TAKING UP THE CHALLENGE
FROM THE 12th CONFERENCE

• THINKING CONFERENCE
• JUNE 2007
• Peter Millward
  – Education Services Manager,
  Auckland War Memorial Museum
WHERE ARE WE HEADED?

• a little about Auckland Museum and its visitor profile
• how the museum is organised for visitors

FOUR INITIATIVES SINCE MELBOURNE

• giving education parties a sneak preview of exhibitions
• enhancing a major touring exhibition for families
• an alternate approach for school groups
• Attracting families and encouraging family learning
WHO ARE OUR VISITORS?

• a closer look at who attends
• those who don’t attend are equally important but are not the focus of this paper
• some of the initiatives I will describe do address this issue
A bit of data about our visitors

Porportions of General Admissions to Auckland Museum

585,000, 90%

65,000, 10%
Porportions of Education Admissions to Auckland Museum

47,000, 72%
6,000, 9%
5,000, 8%
7,000, 11%

Early Childhood
Adult Education
Schools
Accompany Adults
Porportions of School Admissions to Auckland Museum

- 34,000, 65%
- 13,000, 25%
- 5,000, 10%

Early childhood
Primary Schools
Secondary schools
HOW IS THE MUSEUM ORGANISED?

- Ground floor
- the new Atrium
- the War Memorial galleries on the top floor
How is the Museum organised?

• We describe it as “Three Stories in Three Stores”

• Each floor is supported by a staffed Information Centre or Resource Centre
  G = Te Kakano – Pacific Resource Centre
  1 = Natural History Information Centre
  2 = The Armoury Information Centre

There is also a significant Library and Archive on the second floor
From a visitor viewpoint -

• There are three floors of ‘permanent’ exhibitions – they have an 8-10 year lifespan renewed from a depreciation fund

• On each floor there are smaller galleries for temporary exhibitions, some internally curated, others imported from other museums and galleries

• There is a 900m² gallery for Touring Exhibitions
EDUCATION WEB EXHIBITIONS

- based on Pictorial exhibitions model
- time and money put into creating the back end
- first examples were criticised by teachers
- bilingual questions were made possible
Education web exhibitions

• Designed to give a small sample of an exhibition
• Introduces main themes and ideas
• Poses a small number of questions
• These questions are now fully editable following suggestions from attendees at 12th Thinking Conference in Melbourne
These web education products are designed to provide an introduction to some of the exhibitions on display at the Auckland War Memorial Museum. They can be used independently or as part of a visit. Educators and individuals are encouraged to use the power of the internet together with other resources to explore what is available. Educators are encouraged to use the objects and their associated questions as stimulus material when preparing classes for visits to the Museum.

Over time many other exhibitions will be added to this series and the effectiveness of the questions will be monitored by the museum’s education staff.

**vaka moana**

Imagine exploring a third of the world by canoe. Vaka Moana: the untold story of the world's greatest exploration.

[click here to view the exhibition questions](#)

**da vinci**

This web education product is based on an exhibition of 50 machines built as models by artisans in Florence using the original drawings and notes of Leonardo da Vinci.

[click here to view the exhibition questions](#)
vaka moana education

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PLEASE NOTE that questions in the education stimulus material that start with an asterisk * are considered to be answerable quite readily from the material on this website. You need to select at least one type of question.

CLICK HERE to view other WEB EXHIBITION AREAS. CLICK HERE to return to the EDUCATION LIST.

Question Types

- WHAT? questions that relate to the object and can often be answered by direct observation. Sometimes this may be a comprehension question or require recall of other information.
- WHEN? questions about time or timing of events related to the object. This may involve bringing ideas together.
- HOW? these questions might explore the way an object was used or seek evidence for an observation. Often this is about application of ideas or may involve using rules or principles.
- WHICH? these questions might ask the reader to make a comparison or a selection based on observation. It may require some analysis of the ideas, perhaps even asking for some sort of evaluation.
- WHY? this type of question seeks to get the reader to go a bit deeper and try to find an explanation for something that is apparent by observation or reading. This might involve comparison and evaluation, perhaps even based on a personal viewpoint.
- WHERE? these questions focus on places and locations relating to the objects.

You may select as many types as you like. The ones you choose will be displayed for each object you view.

Language Preferences

The object options and questions for this exhibition are in English.
vaka moana education

CLICK HERE to view other WEB EXHIBITION AREAS. CLICK HERE to return to the EDUCATION LIST.

DISPLAYING OBJECT 3 OF 13

Object: Tuitauru adze
Materials: greenstone blade, wooden haft
Source: AWM 31904
Exhibition Section: Island people

CLICK ON THE IMAGE ABOVE FOR A LARGER VIEW
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### Stimulus Questions

<table>
<thead>
<tr>
<th>WHY?</th>
<th>1. Why is pounamu such a useful tool, especially in building a canoe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT?</td>
<td>2. What advantages and/or disadvantages can you see in using pounamu tools for canoe making?</td>
</tr>
<tr>
<td>WHICH?</td>
<td>3. Pounamu, found only on the West coast of New Zealand, was used for prestigious tools. Which other objects were made that show how highly Maori valued pounamu?</td>
</tr>
<tr>
<td>HOW?</td>
<td>4. In New Zealand flax rope was used for lashing. Flax fibres are up to three times longer than coconut fibres. How would this help in rope making?</td>
</tr>
<tr>
<td>WHY?</td>
<td>5. Research some legends from New Zealand and the Pacific. Can you find any that suggest why common ancestry for Polynesian people is considered possible?</td>
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Complete your response in the free text box below then click Send to email this page.
Vaka Moana
Education

Stimulus Questions

WHY? 1. Why is pounamu such a useful tool, especially in building a canoe?

