

A Starter Kit for Learning in Museums

A skills share network event
as part of

Building a Learning Legacy Cymru

Introductions

- Name
- Museum
- Role
- Hoped for outcome

Outcomes

- To find out about different ways of learning
- To explore our own learning styles
- To see ways that learning in museums can exploit this in particular by working with objects
- To discuss how the skills share network could work in this area

How we Learn

- Learning is what we do to make sense of the world
- Learning is a process of active engagement with experience
- Effective learning leads to change

Providing a learning experience

- Focus on what we know
- Think about our visitors – lifelong learners
- Make our collections accessible
- Work with partners
- Place learning at the heart

Ideas about education theory

- How do our visitors and colleagues learn in in a museum context
- Teaching responds to our understanding of learning
- Teaching materials and resources are a response to how we think people learn

Behaviouralism

- A Victorian schoolroom
 - Pupils know nothing
 - Teacher feeding knowledge step by step
 - Passive
 - Teacher centred

from ‘Hard Times’

- ‘ the speaker and school master (Mr. Choakumchild) and a third grown person present all backed a little and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim’

Constructivism

- Piaget 1960's
- New knowledge relates to prior knowledge
- Learning takes time
- Motivation is important
- Learners make their own sense
- Active learning
- Pupil centred

More about learning theory

- http://www.inspiringlearningforall.gov.uk/utilities/download_library/index.aspx

Activity 1

- Discuss how to use your object in both a behaviouralist and a constructivist way
- How would you label it?
- How would you handle it?

VAK theory

Looks at how learners take in new information:

visual learners

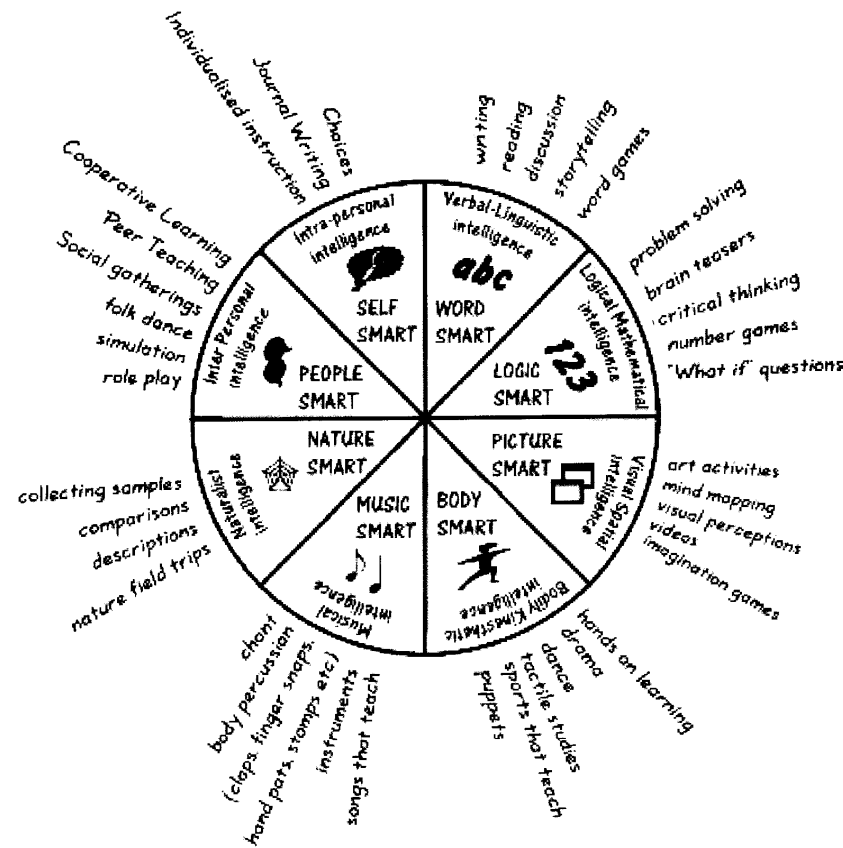
auditory learners

kinaesthetic learners

Multiple Intelligences

- Howard Gardner:
 - Linguistic
 - Visual-spatial
 - Mathematical and logical
 - Interpersonal
 - Kinaesthetic
 - Naturist
 - Intrapersonal
 - musical

Designing the learning experience



Multiple Intelligence Model
(by Kathleen Kampa-Vilina)
based on the work of Thomas Armstrong

Learning styles

Web links

- : <http://www.accelerated-learning-uk.co.uk>
- <http://www.bgfl.org/bgfl/>

From learning styles to activities

Creating a resource

Activity 2

- Devise a story around your objects which has relevance for several types of intelligence.

Facilitating Learning Outcomes

Activity 3

- Work with a set of objects and their ‘fact’ labels
- Identify possible learning outcomes
- Develop four questions to facilitate



