MAS

Museum Affinity Spaces

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Deliverable 26

Specifications of the participatory engagement activities

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Executive summary

This deliverable presents a common operational framework for activities in MAS that aim to engage different stakeholders (museum educators, teachers, teacher trainers, policy makers, etc.) with the goals and products of MAS. The main mechanisms we use are participatory activities in the form of different kinds of workshops. The project's Pedagogical Framework and Design Based Research guidelines have constituted the basic background on which the specifications for these participatory activities have been developed, keeping in mind the need to make participatory activities coherent among themselves and integrated with other tasks in WP6, other WPs and the overall life-cycle of the project. MAS has in place an ambitious piloting scheme which will be implemented in M8 of the project, however it needs to be prepared through fine-tuning of the original project work plan, the pedagogical and organisational aspects to ensure they are applicable to variant contexts where the pilots will run.

During the first Phase of the project, participatory activities will run in the form of visionary workshops with a twofold aim: first to collect stakeholders' views to inform the preliminary analysis of the context of the research, and secondary, to disseminate information of the MAS project approach. This will help recruit participants for the pilot iterative cycles and, of course, to gather early stakeholders' feedback on the project elements.

For the second iterative cycle of the Prototyping Phase and the third Phase of research, the implementation and evaluation stage, participatory activities will have a "formative evaluation element", as the main characteristic. Once the refinements are implemented in the design of tools and services for MAS, it will be possible to reflect on parallel piloting activities for newcomers and to policy makers, in order to consider transferability and scalability concerns in relation to the MAS approach.

More specifically, the second cycle of workshops will involve practice reflection workshops, as a fundamental source of experience and contributing factors to the project's research achievements. Concurrently, these workshops will inform WP7 and the Validation and Evaluation activities. The intention is to consider ways to integrate use of MAS Infrastructure in school practice.

The specifications set in this document, act as guidance for WP6 team members to guarantee sufficient consistency in the organisation of activities and reporting of results. There is however flexibility to adjust according to specific needs, and particularities.

A supplementary activity to the workshops, will be an online survey set and running throughout the project duration. This will target not only stakeholders actively involved in the research, but a larger scale population and countries, to reflect and envisage the effective integration of the use of museum-school partnerships and virtual museum in daily school practice.
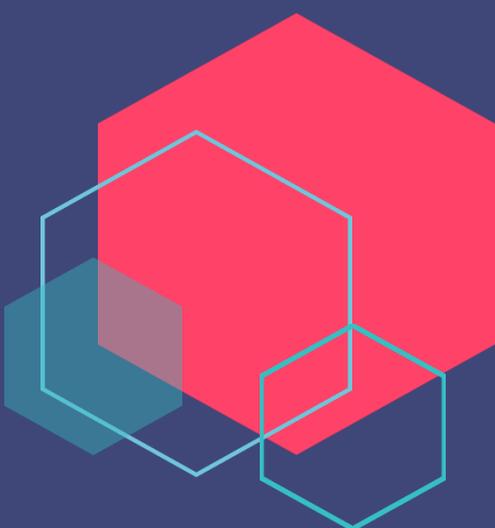
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1. Introduction

This Deliverable presents an overview of a common operational framework to address the task of participatory engagement activities in MAS. The Description of work to be carried out in WP6, provided the background on which to develop the specifications, keeping in mind how participatory activities need to be coherent themselves and integrated with other tasks in WP6, with other WPs and with the overall life-cycle of the project.

MAS has in place an ambitious piloting scheme which will be implemented in M8 of the project, however it needs to be prepared through fine-tuning of the original project work plan, the pedagogical and organisational aspects to ensure they are applicable to variant contexts where the pilots will run.

The WP6, will be implemented with the MAS team coordination, while it implies the involvement of MAS end users. In particular WP6 will:

- Provide feedback for needs analysis and MAS Infrastructure requirements for WP5. It is important to note that WP5 works more at the *empirical, task-oriented, structured* and *shorter-term* (iterative design cycles), whereas WP6 more at the *strategic, policy-oriented, open* and *longer-term* level (sustainability) as part of the Implementation and Evaluation Phase of the project. The approach applied in WP6 is a bit different. In WP5, we will rely on a small-group hands-on practical approach, bringing developers, designers, educators and students together to define as well as refine prototypes of different levels of fidelity; the focus here are real end-users of MAS. WP6 acts on a larger-group scale and focuses more on ways to inform policy-making, as well grow at an organisational level;

- Engage and form those users who will be involved in piloting at the second stage of the project, as well as keep on engaging further users and members of the community through piloting activity;

- Contribute to Dissemination activities (WP2), through disseminating the project to wider audience through the workshops foreseen.

