



## **History Trust of South Australia**

# Digital Learning Strategy

2021-2023



Government  
of South Australia

Giving the past a future now!



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## Acknowledgement of traditional owners

The History Trust of South Australia acknowledges the Traditional Custodians and Elders of this nation and pays respect to the Kurna people on whose land we are situated. We acknowledge that First Nations lands and sovereignty were never ceded and that building a shared understanding of history is critical to the future of this place.

## Introduction

Globally educational institutions recognise the importance of developing lifelong learners who can understand and apply 21st-century learning skills. These skills are evident in both the Australian Curriculum's cross-curriculum priorities and general capabilities, as well as the Melbourne Declaration on Educational Goals for Young Australians. Museums have a significant role in the educational process as a trusted source of information, instruction and inspiration for students, teachers and other life-long learners. In an increasingly digitised world, museums have the opportunity and responsibility to connect with more diverse audiences from a larger spectrum of the community to ensure equity and excellence for all learners.

A digital approach to learning requires a rethinking of how museums engage and interact with their audience. It is “more than...making collections available online...It requires systematic instructional design that carefully considers the learners and the learning objectives, followed by the consideration of the best tools to meet those objectives”. In order to address this issue, a digital-first approach is necessary when creating new education programs. A digital-first approach can allow a much broader audience to access programs that use the full potential of technology to explore and enhance the museum experience.



## The History Trust of South Australia

The History Trust of South Australia (HTSA) is committed to telling the stories of all South Australians. The digitisation of collections has occurred across all museums and galleries to help collect, preserve and share these stories. The HTSA Digital Learning Strategy aligns with the HTSA's *10 Year Goals 2021-2031* and *Strategic Plan 2018-2022*. Further, it addresses the recommendation raised by the History Trust of South Australia's Education Programs Review 2019 and targets outlined by the South Australian Department of Education.

### **10 Year Goals 2021 – 2031**

Goal 1:

Ensure most South Australians have a highly positive experience of the History Trust annually.

Goal 2:

Be recognised as the leading voice for making the stories of South Australia relevant across the world, for the world.

Goal 3:

Explain the complexities of the past and build wisdom for today.

Goal 4:

Be a leader of excellence in the network of historical enterprises.

Goal 5:

Significantly grow earned income.



## Current Education Programs and Digital Learning

The History Trust of South Australia has consistently produced high-quality education programs across its four museum sites and galleries. Museums and galleries of the HTSA regularly see more than thirty thousand school-aged students and their teachers attend their sites every year, with numbers only declining over the 2019-2020 year due to the impact of COVID-19. Our programs have traditionally had strong attendance from primary aged students from metropolitan, category 5-7 schools.

A typical education visit to a HTSA site usually consists of a guided tour or activity led by a skilled museum officer. Some of these programs use paper-based materials and activities to support learning. Programs can also include immersive and hands-on activities that allow students to learn through play and discovery.

Steps to digitise some of the education offerings made by HTSA has included the creation of two iPad programs at the Maritime Museum and downloadable PDFs of resources, guides and units of work made available through each museum's websites. In addition, websites such as *The Bound for South Australia 1836: A digital re-enactment* are successful and well-loved teaching tools that utilise the HTSA's access to a broad collection of primary and secondary sources and objects.

Professional development has also been a rich tool of engagement for our schools and teachers, with many teachers partaking in a course offered at one of our museum sites. Trials of online professional development opportunities began in 2021.

<sup>1</sup>Anne Kraybill, "Going the Distance: Online Learning and the Museum," *Journal of Museum Education*, 40, no. 2,(July 2015):99, <https://www.tandfonline.com/doi/pdf/10.1179/1059865015Z.00000000085>



## Vision

The Education team is committed to realising the objectives, goals and values of the HTSA by using innovative and evidence supported educational practices. Programs moving forward will be created using a digital-first approach and embed technology in a meaningful way to reach underserved schools, students and teachers. In particular reaching regional and category 1-4 schools in addition to our current frequent visitors is a priority. We will endeavour to be a port of call for teachers seeking support and training in the teaching of HASS, History and beyond.

