

2020 Digital Literacy and Making and Creating Intern Report Summary

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Executive Summary

This document serves a summary and consolidation of EPL's 2019-2020 Digital Literacy and Making and Creating (DLMC) internship.

Project Summary

The internship took place from May 2019 – May 2020. The project sought to create and implement two interdependent frameworks, providing an overarching structure which uses community-led principles to inform the direction of EPL's DLMC services.

Two interns were hired to complete the work; one to focus on Digital Literacy, the other for Making and Creating. There was crossover in their work and the two did their research in tandem, sharing best practices along the way. The intern roles reported to the Manager, Digital Initiatives with the end goal of submitting reports and findings to the Executive Director, Strategy and Innovation (current Executive Director, Customer Experience). During their term, the interns submitted 3 reports based on environmental scans, staff and customer surveys, and class pilots.

- Report #1 – DLMC Customer Needs and Service Recommendations
- Report #2 – DLMC Staff-Based Findings
- Report #3 – DLMC Toolkit

These reports yielded a total of 33 recommendations based on interns' research and findings. These recommendations were not sufficiently reviewed and consolidated prior to the end of the interns' term. As a result, the Manager, Digital Initiatives was assigned this task. There are 15 revised recommendations included in this report.

Delays in feedback

Under normal circumstances, the interns' recommendations would have been reviewed by EPL leadership and given back to the interns for further development and revision. Due to the circumstances (manager transition, Stanley A. Milner Library revitalization focus, COVID-19) that occurred in the final six months of their term (December 2019-May 2020), feedback was delayed, and the interns were unable to submit thoroughly edited and revised recommendations prior to the completion of their internship.

Recommendations and Revisions

After the end of the interns' term, their recommendations received feedback from the following roles:

- Manager, Digital Initiatives
- Associate Manager, Makerspace

- Director, Branch Services and Community Engagement
- Executive Director, Customer Experience

Informed by this feedback, the Manager, Digital Initiatives critically assessed each of the 33 recommendations and submitted, amended, or omitted recommendations, thus, creating the revised recommendations list. Recommendations were assessed on their scope, clarity, and overall impact on staff and customers.

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Introduction

The 2019-2020 Digital Literacy and Making and Creating (DLMC) Interns' research included environmental scans, staff and customer surveys, and class pilots. Their findings resulted in the submission of 33 customer and staff-based recommendations.

The interns worked diligently to stay on track and on time with the project; however, there were several factors during the second half of their term that delayed and hindered overall project progress. The initial report drafts required rework, draft feedback was delayed due to the Stanley A. Milner Library revitalization project requiring significant time from their supervisor, there was a supervisor transition in December 2019, followed by the COVID-19 pandemic.

The internship supervisor (Manager, Digital Initiatives) was tasked with reviewing and revising recommendations for submission to EPL's Executive Team. The interns' recommendations have been consolidated, edited, and revised to increase impact where applicable. These 15 revised recommendations are included in this report.

Project Scope and Timeline

Project Scope

From May 2019 to May 2020 the DLMC interns were tasked with developing a project plan to research and answer the following questions¹:

1. *How can EPL learn from other large urban libraries and DLMC service providers to deliver excellent DLMC services?*
2. *How does the current scope, delivery model, and guiding principles of EPL DLMC services map onto Edmontonians' diverse DLMC needs, interests and desired learning pathways?*
3. *How can a Digital Literacy and Making and Creating Service Philosophy and Framework be implemented to ensure EPL is the best place to learn and create in Edmonton?*
4. *What staff skills and abilities are required to meet the identified community needs for DLMC services?*

The interns' research would be broken down into 3 reports:

- *Digital Literacy – Customer Needs and Service Recommendations*
- *Making and Creating – Customer Needs and Service Recommendations*
- *Staff Based Findings*

¹ From [DLMC Intern Proposal \(Draft 8\)](#)

- Including a DLMC supporting documentation toolkit, and Digital Literacy and Making and Creating Service Philosophies and Frameworks.

The interns' methods for data collection included:

- *Environmental scans*
 - DLMC service providing organizations including libraries, museums, and makerspaces.
- *Internal surveys*
 - Branch managers, community librarians, front-line staff.
- *External surveys*
 - Class participants, point-of-need technology help customers, making and creating users and community groups.
- *EPL Data*
 - Customer service feedback, classes and events attendance, digital learning resource usage.

