

## **Applicant frequently asked questions - Making Spaces project 3-STEP accreditation course**

### **1. What are the timings of the online workshops?**

On the application form we are giving applicant a chance to vote for their preferred time and then we will do the online workshops at time that suits most people. The options are:

10 am - 11.30 am UK time (GMT)

2 pm - 3.30 pm UK time (GMT)

4 pm - 5.30 pm UK time (GMT)

Please indicate your preference when you apply!

### **2. What is the minimum required attendance for the online workshops?**

We would really like people to make all the workshops. But the minimum requirement would be 4/6. We would still expect you to do the pre and post workshop tasks and also watch the workshop recording.

### **3. What do you mean by the term ‘practitioner’– what could their role be in the informal STEM learning (ISL) or makerspace setting?**

We are looking for you to find people to train who work in a makerspace or ISL setting with young people as this is who the approach is specifically designed for. By ‘practitioner’ we mean a someone who might be a maker/ technician/ artist/ youth worker/ educator in a makerspace or informal science learning setting who works with young people in some capacity. They could work with young people in different ways, for example delivering regular programmes, delivering outreach activities or STE(A)M workshops. Another word for practitioner might be coach, mentor, facilitator, educator etc.

### **4. What is the content of the course going to be like?**

The content will be based on the different aspects of the 3 Steps Towards Equitable Practice (3-STEP) approach developed by the Making Spaces project over the last few years. We might ask you to read a section of the guidebook or complete a section of the online course we developed, and then reflect on it as a group in the online workshops. The online workshops will be very interactive with lots of space for discussion, sharing examples and ideas. Once you start practice training other practitioners, we will be sharing and discussing those experiences to find out what’s working and what could be better. Towards the end of the course, we will be discussing how to build your portfolio for assessment. Overall, we put a big emphasis on critical reflection to help understand and engage with issues within equity and informal STEM education.

### **5. What will we put in the portfolio?**

The portfolio is a way of evidencing what you have done on the course, and we will give guidance on what we are looking for when it comes to completing it. We will want to see evidence of real critical reflection, understanding and engagement with the different issues raised on the course. It can have different media such as a PowerPoint you used in your training with other people, a plan for a training sessions, photographs or video evidence. You might have a bit of

writing from reflections, or some pieces from the pre and post workshop tasks. The writing elements won't be more than a total of 1,000 -2,000 words.

**6. What platform will you use for the course?**

We are using 'UCL extend' which is UCL's public facing platform for short courses. You will have access to the platform when you have been accepted into the programme. The platform will have all the information you need including tasks, areas for group discussion in forums and this will also be where you upload your portfolio.

**7. How do we cascade the training during and after the course? Will you give us resources for this?**

During the course, you find and work with two practitioners to practice cascading the training. You will work with them to help them reflect on the 3-STEP approach and how they can implement it in their practice, and understand the impact of the approach and issues etc. Then after the course, when you are accredited, you can then go and continue to train other people. It's up to you how you run and deliver the training to others, but you will be using the resources from the Making Spaces project and what you learnt on the course. You can also decide to charge for the training you are delivering after accreditation.

**8. I don't have my own makerspace; I work in a STEM pop-up science programme that goes to other places. Can I still take part?**

Yes! We think the approach works with any informal STEM education learning experiences. We did develop it with makerspaces specifically, but the case study examples work with anyone who uses making and STEM in their practice. The principles of the approach apply to other forms of youth engagement through STEM.

**9. What level of expertise is the course aimed at and what is the entrance level? For example, I am already familiar with equity and inclusion and its always been important in my work.**

The training works best when people are not completely new to equity issues, because otherwise it is a lot of ground to cover. We are looking for people who have a good level of understanding of equity issues already and a good commitment to it. You can look at the guidebook/ online course on our [website](#) that we developed last year and that will give you a sense of the conceptual framework we are using and whether that aligns with your context or background.

**10. Can you clarify the time allotted to working with the two practitioners (20hours) – is that for just delivering them the training, or does that include preparation time and reflections for working with them?**

The times we have given for each element are a rough estimate, as it will always depend on your context. So if you are training two people from the same team, you might deliver that training together. But for some people, the two practitioners might be in different organisations so it might take longer. It's about you developing your practice and how you want to deliver the training – there is always flexibility for people to deliver it the way you want to. Some people like to work in intensive blocks, some people might spread it out. The 20 hours estimate (so potentially 10 hours per person) is to give an idea about the level we want you to engage with them – so its not just a quick 1-hour chat. We are expecting you to work with them over a period

– perhaps 4/5 sessions for 1-1.5hours each time. The the rest of the time will be preparation, reflection etc.

**11. I already have a few STEM trainings scheduled in different schools, is it possible to add this into that training or does this need to be a separate training from any other work we are already doing?**

That would be up to your own judgement, it would depend on what your existing training is doing and if the 3-STEP approach is relevant. However, we do find that this sort of equity training really benefits from some dedicated time (not just having it as an add-on). So as long it works to be able to get people to do in depth critical reflection and give it some time, then you could potentially incorporate with your other work.

**12. Will the practitioners we are training have to do extra evaluation work in their practice?**

Potentially – it depends on what you think will work for them. It can be useful for practitioners to collect some sort of data to evaluate impact of what they are changing in their practice – but that would always need to be appropriate for the ages of young people they are working with. But collecting that information might enable them to be able to critically reflect on how their practice is developing.

**13. What is the age of the ‘young people’ that the practitioners might be working with?**

We have quite a broad definition of young people because we understand that it depends on the context. Our work so far has primarily been with ages 8-30 years, but it could work with younger as well.

**14. Will there be opportunities for co-authoring in this work?**

We are hoping to collect some data to write academic papers, but it is hard to know now what they will be about. We are always interested in participatory approaches to research and working with others to do that research – so yes there might be potential opportunities.

**15. How do I get paid?**

You will be paid through your hub, and you will discuss with them the best way to do this. We would discuss it with people individually as depends on where you are based, and circumstances for taking part. Payments will likely be half the amount halfway through the course, and then then rest when you have completed the course.

**16. Does accreditation last for ever?**

Technically yes, but it will be dated! You will be the 2025 cohort.