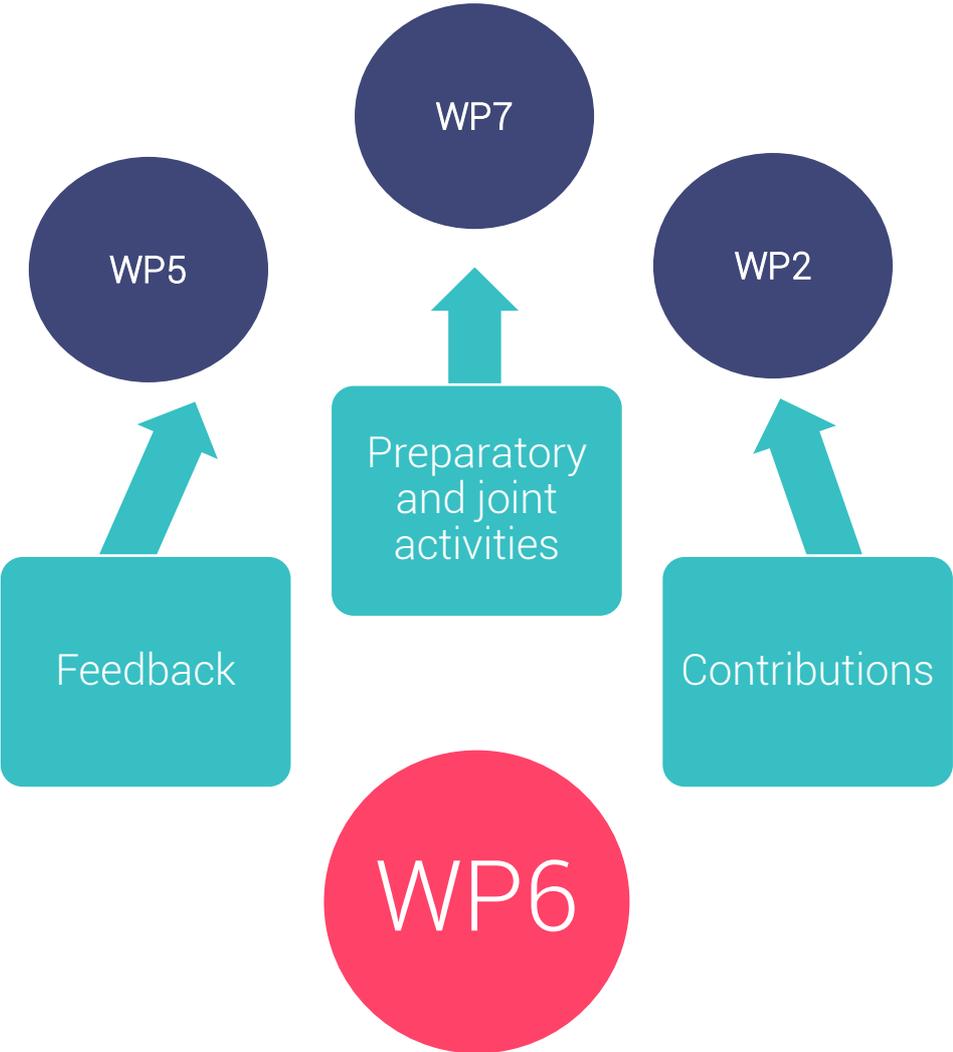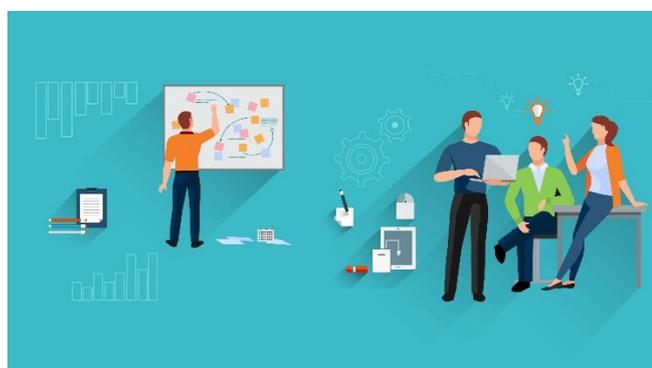The scheme below shoes the workflow between different WPs.

