Smithsonian Latino Virtual Museum (LVM) Transmedia Project

September 23, 2015
Agenda

- NGCP Overview
- LVM Project Overview
- New York LVM Trainings
- Integrating LVM resources into programs
- Next steps
- Questions
NGCP Vision

The National Girls Collaborative Project (NGCP) brings together organizations that are committed to informing and encouraging girls to pursue careers in science, technology, engineering, and mathematics (STEM).
NGCP Goals

1. Maximize access to shared resources within projects and organizations interested in engaging girls in STEM.

2. Strengthen the capacity of programs by sharing exemplary practice research and program models, outcomes and products.

3. Use the leverage of a network and the collaboration of individual girl-serving STEM programs to achieve gender equity in STEM.
The LVM is a cross-platform immersive education initiative based on bilingual mixed media experiences created to enhance visitor's knowledge, understanding and appreciation of Latino Cultural Heritage through innovative and engaging online experiences.
LVM Education Goals

• Provide educators with innovative teaching and learning strategies designed to motivate and engage youth in STEAM careers.

• Provide educators access to culturally responsive teaching resources that combine real-world and virtual world experiences for formal and informal programs.
Teacher Toolkit

• Collection of tools and *transmedia* resources to augment your classroom curriculum!

  Teacher Toolkit English
  Teacher Toolkit Español

  latino.si.edu/LVM
What is Transmedia?

- Virtual Exhibitions (multimedia & 3D installations)
- ePublications (ibooks, eBooks & interactive PDFs)*
- 2-D /3-D Simulations and MUVES (games & virtual worlds)*
- Multimedia: Animation Video Shorts, Video Tutorials, Oral Stories*
- Real & Virtual Outreach Activities (workshops, festivals, concerts)*
Teacher Toolkit

Modules and Themes

6 modules exploring three themes:

- **American Experience**
- **Sustaining a Bio Diverse Planet**
- **World Cultures**
Teacher Toolkit

Honoring Our Ancestors through Community Celebration

Build Your Own Altar

About Day of the Dead

For Teachers

Glossary

Resources

Build Your Own Altar
Use the items below to build your own Day of the Dead altar. Drag the items on to the altar to set them in place. When you are finished print your altar and share with others. To clear the altar and start over, press the “clear items” button.

Smithsonian Latino Center

latino.si.edu/LVM
Teacher Toolkit

Eco Explorers Game
Teacher Toolkit
Teacher Toolkit
Teacher Toolkit
Teacher Toolkit

Chequea Esto Animation Short
Toolkit Design

- Aligned to Common Core
- 21st Century Skills
- Identity Connections
- Constructivist Approach to Learning
- Critical Thinking
- Career Pathways
Curriculum Design

1. Immersive Learning Experiences
2. Reflection
3. Making Connections
4. Sharing using media and technology
Curriculum Design: Eco Explorers & Day of the Dead Module

1. Immersive Learning

Youth learn about watersheds by exploring a 3D simulation environment as citizen scientist. *What is a watershed and why are they important?*

Youth learn about the Day of the Dead celebrations and traditions and their meaning through interactive media components. *What is the Day of the Dead and how is it celebrated?*
2. Reflection

Youth reflect on what they learn through guided questions that involve critical reflection. *What are the problems caused by pollution to a watershed? How can we protect watersheds?*

Youth reflect on what they learned through guided questions that involve critical reflection. *Why is it important for some people to create home altars?*
3. Making Connections

Youth apply what they learn to their own communities. *What does the watershed in my area look like? How can I protect the watershed in my community?*

Youth relate what they learn to their own life, culture, and community. *Do people in my community honor their loved ones that have passed away? How?*
3. Sharing Learned Materials & Experiences

Youth capture and share their knowledge about waterheds and the Day of the Dead using technology and transmedia tools, and other hands-on activities. Students develop their own digital stories using their own drawings, words, and photos, and share them with their peers and family.
NY STEAM Girls Collaborative

New York LVM Trainings

- Smithsonian LVM Trainings were provided as NY STEAM Professional Development Events
- Outreach via NY STEAM Newsletter and social media
- Provided an opportunity to build on existing reach
New York LVM Trainings
NY STEAM Girls Collaborative

May 2015
Held at Smithsonian American Indian Museum in NYC

August 2015
Held at Pace University, School of Education in Pleasantville NY
Overview of Trainings

May 2015 Training: Smithsonian American Indian Museum in NYC

- Held from 9am to 2pm
- NGCP & NY STEAM Overview
- NGCP signature activities – Speed Networking & Cultural Bingo
- LVM Teacher toolkit
- Ceramica module in-depth
- Eco Explorers Overview
- Optional: Tour Ceramica Exhibit after training
Overview of Trainings

