

## Evaluation

At the end of the coursework, both the teachers and museum staff need to think about an evaluation of their collaboration and of the results of the coursework. You can share the best way to evaluate, using the Generic Learning Outcomes and other formal and informal methods.

The students' products should be displayed in a **final exhibition**, for example for a specific event organized by the partners, perhaps in collaboration with the local community (a festival, cultural meeting, happening). You can organise it at the museum, at the school or at a community venue. Don't forget to invite the students' families and, depending on the occasion, the local authorities. You can promote the exhibition through social media and local press.

## Share your experience

Share your experience with your colleagues: talk to them about your experience, invite them to the final exhibition and tell about your project as much as you can.



# USING THE INTRFACE EUROPE METHODOLOGY

**intrace europe**  
**Denmark, Ireland and Italy**



## This Methodology

is both for national and transnational museum-school partnerships. Transnational partners can meet on Skype, and an array of museum objects shown on Skype or a Facetime meeting in the museum exhibits can take the place of a walk-and-talk tour. The important thing is to create a platform for the partners' ongoing dialogue.



## The intrface europe methodology

Our Methodology offers you a guide for establishing a sound, sustainable partnership between a museum and a school, whose collaboration aims at developing and carrying out museum-based coursework for students. A prerequisite for the partnership's success is sharing all the phases of the work of planning and carrying out the coursework. The learning activities should take place both at the museum and at school. If possible, both teachers and students should spend time at the museum and the museum staff should visit the school.

You and your partner are responsible for keeping the communication between yourselves open and easy, and making sure that you have the support of your colleagues and of your institution's leadership.

### First meeting

A first meeting usually takes place at the museum where teachers and museum staff can take a walk-and-talk tour and do a brainstorming session as an inspirational starting point for discussing the coursework. During this first meeting, both partners' needs and expectations should be talked about openly. From its very outset, planning the coursework should be a co-creative process. Before the end of the meeting, remember to schedule subsequent meetings to finalize the coursework, e.g. to define topics and organize the activities that will be done at school and at the museum. Don't forget to share your contact information so that you can keep in touch (telephone, email, Skype).



### Second meeting

A second meeting is necessary to design the coursework in detail: You can define the topic, specify the learning goals using the Generic Learning Outcomes, establish the number of students attending the coursework and talk about their level and needs (special needs, attitudes, interests). Finally, you have to organise a first timetable of the activities. Remember to give equal attention to both partners' learning environment. Don't forget to take the local press into account because it is very important that your community is given the opportunity to know about and appreciate what you are doing.

### Mid-project meeting

Both partners should carry out the coursework, equally. It is a good idea to keep in touch and, if possible, to plan a mid-project meeting (maybe a 'face to face' one). Be open to re-adjustments!



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