Figure 1. Workflow between WPs.

2. Overview of Community building activities

The overarching framework of action in the WP6, is to progressively build a community of users, policy makers, and stakeholders at large, who will nurture the project's objectives and facilitate its development into a sustainable virtual and physical group interacting in museum affinity spaces. There is a level of participatory engagement from the early stages of the project, gradually moving from the participatory design in WP3, to the full development through participatory engagement activities with an active, open and dialogue centred orientation in WP6 and WP7. Stakeholders, whether they are involved in the project or not, will be able to influence the project's activities and participate in other WPs, even taking advantage of the project results. This process is crucial for the MAS environment and community to continue to grow beyond the project life cycle.

There are two groups of activities involved in Task 6.2, as shown in Figure 2, online participatory engagement activities, and physical workshops, being visionary workshops and practice reflection workshops.

Table 1. Type of activities in WP6.

Online participatory engagement activities	Visionary workshops	Practice reflection workshops
- Throughout the project lifecycle - Regardless of place where Phase 2 and 3 take place - Target is to reflect and envisage effective integration of the use of virtual museums in daily school practice and enhance opportunities for museum-school partnerships - Centralised activities, adapted to the project development phases, no need for specifications. - Large scale online survey during preliminary analysis - Online challenges, fast track competitions, can take place on a smaller scale.	- These form part of the preliminary analysis (visionary workshops) and the evaluation phase (practice reflection workshops). - Decentralised activities to take place in countries with participants during Phase 2 and 3 - Specifications are required for these workshops, so as to be coherent and follow the same principles in every case. -	

The following sections propose a format for each of the three kinds of workshops to be organised in the different phases of the MAS Project.

3. Specifications of Visionary Workshops (VWs)

3.1 Aims of the Workshops

- To collect stakeholders' views on the future of cultural heritage education and the specific role that could be played by virtual museums, and then to contribute to task 6.1 (Critical Framework Thinking);

- To collect feedback on the pedagogic, organisational and technological elements of the model initially proposed by the MAS Project and to use this feedback in the development work taking place in Year 1, especially as far as the pedagogical framework is concerned;

- To inform national audiences on the MAS project proposal and to contribute to create favourable institutional conditions for the Large-scale Piloting, thus contributing to Dissemination activities of WP2 and WP6;

- To establish a productive dialogue with a set of national stakeholders who will accompany the development of the project in its different phases.

3.2 Where and When

Two Visionary Workshops are to be organised in two piloting countries (happened in Cyprus, and Portugal).

It is proposed that M3 to M8 are used to organise the Visionary Workshops. The suggestion is to organise the first VW in the period March-April and the second in the period May-June 2019.

3.3 Format

Visionary Workshops (following a three-step process) are to be organised locally in the participating countries in M3-M8. The Visionary Workshops will provide direct input from the stakeholders (museum educators, teachers, teacher trainers, museum directors, school administrators, curriculum developers, policy makers, etc). Visionary workshops can be arranged ad-hoc by the MAS team or be collocated with other "important" relevant events (e.g. exhibition, training event, conference).

The proposed format is a half-day workshop which unfolds in 3 phased sessions:

Phase A
- Introduce the project and the participants
- Introduce and example of best practice for using virtual museums
- explore future potential

