Makerspaces Across Settings: Didactic Design for Programming in Formal and Informal Teacher Education in the Nordic Countries

# Details

## Year

Not reported

## Scope

Multinational

## Countries

## Type

Other

## Methodologies

## Researched Groups

Teachers / Educators

## Informed Consent

No consent needed

## Ethics

Ethical considerations not mentioned

## URL

https://www-tandfonline-com.ezproxy.ub.gu.se/doi/pdf/10.1080/21532974.2017.1387831?needAccess=true

## Data Set Availability

Not mentioned

# Goals

"The aims of this article are to (a) build an understanding of the maker movement in relation to formal education in programming; (b) demonstrate how makerspaces can be integrated into teaching practice and TE, and (c) analyze possibilities and challenges in the interface between the two different learning environments.
Research questions are:
- How can makerspaces and formal teacher education (TE) be transformed by each other?
- How can makerspaces be used in programming activities in TE?
- What challenges and possibilities emerge when informal makerspaces and formal educational settings meet?"
(Authors, 20)