A Teacher’s Adoption of Maker-Centered Learning: A Phenomenological Case Study

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education at Virginia Commonwealth University.

by

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Abstract

A TEACHER’S ADOPTION OF MAKER-CENTERED LEARNING: A
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The maker movement is a social movement which espouses the importance of artifact creation
through physical and digital tools. As the maker movement moves into educational spaces,
researchers and educators are exploring ways to integrate it alongside current classroom
practices. A prevalent framework for maker integration is the maker-centered learning
framework, which was used as part of the conceptual framework. Currently, more research is
needed which justifies and analyzes maker-centered learning in an educational environment.
This study aimed to use phenomenological methods to capture the lived experience of chemistry
teacher as she integrated the maker-centered learning framework into her chemistry classroom.