Phase B
- Design of own scenario

Phase C
- Discuss key issues to be considered further and inputs for project development
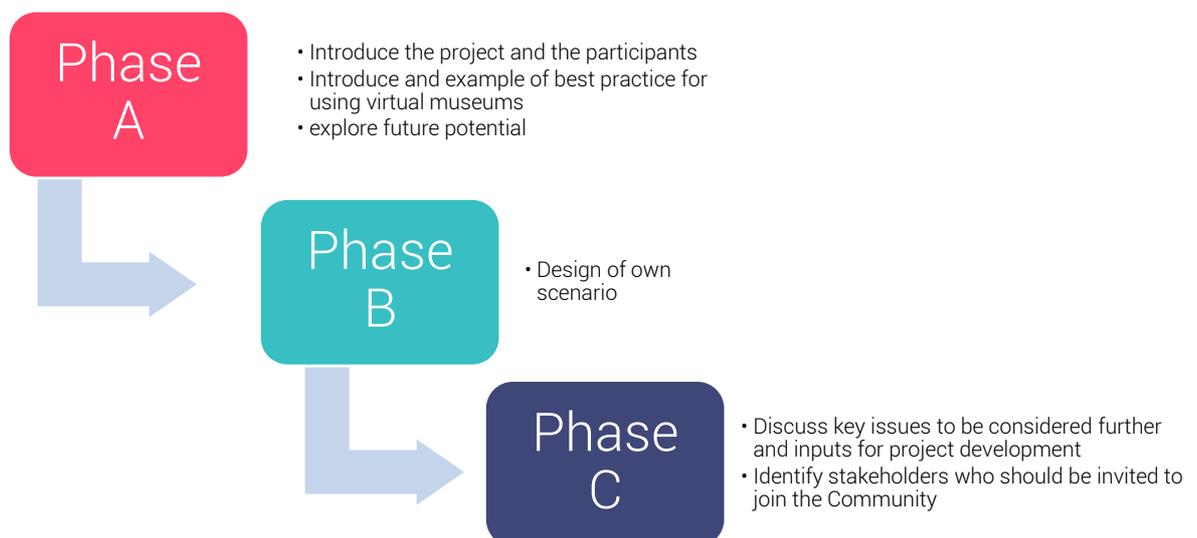- Identify stakeholders who should be invited to join the Community

Figure 2. Format of visionary workshops (Go-Lab, 2013).

Each workshop will run with around 20 participants. What is more critical, is to identify a growth in number of participants from VW1 to VW2, for each country. A threshold level of 15 participants should be secured for VW1. It is recommended that the maximum number of participants in these visionary workshops does not exceed 40.

The figure and schemes that follow, introduce the general structure and detailed guidelines of the visionary workshops.

Vision Building Session

Seek Innovators
Scan the horizon

Ideas for Scenarios

Analyse Need

MAS for you

Requirements Elicitation Process
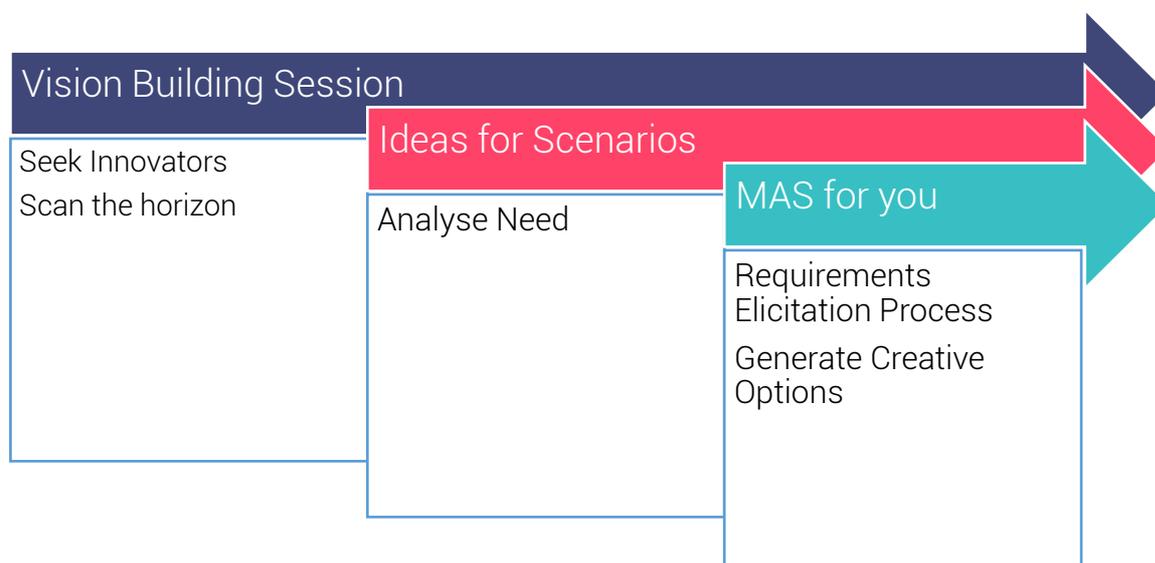
Generate Creative Options

Figure 3. Format of visionary workshops (Go-Lab, 2013).

