

Project Based Learning

Museums + Schools + Authentic Learning Collaborations

PRESENTATION MATERIALS:

goo.gl/iKkybk



Who We Are

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How might schools and museums work together to better help students connect with history, art, and their communities?



Project Based Learning

Authentic projects that engage students with relevant learning experiences, offer student voice and choice, require collaboration, the development of real-world skills, and involve multifaceted assessment.



PMM & SDMHS

Having a museum in the "backyard" makes for easier collaboration!

- Students have free admission to PMM
- Museum is 2 blocks away - no bus needed, no field trip hassle
- Connections to local history and economy make for easy curricular connection

Project Examples

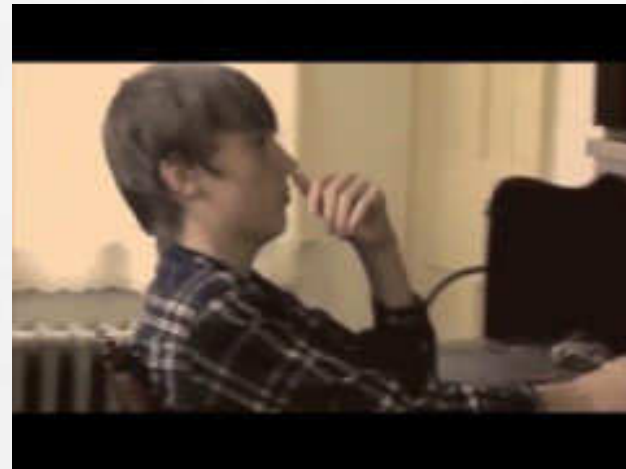
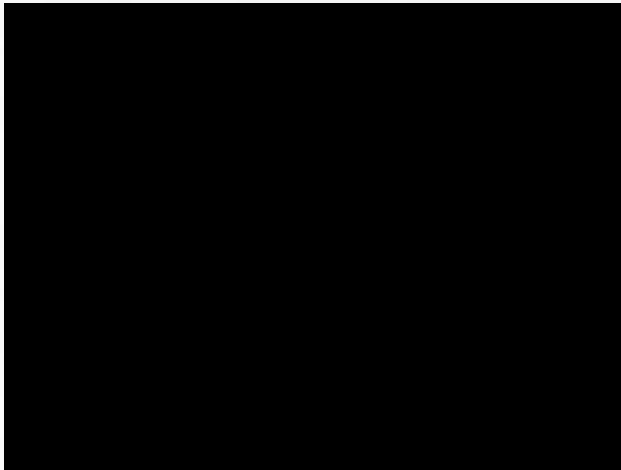
Then & Now



- ▣ Collaboration between photo archivist Kevin Johnson and teacher Leslie Gregory
- ▣ Driving Questions: *How has the landscape and streetscape changed, stayed the same? How have the economics of the area changed?*
- ▣ Students chose historic images of surrounding area from the PMM archives and took photos of the modern-day equivalents

SDHS Multimedia Class

- ▣ Collaboration grew into ongoing project with SDHS Multimedia Class
- ▣ Students designed exhibits and movies related to program themes: tourism, shipwrecks and disasters at sea, and marine occupations of Searsport.



History Chests

- ❑ 10th grade students working w/PMM Curator, ELA teacher and a Social Studies teacher
- ❑ Driving Question: How does the Penobscot River and Bay impact our community?
- ❑ Students used PMM resources and artifacts, creating museum exhibits that connect an aspect of the impact of the Bay with the present day.



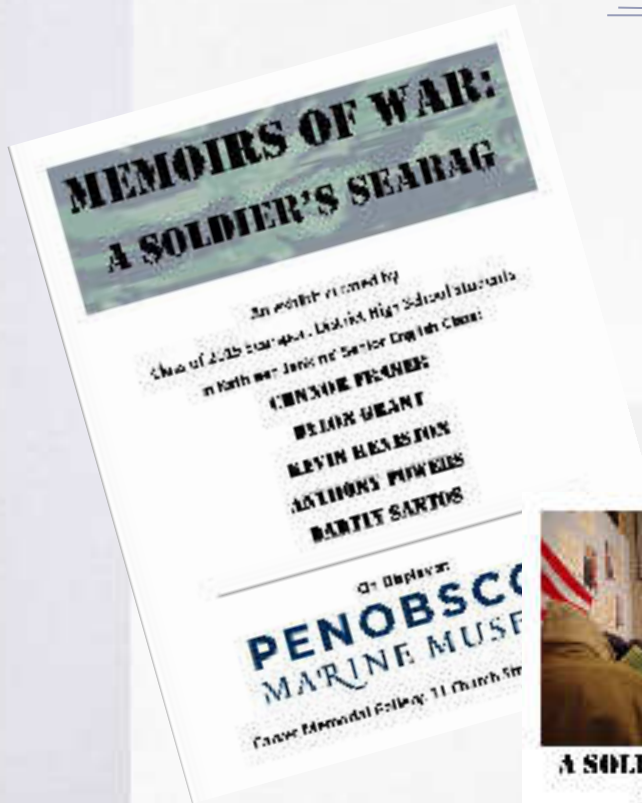
A Soldier's Seabag

- ▣ Driving Question: What do people save and carry in their “seabags” when they go to war or join the merchant marine?
- ▣ Students chose objects carried by military and merchant mariners from the PMM collections, interviewed veterans at Cole Transportation Museum, and created a photo exhibit.
- ▣ Interviewed 5 local vets and told their story through items from the collection, installing the objects in the Seabag Visible Learning Center at PMM.



A Soldier's Seabag

- ▣ These students returned to the exhibition opening after graduation.



