Course Title: Teaching with Exhibits in History/Social Sciences

Course Instructor: Lisa Heuvel, Ed.D.

Short intro: In this online course, teachers will explore best practices in museum education to design and implement a plan for engaging students in creating their own exhibits in the classroom.

Description: This course is designed to provide graduate students and in-service elementary, middle, and high school educators with an understanding of museum education and exhibit design as inquiry- and problem-based strategies for student-centered, standards-based learning. The tools for designing museum exhibits in the classroom are explained and demonstrated through multimedia resources, interaction with practicing professionals and educators, and collaborative learning environments.

After establishing a theoretical framework based on readings and critical analysis, participants learn and apply core museum-based skills to develop virtual and physical exhibits in the classroom with students. They learn how best to guide students through the creation of story-driven and object-driven exhibits that incorporate text and multimedia. The historical and technical content, teaching strategies, and classroom resources they receive support history and social studies instruction as well as interdisciplinary studies and Universal Design for Learning.

Course Objectives: The participant will

1. Examine the role of museums, historic sites, libraries, and historical societies in representing and interpreting American history
2. Locate and evaluate resources, including primary and secondary sources and material culture available through museums, libraries, and archives in virtual and physical formats
3. Use a variety of engaging participatory instructional techniques that develop students’ abilities to use higher-level critical thinking skills
4. Demonstrate competently guiding and supporting students’ exploration of museums and museum learning by using effective, accessible classroom and out-of-class activities
5. Develop basic skills in virtual or physical exhibit development and implementation

Course Requirements: This course takes place over five weeks. Participants are expected to complete activities and assignments, engage in discussion forums, design a final project, and provide relevant feedback to other participants. Through videos, panels, readings, discussion posts, and assignments, participants will engage in the process of exploring museum exhibit
methodologies that then allow them to guide student-based museum exhibits in their classrooms.

Course Information:

**Audience:** K-12 teachers and student teachers in the social sciences and history

**Time commitments:** Participants will devote at minimum 1 hour per week (depending on credits selected) to completing assignments, participating in online discussions, and designing a final exhibits-based project for the classroom. The number of credits for which a student registers determines the specific required assignments. A student registered for one credit will be required to complete the course activities and present their final plan. A student registered for two credits will be required to complete those requirements plus a mock-up of their final plan. A student registered for three credits additionally will be required to implement their plan and include a detailed written reflection on the outcomes.

**Duration:** This course runs for five weeks, from Jul. 6 to Aug. 7, 2015. Weeks begin on Mondays at midnight EST and end on the following Sunday at 11:59 p.m. EST with online and on-site meetings.

**Credits and fee:** Upon successful completion, participants will receive one to three hours of academic credit depending on their registration. The course tuition is $303.75 per credit. Questions about credits should be directed to Lisa Heuvel at llheuv@wm.edu.

- **1 credit:** Submit project plan for exhibit
- **2 credits:** Present mock-up examples of project plan for exhibit
- **3 credits:** Implement project plan in classroom instruction during Fall 2015, and submit a report on classroom outcomes by December 2015

Course Syllabus

**Week 1**

At the start of the course, participants interact with each other through an online and classroom activity aimed at community building. They study the role of museums, historic sites, libraries, and historical societies in representing and interpreting American history. Participants further explore the interface between museums, ideas, and objects through a session that includes an overview of the history of museums and a panel discussion with professors from The College of William & Mary’s School of Education, the Muscarelle Museum, and the Earl Gregg Swem Library.
Week 2

Participants consider core best practices as they apply to museum exhibits, including creating learning objectives for exhibit visitors, elements of effective museum exhibit design, the functions of curators and docents, and exhibit evaluation. Students analyze and critique examples of online museum resources in classroom exhibits.

Week 3

The final project for this course is each learner’s plan for a classroom exhibit. Over the course of this week, participants attend a preliminary check-in on their final project concept and draft an outline for approval and feedback. Participants interact with exhibits at The Art Museums of Colonial Williamsburg via staff presentations and discussion of the components of museum collections, conservation, and exhibit fabrication, with an interactive gallery-related assignment guided by the staff museum educator.

Week 4

Participants continue to develop their projects. For context, students will explore videos, online discussions, and readings that discuss ways to guide students through creating virtual and physical student exhibits in a classroom setting.

Week 5

Completed final project exhibit plans are showcased. Learners will present summary overviews of their projects on the last day of class. The final written project and all related materials are due at the end of class.

Professional Development Standards:

Teaching with Exhibits in the History and Social Studies Classrooms aligns with the following standards:

VirginiaStandards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of History and Social Science

- Standard 1: Professional Knowledge
  - Key Element 1,2,4,5
- Standard 2: Instructional Planning
  - Key Element 1,2,4
- Standard 3: Instructional Delivery
  - Key Element 1,2
- Standard 4: Assessment of and for Student Learning
- Standard 5: Learning Environment
  - Key Element 1,2,4
• Standard 6: Professionalism  
  o Key Element 1,3,4,6

**National Board for Professional Teaching Standards: Social Studies and History**

• Standard III: Content  
• Standard IV: Instruction  
• Standard VI: Learning Environments: Classroom and Communities  
• Standard VII: Professional Growth  
• Standard VIII: Reflection

**International Society for Technology Education Standards for Teachers**

• Standard 1: Facilitate and inspire student learning and creativity  
• Standard 2: Design and develop digital age learning experience and assessments  
• Standard 3: Model digital age work and learning