The detailed guidelines on the proposed three-step scheme for the organisation of the Visionary Workshops are presented below, based on recommendations by the public deliverables of the Go-Lab Project[1].

Phase A - Vision building (1 hour)
The workshop shall be organised with the support of the National Educational and Training Authorities. The Vision Building Sessions, could be: - integrated in existing large scale national events (like teacher conferences, exhibitions) - In the framework of existing training activities (usually organised at local level). - Be stand-alone events, focusing on specific areas of interest. In such cases it could be designed around a specific event. Each Vision Building Session requires to be designed/developed around a success story. This is the story of an innovative educator who is using virtual museums in his/her everyday practice. Such educators are to be invited to present their exemplary cases, how they integrated the technology, what changes they noticed in student learning and what benefits do innovative practices have over traditional practices. Following this presentation, the MAS team representative must coordinate a discussion on the story/ies presented in order to: ➕ highlight the potential of the use of virtual museums in school practice; ➕ identify the pedagogies used in the scenarios; ➕ develop the scenario/s into a workshop theme; ➕ construct a Q&A about problems/challenges and solutions;

↓ develop further themes emanating from the scenario that could be developed into other workshops.

The MAS team representative has to present a series of examples of additional virtual museum environments (also analysis tools, scientific archives) that could be used to support these ideas. These resources could be from the MAS pool of resources, but also from other resources. The MAS team representative will ask the participants to design their own scenarios (based on their ideas and experiences).

Phase B - Turn ideas to implementation scenarios (1,5 hour)

After the Vision building session, participants should be prompted to further develop their own scenario in teams, allowing for collaborative evaluation in the topic of their interest. They should be encouraged to use the virtual museum environment introduced as success story or another one they know.

Phase C – MAS For You (30 minutes)

Teachers present their own scenarios with the use of virtual museum environments. MAS team representatives shall coordinate the discussion on specific requirements that must be met, in order for these scenarios to be implemented in museum and school settings. MAS team representative presents a series of possible services that could be offered to schools and museums. MAS team representative presents the overall plan of the project's implementation.

An example visionary workshop plan, together with a more detailed indicative list of questions, is included in ANNEX 2. However, the proposed organisation of Visionary Workshops is indicative and can be adjusted by the team members in communication with National Educational and Training Authorities. The MAS team could decide to run online workshops or adjust the duration of Workshops according to their time restrictions (format can vary, for instance it could take the form of a multi-session one-day workshop, to having a summer course).

The outcomes and findings of the Visionary Workshops are analysed following the end of M8. The participants of the visionary workshops are asked to also complete a questionnaire online and the MAS team produce a comparative synthesis report concerning the open answers, which are then reflected upon.

3.4 Who is the organiser

In principle, VWs are organised by the MAS core team; however collaboration in organising the workshops (finding the venue, identifying and inviting relevant stakeholders in the country) is fundamental. Two members of the MAS core team will run the sessions (in English).

3.5 Reporting

A short report will be produced on each VW by the team member present at the event, if necessary with assistance from other facilitators, to overcome possible language barriers. The report will contain:
   ↓ A list of participants, including their institutional affiliation and their contact data,
   ↓ Session 2 (short summary),
   ↓ Session 3 (detailed, but concise report on points of agreement and, possibly, disagreement); and,
   ↓ Session 4 (next steps and persons to be invited to the Community).
Reporting should be produced within two weeks from the date of the VW.

4. Specifications of Practice Reflection Workshops (PRWs)

4.1 Aims of the workshops

- To stimulate reflection and formative evaluation on pilot activities among participants and between participants and stakeholders representatives.
- To identify positive and transferable results and difficulties in the implementation of the MAS approach.
- To propose improvements in the subsequent phase of development, and to identify criteria for new schools to join the piloting and new stakeholders to join the community.
- To contribute to Project Evaluation activities.

