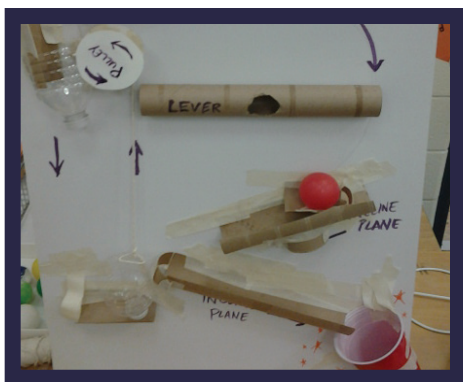*get there, and almost always, they are not assessed on the skills or knowledge they gain in this space. This approach has ensured that we have a learning environment that is self-directed, highly personalized, student-driven, and one that require little to no direct teacher facilitation. This does not mean however that I am not involved. With careful planning, I ensure that my makerspace practically runs itself and from behind the scenes, I carefully craft learning experiences that our students can benefit greatly from.*

The makerspace at Laura's high school includes a 3D print station, molecular gastronomy kits and wearable technology. She believes in the importance of students sharing their creations with others. In 2014, her students attended a Virtual Maker Faire put on by the White House.

After reading so much about library makerspaces, I really wanted to experience one for myself. My instructional technology resource

teacher suggested I contact Kristofor Schuermann, the teacher-librarian from Champlain Trail Public School in Mississauga. From the moment I walked into his library, I was amazed at how much was going on in such a small space. His actual makerspace area consists of a series of round tables at different heights. This is where some of his students were working on music composition and designing long houses using Minecraft. Behind the tables, examples of Rube Goldberg Machines (an invention that performs a simple task through a chain reaction) are on display, put together by a grade one/two class, using chart paper, toilet paper rolls, paper fasteners, water bottles and lots and lots of tape. Towards the back of the library two mobile whiteboards, with wood in place of the usual smooth whiteboard surface, separate the space. One holds a littleBits Pro Library, used by students to prototype and create with electronics. The other is patiently awaiting the addition of Lego base plates to be transformed into a portable Lego wall. The corner of the library houses a complete digital studio and the laptop lab is in an adjoining room at the back of the library, where students work

on coding using code.org and Scratch.

Kristofor runs the Caped Crusaders Comic Book Club, a group he describes as "a visual literacy club aimed at promoting literacy, supporting classroom language instruction, and the creative use of innovative instructional technology as it connects to literacy." The members create podcasts, blogs, and digital videos among other projects. He is the founder of the GoBots, a STEM grade 4 robotics team and he initiated the MegaBrights, a girls' educational technology team.

Kristofor's future plans for the makerspace include vertical televisions to showcase student work and audio domes with speakers that will serve to direct sound from the televisions to students while limiting noise disruptions to the surrounding area. His advice for teacher-librarians planning a makerspace? "When beginning, it is profoundly important to have a strong team of the 'willing' rather than the perfect instructional technology. You have to be confident in your ability and have a community that can support you in one or all MakerSpace areas of