5-Week Webinar Series for Library Professionals from Infopeople

Makers in the Library:

DEVELOPING AND SUSTAINING A COMMUNITY-CENTERED MAKERSPACE

From the authors of the Makers in the Library Toolkit and The New Face of Library Makerspaces IMLS Grant
makersinthelibrary.org

WEBINAR #4

Reflect & Refine: Using Evaluation to Strengthen Programs

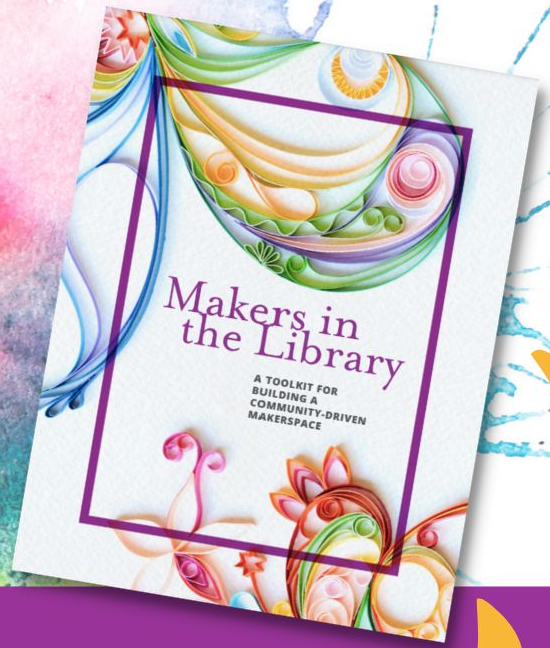
APRIL 27, 2022,
12:00-1:00 PM PT
3:00-4:00 PM ET

makersinthelibrary.org

MAKERS IN THE LIBRARY: A TOOLKIT FOR BUILDING A COMMUNITY-DRIVEN MAKERSPACE

Are limited staff, space, and budget preventing your library from creating a makerspace?

This toolkit provides a library-tested process for creating and sustaining a community-driven makerspace, no matter what your constraints.



free toolkit download from makersinthelibrary.org

The **New Face of Library Makerspaces**
builds on this 2 1/2 year California State Library project
and seeks to develop additional content,
and share these tools and processes nationally,
in partnership with the nonprofit organization Nation of Makers

Free 5-Week Webinar Series: Developing and Sustaining a Community-Centered Makerspace April 6-May 4, 2022 ×

Makers in the Library

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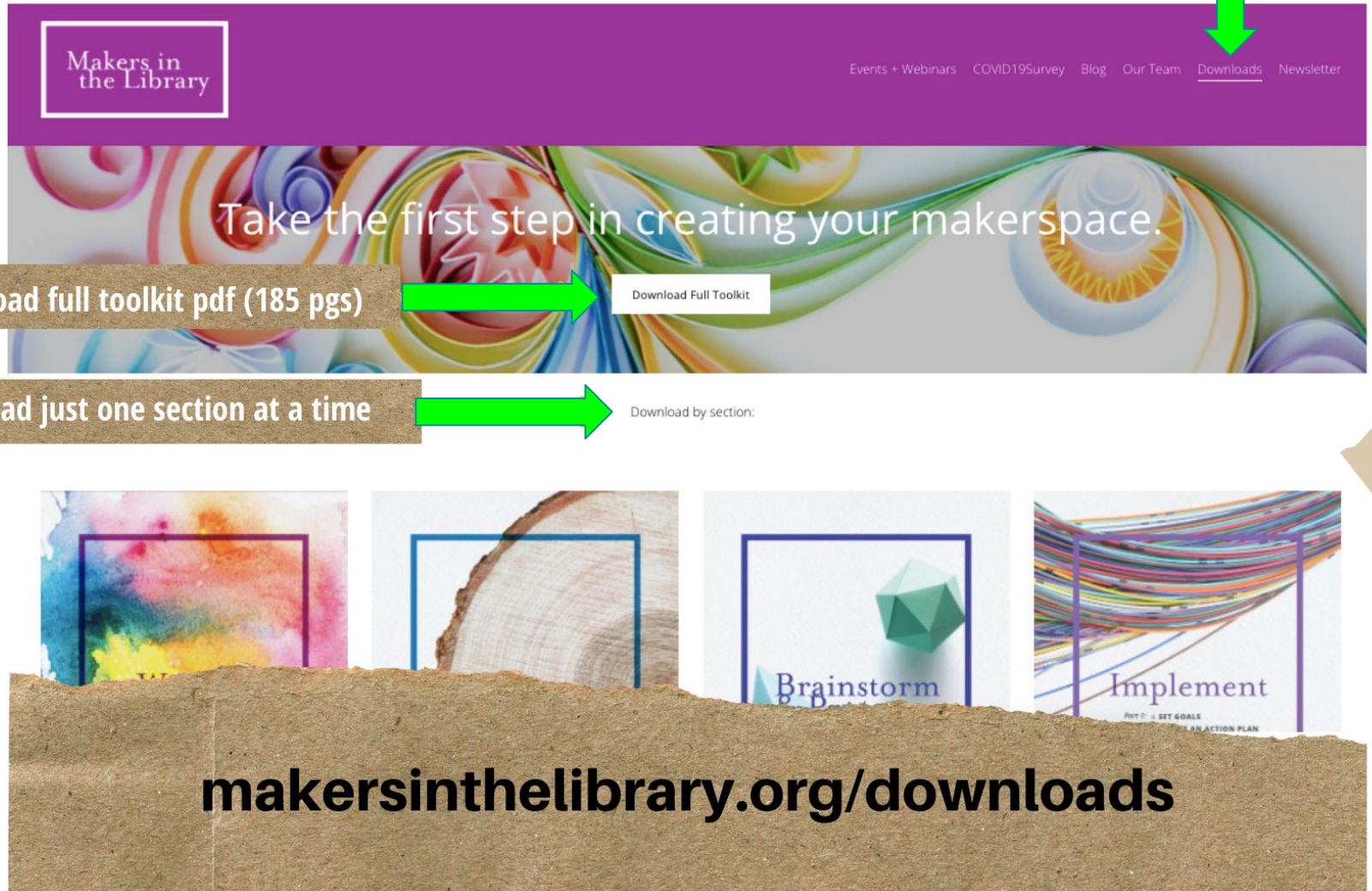
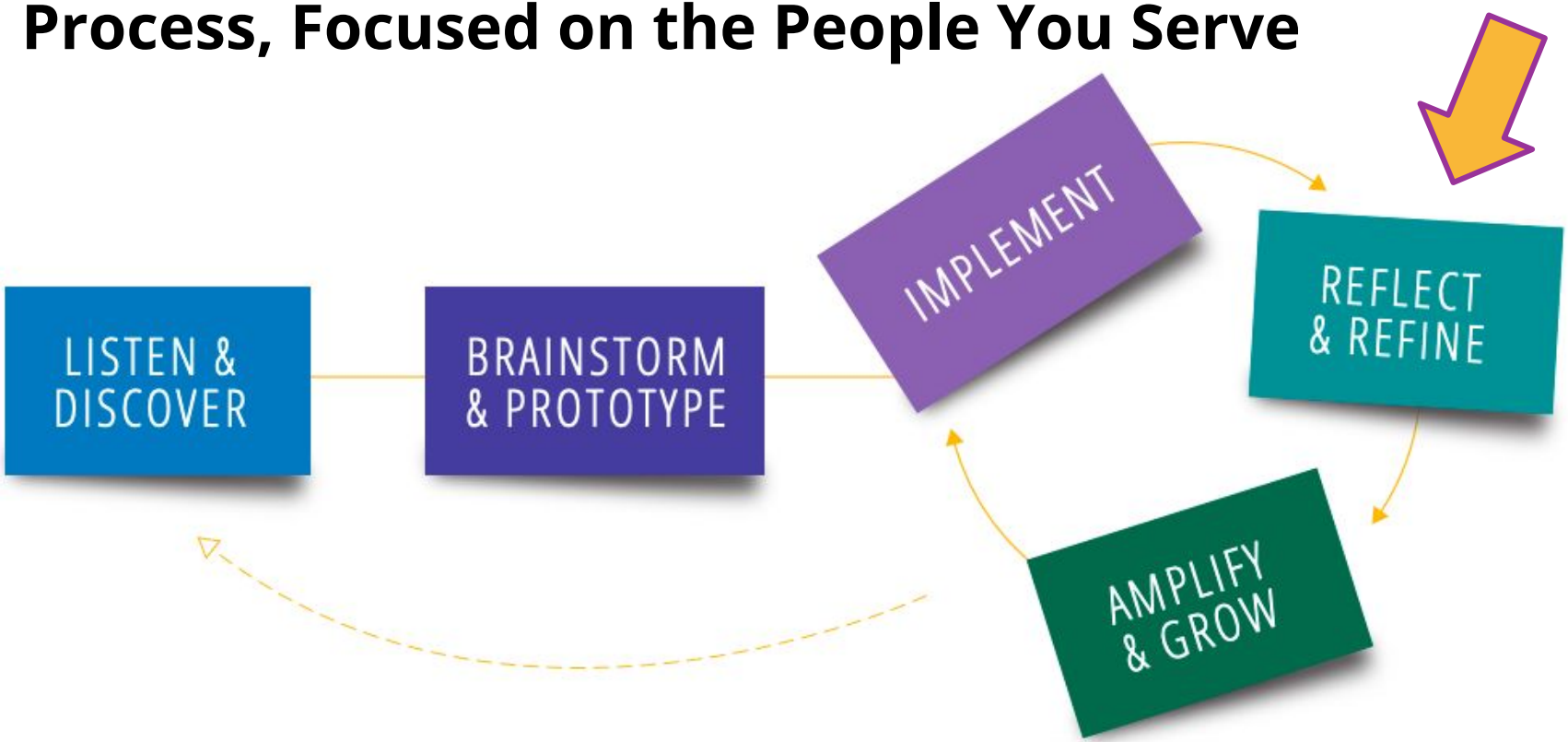


download tools one at a time at bottom of this webpage

Our Toolkit Provides a Flexible, Non-Linear Process, Focused on the People You Serve



