ITIE 2016

MAKERSPACES:

CREATIVITY IN THE LIBRARY

MAKERSPACES

DESIGN & CREATE CONTEST

Questionnaire:

Round 2

Make it @ your library
ITIE 2016

Deadline: August 22, 2016

Submit in PDF format through email to
itie2016contest@evergreeneducation.org

ITIE 2016 – Makerspace Contest
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Questionnaire Round 2 - Self Evaluation

School Name: _____

Main Teacher Name: _____

EEF Contact: _____

Please complete the following questionnaire by placing a CROSS in the appropriate box [X]

Basic Understanding of Makerspaces
Answer by Team Leading Teacher

Knowledge and Understanding Level

	None	Minimum	Basic	Good	Very Good
1. What is a makerspace?	☐	☐	☐	☐	☐
2. What is the maker movement?	☐	☐	☐	☐	☐
3. Why makerspaces in libraries?	☐	☐	☐	☐	☐
4. Who are makers?	☐	☐	☐	☐	☐
5. What are the different categories of makerspaces?	☐	☐	☐	☐	☐

1. After the first round and now finishing up the second round, list and briefly describe what new knowledge and understanding you have acquired regarding makerspace design and actual making.

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Knowledge and Understanding Level

Schools' Role in Makerspaces
Answer by Team Leading Teacher

	None	Minimum	Basic	Good	Very Good
1. Why having a makerspace at your school?	☐	☐	☐	☐	☐
2. How would a makerspace benefit the school?	☐	☐	☐	☐	☐
3. How would a makerspace benefit the teachers?	☐	☐	☐	☐	☐
4. How would a makerspace benefit the students?	☐	☐	☐	☐	☐
5. How can making fit into the education initiatives?	☐	☐	☐	☐	☐
6. How promo making within the school?	☐	☐	☐	☐	☐
7. How to plan and build a makerspace at your school?	☐	☐	☐	☐	☐

1. How has the school been involved so far in the Makerspace contest?

2. How has the principal been involved so far in the Makerspace contest?

3. How has the librarian been involved so far in the Makerspace contest?

4. Is the school more aware of Makerspace and making after Round 1 and Round 2 of the ITIE contest? Why or why not?

5. Has your school showed more or less or same amount of interest about Makerspace and making?

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Teachers' Role in Makerspaces

Each participating teacher must answer this part separately.

Teacher Name: _____ ☐ I am the Lead Teacher in the Team	Knowledge and Understanding Level				
	None	Minimum	Basic	Good	Very Good
1. How would a teacher benefit from makerspaces?	☐	☐	☐	☐	☐
2. How would a student benefit from makerspaces?	☐	☐	☐	☐	☐
3. How to find resources on makerspace projects?	☐	☐	☐	☐	☐
4. How implement a new makerspace project?	☐	☐	☐	☐	☐
5. How to get students involve in making?	☐	☐	☐	☐	☐
6. How to ensure enough make time for projects?	☐	☐	☐	☐	☐
7. How to collaborate within and outside of school?	☐	☐	☐	☐	☐

1. How have you been involved so far in the Makerspace contest?

2. What tactics have you been using to support and engage the team?

3. What more can teachers do to support and engage the team?

4. Are there any concerns or difficulty you have come across regarding making after Round 2?

5. How do you see yourself as a maker after Round 2?

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Students' Role in Makerspaces

Each participating students must answer this part separately.

Student Name: _____ Grade: _____ Age: _____	None	Minimum	Basic	Good	Very Good
1. What is a makerspace?	☐	☐	☐	☐	☐
2. What are makers?	☐	☐	☐	☐	☐
3. How would a student benefit from makerspaces?	☐	☐	☐	☐	☐
4. How to find resources on makerspace projects?	☐	☐	☐	☐	☐
5. How can makerspaces develop your knowledge?	☐	☐	☐	☐	☐

Knowledge and Understanding Level

1.   How have you been involved so far in the Makerspace contest?

2.   List and briefly describe 5 important takeaways for you from Round 2.

3. What more can teachers do to support and engage you?

4. Are there any concerns or difficulty you have come across regarding making after Round 2?

5. How do you see yourself as a maker after Round 2?

Free Response Questions:

Your team's vision about your school's Makerspace:

1. Through the following four questions, you will describe your team's vision on the Makerspace you team plans for your school and how the team can reach out to the rest of the school and its community.
    a. Describe your understanding and vision of
        i. The type(s) of makers your team decides to become?
        ii. What types of making will they do?
    b. Describe your understanding and vision of
        i. How the supporters of the Makerspace can get themselves involved in the design process?
        ii. What kind of support each supporter is supposed to contribute to the design process?
    c. Describe your understanding and vision of
        i. How the team can get the rest of the school and the community involve in using and making in the Makerspace?
        ii. In what ways will they use it and how they can benefit from it?
    d. Describe your vision of the makerspace in your school.
        i. What type of events will you participate in or put out to promote Makerspace and the Maker movement?
        ii. Do you think in time your makerspace will expand to include more maker types? If yes, who would be the next wave of makers at your makerspace?
2. Illustrated by drawing, in one continuous picture or diagram (do not be confined by the size of the end product):
    a. The type(s) of makers your team decides to adopt and what they will be making.
    b. The supporters' involvement and their contributions.
    c. Rest of the school and community involvement and how they can utilize the Makerspace.
    d. Events that can promote Makerspace and the Maker movement.