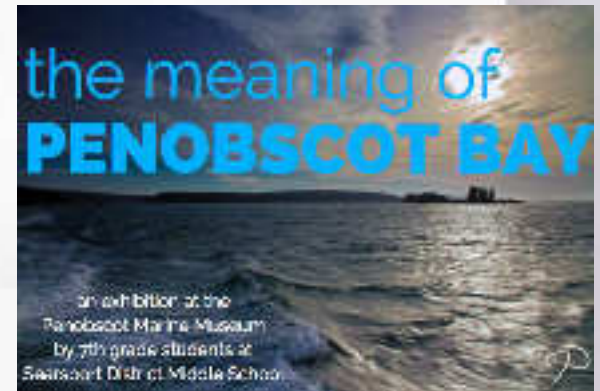
A SOLDIER'S "SEABAG"
SDHS 2015



- ▣ Highly engaged and motivated group - even though these were not top academic achievers or considered traditionally high achieving students.

The Meaning of Penobscot Bay

- ▣ Collaboration between 7th gr Social Studies teacher Kim Laplant, Tech Integrator Susan Capwell, and Curator Cipperly Good from PMM
- ▣ Goal was to connect students to local history and help them develop presentation/project skills in the school's Makerspace.
- ▣ Driving Question: *What role has Penobscot Bay & River played in people's lives in the past? What role does it play today? What role will it play in the future?*



A Deeper Dive into the Process



Planning

- ▣ Teachers devised draft of plan and basic calendar
- ▣ Contacted Curator & met to explore resources, develop ideas, and plan 'entry event' and museum visit
- ▣ Teachers honed in on the driving questions and developed materials (rubrics, research materials, guiding activities, etc.)

Research

- ▣ Entry event - students walked to PMM and sat in the Library, watched short intro video and received their assignment.
- ▣ Students were broken into 'expert' groups to examine a specific angle of the driving question, then completed individual guided research

Research

- ▣ Students visited PMM's Merithew House, had a tour, and used a guided exhibit analysis worksheet
- ▣ In groups, students drafted answers to the driving questions in preparation for creating their exhibits.



Design & Build

- Working with the Tech Integrator in the school's Makerspace, student groups designed & constructed cohesive multimedia exhibits



Exhibition Night

- School officials, friends, family, and the public were invited to an exhibition night where students set up their final exhibits in different spaces in the PMM's Merithew House.









Some Pitfalls & Things to Know

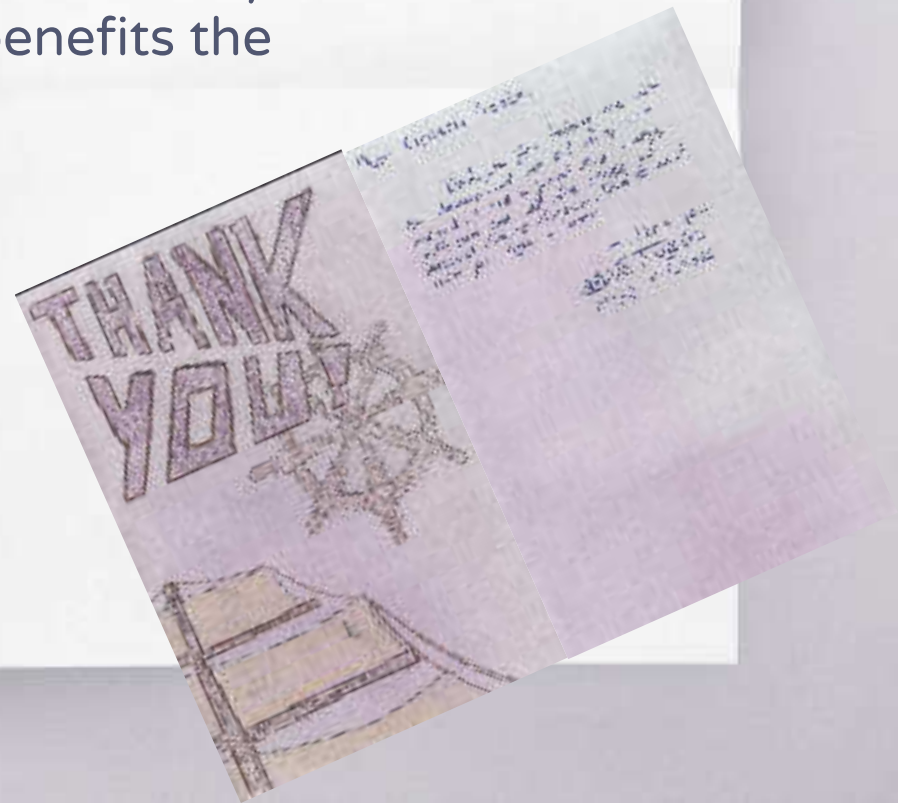
- PBL is more work for teachers and staff than regular field trips or class projects - big time commitment.
- No matter how much planning you do, there will never be enough time, and the schedule will never work out like you planned.
- Be prepared to create additional resources on the fly to support student work and understanding.
- Be sure to be on top of publicity if you want a public audience.
- Communication is key: make sure that the school staff and museum staff are on the same page.

So, why do it?



Authentic Connections

- ▣ Lifelong learning: two graduated students who had been involved in past projects returned to PMM this summer to be programming interns.
- ▣ Engaging students and the community not only benefits academics, it benefits the students and the museum.
- ▣ Teachers report their students have better understanding of content, improved self-confidence, and higher engagement with school



Getting Started

- Reach out to local schools to see how your organization can dovetail with teachers are already doing
- Look into PBL
 - Resources for PBL - Edutopia
 - See Example Projects
- Think Big! What do you want to accomplish with your collection, and how might schools, teachers, and students help?

Thanks!



Any questions?

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