

EDUCATION CREATIONS: CASE STUDIES

CASE STUDIES

Former Rockhampton Supreme Court Building

- Forms part of the Rockhampton Supreme Court and Administrative Complex.
- Education programme consisted of a teacher kit on CD and a site visit.
- Money for the project was received via a National Historic Sites grant.

Moreton Bay Regional Council Libraries – Pioneer Kits

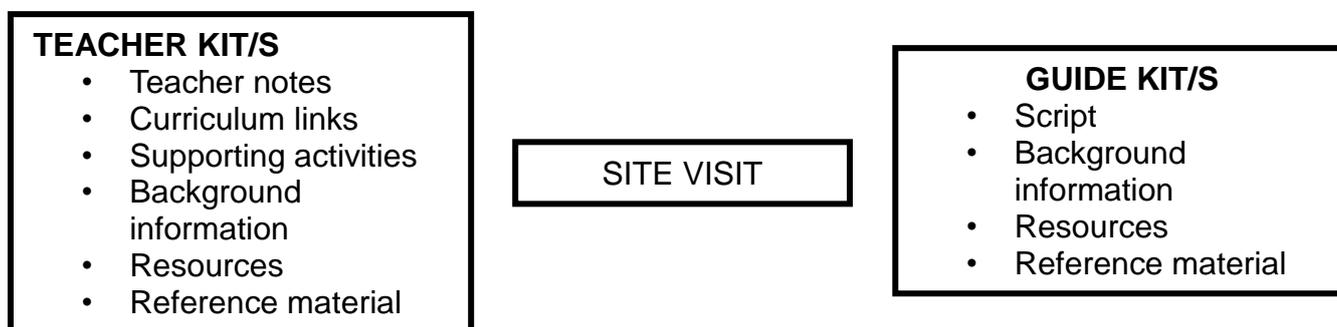
- Education programme made up of a teacher kit and a site visit.
- Teacher kits to be published on web. Look for them on the Moreton Bay Regional Council web-site over the coming months.

IMPORTANT THINGS TO REMEMBER

- Primary school teachers are not specialist history teachers. You will need to provide more support for these teachers.
- If you want to attract teachers do all you can to save them time researching and preparing for the visit.
- When designing an education programme first decide upon your ultimate aim. Use this aim to guide any future work on the programme. Anything you include in the education programme must assist in the attainment of that goal

EDUCATION PROGRAMMES

Any education programme designed by Education Creations generally contains the following elements.



Some contain all three; others contain only 1 or 2.

TEACHER KITS

Teacher notes	Generally brief and contains an overview of what is in the kit and a description of what can be found in the other sections.
Curriculum links	Everything links to English. History and geography sit nicely together. Keep an eye on technologies especially if analysing museum objects and how things work. Mathematics – measurement and financials concepts. If you're not confident it is better to concentrate on including one or two links rather than too many. Benefits of including curriculum links is that the museum has a better idea of what their education programme is working towards + useful for teachers when filling out a 'variation to school routine form'.
Supporting Activities	Learning is seriously compromised if students visit a museum without prior knowledge or experience of concepts, vocabulary or skills they will be using during their visit. Think about what skills and knowledge students will need to complete on-site activities and include pre-visit activities in your kit which 'trains' them up. Post-visit activities should consolidate what learning has gone on pre-visit and on-site and allow students to communicate their findings.
Background Information	Give enough to allow teachers to conduct pre-visit activities and to prepare students for on-site activities. Don't give so much that they will not need to visit your establishment. Include a glossary.
Resources	If teachers need a resource to complete an activity found within the teacher kit then you should aim to include it.
Reference material	Provide teachers with a list of places where they can go to access more information about the topics their students will be introduced to during their visit.

GUIDE KITS

Scripts	Not intended to be used verbatim rather are useful as a point of reference to indicate where tours should start and finish, when to move from one exhibition to the next and which targets should be hit along the way.
Background Information	Include to allow guides to become familiar with the topics they will be delivering.
Resources	List and provide resources guides will be using while conducting tours.

SITE VISIT

- Middle phase of education programme sitting between pre-visit and post-visit activities.
- Where possible activities should be designed to facilitate the historical inquiry process which much of the new curriculum is based upon.
- Have students investigate and analyse objects, photos, maps.
- Active learners touch, poke, explore and problem solve. They research, think, question, make things, make judgements and test theories.
- Children learn best when having fun. They like quizzes, puzzles, they like a challenge. They enjoy dressing up, role-playing, poems, rhymes, cracking codes, solving mysteries.
- Important to tell stories. Use sight, sound, touch, taste and smell to bring the story alive.