4.2 Where and When

Three PRWs are to be organised during M12-20. These periods of time are proposed in order to align with the Phase B and C of the project.

4.3 Format

The proposed format is a full day workshop articulated in four sessions:

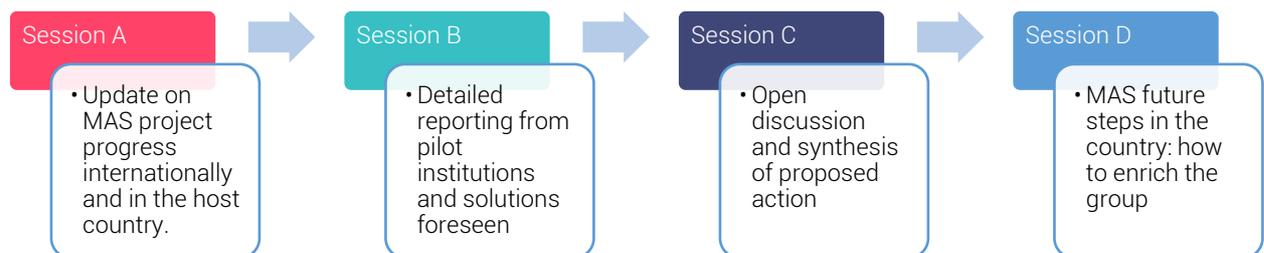| Session A	Session B	Session C	Session D
• Update on MAS project progress internationally and in the host country.	• Detailed reporting from pilot institutions and solutions foreseen	• Open discussion and synthesis of proposed action	• MAS future steps in the country: how to enrich the group

Figure 4. Proposed format of PRWs (Go-Lab, 2013).

On average, around 25 participants should attend, however larger events are advised in countries in which more institutions can participate and in the final event of the project. In such an instance, Session C should occur in parallel groups of not more than 30 participants. A more detailed and operational blueprint for PRWs will be defined in M14 of the project.

4.4   Who is the organiser

PRWs are organised by the MAS team members and the MAS mentors, in collaboration with main partners. The same principles for role distribution which is described for VW applies.
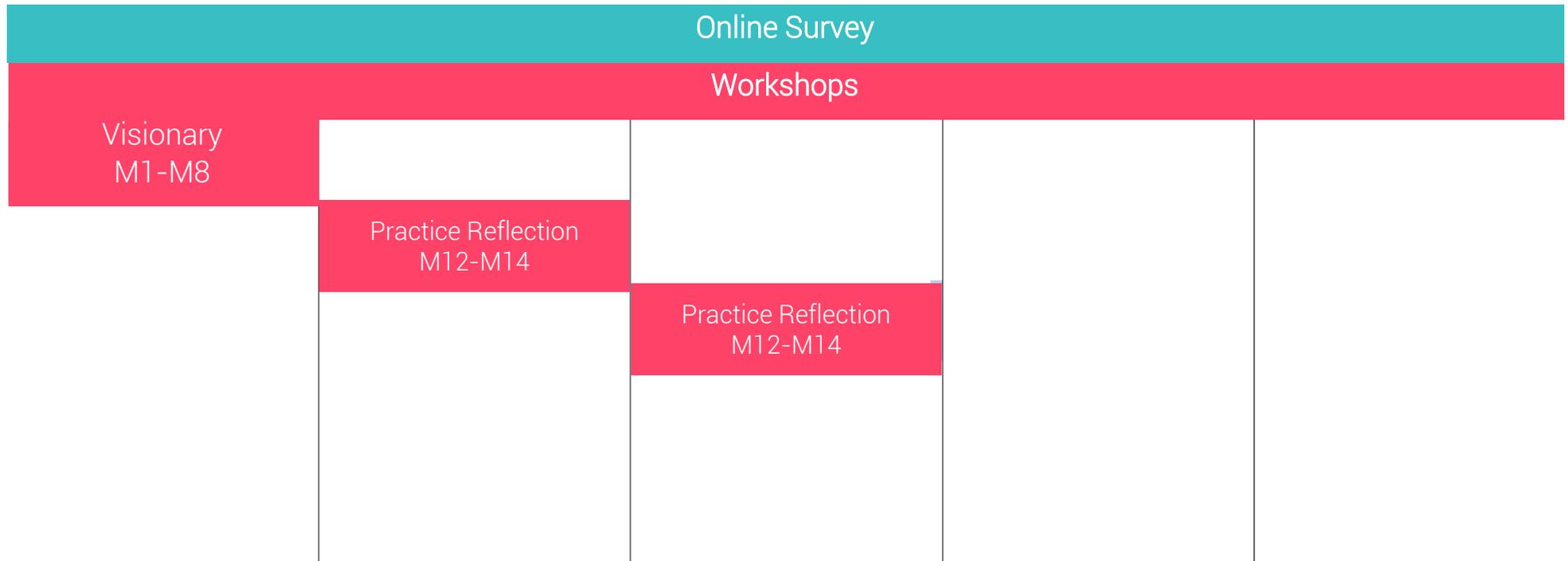
4.5 Reporting

