

# **Learning Environment & Situational Factors to Consider**

## **1. Specific Context of the Teaching/Learning Situation**

How many students are in the class?

***There will be 6 fellow Innovative Learning Specialists present, our director of technology and software specialist present.***

Is the course primary, secondary, undergraduate, or graduate level?

***This course is to benefit students at elementary and secondary public schools and presented to the educators located at those schools.***

How long and frequent are the class meetings?

***The course will be over a 4 day period, August 7-10, 2018.***

How will the course be delivered: live, online, blended, flipped or in a classroom or lab?

***The course will be delivered live at the different libraries around our district.***

What physical elements of the learning environment will affect the class?

***None that can be foreseen at this time.***

What technology, networking and access issues will affect the class?

***None that can be foreseen at this time.***

## **2. General Context of the Learning Situation**

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? society?

***-There are internal expectations placed on all involved by administrators in our district for our students to become better collaborators, thinkers and problem solvers through the use of school makerspaces.***

***-There are external learning expectations placed on me personally by those who are experts in makerspaces field. I feel this due to the research and work I have already done in the field and know what it takes to be a success.***

## **3. Nature of the Subject**

Is this subject primarily theoretical, practical, or a combination?

***The subject is a combination of theoretical and practical. The theory behind makerspaces must be introduced to educators for them to have the foundation and proper mindset to build their own spaces, which will allow them to achieve the practical, direct goal of knowing how to create and implement makerspaces in their library.***

Is the subject primarily convergent or divergent?

***The subject of designing makerspaces for the students at your school is definitely more divergent (understanding multiple perspectives and interpretations) than convergent (just a single answer) since no two makerspaces should be the same.***

Are there important changes or controversies occurring within the field?

***While most would agree that it is important for our students to be able to explore, create and problem-solve, there is controversy around what that looks like and students having the freedom to do that during school hours. Many still believe that school hours are for "sitting and getting" and have a hard time viewing makerspaces as more than just play.***

#### **4. Characteristics of the Learners**

What is the life situation of the learners (socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students have about this subject?

*The educators attending the 4 day training share the same belief that makerspaces are a great way for students to explore new things, discover their passions, and collaborate with others to solve problems. They have all experienced makerspaces in small ways at TCEA and ISTE and are ready to implement them in their own spaces.*

What are their learning goals and expectations?

*The learners are expecting to leave the final day with their makerspaces ready for the school year and the skills to implement them successfully and the knowledge to maintain them throughout the school year and years to come.*

#### **5. Characteristics of the Teacher**

What beliefs and values does the teacher have about teaching and learning?

*As the "teacher" for this course, I believe that the power of makerspaces can transform the way educators view teaching and learning. I believe that makerspaces can provide students with real-world experiences enabled by real-world learning, allows learners to take control over their own learning, and allows them to connect informal learning constructed in the makerspaces to the formal learning that takes place in the classroom.*

What is his/her attitude toward: the subject? students?

*My attitude is very positive toward the subject of makerspaces and the learners that are attending the course.*

What level of knowledge or familiarity does s/he have with this subject?

*I have spent the past 2.5 years researching the maker movement, creating and designing my own makerspaces, and implementing them in my school library.*

What are his/her strengths in teaching?

*My strength is that I would consider myself an "expert" in the maker movement and can provide the learners the skills and tools to successfully develop and implement their own makerspaces in their school library.*