SOURCES

- You may need to modify sources to enable students to use them.
- Modify a text source by using the original text and providing a simple translation in brackets next to it; this way students are exposed to historical vocabulary but you are interpreting it for them at the same time.
- Modify how students choose sources. Limit their field of choice.

DEVELOPMENTAL FRAMEWORKS

- Developmental frameworks reflect children's cognitive, social and physical milestones.
- Useful when deciding which types of activities suit which age groups.
- Look at Jean Piaget, Howard Gardner.
- Also look at constructivist theories

THE AUSTRALIAN CURRICULUM

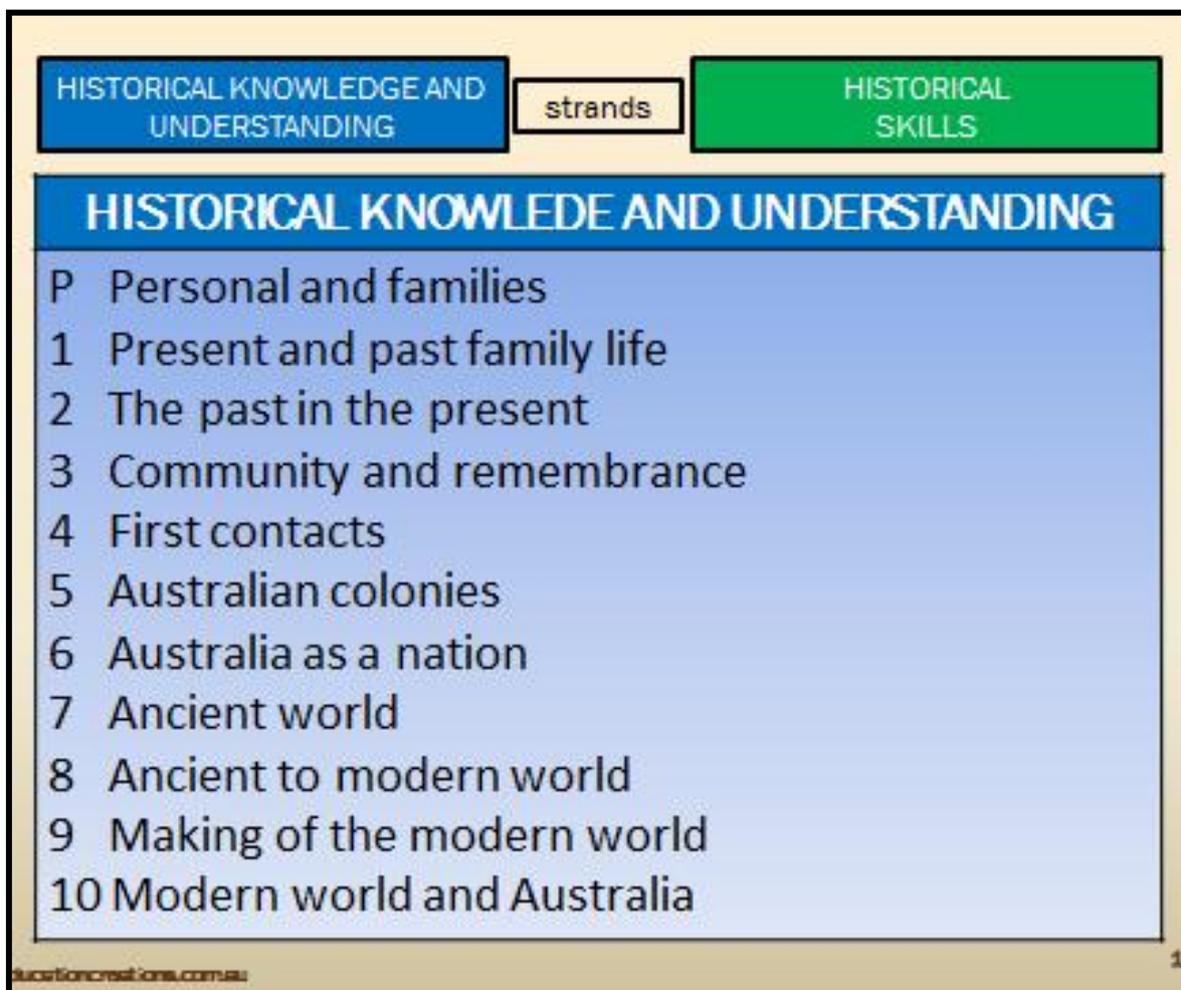
ACARA is responsible for the development of the national curriculum.