A short report will be produced for each PRW. Local MAS Mentors will be asked to collaborate when language barriers exist. Reports will be produced within two weeks from the data of the PRW.

5. Feedback collection and specifications review

This document is a draft produced for the first year of the project, and the MAS Advisory Board will review it. A newer version, enriched by suggestions and comments, will be produced by M16. The specifications will be further reviewed on the basis of experience in running the different kinds of Workshops.

6. Appendix
ANNEX 1 - WP6 Activity timeline

Online Survey				
Workshops				
Visionary M1-M8				
	Practice Reflection M12-M14			
		Practice Reflection M12-M14		

ANNEX 2 - Example of a Visionary Workshop

1st Introductory Workshop on MAS. Using virtual museum environments for language arts teaching
CUT Tassos Papadopoulos, February 3, 2019

The workshop titled "Using virtual museum environments for language arts teaching" is taking place in Limassol, Cyprus, in the framework of continuous teachers professional development programme of the Pedagogical Institute. The main objective of the workshop is to introduce the participants to modern ICT enhanced methods for language arts teaching, involving the direct use of a desktop application in the form of a virtual museum environment. This workshop is organized as part of the MAS project, a project funded by the Research and Innovation Foundation in Cyprus. MAS aims to develop a digital infrastructure in order to make these tools more accessible, usable and exploitable by the interested user groups.

Background information and objectives

Numerous digital resources tools and applications are currently available for language arts education. Although such resources are of high quality, there are significant barriers in finding them, retrieving them and using/ reusing them efficiently. Therefore, a two-fold effort is in progress, both within the MAS initiative and within similar projects: on the one hand, digital services must be built that will make the content more accessible, usable and exploitable and on the other hand, the major user groups must be educated concerning these emerging services. This workshop's objective is to introduce the participants to the existing services of digital educational content in virtual museum environments and how these can be used in daily classroom for language arts. The intended outcome is to inform the participants on the above services and allow them to utilise them in their everyday educational practice in language arts teaching. At the same time the MAS invites interested teachers to join the process of the development of a major portal that will organize these tools and resources under an integrated approach in order to make it easier for teachers and students to retrieve such resources on the web.

Outline of the workshop

The workshop is structured in three parts. During the first part two museum educators are presenting innovative scenarios that they have implemented in their classrooms by using the specific virtual museum environment. A description of the virtual museum environment is given by the educators. During the second part, participants are asked to design their own scenarios using the same tool. The two museum educators and the MAS representative are supporting their colleagues in the process. Finally, a brainstorming session in teams aims to answer specific questions related to the user requirements for the MAS portal. This activity facilitates the process of organising these resources and at the same time to create affinity spaces that support the development of learning scenarios with the use of virtual museums. More specifically, the structure of the workshop is:

Part A: Introduction to language arts teaching using virtual learning environments (1 hour)

1. Teaching about adjectives. Plural (Presentation by Chryso Demetriou)

Part B: Participants are developing their own scenarios using the proposed virtual museum environment (1,5 hour).

Part C: Designing the MAS Portal (0,5 hour)

This part of the workshop will take place in small teams of 5-6 people. The teams, at the end of the session, will present their collaborative answers to the following questions:

- Are you currently using virtual museums in your school? If yes which virtual museums are you using? And how often?

-----INPUT FOR WP1 & WP3

- Are you collaborating with other teachers in the framework of these activities or are you working on your own?