WHAT? 2. What advantages and/or disadvantages can you see in using pounamu tools for canoe making?

WHICH? 3. Pounamu, found only on the West coast of New Zealand, was used for prestigious tools. Which other objects were made that show how highly Maori valued pounamu?

HOW? 4. In New Zealand flax rope was used for lashing. Flax fibres are up to three times longer than coconut fibres. How would this help in rope making?

WHY? 5. Research some legends from New Zealand and the Pacific. Can you find any that suggest why common ancestry for Polynesian people is considered possible?

Your response to the stimulus questions above:
vaka moana

exhibition questions

A copy of your response is automatically sent to the Museum Education Staff.
Auckland Museum gives you an assurance that the privacy of your email address will be respected.

I wish to receive the Auckland Museum e-newsletter.

The email address to which I wish to send my education web exhibition response is:

Email Address
The results so far . . .

- They have been well used but not heavily used
- Where we have had an opportunity to introduce the concept to teachers they have been enthusiastic about the potential
- Some of the student feedback has been very good indeed, creative and quite original. All emails sent from the site have an automatic CC to our education staff.
THE BLOCKBUSTER EXHIBITION

- EGYPT: BEYOND THE TOMB
- Organised by Australia Museum in Sydney with collection material from The National Museum of Antiquities in The Netherlands
- Opened 25 May 2007 after almost one year’s planning
- More than 2000 visitors in the first weekend and 6000 education bookings in place – mostly from Primary schools
Current major offering -

• EGYPT: BEYOND THE TOMB
  Keku’s Journey
• Clearly this was going to attract families and school parties but the challenge to the Exhibitions staff and Education Services staff was to do something to deliberately engage with the families and facilitate ‘family learning’ or ‘inter-generational learning’
Strategy

EXHIBITION

+ 

MULTIPLE MEANS OF ENGAGEMENT

+ 

FAMILY LEARNING SUPPORT
Gallery layout
Preparation for death

Keku and her father went shopping and bought things for her tomb and afterlife.

Find the shabti. Why did Keku want them?

What would you buy for your tomb?
How would you design your coffin?

You can make a rubbing of a shabti in this part of the exhibition.
So what happened so far?

• Families who have borrowed and used the Family Guides in the first two weeks of the exhibition have averaged 56 minutes in the exhibition. The longest is 2.5 hours.

• The families who have not borrowed the guide [we have checked about a dozen families so far] report spending about 30-40 minutes in the exhibition. The shortest is 11 minutes.

• School evaluations so far have been extremely positive and supportive of the initiative

• A more thorough evaluation is planned
AN ALTERNATIVE TO THE CLASSROOM SESSION AND THE TEACHER WORKSHEET

• The museum is correctly seen by the education sector as a resource centre.
• The major point of difference is “real objects” including handling collections together with the research that sits behind the collections.
• The key question remains “How best to use it?”
Something different for schools

• Most commonly school parties do one of two things –
  • They self-lead on a tour of all or part of the Museum most often using a worksheet generated by the teacher OR
  • The class is handed over to the ‘expert’ at the Museum who delivers an interactive lesson on the topic of choice, usually based on discussion with the teacher.
a pilot initiative

- One floor of the Museum is made available each term for one week, where no other classes are booked in the space.
- Up to 150 students [so far from one school at a time] have free reign in the floor and the Museum provides a range of staff to facilitate the students exploring and discovering or researching answers to their own questions which are submitted to the Museum prior to their arrival.
- The visit may involve special resources, touch trolleys, visits to collection stores for some students . . .
Outcomes?

- Probably a bit early to tell. So far we have had three groups in but we have noticed:
  - A lot depends on the teachers involved
  - The students need to have done some sort of orientation visit previously
  - You need to spend a lot of time clarifying what is being offered with the teachers from the schools
  - Some schools are nervous about offering different opportunities to different students from the same group
CREATING A MAJOR ATTRACTOR

- Visitor programmes in museums generally fit into one of two categories – “attractors” or “delights”
- An alternate view is to describe them as “hand on the heart” or “hand in the pocket”
An issue of demographics

• Three years ago research suggested that nearly 60% of adult visitors to the Museum were ‘tourists’

• Aucklanders were proud of their ‘Museum on the Hill” but tended to visit most often when they had visitors from out of town.
Strategy

• Lets take advantage of a gallery with a high appeal – ORIGINS on the Natural History floor and deliberately seek to exploit its attracting power to attract and engage with Auckland families