Timeline

To answer these questions the interns along with the Manager, Digital Initiatives, developed a proposed timeline for the duration of the internship (see Appendix I).

The internship began with a project plan and appropriate timelines assigned to each portion of the project. Due to unforeseen and unprecedented circumstances, feedback on report content, formatting and subsequent project progress was delayed. These circumstances include:

- **Report formatting and content** – An early version of the first report was reviewed for length, focus and evidence. Subsequent revisions resulted in a narrowed focus related to evidence and a new iteration of recommendations. This significant shift in documentation approach and style led to delayed timelines.
- **Milner project** – Supervising Managers and Directors attention being focused on the completion of the Stanley A. Milner revitalization project.
- **Leadership change** – Manager, Digital Initiatives personnel change led to a tricky transition of the project. The new manager, who is also new to EPL, needed to catch up on project progress and learn the principles that the project was looking to address.
- **COVID-19 pandemic** – In the final, and most critical, two months of the interns' tenure, their supervisors' attentions were primarily focused on EPL's response to the COVID-19 pandemic.

The interns did submit all three reports; however, due to the items listed above, timelines and target dates for report submission and revision were not met.

Research Overview

The research methods for the 2019-2020 DLMC Intern project are listed below. Detailed descriptions of the research can be found within the intern reports.

The reports referencing this research are:

- **Digital Literacy – Customer Needs and Service Recommendations**
- **Making and Creating – Customer Needs and Service Recommendations**
- **Staff Based Findings**

The results from this research informed both the initial and revised recommendations in this report. The methods for gathering data and their timeframes are listed below:

- Customer Surveys
 - Community Groups Survey
 - Data Gathered: September 3 - October 5, 2019
 - Class Participant Surveys – Adults, Children and Parent/Guardian
 - Data Gathered: September 3 – October 5, 2019.
 - Computer User Survey
 - Data Gathered: August 8-13, 2019, and September 17-19, 2019
 - Makerspace Services Survey
 - Data Gathered: July 26- August 30, 2019
- Staff Surveys
 - Branch Managers
 - Data Gathered: June 24 – July 5, 2019
 - Community Librarians
 - Data Gathered: July 12-26, 2019
 - Frontline Staff
 - Data Gathered: August 27 - September 4, 2019
 - Environmental Scan of Public Libraries, Community and Academic Makerspaces
 - Data Gathered: October 1, 2019, to January 1, 2020
- Observational Studies
 - Data Gathered: June 5 – August 17, 2019
- Existing Quantitative Data
 - Data from EPL Outreach Apps, Biblioevents, MyPC records, Makerspace Resource Booking App, and Information Services Survey.

Revised Recommendations

The DLMC interns' initial recommendations have been analyzed with consideration for EPL's current requirements and circumstances. Some recommendations remain while others have been amended, combined, or removed. Additionally, several of the 33 initial recommendations overlap with each other. Recommendations have been combined for efficiency and simplicity. Each recommendation has been assigned a timeframe for implementation, a section describing the intended outcomes, and the specific action(s) associated with it. Some progress towards completion of specific actions had already been achieved during the internship. These instances will be noted as "Underway" or "Complete" after the description of the specific actions.

These recommendations are for consideration and review by EPL's Branch Services Leadership and will also be shared with EPL's Executive team.

Customer Based Digital Literacy Recommendations

1. Update, pilot, evaluate, and establish Computer Skills classes. (DLST – 2022).

Intended outcomes: A refreshed suite of Computer Skills classes are developed to support the ever-evolving digital literacy needs of EPL customers.

Specific actions under this recommendation:

- The DLST builds a module on iOS and Android basics to add to the suite of Computer Skills classes. (Underway)
- The DLST develops and pilots an Excel module to be included as an optional component of the Computer Skills series. (Complete)
- The DLST develops and pilots a module on Microsoft Word to be included as a core component of the Computer Skills series. (Complete)
- The DLST works with the Life Skills Team to pilot a module for developing the digital literacy skills required for online job seeking, to be included as part of the Computer Skills series. (Underway)
- Digital Privacy and security are addressed in EPL's suite of digital literacy classes for both adults and youth. (Underway)

2. Update Minimal Program Requirements to explicitly include digital literacy basics classes. (Manager, Digital Initiatives - 2023)

Intended outcomes: Customers will be able to consistently access digital literacy basics classes at branches in their area.

- This does not implicate each branch to be part of the Minimal Programming Requirements for digital literacy basics classes; rather, branches within a geographic region of the city.

