

Chapter 2.40

Starting with What We Know: A CILS Framework for Moving from Physical to Virtual Science Learning Environments

Bronwyn Bevan
Exploratorium, USA

ABSTRACT

This chapter examines attributes of learning in informal environments, using a research framework developed by the Center for Informal Learning and Schools. It considers how essential characteristics of learning within science centers can translate and apply to learning in Web-based informal learning environments. It argues that in designing virtual environments, informal science institutions need to build on their particular strengths and pedagogical design principles in order to fill an educational niche in the Web landscape, and not compete with commercial or even K-12 educational agencies similarly engaged in the development of online learning environments.

INTRODUCTION

Cultural institutions—historical societies, art museums, zoos, botanic gardens, science museums, and science centers, for example—offer their communities unique sets of subject-matter resources and expertise. They are adept at designing environments that can engage learners at all age levels and prior knowledge. They know something about sparking curiosity and more deeply drawing visitors into the subject matter.

Yet, much of this knowledge is unanalyzed and unarticulated among educator practitioners in these institutions. As cultural institutions move from the development and mediation of exhibit environments to the development of print or Web-based learning tools and environments, it is important that they start from who they are and what they are (Bevan & Wanner, 2003). They need to build from their unique approaches, pedagogies, and collections in order to be the best that they can be, and

also to avoid competing with commercial or even K-12 entities on terms that are not their own.

At the Center for Informal Learning and Schools, a U.S. National Science Foundation-funded initiative¹ to strengthen K-12 science education through the generation of new leaders and knowledge in the domain of informal learning, we focus our work with practitioners on deepening their understanding of the environments that they work in and the underlying pedagogical principles that inform those environments. We do this through series of institutes that meet over a two-year period to create shared experiences involving learning science through the exhibit collections, as well as promoting group discourse around a number of ideas and thinkers concerned with science teaching and learning.

CILS is a partnership of the Exploratorium, King's College London, and the University of California Santa Cruz. Since its inception in 2002, CILS has worked with over 100 museum educators, has enrolled two dozen graduate students, and has launched a dozen studies investigating informal learning institutions and opportunities. The purpose of CILS is to strengthen alliances between informal and formal systems of education. These alliances can be leveraged to enhance and expand student interest and understanding of the subject matter taught in schools. They also can ensure that the wealth of cultural resources housed in museums are made accessible to, and shape experiences of, audiences from socio-economic groups who traditionally do not visit museums.

CILS has begun to articulate areas of knowledge informal educators require in order to form effective alliances with schools. We have also developed a research framework for asking questions of these environments and alliances. Drawing on these two areas of focus—on practice and research—this chapter will examine, from a practitioner point of view, some of the particular attributes of learning environments of cultural institutions and their implications for the design

of virtual environments, particularly for school audiences.

LOOKING AT CULTURAL INSTITUTIONS

While schools, too, are cultural institutions, within this chapter the use of the term “cultural institutions” refers to institutions and organizations that collect, curate, and program public learning environments for visitors of all ages and backgrounds. These include museums, historical societies, botanic gardens, nature centers, science centers, zoos, etc. I use the shorthand “museums” for “cultural institutions” interchangeably throughout this article, because I also seek to avoid the word “informal” and therefore do not want to use the even shorter term “ISI,” for informal science institution.

The experiences that many museums aim to promote, as Hein (1998) points out, are not unique to cultural institutions, but fall within a range of educational designs reflective of theories of knowledge and theories of learning. While some museums may follow didactic theories of education, most science centers, as well as growing numbers of other types of cultural institutions, attempt to create discovery-based or constructivist learning experiences consonant with Dewey's progressive theories of education (Hein, 2004) and found in progressive K-12 schools around the globe. By situating museum-based learning on the progressive end of the continuum of learning experiences, we can begin to dispel the formal/informal dichotomy that operates to separate, indeed marginalize, museum-based learning from other types of learning, notably school-based learning. In the U.S., this marginalization adversely affects public funding and utilization of cultural institutions, and results in an imbalance in equity and access issues relating to families and individuals who have the capacity and cultural traditions to

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/starting-know-cils-framework-moving/27464

Related Content

Colouring the Gaps in Learning Design: Aesthetics and the Visual in Learning

Fiona Carroll and Rita Kop (2016). *International Journal of Distance Education Technologies* (pp. 92-103).
www.irma-international.org/article/colouring-the-gaps-in-learning-design/143254

Exploration of Social Capital and Knowledge Sharing: An Empirical Study on Student Virtual Teams

Ying Chieh Liu and Feng Chia Li (2012). *International Journal of Distance Education Technologies* (pp. 17-38).
www.irma-international.org/article/exploration-social-capital-knowledge-sharing/65532

Learning Management Systems

Diane D. Chapman (2009). *Encyclopedia of Distance Learning, Second Edition* (pp. 1355-1362).
www.irma-international.org/chapter/learning-management-systems/11921

A Multi-Agent Question-Answering System for E-Learning and Collaborative Learning Environment

Tannaz Alinaghi and Ardeshir Bahreininejad (2011). *International Journal of Distance Education Technologies* (pp. 23-39).
www.irma-international.org/article/multi-agent-question-answering-system/53220

What Makes Learners Share Feedback or Not in an Online Community for Education

Joseph Budu (2018). *International Journal of Information and Communication Technology Education* (pp. 48-59).
www.irma-international.org/article/what-makes-learners-share-feedback-or-not-in-an-online-community-for-education/200987