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Self As superhero: Maker space and critical literacy

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In this study, we explored how a makers' space, a week-long camp in rural South Africa, provided opportunities for language and literacy learning for primary grade, multilingual learners. During the camp, students were encouraged to think critically about texts, themselves, and their world. Maker space is broadly defined as a designated space where individuals engage in creative production of artefacts and share their physical and digital products with others (Halverson & Sheridan, 2014, p. 496). We wanted to understand how engaging in a maker space could support the critical literacy of learners. Using qualitative methodology, we collected and analysed field notes, artefacts, photos, and interviews from local teachers and community members.

We wish to discuss how learners used tenets of critical literacy (Jones & Clarke, 2007) to deconstruct, reconstruct, and engage in social action while participating in the making process.

Halverson, E.R., & Sheridan, K. (2014). The maker movement in education. *Harvard Educational Review*, 84(4), 495-505.

Jones, S., & Clarke, L.W. (2007). Disconnect: pushing readers beyond connections and toward the critical. *Pedagogies*, 2(2), 95-115.