Specific actions under this recommendation:

- Recommendation to Branch Services regarding the timing, communication and implementation of the Minimal Program Requirements update.

3. Revamp and pilot a modified Tech Time that facilitates one-on-one attention. (DLST - 2022)

Intended outcomes: Customers will be able to easily access tech help with personalized service at a time that is convenient to both customers and staff.

Specific actions under this recommendation:

- Pilot and evaluate a new, drop-in or virtual one-on-one model of Tech Time, in which customers can receive dedicated, individualized help. (Underway)
- The Tech Time Toolkit will be updated yearly by the DLST to efficiently use available online classes and resources.

4. Expand opportunities for customers to interact with and learn coding concepts, including learning text-based languages. (DLST - 2023)

Intended outcomes: Customers will be able to access exciting and relevant opportunities to interact with coding to increase their digital literacy skills. This development can further evolve into EPL exploring a customer curriculum and skill progression based on coding concepts.

Specific actions under this recommendation:

- Continue piloting and evaluating coding classes in branches and virtually throughout 2021-2022.
- The DLST and DI pursue and pilot a pre-developed coding curriculum partnership (e.g., Girls Who Code, Canada Learning Code, etc.) in a sequential, registered class. (Underway)
- Existing DLMC classes consistently incorporate specific learning outcomes, developing participants' abilities to name and apply computational concepts using the block coding tools available in branch.
- SAS and DI will require DLMC classes to be planned by implementing the STEAM template, and the "Key Concepts" portion must clearly identify and define specific coding concepts for these classes.
- DI will develop a coding concepts easy reference sheet that will be included in all relevant robot kits and with branch technology.

- Staff training supporting DLMC classes will teach staff how to actively use coding concept language in class presentations. A coding concept sheet for instructor use will be developed by the DLST. (e.g., facilitator will actively define coding concepts, name them when they are being used, and challenge participants to name and apply them themselves.)

5. Gaming is considered a foundational component of digital literacy services at EPL; establish this philosophy with a system-wide service model. (Manager, Digital Initiatives - 2023)

Intended outcomes: The gaming experience at branches is accessible, consistent, intentional, and purposeful. It builds a culture and community of gaming within EPL branches.

Specific actions under this recommendation:

- **Convey purposefulness:** Gaming is a foundational component of digital literacy services because, in addition to providing entertainment value, it improves access to literacy, socialization, peer learning and digital citizenship. This service includes PC and console gaming, individual and group-based opportunities, and recognize the gaming needs of different age groups.
- **Service model:** In consultation with branches, DI will develop a system-wide gaming service model, clearly outlining procedures for customer use of gaming systems, providing documentation of gaming services throughout EPL, and strategies for evaluating emerging games and trends, console selection, management, and review. This document will set EPL up for success to evolve with customer needs and interests.

Customer Based Making and Creating Recommendations

1. With the goal of developing foundational Making and Creating classes, pilot and evaluate a series of Making and Creating classes for customers, aligning with EPL business plan goal 2.2.5: *Develop customer creation and making curriculum and classes along with accreditation models.* (MCT – 2021-22)

Intended outcomes: The making and creating experience for customers at EPL focusses on pathways for learning new skills. EPL provides the tools, technology, and training for real-world making and creating skills.

Specific actions under this recommendation:

- Determine learning streams to explore (ex. 3D printing, sewing, Cricut, etc.).

- Develop criteria for certification and/or badging for customers upon completion of course learning objectives.
- Develop, pilot, and evaluate a combination of in-person and virtual learning opportunities for customers.

2. Redistribute branch iMacs to support Makerspace creative computing class delivery at branches outside of Milner. (MCT & ITS - 2022)

Intended Outcomes: Clusters of creative computers enable customers to access creative computing classes at more branches across the system. Customers are still able to access creative computing on a drop-in basis as iMac clusters are purposefully distributed.

Specific actions under this recommendation:

- Assess community and branch needs to redistribute iMacs to locations that would be best served by creative computing classes and events.
- ITS to activate JAMF iMac enterprise management to ensure consistent customer experience amongst all branch iMacs.
- Develop, pilot, and evaluate creative computing classes (ex. photo editing, digital design, music editing) at branches with iMac clusters.