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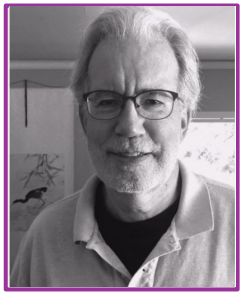
Meet Our Presenters

Lisa Regalla,
CEO
Regallium Consulting, LLC

Pamela Van Halsema
Maker - Librarian, P. Van Halsema Consulting

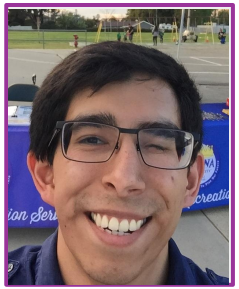
Lauren Fellers
Senior Librarian - Creative Services, Pikes Peak Library District

Becca Cruz
Director of Creative Services, Pikes Peak Library District



Scott Burg
Senior Researcher, Rockman et al

April Raya
Library Specialist 1, Corona Public Library



Martin Villegas
Library Specialist 2, Corona Public Library

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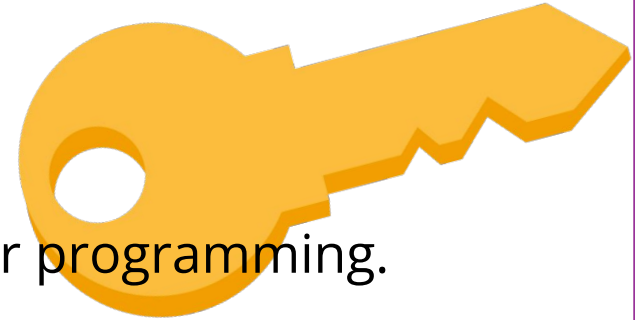
Let's Chat

- Interact with us via polls, chat and Q&A, even though we are in a webinar format!
- Our panelists are here live during the session, so chat with us at any time during our session.
- Use the Q and A to ask questions anonymously for anyone on the panel and we will type our answers during the session.

Key takeaways for today:



✓ Evaluation doesn't have to be a scary! There are lots of quick and easy ways to implement data collection into your maker programming.

✓ Only collect data if you plan to use it!

✓ A logic model can be a useful tool to examine where you are going, where you have been, and the outcomes you want to achieve.

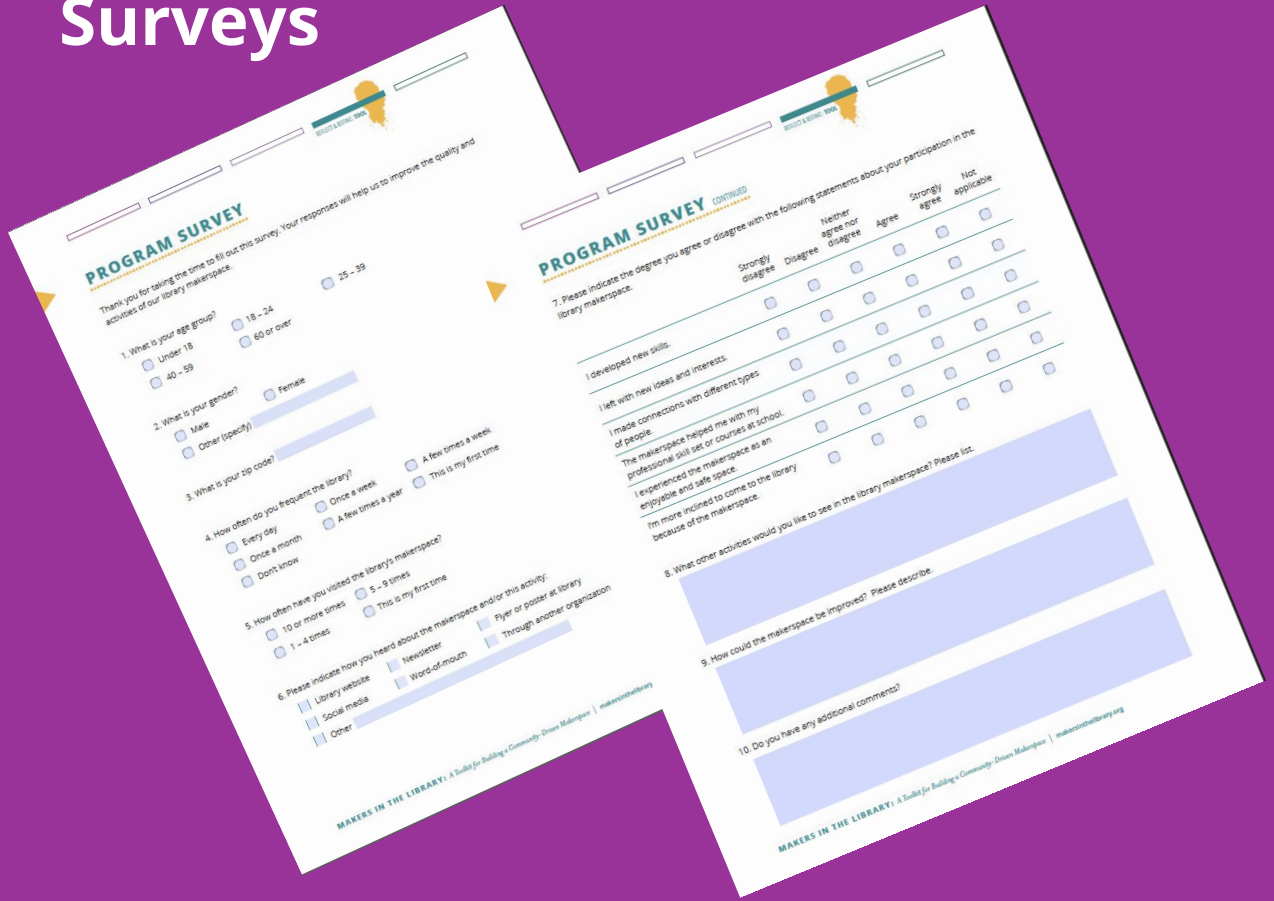
✓ Evaluation can be used to support your library's DEI (diversity, equity, inclusion) efforts.

Let's Chat

Multiple Choice Poll: Do you currently collect data to inform how programs are refined?

A. Always! We never do anything without data.
B. Often. We regularly reflect, listen or survey.
C. Sometimes. Only when we have time.
D. We are still working on this part!

Surveys



PROGRAM SURVEY

Thank you for taking the time to fill out this survey. Your responses will help us to improve the quality and activities of our library makerspace.

1. What is your age group?
Under 18 / 18 - 24 / 25 - 39 / 40 - 59 / 60 or over

2. What is your gender?
Male / Female / Other (specify)

3. What is your zip code?

4. How often do you frequent the library?
Every day / Once a week / A few times a week / Once a month / A few times a year / This is my first time / Don't know

5. How often have you visited the library's makerspace?
10 or more times / 5 - 9 times / 1 - 4 times / This is my first time

6. Please indicate how you heard about the makerspace and/or this activity:
Library website / Newsletter / Flyer or poster at library / Social media / Word-of-mouth / Through another organization / Other

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PROGRAM SURVEY CONTINUED

7. Please indicate the degree you agree or disagree with the following statements about your participation in the library makerspace.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
I developed new skills.						
I left with new ideas and interests.						
I made connections with different types of people.						
The makerspace helped me with my professional skill set or courses at school.						
I experienced the makerspace as an enjoyable and safe space.						
I'm more inclined to come to the library because of the makerspace.						

8. What other activities would you like to see in the library makerspace? Please list.

9. How could the makerspace be improved? Please describe.

10. Do you have any additional comments?

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FABRIC CLUB

Date_____Name_____

E-mail or Phone

_____

What have you created with our fabric stash this month?

Have you used Creativebug this month?

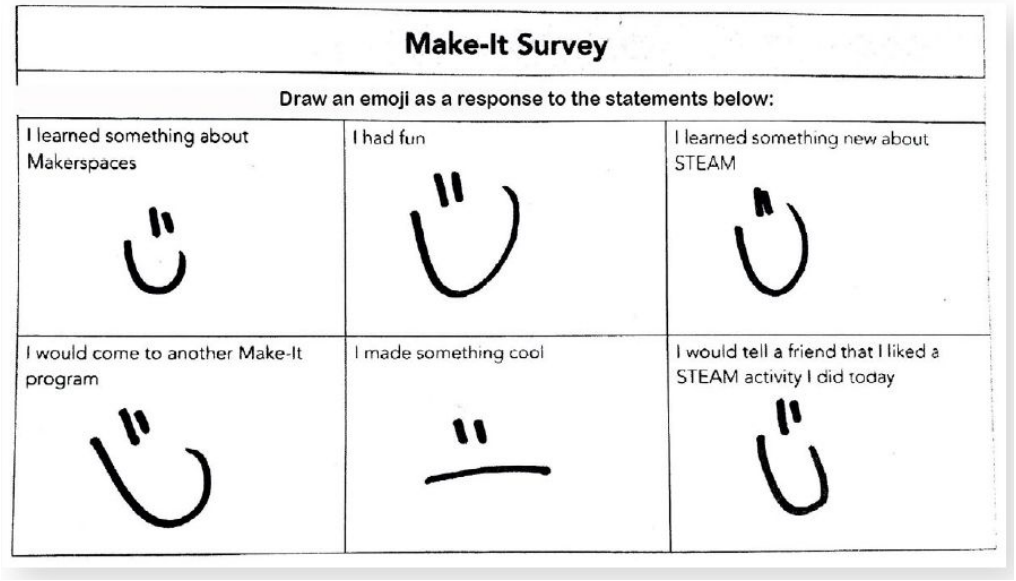
Have you learned or tried something new this month?