## Strategic Priorities

To meet our commitment to supporting educators and students to learn about and tell South Australia's stories through a digital-first approach, we have developed three overarching strategies:

1. Enable all students and teachers in SA to access the HTSA's museums, galleries and programs using a digital-first approach.
2. Develop a strong online presence as a trusted source of information, resources and training for the teaching of South Australia's history.
3. Demonstrate innovative and dynamic practice to address digital and societal change.
4. Share past and present-day stories, experiences and perspectives of South Australia's Aboriginal peoples.

## Priority 1

*Enable all students and teachers in SA to access the HTSA’s museums, galleries and collections using a digital-first approach:*

- Develop online experiences including tours and excursions that explore the HTSA’s museums, galleries and collections.
- In collaboration with curators and Artlab, create and provide access to museum discovery kits including a version that utilises digital technology.
- Increase the number of students accessing programs and excursions run by the HTSA, especially those from regional and category 1-4 schools.

### Strategies

### Targets

1.1 Design on-line incursions that meet the standards outlined in the Australian Curriculum (AC) and Early Years Learning Framework (EYLF) for students from preschool to year 12.

Create and maintain a designated studio for online incursions.

Train staff to deliver online learning using digital technology.

Create and trial a minimum of two online incursions by the end of 2021, ready for implementation in the 2022 school year.

By the end of 2023, develop online incursions targeting each school year level (R-10).

Revise online incursions annually to ensure best teaching practice and alignment with the AC or EYLF.

1.2 Expand upon the current digital walkthroughs available for the National Maritime Museum & South Australian Maritime Museum to create an interactive virtual tour for all of the HTSA’s museums and galleries.

Review digital tours of National Maritime Museum & South Australian Maritime Museum currently available through Google Street View to see if interactive elements can be added.

Investigate software to create 3D virtual tours of museums and gallery spaces, e.g. Matterport or Moyospace.

Create virtual tours for National Maritime Museum, South Australian Maritime Museum, Migration Museum and Centre of Democracy.

Provide curriculum aligned resources to support virtual tours.

## Strategies

## Targets

1.3 Ensure clear communication across all school sectors across South Australia to ensure that educators are aware of new virtual access to museums.

Promote new on-line experiences through establish marketing and communications channels.

Reach out to educators who are not currently accessing our programs and/or are unaware of our educational offerings.

Work with South Australian Department of Education to promote the HTSA museums and galleries educational programs, including on-line incursions and virtual tours.

1.4 Work with curators and Artlab to create museum discovery kits containing objects, books, games, historical documents and teaching resources.

During 2022, develop four museum discovery kits. Review kits at six months and twelve months.

Expand museum discovery kits in 2023 to include Raspberry Pis.

1.4.1 Develop a booking platform for the loan and return of discovery kits

Develop a mechanism on the HTSA website to enable the booking of kits.

1.4.2 Collaborate with George Oates to extend discovery kits with digitised discovery kits that utilise Raspberry Pi's to encourage student participation.

1.5 Develop a robust and consistent data collection process to provide feedback on programs and the demographics of attendees.

Establish processes for collecting visitor data for online incursions, online tours and museum discovery kits, including:

- School year
- School sector
- Index of Educational Disadvantage category
- Popularity of programs
- Teacher/student feedback on programs.



## Priority 2

*Develop a strong online presence as a trusted source of information, resources and training for the teaching of South Australia's history:*

- Develop the HTSA website as an easily searchable resource for content and media to support the teaching of South Australian history.
- Provide professional development opportunities for educators both online and at the HTSA museums and galleries.
- Ensure clear and effective communication to educators to build trust in the HTSA brand.

### Strategies

### Targets

2.1 Create an online learning space for teachers and students to access resources and lessons.

Develop a HTSA education webpage that allows users to quickly search for learning materials and resources.

Explore the viability of an online classroom environment for students.

Implement a membership process to allow access to the HTSA teaching platform, with possible payment options explored.

2.2 Create content that tells the stories and history of South Australia and its people, including Aboriginal perspectives.