Staff Based Recommendations

1. Work with branch leadership to adopt and implement the Digital Literacy Skills Framework as a system-wide tool. (DLST - 2023)

Intended outcomes: This framework identifies Digital Literacy skills and abilities deemed foundational for staff. It also identifies Digital Literacy needs and skill gaps in staff and customers. Teams will then be able to refer to the framework to modify staff and customer training accordingly. This will be an ongoing process for branches and will be implemented into onboarding and training routines.

Specific actions under this recommendation:

- Share framework and applicable use scenarios with staff (such as onboarding, staff meetings etc.).
- The framework informs the Digital Literacy Service Philosophy and Framework under development by the Manager, Digital Initiatives.

2. Work with branch leadership to adopt and implement the Making and Creating Skills Framework as a system-wide tool, with priority on branches with mini-Makerspaces (ABB, CPL, LON). (MCT - 2022)

Intended outcomes: This framework identifies Making and Creating skills and abilities deemed foundational for staff. It is utilized in conjunction with the Digital Literacy Framework to identify needs and skill gaps in staff and

customers within the context of Making and Creating services. Teams will then be able to refer to the framework to modify staff and customer training accordingly.

Specific actions under this recommendation:

- Share framework and applicable use scenarios with staff.
- The framework informs the Making and Creating Service Philosophy and Framework under development by the Associate Manager, Makerspace and Manager, Digital Initiatives.

3. *NEW* Evaluate and optimize the logistics of classes and events including centralized documentation, evaluation, and statistics. (Manager Digital Initiatives working with Team Sponsors and PAR – 2023)

Intended outcomes: Classes and events procedures and documentation are centrally located to create an easier to use and more accessible repository for staff. This results in the reduction of classes and events silos that may currently exist and increased collaboration and a unified approach to class and event delivery and analysis.

Specific actions under this recommendation:

- Team chairs optimize and centralize storage space for all programming documentation.
- Team chairs confirm attendance benchmarks for all classes including DLMC classes.
- Teams collaborate with PAR to develop a streamlined process to integrate qualitative criteria into a system-wide class assessment tool.

4. Develop metrics for assessing DLMC staff interactions with customers including classes, events, certifications, and Makerspace project help. (Manager, Digital Initiatives and Associate Manager, Makerspace - 2023)

Intended outcomes: With the creation of new procedures, classes, and events, assessing their effectiveness will be crucial to their evolution. This will allow for increased pertinent data collection to determine the success of DLMC services.

Specific actions under this recommendation:

- The DLMC Class Programmer's Checklist is used by Branch Leadership and frontline staff to assess DLMC classes.
- Define qualitative and quantitative data to be captured during staff/customer interactions.
- Develop procedures around frequency of evaluation and roles of leadership teams.

5. The interview schedule template includes “Digital Literacy and Technological Competence” as a core competency for public service staff. (Manager, Digital Initiatives working with HRS - 2022)

Intended outcomes: Interview candidates are formally assessed and screened for digital literacy and technological competence; thus, leading to more effective customer service when digital literacy or technology related customer interactions occur.

Specific actions under this recommendation:

- Manager, Digital Initiatives collaborates with Branch Services and Human Resources to develop interview questions to assess candidates DLMC Skills:
 - Precise digital literacy skills: skills required to access and use specific digital tools, platforms, or technologies (e.g., knowledge of Microsoft Word, proficiency with Android devices).
 - General digital literacy skills: reference to non-specific foundational knowledge and attitudes stemming from exposure to and comfort with technology (e.g., “tech knowledge,” or “technical skills and experience.”).
 - Tooling skills: skills required for use of physical making equipment and tools (e.g., sewing). Only applicable in locations with a makerspace or mini makerspace.
 - Digital making skills: skills required to create with digital making and design software and applications (e.g., SVG creation, audio editing). Only applicable in locations with a makerspace or mini makerspace.

6. *NEW* Digital Initiatives and Learning and Development collaborate to develop staff training for effective delivery of DLMC classes and events. (Digital Initiatives and Learning and Development – 2021-23)

Intended outcomes: A consistent, thorough, and safety-focused staff training series empowers staff to deliver the best DLMC customer experience. Staff training is developed using adult learning best practices and empowers staff to safely work with customers.