What would you like to create next?

Lake County Library

makersinthelibrary.org

Surveys

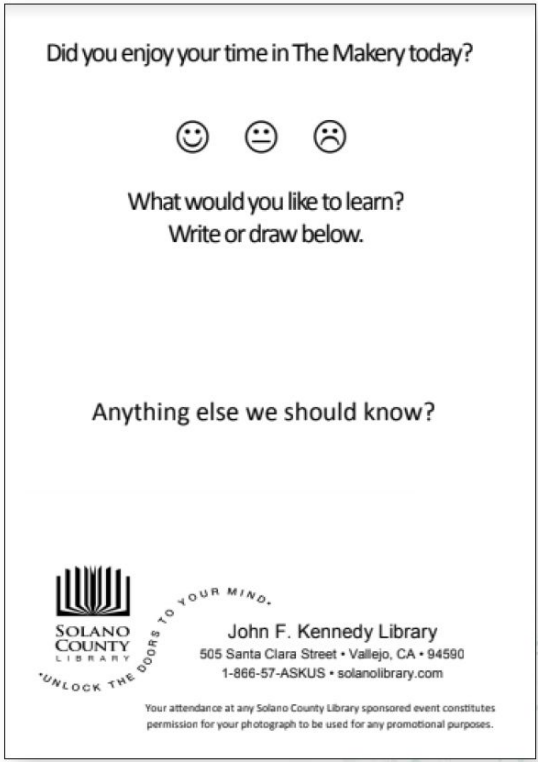


Make-It Survey

Draw an emoji as a response to the statements below:

I learned something about Makerspaces	I had fun	I learned something new about STEAM
I would come to another Make-It program	I made something cool	I would tell a friend that I liked a STEAM activity I did today

The JFK Library used simplified "emoji" surveys to get feedback from children at their drop-in programs and outreach events.



Did you enjoy your time in The Makery today?

☺ 😐 ☹

What would you like to learn?
Write or draw below.

Anything else we should know?

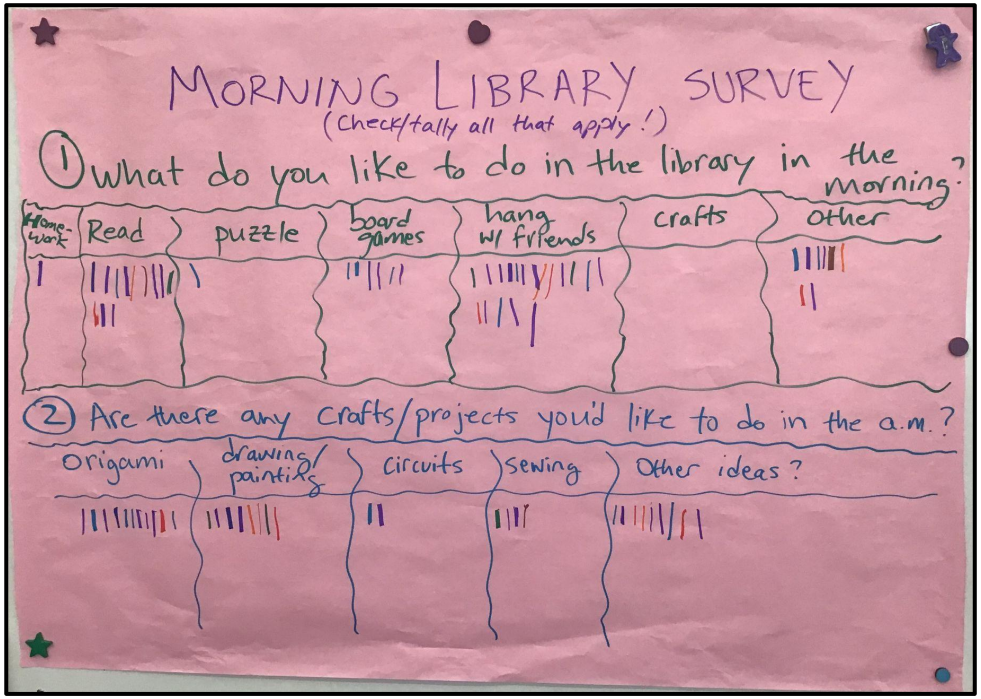
SOLANO COUNTY LIBRARY

"UNLOCK THE DOORS TO YOUR MIND."

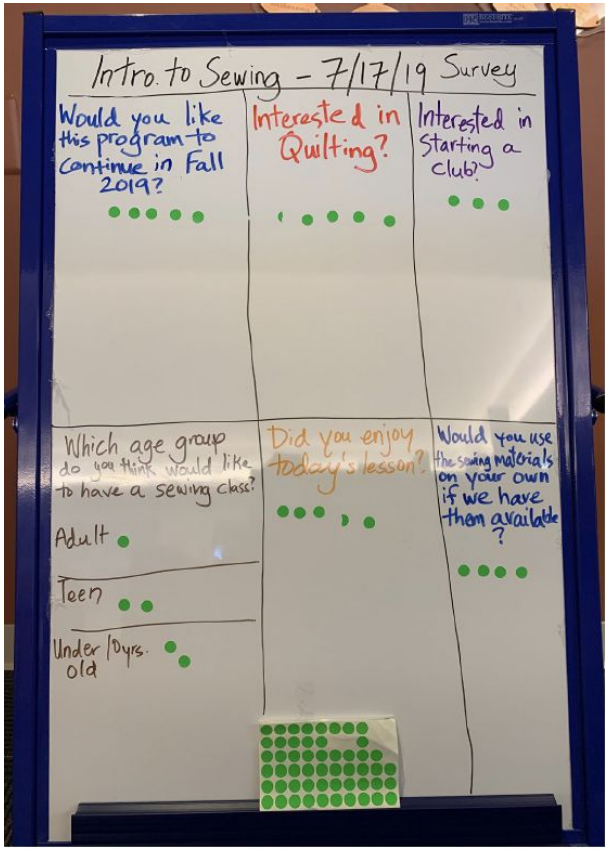
John F. Kennedy Library
505 Santa Clara Street • Vallejo, CA • 94590
1-866-57-ASKUS • solanolibrary.com

Your attendance at any Solano County Library sponsored event constitutes permission for your photograph to be used for any promotional purposes.

Surveys



San Francisco Unified School District



Atascadero Library

Self-reflection

makersinthelibrary.org

REFLECT & REFINE: TOOL

MAKER ACTIVITY LOG EXAMPLE

Day Tuesday Date 9-10-2019 Weather Evening, in the mid 80s

Program Name Virtual Tuesday

Program Start Time 6:00 PM End Time 7:45 PM

Program Location Teen Zone — 1st Floor of Feldheym Library

Name of Lead Facilitator Tammi Devine

Facilitator contact info, if a guest speaker

Other helpers: *Staff* Daniela Deleon

Volunteers N/A

Attendance: *Adults* 2 *Teens 13+* 2 *Children* 2

What went well? (facilitation, content, set-up, materials)

The space is easy to set up. Plenty of room for the participants to use the VR and have others watch them. We had time-slot sign-in sheets for each of our VR units, a publicity release, and a list of our games for them to choose what they wanted to play. There was also an end-of-event survey for each participant.

How do you know? (How long did they stay? Did they ask questions? What was the mood in the room? Did they ask about returning for more programs?)

(1 FAMILY AND 1 SOLO TEAM) 45 Minutes to 1 hour

The family asked questions about the different types of games we have, how often we would be doing this, and why younger kids can't participate. They convinced the dad to try the roller coaster ride. It seemed as though they all had fun, except for the 8-year-old, who was very unhappy about not being allowed to play. The solo team used the Oculus Go and played three games.

What would you do differently next time?

We need to find ways to get the word out to people — using social media and library flyers is just not working! The change of library hours is still something new, and it's dark here at that hour. Getting people to come to this area after dark is hard. There is also the problem of the age limitation. We will be researching lowering the age for the next month's session.

Interviews

makersinthelibrary.org

REFLECT & REFINE: TOOL

PATRON INTERVIEW QUESTIONS

Use the following list of questions if you have 30 minutes or more to interview a patron. If you only have 10–15 minutes, try just the questions marked with a check mark. Feel free to mix, match, and add your own!

Introductory Questions

- ✓ Tell me a little about yourself. (Name? Age? Job? Retired?)
- Ø How long have you been a resident of this community? (Where were you before that?)
- Ø How often do you come to the library?
- Ø What are your main reasons for using the library? (What services do you use? How do you learn about library services and events?)

Activity Questions

- ✓ How did you learn about the makerspace?
- Ø What motivated you to participate in this activity?
- Ø Have you ever done this activity before? Is this your first time making _____? (If not, where did you do this before? Tell me more.)
- ✓ What were some positive takeaways from your experience in the makerspace? (Did anything excite you about what we did today? Is there anything you would like to do more of as a result?)
- ✓ How could the experience/activity have been improved? (Level of difficulty? Materials? Physical setup? Timing?)
- ✓ What other activities (low-tech, high-tech, arts, science) should the library consider?

Access and Impact Questions

- Ø What impact has the programming had on you? (Has participating helped you in any way outside of the library?)
- ✓ What would make it easier for you to participate in more programs like this? (Time of day? Transportation? Physical setup?)
- Ø Would you recommend makerspace/maker activities to a friend or colleague?
- Ø Do you know of other people or organizations that might be interested in partnering or working with this program? If yes, what can you tell me about them?