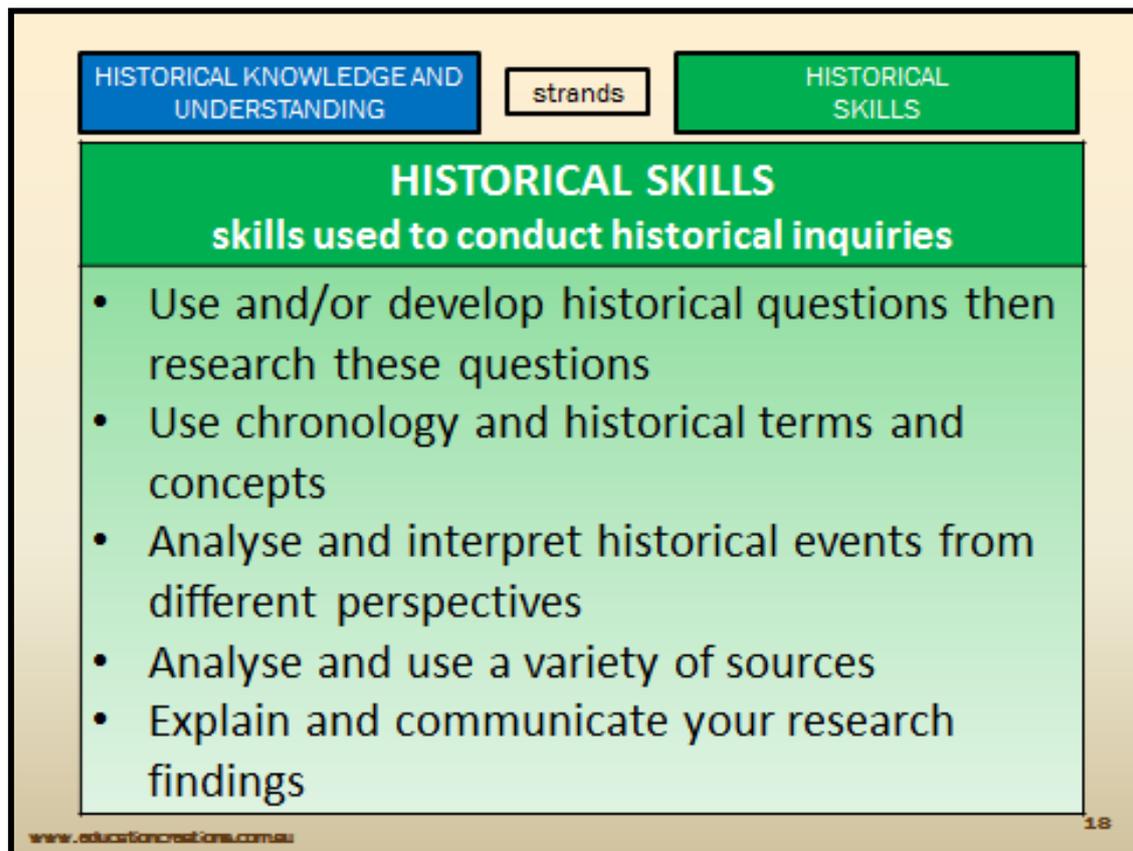
<http://www.acara.edu.au/default.asp>

The new curriculum can be found at:

<http://www.australiancurriculum.edu.au/>

The history curriculum is split into two strands - Historical Knowledge and Understanding and Historical Skills. Each strand is equally important and any education programme should attempt to cover both areas.





The History curriculum is shaped by the historical inquiry process.

HISTORICAL INQUIRY PROCESS

- The historical inquiry process is an investigative process. It requires students to investigate an historical inquiry question.
- All historical inquiries start with an inquiry question. The process students go through to answer this question is known as the historical inquiry process.
- Good inquiry questions have more than one answer and in order to answer it students will need to ask further questions.

Example:

How did migration change people's lives?

- Bad inquiry questions have one answer and do not provide room for further research.

Example of a bad inquiry question:

Who was the first prime minister of Australia?

RESOURCES AND WEB-PAGES

Books

Connecting Kids to History with Museum Exhibitions : D. Lynn McRaine and John Russick, Editors.

Web-Sites

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CONTACT CATHERINE

If you enjoyed Catherine's presentation at the Queensland Museums Conference, why not contact her to see how she can help you enhance your museum's school or community visits. For a nominal fee Catherine is also available to come to your museum to conduct information sessions such as:

- How to get the most out of your museum sources
- What schools want and how to give it to them
- Planning effective school visits
- The Australian Curriculum made simple and how it can work for you.

 education creations

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