Specific actions under this recommendation:

- DI works with FAO and EPL’s Safety Consultant and develop Task Hazard Assessments, Safe Work Procedures and Safe Job Procedures surrounding DLMC services. (Underway)
- DI and Learning and Development create staff training for working with DLMC Equipment. (Underway)

- DI and Learning and Development create staff training for delivering DLMC classes based on [Constructionist theories](#) in education. (Underway)
- DI and Learning and Development leverage EPL's LMS to help with training facilitation and delivery. (Underway)

7. Formalize and document the roles and responsibilities of branch Tech Teams. (Manager, Digital Initiatives - 2023)

Intended outcomes: A consistent approach to tech expertise in-branch is piloted and implemented. Localized DLMC tech teams are formally identified; a system-wide approach to provide in-branch expertise for training, maintenance, new technology activation, and customer technology inquiries.

Specific actions under this recommendation:

- A new Tech Team structure, as described in subsequent bullet points, will be piloted at select branches.
- The roles and responsibilities of the Tech Teams are streamlined and codified for system-wide efficiency by Digital Initiatives and Branch Leadership. Roles will include the following:
 - Tech Teams will be responsible for DLMC mentorship in their branches, including the implementation of refresher training (via LGS, Feats of Strength, challenges and competitions, and personalized refreshers).
 - Tech Teams will schedule at least one iteration of refresher training per quarter.
 - Sister Branch Tech Teams will collaborate and support one another regularly. This could include sharing or co-facilitating refresher training and ideas, or challenges and competitions.
- Tech Teams, in consultation with the Digital Initiatives, will create Learn Grow Share presentations. These will be shared in the [Learn Grow Share bank](#) and facilitated at the branch level by Tech Teams.

8. Develop the Digital Initiatives and Maker presence on EPL.ca as well as the overall marketing strategy to increase customer knowledge and participation. (Marketing – 2021-22)

Intended outcomes: EPL customers can easily find up-to-date information about DLMC services, classes, and events. EPL shows its commitment to DLMC by intentionally communicating DLMC offerings to customers.

Specific actions under this recommendation:

- The landing page for Makerspace Services is revamped. (Underway)

- The Making and Creating team develop up-to-date descriptions of maker services, booking procedures and classes and events information.
- A landing page for Digital Literacy services is revamped to provide customers with easy access to Digital Literacy help and information. This includes easy to find tech help (videos, blogs, and articles) and access to digital literacy class and event information. (Underway)
- Marketing and Communications provides insight into web design best practices and implements changes to EPL.ca

Appendices: Appendix I: Proposed Timeline

	2019								2020				
	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
Project Plan													
Establish scope and timelines	■												
Development of project proposal	■												
Literature review													
Identify resources for literature review	■	■											
Literature review	■	■											
Environmental Scan													
Identify contacts for environmental scan		■											
Develop questions for environmental scan		■	■										
Send out environmental scan requests			■										
Systematic searches outside sources			■	■	■								
Environmental scan response window			■	■	■	■							
Analysis of responses			■	■	■	■	■						
Survey Development & Administration													
Analysis of all survey data			■	■	■	■	■						
Internal													
Manager survey development		■	■										
Manager survey administration			■	■									
Community Librarian survey development		■	■										
Community Librarian survey administration			■	■									
External													
Class participants survey development			■	■	■	■	■						
Class participants survey administration			■	■	■	■	■						
Computer users survey development			■	■									
Computer users survey administration				■	■		■						
Makerspace users survey development			■	■									
Makerspace users survey administration			■	■	■	■							
Community groups survey development			■	■									
Community groups survey administration				■	■	■	■						
Dotmocracy			■	■	■	■	■						

Appendix II: Pilots

DLMC interns piloted several new or revised classes from January to March 2020. There were nine different series explored. Each series with multiple instances or sub-topics for a total of 55 classes piloted. See *Appendix II: Pilot Data Summary* for information on date, location, and attendance for each instance.

Pilot Series Topics:

- 3D Printing Design
- Coding for Beginners
- Computer Basics: New Modules
- Computer Skills: Core Modules
- Cricut 101
- Digital Privacy
- Lego Robotics
- Makerspace Date Night
- Ru Bot's Drag Race

Upon completion of the pilots, the interns submitted a Teeny Tiny Report for each series. The reports address pilot goals, outcomes, staff, and customer feedback, to recommend a directive to "Continue", "Discontinue" or "More evaluation needed".

The associated team chairs (DLST and MCT) are to mark as "Approved" or "Not Approved". These reports currently sit with the Manager, Digital Initiatives. The recommendation for each Pilot Series is as follows:

Pilot Series	Recommendation
3D Printing Design	Continue
Coding for Beginners	Continue
Computer Basics: New Modules	Continue
Computer Skills: Core Modules	Continue
Cricut 101	Continue
Digital Privacy	More evaluation needed
Lego Robotics	Continue
Makerspace Date Night	Continue
Ru Bot's Drag Race	Continue

Class participants were given the option to complete a survey at the end of each pilot. This data can be viewed in the teeny tiny reports.