In what ways have you made evaluation a part of your day to day work at the library?

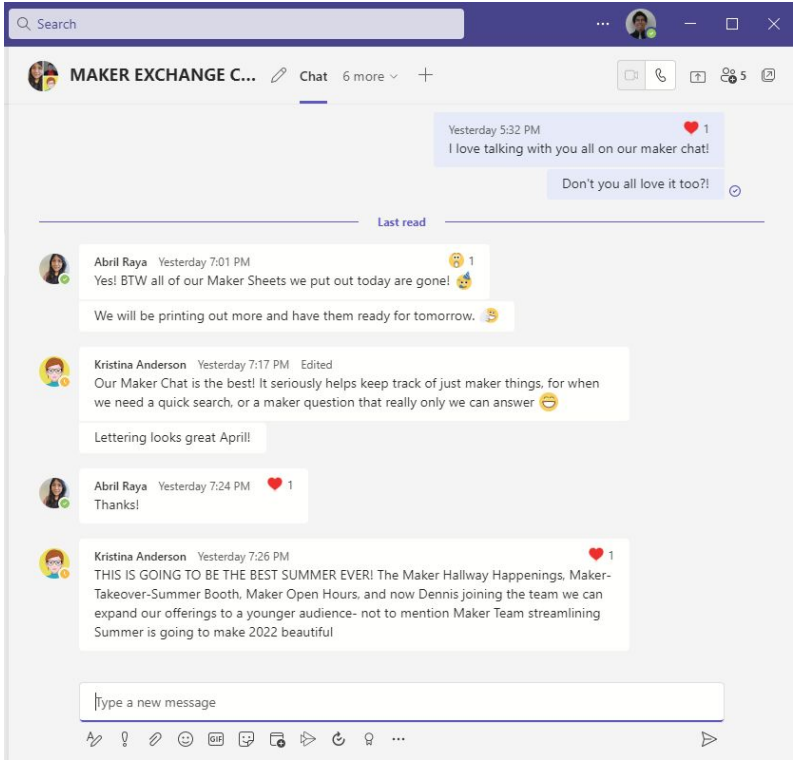
Martin Villegas
Library Specialist 2,
Corona Public Library

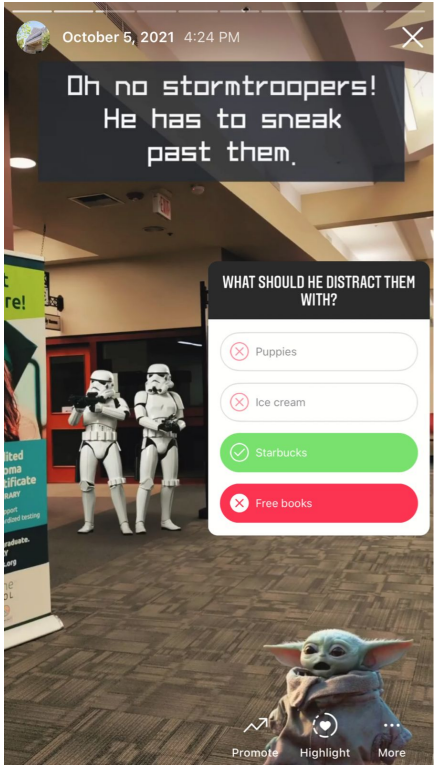
April Raya
Library Specialist 1,
Corona Public Library

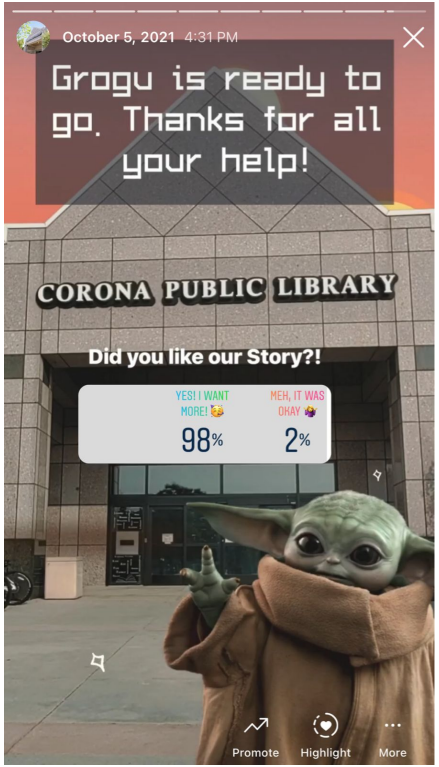
Corona Public Library

- **Where is Corona?**
  48 miles southeast of Downtown LA
- **Suburban community of 160,000**
- **One single branch!**
- **MakerExchange**
- **TeenZone, Hangout @ Your Library**

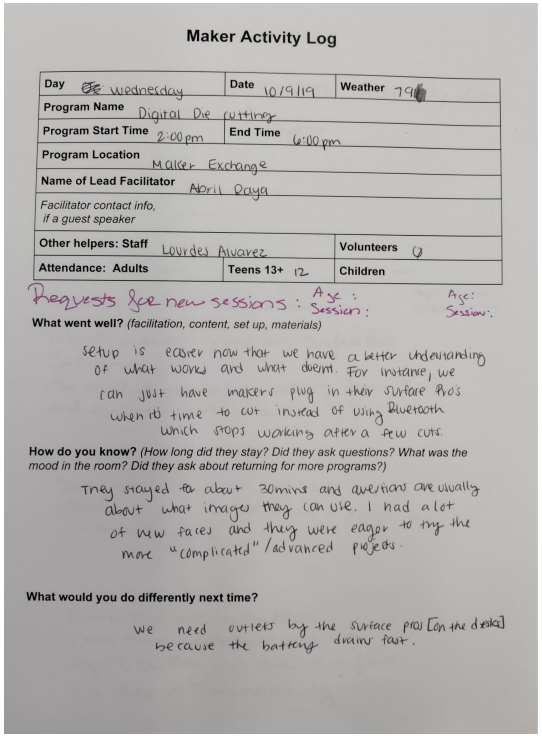
Constant Communication







Constant Evolution



Maker Activity Log

Day ~~Tue~~ Wednesday	Date 10/9/19	Weather 79°
Program Name Digital Die cutting		
Program Start Time 2:00 pm	End Time 6:00 pm	
Program Location Maker Exchange		
Name of Lead Facilitator April Raya		
Facilitator contact info, if a guest speaker		
Other helpers: Staff Lourdes Alvarez	Volunteers 0	
Attendance: Adults	Teens 13+ 12	Children

Requests for new sessions: Age: Session: Age: Session:

What went well? *(facilitation, content, set up, materials)*

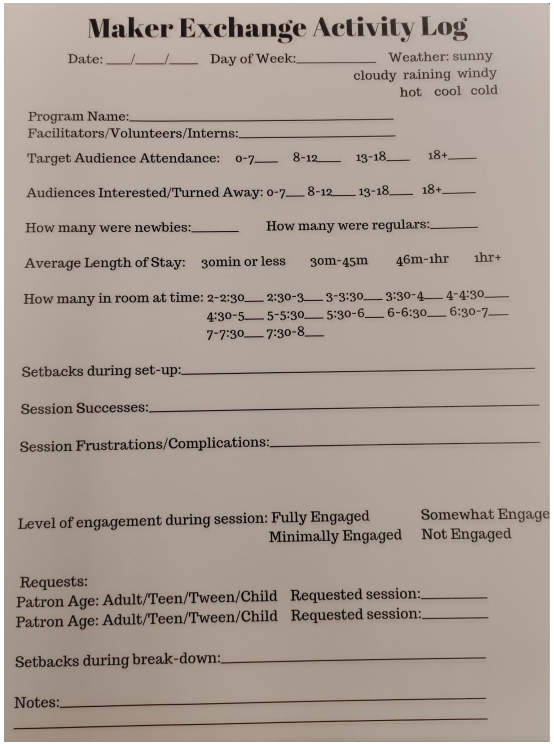
Setup is easier now that we have a better understanding of what works and what doesn't. For instance, we can just have makers plug in their Surface Pros when it's time to cut instead of using Bluetooth which stops working after a few cuts.

How do you know? *(How long did they stay? Did they ask questions? What was the mood in the room? Did they ask about returning for more programs?)*

They stayed for about 30mins and questions are usually about what images they can use. I had a lot of new faces and they were eager to try the more "complicated" / advanced projects.

What would you do differently next time?

We need outlets by the surface pros [on the desks] because the battery drains fast.



