, build a community

Mt. Elliot model: Start with a community

good tools: lasercutter

big tools like, mills and lathes, are useful only if there are people who know how are are interested in using it

Describe the interplay between home life, school life, and makerspaces:

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