Appendix III: Pilot Data Summary

Pilot Title	Date	Location	Attendance
3D Printing Design Class: Cool Custom Key Chain Edition	2020-03-05	MLW	6
3D Printing Design: Bookmarks	2020-02-06	MLW	4
3D Printing Design: Dinosaurs	2020-03-11	CPL	10
3D Printing Design: Home Decor	2020-03-19	MLW	0
3D Printing Design: Home Decor	2020-01-23	MLW	4
3D Printing Design: Sci-Fi	2020-03-12	MLW	8
3D Printing Design: Sci-Fi	2020-01-16	MLW	12
3D Printing Design: Valentine's Day	2020-01-30	MLW	2
Coding for Beginners: HTML	2020-01-28	RIV	13
Coding for Beginners: HTML and CSS	2020-02-04	RIV	7
Coding for Beginners: JavaScript	2020-02-18	RIV	11
Coding for Beginners: Python	2020-02-25	RIV	17
Computer Basics: Digital Privacy	2020-02-10	CSD	0
Computer Basics: Digital Privacy	2020-02-19	WOO	5
Computer Basics: Digital Privacy: Level Up	2020-02-11	CLV	0
Computer Basics: Digital Privacy: Level Up	2020-02-04	CLV	1
Computer Basics: Excel	2020-02-07	JPL	3
Computer Basics: Excel	2020-02-23	JPL	7
Computer Basics: Job Seekers	2020-02-13	LON	2
Computer Basics: Job Seekers	2020-02-26	WOO	3
Computer Basics: Job Seekers	2020-02-27	LON	0
Computer Basics: Tablet and Smartphone	2020-03-04	WOO	5
Computer Basics: Tablet and Smartphone	2020-03-14	WOO	4
Computer Skills: Intro to Computers	2020-01-19	MLW	8
Computer Skills: Intro to Computers	2020-02-23	MLW	11
Computer Skills: Intro to Computers	2020-01-15	WOO	4
Computer Skills: Intro to Microsoft Windows	2020-01-26	MLW	6
Computer Skills: Intro to Microsoft Windows	2020-03-01	MLW	9
Computer Skills: Intro to Microsoft Windows	2020-01-22	WOO	6
Computer Skills: Typing and Microsoft Word	2020-02-02	MLW	12
Computer Skills: Typing and Microsoft Word	2020-03-08	MLW	8
Computer Skills: Typing and Microsoft Word	2020-01-29	WOO	6
Computer Skills: Browsing and Internet	2020-02-09	MLW	9
Computer Skills: Browsing and Internet	2020-02-05	WOO	8
Computer Skills: Using Email	2020-02-16	MLW	10
Computer Skills: Using Email	2020-02-12	WOO	4
Cricut 101: 3D Wall Art	2020-03-12	LON	4
Cricut 101: 3D Wall Art	2020-01-22	WMC	9
Cricut 101: Decal Design	2020-03-05	LON	4
Cricut 101: Decal Design	2020-01-15	WMC	6
Cricut 101: Flower Extravaganza	2020-03-19	LON	4
Cricut 101: Flower Extravaganza	2020-02-27	MLW	1
Cricut 101: Flower Extravaganza	2020-01-29	WMC	6
Cricut 101: Superhero Decal Design	2020-02-20	MLW	5
Cricut 101: Valentine's Day Cards	2020-02-13	MLW	7
Cricut 101: Valentine's Day Cards	2020-02-05	WMC	5
Get Your Geek On: Lego Robotics Workshop	2020-01-30	LON	5
Get Your Geek On: Lego Robotics Workshop	2020-01-23	LON	4
Get Your Geek On: Lego Robotics Workshop	2020-01-16	LON	3

Get Your Geek On: Lego Robotics Workshop	2020-01-09	LON	6
Makerspace Date Night: Get Comfy	2020-02-24	CPL	10
Makerspace Date Night: Paint-ish Night	2020-02-10	CPL	9
Pop-Up Makerspace Date Night: Build That Dream	2020-01-13	CPL	2
Pop-Up Makerspace Date Night: Movies and Music	2020-01-27	CPL	6
Ru Bot's Drag Race	2020-02-01	WMC	17