Maker Exchange Activity Log

Date: ___/___/___ Day of Week:_____ Weather: sunny cloudy raining windy hot cool cold

Program Name:_____
Facilitators/Volunteers/Interns:_____

Target Audience Attendance: 0-7___ 8-12___ 13-18___ 18+___

Audiences Interested/Turned Away: 0-7___ 8-12___ 13-18___ 18+___

How many were newbies:_____ How many were regulars:_____

Average Length of Stay: 30min or less 30m-45m 46m-1hr 1hr+

How many in room at time: 2-2:30___ 2:30-3___ 3-3:30___ 3:30-4___ 4-4:30___ 4:30-5___ 5-5:30___ 5:30-6___ 6-6:30___ 6:30-7___ 7-7:30___ 7:30-8___

Setbacks during set-up:_____

Session Successes:_____

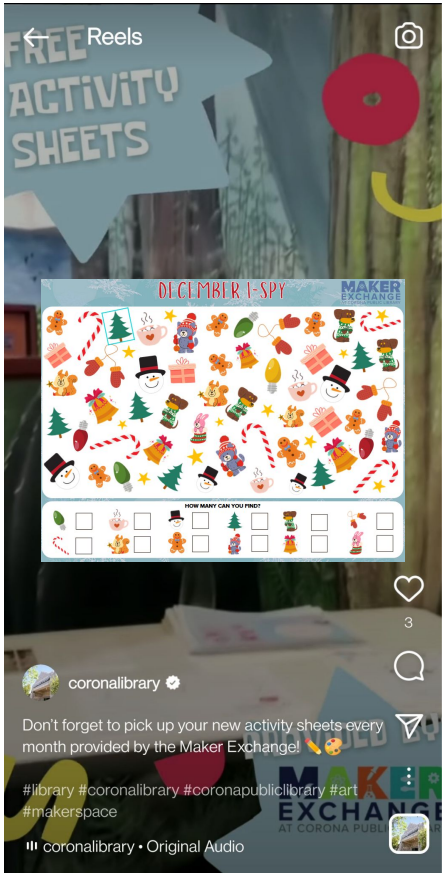
Session Frustrations/Complications:_____

Level of engagement during session: Fully Engaged Somewhat Engage Minimally Engaged Not Engaged

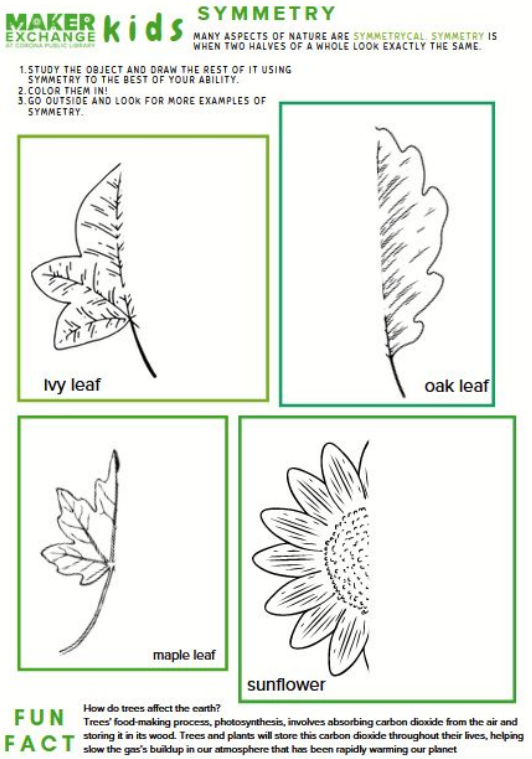
Requests:
Patron Age: Adult/Teen/Tween/Child Requested session:_____
Patron Age: Adult/Teen/Tween/Child Requested session:_____

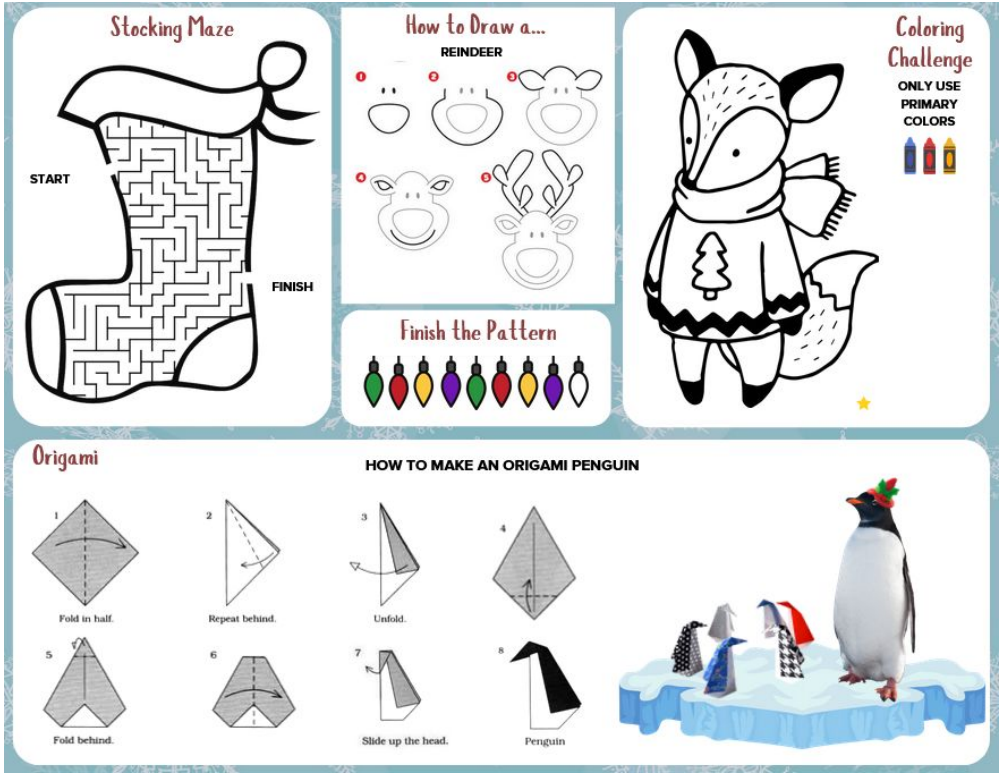
Setbacks during break-down:_____

Notes:_____

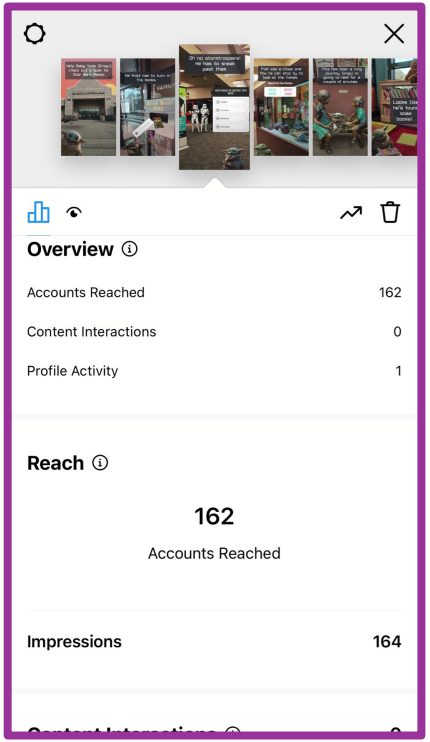


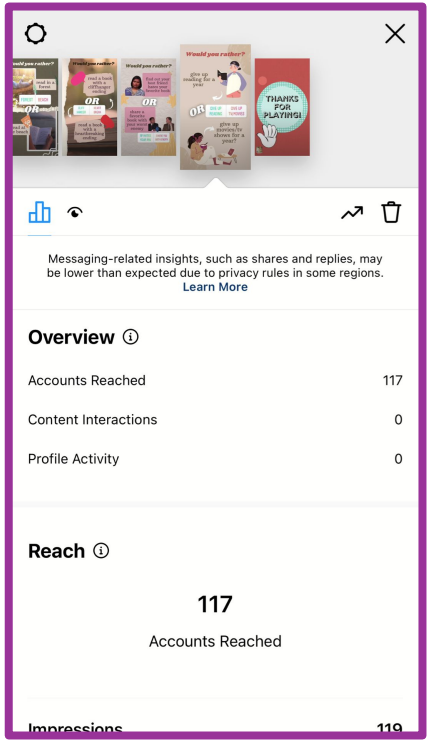
Constant Evolution

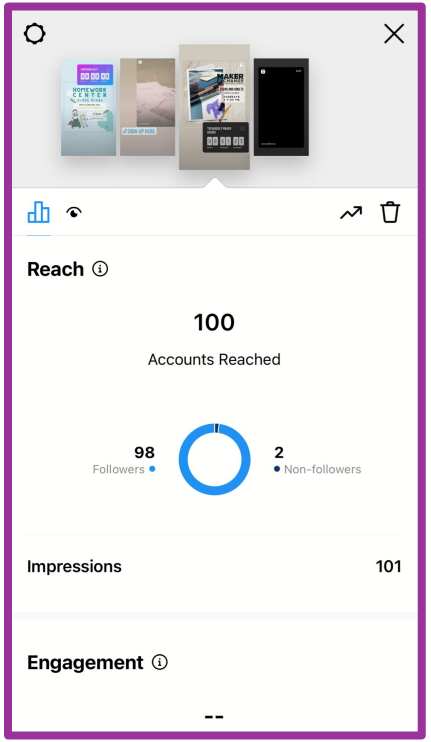




Constant Evaluation







Focus Groups

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FOCUS GROUP RECRUITMENT SCRIPTS

PHONE CALL INVITATION

(This script can be adapted for in-person conversation or announcement at a workshop or meeting.)

Customize the highlighted fields to fit your own library's situation.

"Hi, ____ This is ____ calling fro
I hope that you're well.

"I'm calling because we're starting a new project, and we think your perspective could
we begin to shape the program design.

"We're developing new creative programming for ____
something called a makerspace. As a planning step, we're trying to identify the ne
our library community. Because of your familiarity with ____
, we think you have some insight that

"I'm wondering if you might be willing to join our focus group discussion. We'
group of about 8 people to share thoughts and provide feedback as we des
plan to audio record the session so we can refer back to what was said. W
and the atmosphere will be casual, friendly, and conversational. We wou
could join our focus group, which is scheduled to take place on ____
think you would be willing to participate?"

If they say no, thank them for considering and end the conversation in a
answer questions they may have and share details of the sessions, dat
incentives you're offering, etc. If the person agrees to participate, ask f
details to them. If you're announcing at a meeting, circulate a clipboa
address and phone number.