Create content that helps teachers to teach the history of South Australia in particular and Australia more broadly.

Create content that ensures a multi-sensory, hands-on or digital approach.

Consult with appropriate agencies and groups to create content that teaches the histories, cultures, traditions and perspectives of First Nations peoples.

Collaborate with schools to design and test new educational programs.

Develop resources that incorporate non-HASS subject areas, cross-curriculum priorities, and general capabilities in order to address additional aspects of the Australian Curriculum.

## Strategies

## Targets

2.3 Deliver professional development opportunities for South Australia’s educators with a focus on skills as well as content.

Run four digital professional development workshops per year; workshops may offer multiple sessions. Digital professional development will run in addition to physical programs.

Record workshops and make them available with additional materials at an accessible cost to teachers

Establish an Learning Management System that allows teachers to participate in self-paced learning modules.

Establish a teachers’ network to encourage teachers to share ideas through the HTSA platforms.

2.4 Establish a thorough and extensive online collection of media to support the teaching of content.

Create video playlists to collect educationally focused content.

Create new video content and upload it across different sites and media platforms.

Create teaching resources to accompany HTSA created videos.

2.5 Raise the HTSA’s profile as a trusted source of information and support for South Australia’s schools and teachers.

Engage with marketing and communication teams to build awareness of educational programs and resources within the community.

Establish relationships with other organisations and the South Australian Department of Education to promote the HTSA’s educational presence.

Build a brand reputation by providing quality content, experiences and opportunities.

## Priority 3

*Demonstrate innovative and dynamic practice to address digital and societal change.*

- Work towards becoming leaders in the field of galleries, libraries, and museums (GLAM) education in South Australia.
- Maintain and grow the network of private and public collaborators who work with the HTSA on educational programs.
- Address emerging changes in education and digital technologies to ensure world-class programs.

### Strategies

### Targets

3.1 Demonstrate excellent practice in museum education and work towards leading this field in the South Australian GLAM sector.

Create procedures, frameworks and toolkits to assist organisations in the South Australian History Network to create and deliver educational programs.

Develop outstanding programs and methods of delivery that adopt innovative technologies and teaching practices.

Maintain and update programs and resources annually to ensure relevance, functionality and to respond to feedback.

3.2 Build relationships with local cultural institutes, schools and businesses to collaborate on projects and educational programs.

Establish a teachers' Learning Advisory Panel to provide feedback and co-create programs and resources for the HTSA.

Establish working relationships with pre-school, primary and secondary schools to collaborate on the design and/or implementation of programs.

Work with local businesses to develop innovative digital learning programs.

Establish relationships with local cultural institutes to share best practice and potentially co-design projects when interests align.

## Strategies

## Targets

3.3 Use current research and evidence-based teaching practices to meet changes in teaching and learning.

Maintain the professional development of the education team through participation in conferences, workshops and training to inform the development of programs.

3.4 Create and adapt programs to meet changing digital trends.

Follow digital trends and adopt the latest technology where appropriate, to enhance education programs and experiences.

## Priority 4

*Share past and present-day stories, experiences and perspectives of South Australia's Aboriginal peoples.*

- Grow teacher confidence in their ability to teach the history and share the stories of South Australia's Aboriginal peoples.
- Provide students with authentic representations of the history, stories and experiences of South Australia's Aboriginal peoples.
- Create opportunities for Aboriginal perspectives to be embedded across all education programs.

## Strategies

## Targets

4.1 Provide teachers with reliable information about the history of South Australia's Aboriginal peoples.

Consult with appropriate agencies and groups to provide online resources for teachers on the histories, cultures, traditions and perspectives of South Australia's Aboriginal peoples.

Create professional development opportunities on teaching the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority, with a focus on the histories and experiences of South Australian Aboriginal peoples.

Provide teaching guides on Aboriginal objects within the HTSA's collections.

## Strategies

## Targets

4.2 Create resources that enable teachers to prepare and teach lessons that increasingly tell the perspectives of South Australia's Aboriginal peoples.

Create lessons, units of work, worksheets, and other resources to be made available on the HTSA Education website that tell the history of Australia from an Aboriginal perspective.

