

GUEST EDITORIAL

MAKERSPACE: NEED OF THE HOUR

Creativity, invention, and innovation are values championed as central pillars of education. Makerspaces are emerging as educational spaces in schools, libraries, and museums all over the world. Makerspaces revolutionize the method of teaching and learning. The maker movement in education is built upon the foundation of constructionism, which is the philosophy of hands-on learning through building things.

Makerspace are found in many places: engineering departments, labs and even in Pop-ups, but a common place to find one is in the library. The popularity of makerspace in public and special libraries are well documented. Still, it's just a growing phenomenon in academic libraries and it is the only place where students, faculty and other community members meet to study, learn and collaborate. As libraries are becoming community get together centres teachers, students, researchers and common man can connect with and learn from one another. They can create, share the resources and infrastructure, and discuss their work, and can attract persons having similar diverse ideas.

Library makerspaces allow everyone to see the world around them differently, explore and imagine new possibilities for a future they help to create. A library with makerspace can act as a cultural creative community hub which enhances the skill development of users.

As libraries acquire and provide more electronic materials and hardware for patrons, there has been a shift in how the

space in a library is filled. Makerspace supplies a venue for students to construct various real-world products, an opportunity to transform the library into a learning environment. The imaginations of visitors of the makerspace determine the projects to be developed in this special place of the library.

With so many changes in the environment and mission of academic libraries, it is logical that staffing has also had to evolve for implementing makerspace into the library. There is now a greater need for libraries to have staff who support innovation, entrepreneurship, and creativity. Having a Business or Entrepreneurial Librarian, especially those who are experts in patent and copyright law, multimedia experts, market research, and trademarks, allowing extra time with patrons can develop and offer additional trained support and collaborative opportunities to the library users. Hence Library Science graduate curriculum should include visual programming and design prototyping.

In addition to supporting students through teaching, libraries also can strive to build a collection to support campus entrepreneurs by supporting online designing guides with web links and open access publications as well as promote library holdings to innovative learning. Another skill that librarians already have that can assist in the support of innovation and entrepreneurship is that of empowering patrons to learn. Traditionally, librarians were gatekeepers of information but have

become facilitators of information discovery, problem-solvers and technology leaders. Introducing new facilities into the library is never a challenge; it's that the role of librarians keeps on changing over time. Therefore a necessity will arise representing. It is beneficial to reshape areas of study in varied setups to encourage different approaches to innovation and learning.

Library makerspaces provide an opportunity for multidisciplinary and extra-curricular activities, independent of Faculty. They solidify the library's position as a hub where students and staff can access, create and engage in hands-on projects across departmental lines and share tools, materials and expertise. There is an increasing emphasis on practice-based and community learning, which involves knowledge-creation and tactile learning.

Academic library spaces have a long history of responding to changing times: removing book chains and providing public access to stacks; moving from manual check out to robust library management systems; providing coffee, couches, and increased collaborative spaces as study preferences have shifted; and, most recently, implementing makerspaces and innovation labs. This evolution has not applied to physical spaces only; virtual spaces have evolved from online catalogues and websites to extended social media presences and technology like virtual browsing and augmented reality. These changes underscore the library's enduring and fundamental value in the research, teaching, and learning landscape on campus.

By acknowledging the power of informal spaces for exploration, knowledge-sharing extends to capacity-building and empowerment, it is not the space that does

this. Still, rather it is the people in the space, be it physical or virtual, who are doing the sharing.

The makerspace movement has grown considerably in recent years, initially in the technology environment, but it has gradually spread into the Library environment. Students acquire, communicate, share, and create knowledge through more than the printed word. Libraries can provide equitable access to a variety of multimodal resources enabling students in the learning process. Through collaborative relationships, intentional communication, and creative endeavour of what is available, the librarians successfully can implement a makerspace. Makerspace is becoming increasingly popular in public and academic libraries as a new way to engage patrons and add value to traditional library services.

Communities of makers range from young children to retired adults; some spaces target specific age groups while others remain open to the general public. Regardless of age, the key is that people are the heart of makerspaces. As makerspaces are included in library services, accessibility is more important in implementing the programme. Creating a fully-fledged and universally designed friendly learning environment provides students greater opportunity to grow their knowledge. It facilitates a powerful and progress to an institution in democratise learning process. It is a policy taken based on making as a set of activities, makerspaces as communities of practice, and makers as identities of participation.

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