Thank you would do this for your library, ____

FOCUS GROUP QUESTIONS

SAMPLE QUESTIONS FOR STAFF

- Name? Title? Responsibility?
- How long have you worked at this library?
- How would you describe what it means to be a maker?
- How would you describe what a makerspace is?
- Have you ever visited a makerspace? If yes, where was it? Have you ever participated in any make
What were some impressions you came away with?
- Have you ever designed or participated in the design of a makerspace (in a library or other locati
please describe.
- What would be the advantage of creating a makerspace for this library? For staff? For the comm
might be some disadvantages?
- What are some of your concerns about creating a makerspace (space, staffing, logistics, training
etc.)?
- How does a makerspace help fulfill the mission of your library?
- Who would the primary users of the makerspace be? Can you describe them? When would the
most likely be using the space?
- What types of activities should the makerspace provide?
- Where should the makerspace be physically located?
- What type of staffing structure do you think needs to be in place (existing staff, volunteers, co
members, etc.) for your makerspace to be successful?
- Describe what it might be like for a patron to experience a makerspace here at the library. H
feel during the experience? What might they be inspired to do as a result?
- What type of training or professional development for staff/volunteers would support a succ
makerspace?
- How do you think your job will be impacted by the development of a makerspace?
- How could a makerspace be integrated into existing library programs and services?
- What are any concerns or restrictions (fiscal, administrative, logistical, etc.)?
- Are there any local/community groups or organizations that might be helpful to partner wi
goals of your makerspace? Who are they and why?
- What are some ways that the library might promote the makerspace to patrons and the b
community?
- What would constitute a successful makerspace?
- Any other comments/questions/concerns/needs?

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FOCUS GROUP FACILITATION SCRIPT

Thank you very much for taking this time to speak with us today.

My name is ____ I am the ____ at ____
The reason we're here today is to gather your opinions and attitudes about our library's makerspace. In order
to design a makerspace that meets our communities needs, it's important that we hear from our patrons, staf
and community members.

As a reminder, this focus group is voluntary, so you may choose to end your participation at any time without
risk. We encourage you to answer each question as honestly as possible, as that will be most helpful. However,
you may choose not to answer any question(s).

In order to assure accuracy, we would like to record audio of this session. Please note that your name and othe
personally identifying information will be removed from any notes, transcripts, or reports we write. Do we have
your permission to record?

To allow our conversation to flow more freely and make the session run smoothly today, I'd like to go over some
agreements.

1. Only one person should speak at a time. This is doubly important as our goal is to make a written tran-
script of our conversation today. It's difficult to capture everyone's experience and perspective on our
audio recording if there are multiple voices at once.
2. Please avoid side conversations.
3. Everyone doesn't have to answer every single question, but I'd like to hear from each of you today as the
discussion progresses.
4. There are no "wrong answers," just different opinions. Say what is true for you, even if you're the only
one who feels that way. What is said in this room stays in this room.

If you need a break, the bathrooms are located ____ Are there any questions?

Great, let's get started.

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Listen & Discover

Peer Observations

makersinthelibrary.org

REFLECT & REFINE: TOOL

PEER OBSERVATION

Use this form to record observations and potential program enhancements. Then, take time to meet and reflect on what you noted. If possible, arrange a reciprocal visit!

Date

Time

My Name

Peer Name

Program Name

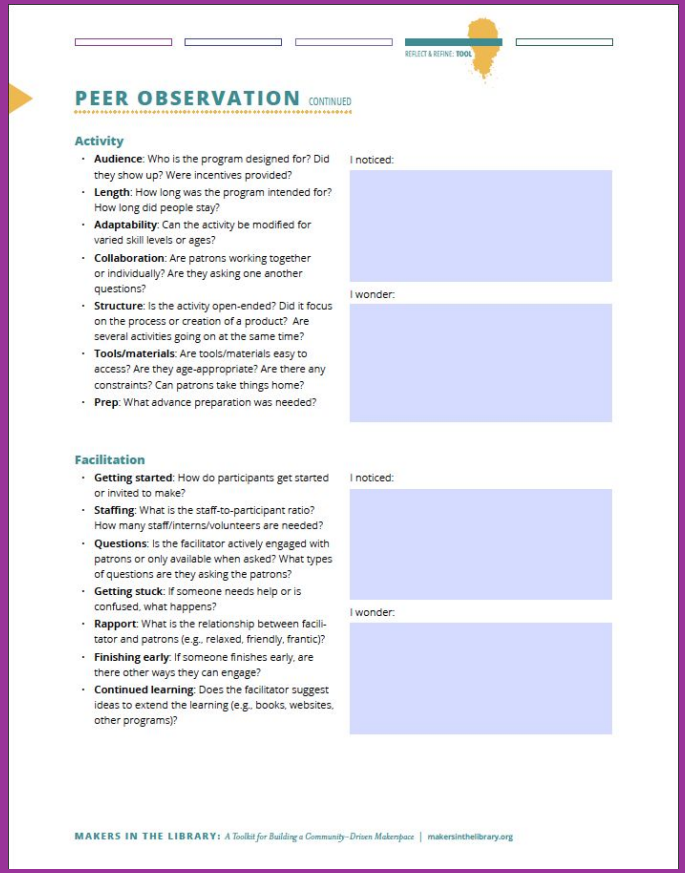
Location

Environment

- **Entrance**: Is the space visible? Is it clear where patrons need to go? Does it feel inviting?
- **Furnishings**: How is furniture and seating arranged? Is it adaptable to different ages and special needs?
- **Signage**: What type of signage is visible in the program area and the library itself?
- **Decor**: What is on the walls, shelves, and tables?
- **Flow**: Can participants move about within the space? Can they access materials easily?
- **Storage**: How/where are program materials stored? Is there a place for works in progress?
- **Ambience**: What's the quality of lighting? Is there music playing or a "buzz" in the room?
- **Safety**: Are there any safety requirements posted or announced verbally?

I noticed:

I wonder:



REFLECT & REFINE: TOOL

PEER OBSERVATION CONTINUED

Activity

- **Audience**: Who is the program designed for? Did they show up? Were incentives provided?
- **Length**: How long was the program intended for? How long did people stay?
- **Adaptability**: Can the activity be modified for varied skill levels or ages?
- **Collaboration**: Are patrons working together or individually? Are they asking one another questions?
- **Structure**: Is the activity open-ended? Did it focus on the process or creation of a product? Are several activities going on at the same time?
- **Tools/materials**: Are tools/materials easy to access? Are they age-appropriate? Are there any constraints? Can patrons take things home?
- **Prep**: What advance preparation was needed?

I noticed:

I wonder:

Facilitation

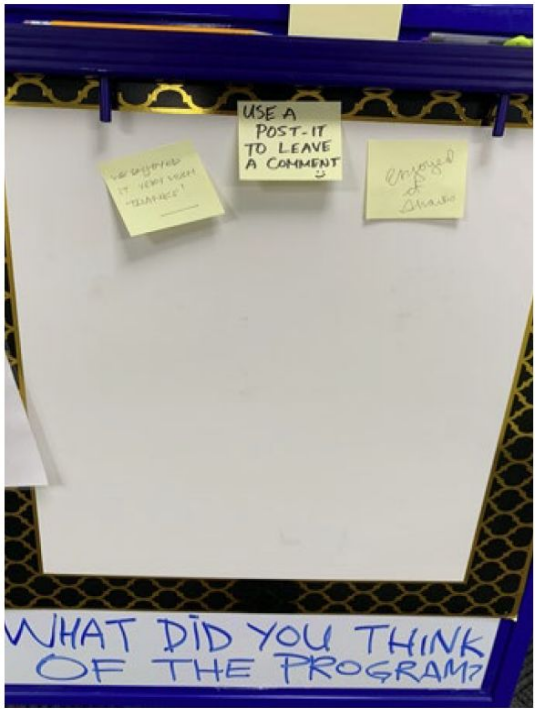
- **Getting started**: How do participants get started or invited to make?
- **Staffing**: What is the staff-to-participant ratio? How many staff/interns/volunteers are needed?
- **Questions**: Is the facilitator actively engaged with patrons or only available when asked? What types of questions are they asking the patrons?
- **Getting stuck**: If someone needs help or is confused, what happens?
- **Rapport**: What is the relationship between facilitator and patrons (e.g., relaxed, friendly, frantic)?
- **Finishing early**: If someone finishes early, are there other ways they can engage?
- **Continued learning**: Does the facilitator suggest ideas to extend the learning (e.g., books, websites, other programs)?

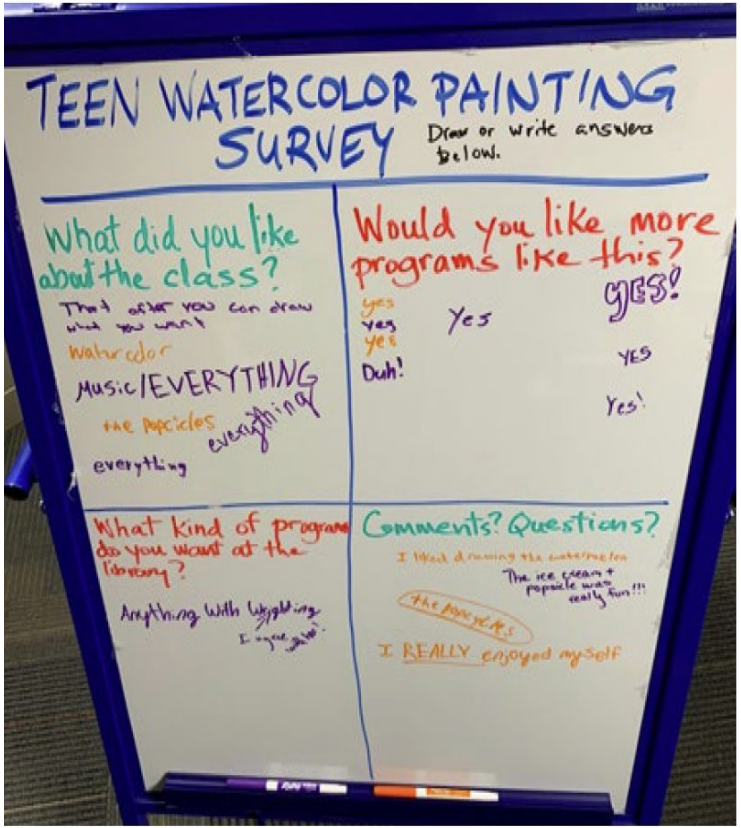
I noticed:

I wonder:

MAKERS IN THE LIBRARY: *A Toolkit for Building a Community-Driven Makerspace* | makersinthelibrary.org

Talk-Back Boards

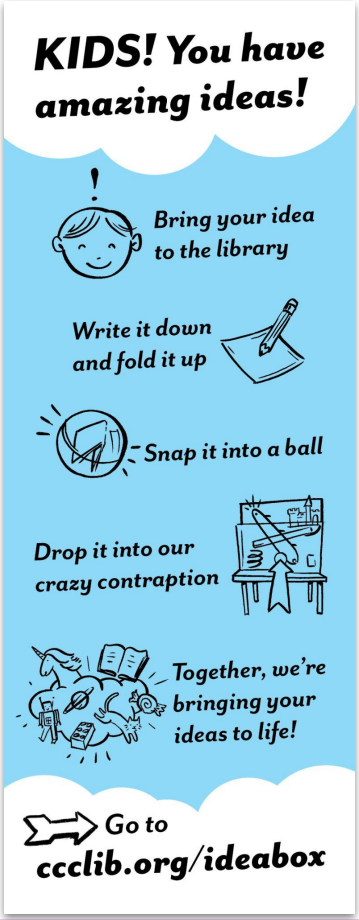




Atascadero Library

Suggestion Box or Feedback Journal

Contra Costa Library



Tell us about how you use data to drive decision-making in your makerspace.

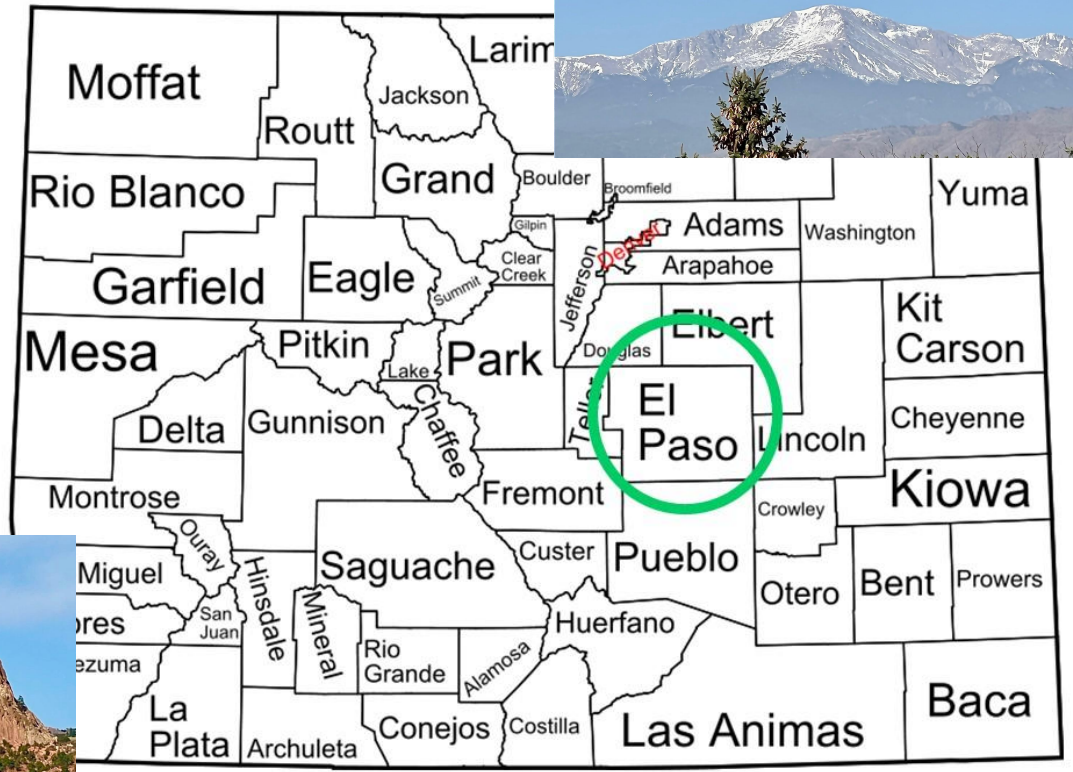
Lauren Fellers
Senior Librarian,Creative Services
Pikes Peak Library District

Becca Cruz
Director of Creative Services
Pikes Peak Library District

PIKES PEAK LIBRARY DISTRICT

ppld

- El Paso County, CO
- Population of 669,874
- Over 2,000 sq. mi.
- 15 locations and mobile library services
- Urban, suburban, and rural service areas



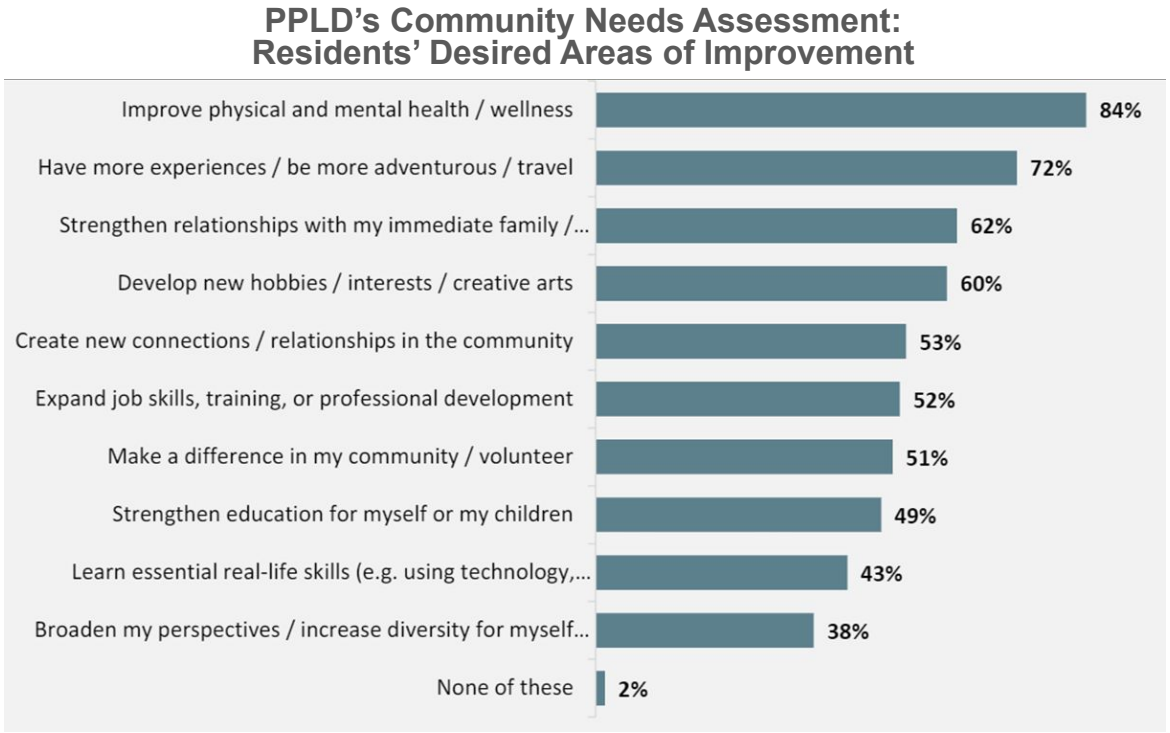
Refining from Day One

Other Places to Find Data

Figure 15
Most Important Skills to Employers in 2021

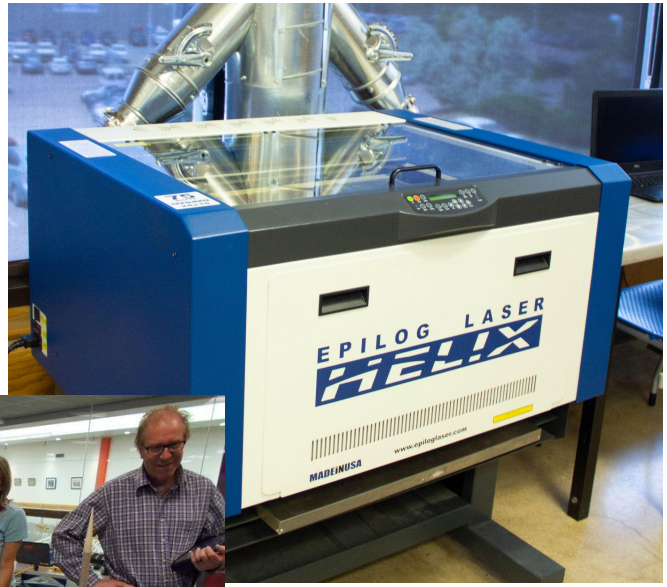
Most Important Skills to Employer Respondents	Very Important	Somewhat Important
Teamwork/Collaboration	78%	19%
Communication	75%	21%
Orientation to detail	73%	24%
Service orientation	69%	22%
Critical thinking	64%	29%
Organizing, planning, and prioritizing	53%	37%
Leadership	41%	40%
Digital/computer literacy	40%	45%

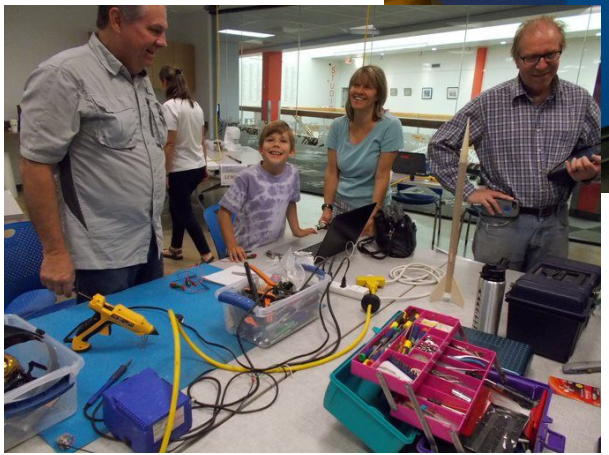
Source: 2021 Colorado Talent Pipeline



Internal Data Collection

- Equipment Statistics
  - Demand
  - Time Slots
  - Maintenance
- Staff “Makerspace Chats”
  - Targeted discussions
  - General feedback
  - Qualitative data





What's Next?