-----INPUT FOR WP1 & WP3

- Would it be useful to have access to virtual museum environments/activities that have been realised by other teachers, or do you prefer to create your own? Would it be valuable to co-design such activities with the collaboration of experts (e.g. researchers) and teachers?

-----INPUT FOR WP1 & WP3

- Is it easy to locate such virtual museum environments (as the ones presented) on the web? Would be valuable to create a repository with such resources? If yes how these virtual museum environment would be organised in order to support easy search for you?

-----INPUT FOR WP2 & WP5

- In looking at how virtual museum environments can be implemented in the school curriculum, what are the most important problems you envision? Describe your main ideas.

-----INPUT FOR WP2 &WP5

6) How does the school as an institution allow the use of such tools? What are the limitations of the current school practice for implementing such methodologies? (Classrooms with a large number of students, not well equipped computer labs, large time investment, lack of resources and materials, the limitations of the curriculum organisation, schools pressures, lack of professional development support, etc). How could we overcome these difficulties?

-----INPUT FOR WP3 &WP5

7) What is the status of teacher training programmes on the use of virtual museums (simulations, analysis tools etc)? Are there clear methodological approaches?

-----INPUT FOR WP3 &WP5

ANNEX 3 - Example of a Practice Reflection Workshop

Purpose:

These workshops will aim to answer the following questions:

- Are the initial objectives of the proposed MAS approach being met?
- Is the proposed organisation scheme of the virtual museum environment and its respective scenarios useful for the educators' practice?
- What is the impact of the project implementation in museums and schools (along with other activities) on the individual educator? On the school and museum?
- What are the necessary changes (both pedagogical and technical) in order to develop a more suitable environment for experimentation?

Participants:

Museum educators/School teachers/teacher trainers/curriculum leaders who have been involved in several different MAS activities (training/implementation) in WP6 and WP7.

Time: 3 hours

Workshop outline:

Introduction to the workshop 10min	Brief update on the MAS project developments and the aims of this workshop

Case study presentations
 	
60min
	Who:
	Approximately 5 participants who have been chosen in advance and who have each been involved in different activities as part of WP7
	
	What:
	Each of the chosen participants will present a short (5-10 minute) case study of their involvement in the MAS activities.
	
	This case study should include:
	
	✓ The activities undertaken
	✓ The impact of the use of the MAS platform and MAS Cabinet scenarios on the teachers and students
	   o
	✓ The impact or potential future impact of the proposed
	   o environment and activities on the school and curriculum
	✓ The challenges – those that have been overcome and those which still need addressing
	Whilst listening to the case studies, the rest of the group work together in pairs or small groups to see whether themes are emerging from the case studies e.g. do many of the case studies refer to teacher role

	Student engagement? Subject knowledge? At the end there will be a group discussion of the emerging themes.
Theme analysis 20min	The themes that have emerged from the case studies should be recorded centrally on using large pieces of paper or an online collaborative document such as primarypad.com Participants will then work in groups to add examples from the case studies and importantly from their own MAS experiences that illuminate the emergent themes. For example: One theme might be the *Teacher Role (or the profile of the effective MAS user).* Participants would then briefly record their experience of impact of the MAS activities and activities on Teacher Role. They can do this by either typing into the collaborative online document under that heading, or writing on a sticky note which they then place onto the large piece of paper designated for that theme. In this way, all participants' experiences are documented.
Break 15min	Coffee break
The MAS teacher 50mins	Working in small groups of approximately 3 or 4, participants consider the MAS multiliteracies educator. Using either pen and paper or a free online poster building tool such as www.glogster.com, participants work in their groups to create an annotated poster representation of what it means to be a MAS multiliteracies educator Once all the posters are complete, groups should share their work with each other. In this situation also the whole group should consider and discuss whether there are themes that emerge from the groups' posters.
Final discussions and recommendations 25min	In a group discussion, the facilitator will refer back to the case studies and highlight some of the challenges that were described as well as reflect on the emerging themes for both the impact of the MAS approach and activities and the MAS multiliteracies educator. The final activity will then draw on the participants' professional knowledge to consider some recommendations for the further Implementation of the MAS scenarios. Participants should again break into groups to consider their top 5 recommendations. Specifically, these should highlight approaches that would address and begin to overcome on-going challenges and further support teachers to become an effective user of the MAS environment.