Make It 2018 Notes-Boise

What is making:
- Creating
- Problem Solving
- Design
- Failing
- Prototyping
- Critical thinking
- Design Process
- Customization
- Playing
- Rethinking
- Adapting
- Collaborating
- Inventing
- Repurposing

Cricut Programs:
- Writing journals
- Bracelets and jewelry
- Stencils
- Stickers
- Stagecraft

Cricut Lessons:
- Which mat do I use?
  - Look at color around material after selecting material
- What do I do when material is catching on the blade?
  - Replace the blade?
  - Have the blade cut less deep
- How do I get the pen [to] write and fill in and not just outline?

Design Apps
- HP Reveal
- Silhouette
Plus/Delta Day 1

<table>
<thead>
<tr>
<th>+</th>
<th>Delta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td>Morning was slow</td>
</tr>
<tr>
<td>Time to work on Cricut</td>
<td>More trashcans</td>
</tr>
<tr>
<td>No one left behind</td>
<td>Setup Apple account ahead of time</td>
</tr>
<tr>
<td>Freedom to explore</td>
<td></td>
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<tr>
<td>Cricut materials</td>
<td></td>
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<tr>
<td>Virtual speaker</td>
<td></td>
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<tr>
<td>Location</td>
<td></td>
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<tr>
<td>Food – Parking</td>
<td></td>
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</tbody>
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Essential Factors to include in the How Might We solution

- Willing to train others
- VERY ENTHUSIASTIC
- Sincere
- Team oriented
- Think through how to use it (sequential in her process)
- Written manual trouble shooting function
- Shared responsibility
- Multiple formats of instructions
  - Video
  - Written, etc.
- Trouble shooting section
- Tool located in easy to use place – so people can share/still serve patrons
- Someone with rapport to guide through process
- Reframe as time saving so you can spend more time with patrons
- Interested in current job and in expanding (story time)
- Need to educate first
- Does not detract from public-facing roles
- Find the tie-in
- Sharing knowledge
- Show value for organization and the individual
- Give permission to prioritize
- Include user input
- Show how it is applicable to an individual’s job
**Surprises from the interview**
- Visibly relaxed when we asked how we could help
- That he was questioning the value of the Cricut to the organization
- That he wants to see and learn the applications
- He’s anticipating additional obligations (like training others)
- He feels to use it, he has to be an expert
- Fear of interaction w/staff and patrons
- Apathetic
- Unable to connect
- Was open to learning new things as long as had support
- Didn’t like a video for training purposes
- She does already use technology
- User stressed to break it, but OK to learn with a person & instructions
- How much she really uses scissors
- Wanted to use it for personal use
- Wouldn’t charge for usage
- 3D printer issues
- Schools/public library
- Patron use was important

**What Already Knew before the interview**
- Apprehensive
- Liked scissors
- Teen tech week
- Teen read week
- 3D printer
- Parameters of usage
- Troubleshooting
- Resistance to change
- Closed attitude
- Singled minded
- Busy
- Needs time
- Sees value of Cricut
- Has lots of projects

**Brainstormed Solutions**
- Need written manual – w/diff training methods, i.e. video, written, etc.
- Integrate existing resources
• Cricut training/Expo day
• Teacher in-service/team bldg. Activity
• Designated staff or student for Questions
• Survey potential users of who’s interested?
• Intro to Cricut before project examples -showcase a variety
• Soft roll-out – pilot to early adapters
• Organize/label supplies/prepare for take-off adoption
• Tie into current programs/events
• Awareness of need for “rules/limits”
• Think about ways to get new supplies
• Shopping money
• Does everyone have to participate
• Training Time for those that want to train-trainer
• Training & use
• Patron/use/training/policy
• Staff identification of uses
• Outsider trainer
• Go-to person on staff
• Policy – use/wear & tear on cricut
• Acceptance that stuff will break
• Communicate the why of using the cricut
• Accessibility, where does it live
• Volunteer Cricut mum/day to handle duties
• Show samples of what the cricut can do
• Train student tech team
• In-service for interested people
• Creating budget for Cricut/supplies
• Create supplies by grade levels
• Tie it to the curriculum
• Carving out time to learn to use
• Create multiple training modes
• Identify & train early adaptors
• Develop prototype process

**Solutions of most interest**

• Show staff the applications (Lori’s slides)
• Find out from staff how they could use in their jobs
• Get in writing who is paying for supplies
• Create protocol process to reduce waste
• Decide who is in charge of it
• Find a dedicated location for it
• Designate an expert for staff to go to
• Find a champion for it
• Identify related training
• Define use & value to organization
• Prioritize usage
• Create written instructions with photos
• Create example projects
• Incorporate volunteers into process

Training +/Delta

<table>
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<tr>
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<th>Delta</th>
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</thead>
<tbody>
<tr>
<td>Got to try everything we were given</td>
<td>Day 2 was rushed</td>
</tr>
<tr>
<td>Liked separation by types of libraries</td>
<td>More time to reflect built into Design Jam</td>
</tr>
<tr>
<td>Nice spaces</td>
<td>Time after dot voting to see what other groups did</td>
</tr>
<tr>
<td>Liked the tools</td>
<td>Day 2 – mixed and mingled more (switch folks around during design jam)</td>
</tr>
<tr>
<td>Liked getting the $$$</td>
<td>More time to discuss assignments before we leave</td>
</tr>
<tr>
<td>Liked the food</td>
<td>Request w9 for shopping list to bring to training</td>
</tr>
<tr>
<td>Liked the lunch speakers</td>
<td>Apple ID before training</td>
</tr>
<tr>
<td></td>
<td>Table tents with names on both sides</td>
</tr>
<tr>
<td></td>
<td>Setup iPad stuff ahead of time</td>
</tr>
<tr>
<td></td>
<td>Day 2 – need more processing time</td>
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</tbody>
</table>