



Into the Gallery -The Museum Experience Pennsylvania

EDUO 9806 1 Semester Credit/Unit

Instructor – Tina Romano

tromano@dominicancaonline.com

Syllabus

Course Description

The purpose of this self-paced course is to provide teachers with the opportunity to gain knowledge and insight into the history of dinosaurs through visiting the outstanding museums in their area. Teachers will tour exhibits, explore four archeological sites, and will either utilize the World Wide Web to gain further information or will travel to Dinosaur National Monument. Teachers will then utilize this information and experience to enhance classroom curriculum.

Course Objectives

Teachers will:

- Learn what educational programs and other opportunities are available for their students at five local sites, as well as gain further information from the website below.

www.paarchaeology.state.pa.us

- Research information about the sites before visiting in order to learn what educational programs and other opportunities are available for their students at the museum and archeological sites.

- If available, make an appointment to see the director of educational programs.

- Gather information from the visits and research to determine if:

- The sites are worthy of a student field trip.

- Classroom lessons can be developed from the experience.

- Evaluate the experience as to its relevance for an educator.

Course Requirements:

- Participants in this class will tour, at their convenience, hike the four archeological sites, and use the World Wide Web to gain further insight into this subject. It is advisable to call ahead for the days/hours the museums are open to the public. Be prepared to take notes.
- After completing the tour of a museum or archeological site, the Passport Page should be stamped and/or signed, as well as dated by the docent or receptionist. Evidence, such as photographs, museum stamps, a signature from a docent, a brochure, and ticket, must be attached to the Passport Page as proof of a personal visit. Knowing that most, if not all archeological sites, will be unmanned, be sure to take pictures of yourself in front of various signage.
- Complete the required guided reflections on each museum, archeological site, and research on the World Wide Web/visit to the Dinosaur National Monument. Coursework must be typed, double-spaced with 12 pt. font. Each reflection should be at least one page in length. All four questions listed in the coursework are to be addressed for each site visited.
- At the end of the course, you must complete the summary and evaluation sheet. This document must also be typed, double-spaced, with a 12 pt font. The Passport Page (including documentation), reflections, and the summary and evaluation should be created in a document that can be posted online in the DROPBOX found on your Moodle course page.

Grading

The Pass Port Page (including documentation), thoughtfully written reflections, and the Summary and Evaluation will be graded on the following rubric. Please note that work for a one-unit university graduate level course is a required 15 hours of “contact time”.

Grading Rubric: Written Response Rubric

Exemplary: Met and Exceeds Expectations A+ to A-	Acceptable: Meets Expectations B+ to B-	Unacceptable: Needs Improvement. Must be resubmitted.
Reflective, thoughtful ideas relevant to the assignment are clearly stated.	Presents some relevant ideas and connections to the assignment.	Few relevant ideas connected to the assignment, some ideas unclear.
Very well organized	Is generally well organized	Shows little organization

Reflective piece covers numerous facts and specific details of the learning experience	Some facts and specific details of the learning experience are included.	Few or no facts or specific details of the learning experience are included.
Free of Spelling or grammatical errors	Writing contains a few spelling or grammatical errors.	Numerous spelling or grammatical errors. Writing is difficult to read.

Instructions for coursework submission:

Written Assignments

Your coursework should be created in a document that can be emailed directly to the instructor. Coursework should be typed, double-spaced with size 12 font. Reflection write-ups should be one or more pages in length and address every question in the coursework. Pictures and documents may be scanned and posted along with your Word or PDF file of written assignments. Label everything carefully with the assignment number and make sure that your name and email address are easy to locate.
Visit four sites and submit responses for EACH location.

IMPORTANT - Camera images can be very large files. Save the images in lower definition resolution in order to keep document file sizes down for emailing.

For assistance email jherz@dominicancaonline.com

EMAIL your completed documents to the instructor's email listed on the syllabus you are working from.

PART ONE – Evidence of your visit (Attach to the Passport Page)

Pictures of Yourself

- In front of the entrance of the museum or archeological sites with its name visible or any other recognizable landmark.
- Examining museum displays or exploring the archeological sites.
- With a museum employee or volunteer (if possible)

Documents

- Your entrance ticket to the museum and/or pamphlets, brochures, or any other information obtained at the museum or archeological site (may be pictures or scans).
- Be sure to have an employee or volunteer stamp or sign the Passport page and date it.

PART TWO – Reflections and classroom connections

Museums

- What did you appreciate and enjoy the most about the tour of the museum?
- What interesting fact(s) did you learn or re-learn?
- Describe at least one enrichment activity/lesson that would result from your visit to this museum.

Fossil & Archeological Sites (please be sure to answer these questions for all four sites)

- What did you appreciate and enjoy the most about each hike?
- What interesting fact(s) did you learn or re-learn?
- What did you learn about the person who first discovered this site?
- Would you consider having your class visit one or more of these sites? Why or why not?

Teacher Choice Activity (be sure to answer the questions for the option that you have chosen)

Questions for the World Wide Web Search

- List the web address and a brief description for each website.
- Is this a website that you would utilize with your students? Why or why not?
- What interesting fact(s) did you learn or re-learn while visiting this site?
- Describe a lesson/learning activity that you could implement in the classroom from each site.

Questions for the Dinosaur National Monument Visit

- What did you find out about the history of this landmark? What further questions do you have about this site?
 - What did you appreciate and enjoy the most about your visit to this national monument?
- Describe a lesson/learning activity that would result from your visit to this national monument.

PART THREE – Process

- Are these sites suitable for a classroom field trip – Why or why not?

PART FOUR – Evaluation

•Summarize and evaluate your experience visiting and researching these sites regarding its value to you as an educator.

OPTIONAL

- Do you have any suggestions to improve this experience?
- Would you recommend this class to other teachers? Why or why not?

PASSPORT PAGE

Please have each historic site receptionist sign/stamp and date this page, or attach an admission receipt and/or photograph(s) of the site for documentation of your visit.

Dinosaur Journey Museum

Fossil and Archeological Sites

Teacher Choice: _____