- Data collection from patrons
  - Exit surveys for classes
  - More formal solicitation of patron feedback
  - Staff training
    - Engaging with patrons
    - Sharing stories

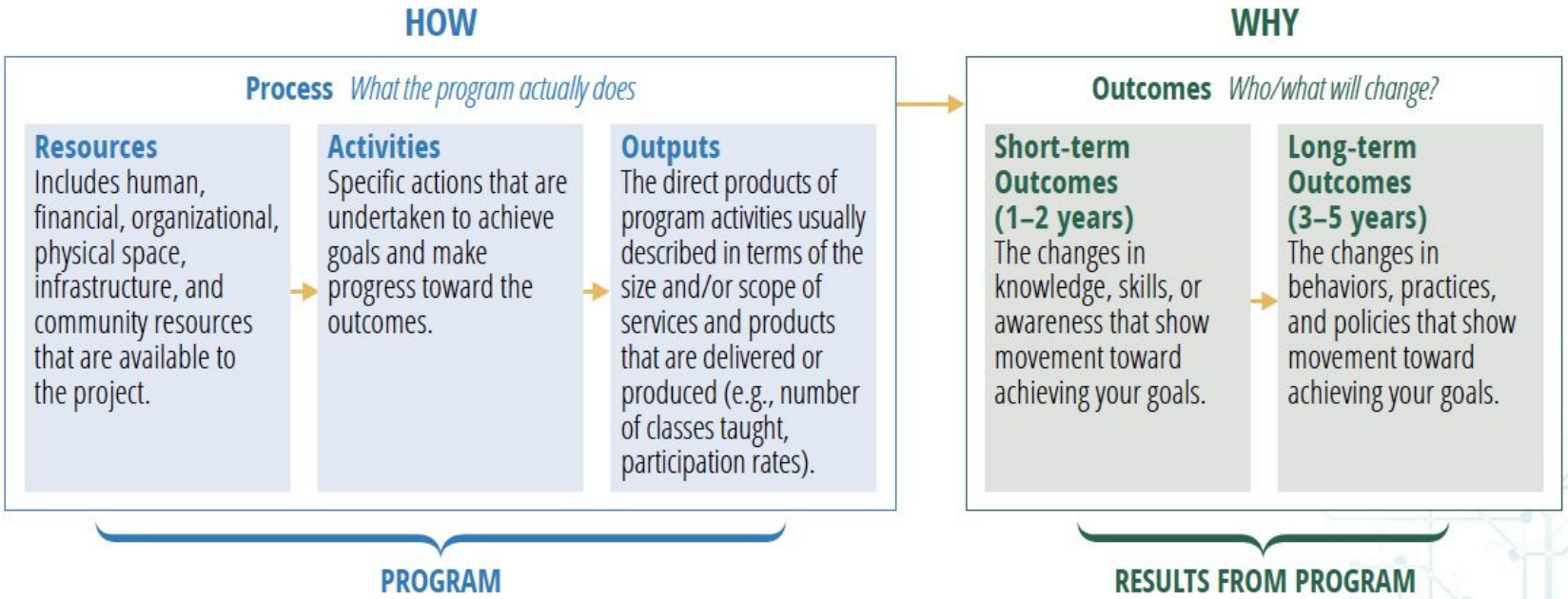
Logic Model

LOGIC MODEL

A systematic, visual way to present your understanding of the relationships between the resources you have, the activities you plan, and the outcomes you hope to achieve.

"The logic model forced us to examine the big picture, define steps, and see where we've been and where we're going." - Library Staff

LOGIC MODEL ELEMENTS

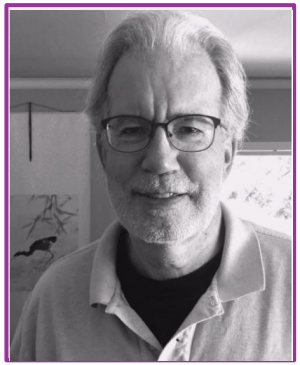


LOGIC MODEL EXAMPLE

FRAMING QUESTION How might we design a maker program for teens that addresses the need for a safe, positive, enriching recreational and social space and fosters collaboration, innovation, and learning?
How might we design a maker program for adults that addresses the need for free education and training and fosters the development of community and new personal and professional skills?

RESOURCES	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
	Conduct evaluation	Completed needs assessment	Teens more involved in library programs	Making is seen as an essential library service
Money	Space identification	Ideal space selected		
Time	Select furniture and storage	IT department has relocated items		
Space	Purchase new technologies	Grant funds expended to purchase appropriate tools for maker activities	Community excited to have access to tools	
Tools and equipment	Seek alternative funding	Funding available to enhance and expand collective live programming		Makerspace has ongoing funding allowing for both growth and sustainability
Staff				
Makers	Recruit and train volunteers	Schedule volunteers for maker programs		
Volunteers	Pilot maker activities and tools	Assign skilled staff for maker activities	Makers feel connected	
SCCLD administration		Laser cutting, vinyl design, 3D printing programs offered		
Marketing department	Maintain and establish new partners	Best Buy engaged as a partner	Library seen as a valuable partner for the community	Members use their membership to create partnerships, diversify their networks, and increase their lifelong skills
Patrons		Meet with Chamber of Commerce		
Interns		Invite core members into the collective		
Local schools and academia		Develop maker programs and or meet with CMAP TV, Gavilan College, Gilroy Unified School District		
Local private business	Meet with local education and nonprofit stakeholders	New partners involved in maker activities	Greater awareness of library and library programs for community partners and businesses	Local business engaged as active community partners
Information technology		Initiate adult and minority waivers, processes for programs, and open hours		
Local nonprofits	Develop policies, waiver processes	Identify appropriate pedagogy, skills, and practices	Makerspace is seen as a safe environment	
	Develop best practices	Staff participate in CLA, NOMCON, STEAM Symposium, Maker Faire, Adobe Illustrator class		Access to maker programs and tools inspires career opportunities and skills
	Provide professional development for staff		Staff enthusiastic and involved in makerspace	

How can evaluation support diversity, equity, access and inclusion ?



Scott Burg,
Senior Researcher
Rockman et al

Makerspaces and DEI

- Many makerspaces struggle to overcome a narrow economic view of who makers are and what makers do (women, diverse language/cultural groups)
- Data indicates that the percentage of non-white youth in makerspaces has declined.
- Makerspaces are often designed without input from patrons or community members
- Makerspace design more about the activity than the experience (inclusion, safety, representation)

Bias and space

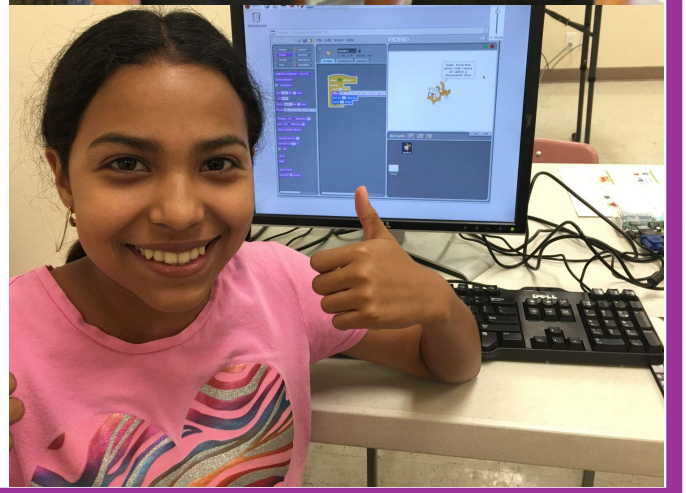
- People of non-male gender/color not equally able to lead or participate
- Gender bias is pervasive
  - Selection of topics or activities
- How a makerspace is designed can impact types and levels of use
  - Are men more comfortable in makerspaces than women? (safety)
- Issues heightened in online makerspace activities and/or communities
- Freedom and choice does not always mean equity

Evaluation and DEI: Benefits

- Better understand the community and the system to engage/partner with program recipients
- Learn about social and cultural contexts that shape perceptions and expectations
- Provides a voice to those who might usually be silent
- Offers platform for inclusivity
- Learning, access, and professional development

Strategies

- Don’t design in a vacuum
- Apply mixed methods
- Look at process as well as product
- Incentivize participation
- Be transparent. Share the findings.
- Ongoing activity



What’s Next?

May 4: Amplify & Grow: Marketing, Fundraising and Professional Growth

Professional Network of Support

Join our Makers in the Library Facebook Group

Contact Us!

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makersinthelibrary.org

SURVEY

Help us spread the word about our our COVID-Innovations Survey

makersinthelibrary.org/covidsurvey

This project was made possible in part by the Institute of Museum and Library Services, Funding for this InfoPeople webinar and The New Face of Library Makerspaces project (2021-2023) was made possible in part by the Institute of Museum and Library Services Grant #RE-250100-OLS-21 in partnership with CALIFA, Regallium Consulting, P. Van Halsema Consulting