

# 10. Logistical Information on Running the Project (Schools)



## **SELECTING A MUSEUM**

Many museums are volunteer run, and as such, are quite short on resources. One of the key factors when selecting a museum is being confident that they are excited about participating, and that they have the resources to support the project. This usually means a couple of enthusiastic volunteers that enjoy working with kids.

As the program will require about 5 adults to run, a mix of museum staff and volunteers as well as teachers may be required. Check with the museum how many people they have available.

## **CURRICULUM LINKS**

This project can be implemented at any point in a unit of work. It can be used as a form of inquiry task at the start of a unit or employed to help students consolidate and demonstrate their knowledge of the subject area at the end.

## **STUDENT WORKING GROUPS**

Ensure that there are no more than five students per group. The project works well in pairs if enough tablet devices are available. An adult should be available to assist each student group with storyboarding and developing their narrative, as well as providing technical assistance. If there are groups of 4 students, this usually means an adult per group (5 adults).

During the pilot, we found that the groups worked best with one tablet per group. When every student had their own tablet, the groups stopped working collaboratively.

## **FINISHING THE PROJECTS**

The museum component of the project runs for one day. This is the time when students need to ensure that they have collected ALL their information and taken clear photos, footage, recorded good quality sound. By the end of the day, students have usually started doing a rough edit of their film. Additional class time (approximately six classes) will be required after the excursion to allow students to finish their films. Feedback from the pilot indicated that teachers found allocating these sessions as a full second day in the classroom was the preferred way to finish the films. Individual sessions are fine, but should be held within two weeks from the visit to the museum.

The greatest weakness in student projects tends to be poor sound quality and blurred photographs. All sound tracks need to be recorded in small quiet spaces so that there is no distortion or reverberation. Get students to check the quality of the photos and sound they will be using before they leave the museum, and if necessary re-take the shots.

Students tended not to check over their final films for 'watchability' in relation to sound in particular. You may need to assist them with this.

# 10. Logistical Information on Running the Project (Schools)



## TECHNOLOGY

During the pilot, we used iPads with iMovie as the filming/editing software. Students also created their own music using Garageband.

However, the films can be made on any type of tablet device with a camera and the ability to record sound. If your school has a microphone to plug into the tablet devices this is highly recommended as it will improve the sound quality.

Software to allow film editing will need to be downloaded from the relevant app store: Apple's appstore for iPads; Google Play for Android devices; and Windows Store for Windows devices.

If you have not used iMovie (or equivalent) before, we recommend making a short 30 second film in advance so as to familiarise yourself with the process.

## ADAPTING THE PROJECT FOR SECONDARY STUDENTS

The project was designed to create a stronger relationship between primary school students in year 5 and 6 and their local community museums, to utilise museum primary sources for history education, and to fill a gap in resources for primary school history teachers and students.

As the curriculum content knowledge in year 5 and 6 links to Australian history in the 1800s and 1900s, there are a range of easily accessible collections relating to this place and era. However, *History in Place* can be adapted for secondary students who are able to work more independently without the need for so many facilitators.

**Project themes for secondary students:**

- Year 7 Archaeology, Ancient Aboriginal Culture, Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya
- Year 8 Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca
- Year 9 Industrial Revolution, Progressive ideas and movements, Movement of peoples, Asia and the world, Making a nation, World War I
- Year 10 World War II, Rights and freedoms (1945 – the present)

## ADAPTING THE PROJECT FOR OTHER SUBJECT AREAS

Community museums contain an amazing array of material spanning many subject areas (eg. science, ecology, languages). *History In Place* can be adapted to address these subject areas. For example, as part of the pilot program, the Museo Italiano worked with Italian language students at North Melbourne Primary School. The students developed digital stories about immigration from Italy to Australia in both English and Italian. This could be replicated with any language taught in schools.