4.3 Create resources that engage students in learning about the history, stories and experiences of South Australia's Aboriginal peoples.

Create engaging and interactive digital resources that teach the stories and histories of South Australia's Aboriginal people, ensuring authentic representation, engagement and consultation with appropriate people and organisations.

4.4 Create resources that promote the revival of South Australian Aboriginal languages.

Using a range of media, create and retell bilingual stories in English and South Australian Aboriginal languages, including but not limited to Kurna.

Create digital and downloadable resources that promote the use of South Australia's Aboriginal languages.

4.5 Work in consultation and create partnerships with Aboriginal businesses, artists, organisations and voices to create authentic opportunities to include Aboriginal perspectives in education events and resources.

Establish relationships with local Aboriginal artists, businesses, and organisations to potentially co-design resources and events.

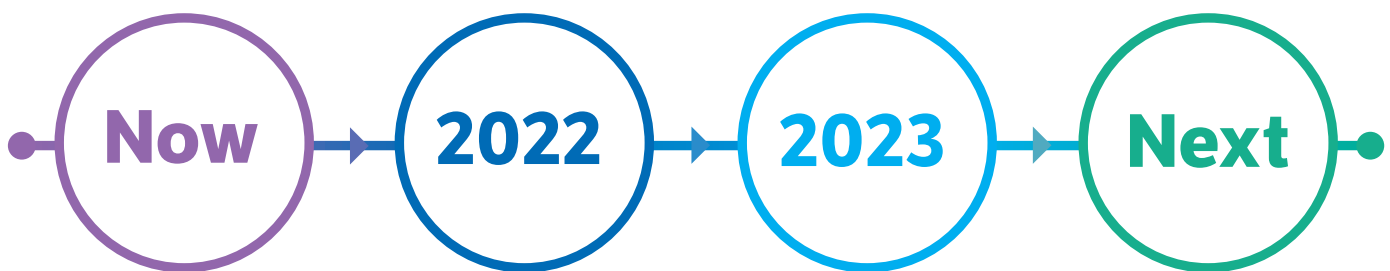
Create Education materials and events that celebrate and mark Aboriginal and Torres Strait Islander people's achievements and histories, including NAIDOC, Sorry Day, and Reconciliation week.

## Roadmap

# Digital Learning Strategies Roadmap

### Priorities

- Enable all students and teachers in South Australia to access the HTSA's museums, galleries and programs using a digital first approach.
- Develop a strong online presence as a trusted source of information, resources and training for educators.
- Demonstrate innovative and dynamic practice to address digital and societal change.



### Planning Stage

This stage will primarily focus on researching, planning and refining content and programs for the next two years. Support will be provided to current exhibitions and programs, as well as any projects all ready underway.

### Key Projects

2022 will see a focus on creating content and media for the website and Youtube channel. Other projects will focus on delivering online experiences for teachers and students. This year will also see a move towards refining and growing communications to educators to broaden the cusotmer base.

### Key Projects

2023 will continue to grow projects and programs from previous years. Reviewing and refining programs will be key, as will incorporating latest developments to ensure quality education opportunities. A focus on building an interactive and accessible digital platform for educators and students will also be a priority.

### Future Ideas

This stage will focus on growing the HTSA's educational reputation as providers of quality programs and as leaders in the field. New technologies and educational pedagogies will aslo be assessed and incorporated as they develop.



## Summary

The History Trust of South Australia's museums and galleries have had a long history of educating the students and supporting the teachers of South Australia. With the advent of faster, more reliable internet and more affordable digital technologies the, HTSA's ability to reach more school's, teachers and students has expanded.

By creating programs with a digital first approach, the HTSA can make renewed efforts to reach a broader cross section of the South Australian community. The creation of online programs and experiences means that barriers to access will be easier for schools to overcome.

In addition, a focus on creating high-quality resources and media to support the teaching of South Australia's history will help to build the HTSA's reputation as a trusted source of information for educators and students. Through innovation and collaboration, the HTSA will endeavour to become leaders in the field of museum education.