

Ecsite Annual Conference 2015

Trento, Italy – Hosted by MUSE

Pre-conference workshop programme

Self-guided experiences for schools / Research and practice

9-10 June 2015 – MUSE, Chianti room

This workshop is organised by the Ecsite thematic group for research and evaluation, the REV Group.

Day One: Creating effective self-guided experiences for school groups

What does the perfect self-guided school experience look like? How can museums provide the structure that teachers seem to want in an often open-ended learning environment? Should museums ban worksheets in favour of other engagement methods entirely?

The first day of this pre-conference explores the issues and opportunities involved in catering for school groups on gallery without a human facilitator present. It will draw on the speakers' and delegates' experiences of designing and evaluating activities for schools in order to provide participants with the skills and knowledge necessary to critique their school offer as well as ideas they can try in their own institutions.

Day Two: Embedding Research and Practice

Embedding research into practice is a topical, yet challenging, issue for science museums and centres. In this session, we will discuss the advantages of embedding research into practice and draw on participants' experiences of doing so as well as what challenges they face.

Our keynote speaker, Emily Pringle from Tate (United Kingdom), will talk about the inspiring Transforming Tate programme where evaluation and reflection has been integrated into everyday practice through an action research approach.

We will end the day thinking about what small changes you can make in your museum to integrate research into practice. What is necessary for change?

Facilitators/ speakers

- **Anne Kahr Hällman.** Head of Research, Experimentarium, Denmark.
- **Aymard de Mengin Fondragon.** Evaluation and Prospective, Universcience. Paris, France
- **Emily Pringle.** Head of Learning Practice and Research, Tate Modern, London, United Kingdom
- **Emma Pegram.** Research and Evaluation Manager, Natural History Museum, London, United Kingdom

- **Ida Marie Bøe.** Content developer and explainer, ViVlTe, Bergen, Norway
- **Ingrid Eikeland.** Ph.D.student in Expand, NMBU, Norway
- **Jane Rayner.** Senior Audience Researcher, Science Museum, London, United Kingdom
- **Katia Danieli,** Collaborator, MUSE, Trento, Italy
- **Marie Hobson.** Learning Evaluator, Natural History Museum. London, United Kingdom
- **Marjelle van Hoorn.** Association Manager, VSC network of science museums and science centres, Netherlands
- **Nils Petter Hauan.** Head of Development, Vilvite, Bergen Vitensenter AS. Bergen, Norway
- **Patricia Verheyden.** Experience director, Technopolis, Belgium
- **Tomasz Piątek.** Evaluation and Analysis Department, Copernicus Science Centre, Warsaw, Poland
- **Yuri Matteman.** Head of Education, Naturalis, Netherlands

Programme – Tuesday 9 June

DAY 1: Creating effective self-guided experiences for school groups

Time	Session	Leader	Duration
9.30-10.00	Welcome and introduction Get to know your fellow participants and be introduced to the topics of the two days.	Marjelle van Hoorn	30 min
10.00-11.00	Contextualising the issue Marie will talk about her experience of running focus groups with teachers to identify their needs and wants in relation to a museum visit. She will share her findings and the complicated issues raised, such as the differences between what teachers say and what they actually mean and the differences between what teachers want and what the museum thinks they need.	Marie Hobson	60 min
11.00-11.30	Coffee break		
11.30-13.00	Embedded learning environments Instead of seeing the exhibition alone as the learning environment, we consider the learning environment to be comprised of these elements: exhibits; presented theory; the individual visitor and the visitor's companions. The aim of designing set-tasks is therefore to utilize and take advantage of these elements to optimize the learning outcome.	Nils Petter Hauan	90 min
13.00 – 14.00	Lunch		
14.00-15.30	Ways to cater for schools In this series of 10 minute case studies, speakers will give examples of self-guided opportunities they have developed for schools and share the results of their evaluation with the audience.	Chair: Anne Kahr Hällman	2 min
	<i>App: Info Age +</i> This self-guided digital learning resource was developed for a new object rich exhibition, <i>Information Age</i> . It was designed to help school groups engage with the multitude of objects on display in the exhibition, and provide some of the playfulness and	Jane Rayner	15 min (10 min talk; 5 min questions)

