

Beyond these museum walls: educators as curators of learning



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“What can school teachers learn from museums in maximising affordances* of the learning environment to facilitate students’ deep learning?”

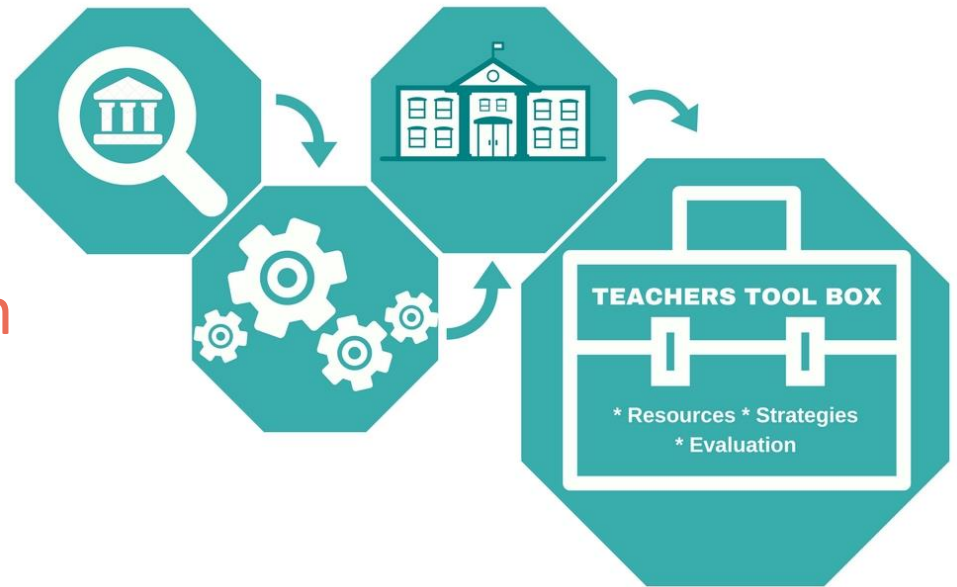


**Affordances are the perceived and actual functional properties that determine possible uses of an object (Pea, 1993)*

Curated Learning

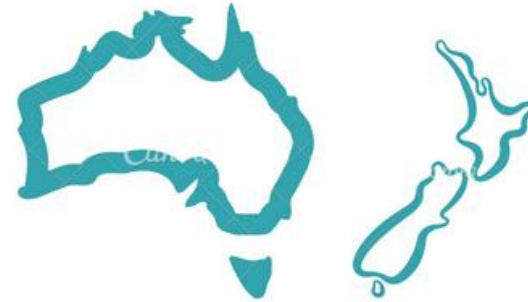
1) Investigate strategies museum educators use for maximising features of the learning environment that facilitate students' deep learning.

2) Explore possibility for transferring these strategies to classroom practice.



Let's talk numbers:

2  
case studies



4 states

2 countries



9
institutions



28
participants



42
observations

52+ 
hours



25
interviews

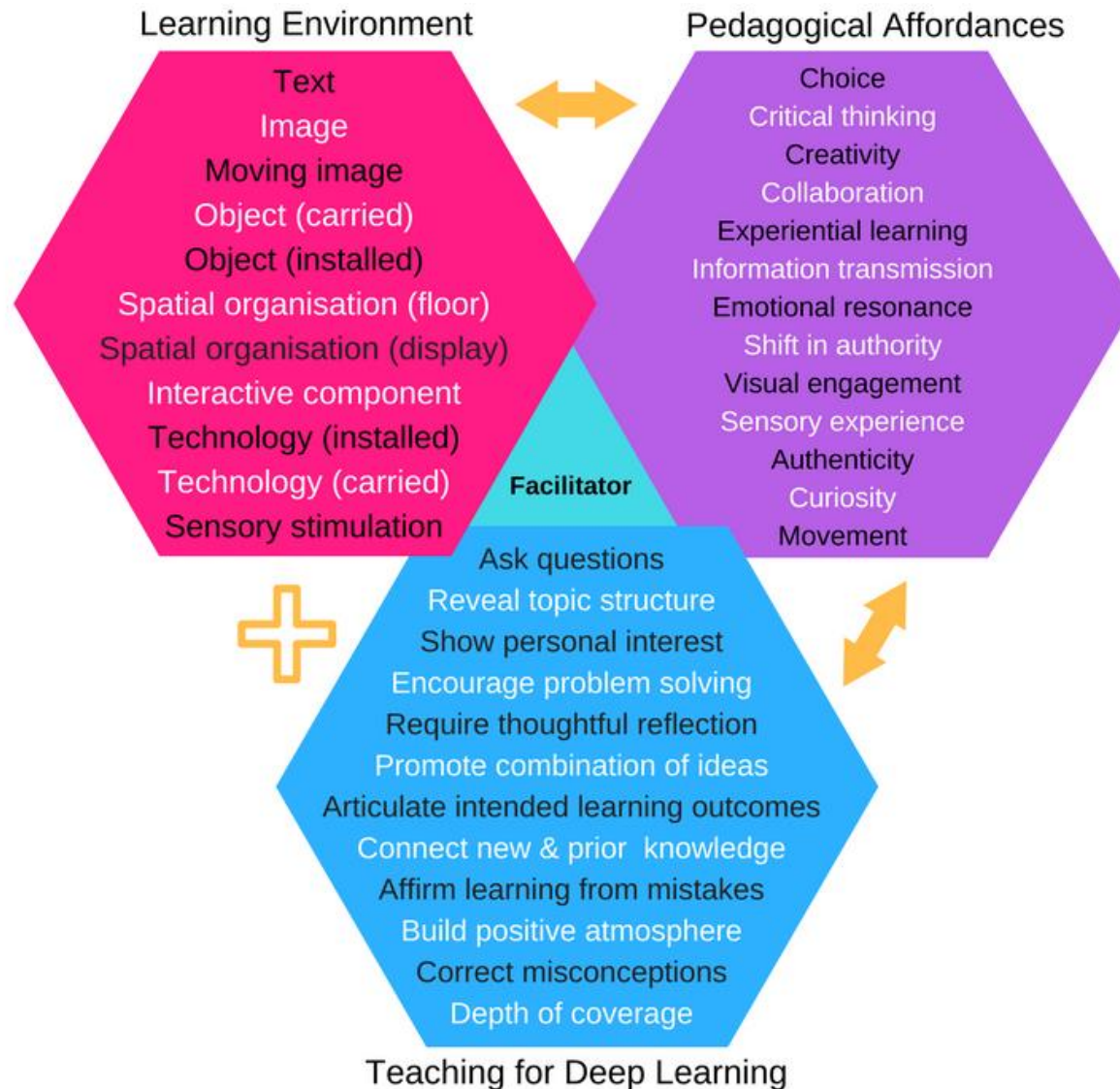
10+ 
hours

Curated Learning

A pedagogical approach that involves purposeful selection, manipulation, and use of objects and spaces within a learning environment to set up conditions for students' deep learning.

-Villafranca, 2018

Learning Environment – Affordance- Deep Learning Strategies Framework



More numbers:



case study
2



3
institutions



1 state



5
participants



13
observations

16+ 
hours

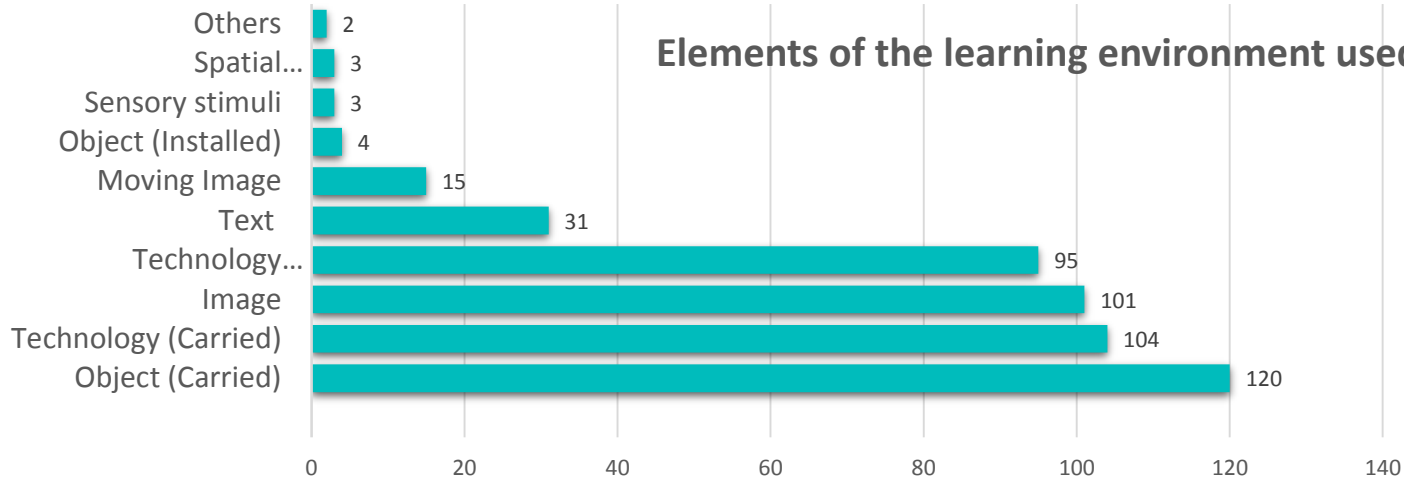


5
interviews

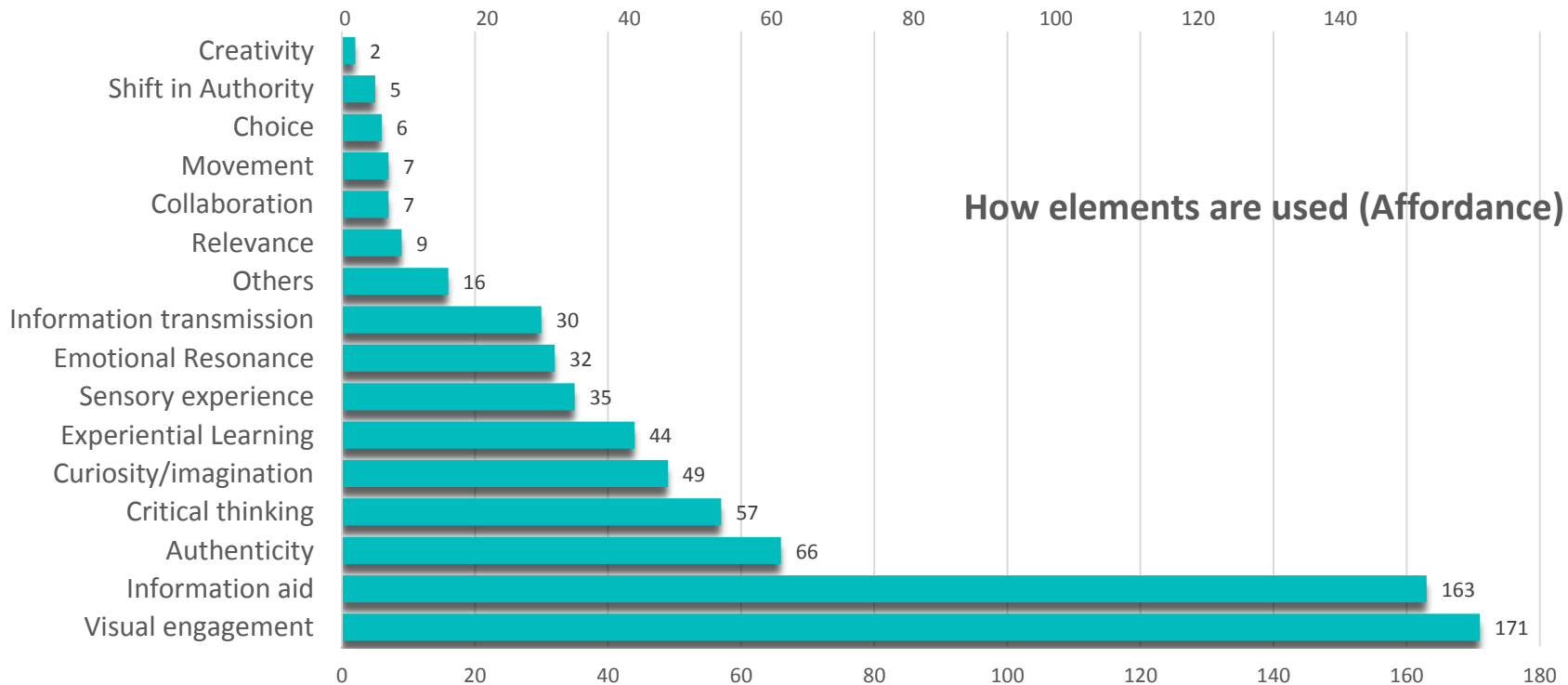
1.75 
hours

And some more numbers: (partial results)

Elements of the learning environment used



How elements are used (Affordance)



Emerging findings

CURATED LEARNING: CHARACTERISTICS & STRATEGIES

Culture of collaboration and cooperation

- Enable Student-student; student-teacher; teacher-teacher teaching and learning
- Create opportunities for collaborative learning
- Build partnerships for collaborative teaching

Students and teachers are both empowered

- No one 'owns' the space
- Allow students to solve problems their own way

Flexible

- Maximise affordances of elements within
- Utilise technology to enhance discussions
- Take advantage of flexible/open/blank spaces and furniture
- Remove "front" of the room

Creative

- Implement planned lessons creatively
- Explore creative solutions to issues of the physical space – i.e. noise (voice lessons)

Iterative

- Adopt a 'failing forward' attitude
- Allow an iterative process of teaching - nothing is ever final
- Respond quickly and positively to change and 'assessment'

Positive learning environment

- Foster open communication
- Admit limitation of knowledge
- Correct misconceptions in a respectful manner

Multiple teaching approach

- Combine direct instruction, indirect instruction, team teaching, class discussion etc)
- Supplement inquiry-based teaching with physical objects
- Provide hands-on and self-directed learning opportunities
- Encourage both surface and deep learning

Relevant

- Demonstrate real life application of concepts/lessons
- Articulate the 'so what' in student's day to day life

Contact information

INNOVATIVE LEARNING
ENVIRONMENTS AND
TEACHER CHANGE

LEARN

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