August 2015 Training
Pace University – School of Education
Pleasantville NY

- Held from 9am to 12:30pm
- NGCP & NY STEAM Overview
- NGCP signature activities – Speed Networking
- LVM Teacher toolkit
- Day of the Dead module in-depth
- Eco Explorers Overview
- Evaluations
LVM Training Participants

• Diverse group of informal Educators & Teachers from New York and New Jersey
  • School Systems (Brooklyn, Freeport, Ossining, Scarsdale, NYC, White Plains)
  • Informal Programs (YWCA–Princeton, YMCA-White Plains, STEP, Freeport-extended day, Ollin Yoliztli Calmecac)
  • Student Teachers – Pace University

• Participants’ Programs/Classrooms mostly serve grades 5 to 8 with a high Latino population
LVM Training Lessons Learned

Successes

• Secured partnership with state educator organization (NYSUT) to provide in-service hour credit to teachers
• Strong collaboration with Pace University – School of Education
• Navigating the LVM seemed to be relatively easy for attendees ONCE they had an initial guided training. Hands-on training important.
Opportunities & Recommendations for the Future

- Technical Requirements – need to ensure that modules are downloaded to computers to be used in the trainings in advance
- Hold trainings on non-school days
- One of the LVM modules utilizes Second Life, there is some concern over youth leaving the LVM virtual world to open areas. Monitoring of students is important.
Integrating LVM Modules and Resources into Programs

Girls Inc. of the Pacific Northwest
Partnered with Arleta K-8 school (SUN Program) to implement lesson plans from the toolkit in an afterschool program.

Program Objectives:

• Introduce the Project & Watershed.
• Explore the Watershed through the Eco Explorers game (immersive learning experience).
• Explore local Watershed issues through hands-on activities and informal interviews (immersive learning).
• Reflect on learning experiences and make connections to what is happening with water in the community (Reflection & Connections).
• Share learning experiences using media and technology.
Integrating LVM Modules and Resources into Programs

Infuse Positivity – Boys and Girls Club of San Antonio, Texas

- Afterschool program for girls 8-14.
- LVM curriculum was used during a one week summer camp.

Activities:
- Field trip: visit to a local park and museum to learn about watersheds.
- Introduction to the LVM curriculum and Eco Explorers game.
- Mini-challenge to develop an eco-friendly product to entice kids to drink water.
- Culminating activity: develop a filtration system to remove water pollutants.
- Sharing of learning experience through oral presentations.
Comments from Workshop Participants

A. The most valuable aspect of the training was learning about the LVM resources and being able to explore the resources during the training
• Being able to explore the website with others and the question-based activities.
• As a teacher I love free resources that are applicable! I can use the resources now especially after the final exams.
• I love the fact that it is interactive, and engaging! Every kid would live to play a game while simultaneously learning.
• I enjoyed working with someone else to communicate and grow ideas of how to use what I learned today.
B. Participants would share the curriculum with other educators and/or incorporate in their classrooms/programs

• I will incorporate the Eco-Explorers into our Community Garden module and curriculum, which will run the summer. Next year, I will use ALL modules in my classes because as presented they are common core based.

• I will share it with the social studies and art teacher. I think the 6th graders I work with would love the activity.

• I will train my staff and implement the use of LVM as part of our use of technology and education in our afterschool program.

• I will plan to use the materials to introduce the class to the Day of the Dead and have them create their own altars. The Eco Explorer Series and Latino Virtual Gallery will be used throughout the year to enhance the Social Studies and Science curriculum.
Comments from Workshop Participants

C. Participant implementation plans

- I’m excited to incorporate the Day of the Dead module into a mini-research project on cultural competency for my program.
- In my out of school time program, I will have my younger students build a Day of the Dead altar in LVM that honors a family member then print it out to share importance of the cultural significance and the personal story with others.
- As teachers are required in the NY Standards, to compare different folk stories from different cultures, I plan to use the LVM resources for this.
- In my classroom, I will utilize the Eco Explorers module as it aligns with digital literacy, and projects on the migration from Canada to Mexico using the Eco Explorers module.
Next Steps

• **October 2015:** Day of the Dead Activities
• **January-March 2016:** Workshops across the United States
Questions and Discussion

- Smithsonian Latino Virtual Museum
- National Girls Collaborative Project Events
- Alicia Santiago, santimiller@me.com
- Karen Peterson, kpeterson@ngcproject.org