	interactivity that visitors to the Science Museum have come to expect. Jane will share the thinking behind this design, and reveal the response of the audience now that the app has been launched.		
	<i>Audience-focused Worksheets</i> The Natural History Museum has redesigned its worksheets to reflect the needs and wants of its school audience. In this session, we will share some of our top tips for designing worksheets.	Marie Hobson	15 min (10 min talk; 5 min questions)
	<i>TBC</i>	Anne Kahr Hällman	15 min (10 min talk; 5 min questions)
	<i>Information Point</i> With the introduction of our new temporary exhibition - <i>MicroWorld</i> - we also came up with a new, experimental idea for providing educational resources to visiting school groups. Instead of guiding students and educators through the exhibition, we designed an "infopoint" dedicated to school groups, which is located at the entrance to <i>MicroWorld</i> . There teachers can autonomously design their visit experience. Furthermore, alongside we will also conduct workshops for teachers, in which we'll try to encourage teachers to use the so-called "MicroWorld knowledge and activities" not only during their visit at Copernicus Science Centre, but also when conducting lessons at school.	Tomasz Piąte	15 min (10 min talk; 5 min questions)
	<i>Interactive Rally</i> When visiting Technopolis, a teacher can choose to guide their pupils through Technopolis by an interactive rally. The teacher chooses in advance one to three themes, for example 'nature', 'health' or 'technology'. A custom rally of 15 questions is then composed by a software programme. While the class visits exhibits and answers questions, the teacher can follow up the students by logging into an e-rally console using the students' progress. That way, when one of the pupils doesn't seem to be focusing on the rally, the teacher can decide to find that pupil and motivate him to continue. There is a follow-up at school.	Patricia Verheyden	15 min (10 min talk; 5 min questions)
	<i>Hands-on Exhibits</i> In la Cité des enfants, school groups have self-guided opportunities to interact with hands-on elements about gardens, TV studios, water games, factories... We'll see that 7 to 12 year old children use these opportunities in very different ways.	Aymard de Mengin Fondragon	15 min (10 min talk; 5 min questions)
15.30-16.00	Coffee break		30 min
16.00-16.30	Tour of MUSE Gain an insight into part of MUSE's offer for schools.	Katia Danieli	30 min
16.30-17.30	Workshop Based on what they have heard from the day, participants will come up with an idea for a self-guided activity for a gallery in MUSE.	Marie Hobson	60 min

Programme - Wednesday 10 June

DAY 2: Embedding Research and Practice

9.30-10.00	<p>Introduction to Day 2</p> <p>Embedding research into practice is a topical, yet challenging, issue for science museums and centres. In this session, we will discuss the advantages of embedding research into practice and draw on participants' experiences of doing so as well as what challenges they face.</p>	Marie Hobson	30 min
10.00-11.00	<p>Key Note: Emily Pringle, Transforming Tate</p>	Emily Pringle	45 min talk; 15 min questions
11.00-11.30	<p>Coffee break</p>		30 min
11.30 – 11.40	<p>Ways to embed research into practice</p> <p>In this series of 15 minute case studies, speakers will give examples of ways in which they are attempting to integrate research and practice.</p>	Chair: Marie Hobson	
11.40-12.00	<p><i>Expand - Exploring and expanding science centre research</i></p> <p>The project Expand focuses on the need for research based development of science centres in Norway. Ingrid will give us the overview of Expand and Ida Marie will tell us about experiences from the first course for science centre educators. In this course professionals from eight science centres met, learned together and exchanged experiences. Participatory research methodology is a focus area in Expand and the course is a step towards developing Reflective Practice Arenas for educators.</p>	Ingrid Eikeland and Ida Marie Bøe	15 min talk, 5 min questions
12.00-12.20	<p><i>ESRC seminar series</i></p> <p>The Natural History Museum and King's College London secured ESRC funding to hold a series of 6 seminars to bring together museum learning practitioners and cross-disciplinary academics to unpick the complexities of learning in rich natural history environments and collaboratively develop a learning research agenda for natural history museums. Through this interactive workshop we will explore the relevance of research themes, the challenges of embedding a learning research culture and the relevance of research to practice.</p>	Emma Pegram	20 min
12.20-12.40	<p><i>Collaborative research</i></p> <p>A new museum means new possibilities for research. Results from educational science don't find their way into education easily. At Naturalis Biodiversity Center we aim to change this. In our path to a completely new museum we are incorporating didactical insights and will undertake educational research in collaboration with universities. Our goal is to develop evidence based educational activities for students and families. Educational activities that integrate different learning environments: museum, school, home and nature.</p>	Yuri Matteman	20 min
12.40-13.00	<p><i>Small scale opportunities</i></p> <p>What difference can a book club make? Almost two years ago a group of museum staff from different organizations - all members of</p>	Marjelle van Hoorn	20 min

	the Dutch network of science centres and museums -started reading together. Books that are essential to the museum profession but that with a lack of time stayed unread. What is the effect of this VSC book club? What kinds of changes are happening because of the vivid discussions?		
13.00-14.00	Lunch		60 min
14.00-15.30	From pre-conference to institution Based on the previous sessions, we will lead a focussed discussion about what small changes you can make in your museum to integrate research into practice. What is necessary for change?	Anne Kahr Hällman	90 min
15.30-16.00	Coffee break		30 min
16.00-16.30	Summary Nils Petter will present a summary of the pre-conference sessions in the form of a Pecha kucha and then discuss what participants would like as part of the REV group, including topics for future pre-conferences.	Nils Petter Hauan	30 min