

FACTORS BEHIND THE CONSTRUCTION OF STUDENT'S PERSONAL LEARNING ENVIRONMENTS IN THE MUSEUM

**Palmira Juceviciene
Jolita Savicke**

Kaunas University of Technology
Lithuania

palmira.juceviciene@ktu.lt

celiesiute@hotmail.com

The aim of a museum is not itself and not its objects – it is the space and medium to carry out the important mission of education.

(according to Hein, 2000)



Education in a museum

- Falk, Dierking (1994, 2000);
- Russell (1994);
- Rese (1995);
- Anderson (1997);
- Lord, Lord (1997);
- Lucas (2000);
- Mayfield (2005);
- Hein (2000, 2004);
- Allen (2004);
- Eshach (2007);
- Etc.

What personal learning environments are identified by various visitors in the same museum?

What factors determine the construction of such personal learning environments?

What types of visitors as learners can be identified?



The aim of the presentation

to reveal the factors underlying the formation of personal learning environments in the museum.

Conceptual approaches

- *Life long learning concept;*
- *Constructivist Learning theory*
- *Edutainment.*

The structure

- **The first part:**
 - a) the conception of museum education;
 - b) the essence of the potential learning and educational environments in the museum.
- **The second part:**

factors behind the formation of students' personal learning environments out of potential learning/educational museum environments.

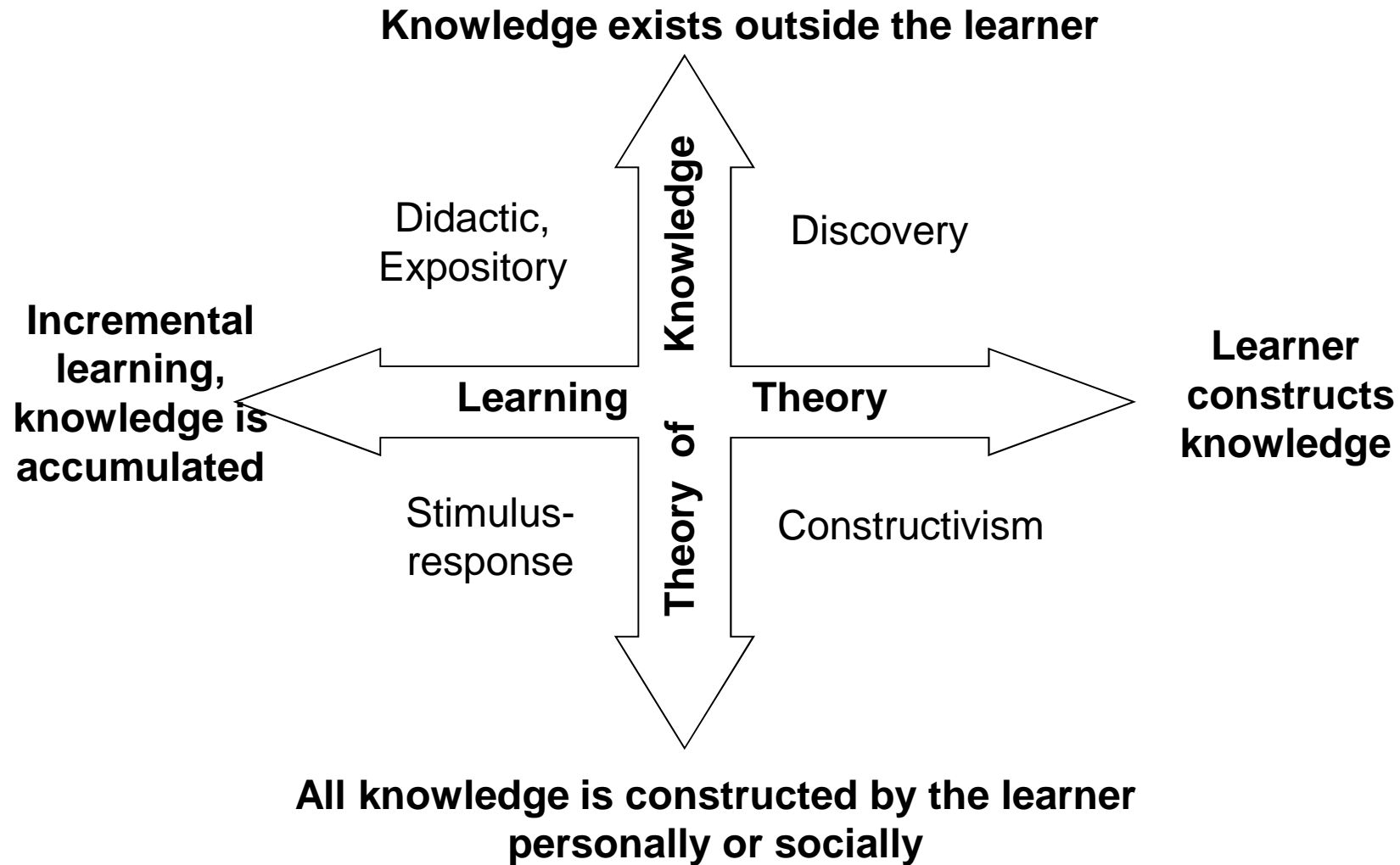
1. Features of the potential learning environment / educational environment in the museum



When pupils learn in the museum actively,
with pleasure and entertainment,
not only physical activity, engagement
but also active intellectual performance is
very important

Khaled, 2010

The model of knowledge, learning methods and theories (Hein, 1998)



Museum – is a smart institution
implementing education through the
means of entertainment;
here learning is implemented by applying
the methods of discovery and theory of
constructivism.

Potential learning environment

- it is the whole informational space that surrounds a learner and the communication channels of this information.

Potential learning environment in the museum

- is a physical and/or virtual space in the museum, which distinguishes in fixed verbal, non – verbal or virtual information, as well as its reception channels, by means of which knowledge can be constructed, new experience acquired.

Educational environment

- a part of the potential informational space, which is formed with the specific educational goal in mind.

Educational environment in the museum

is considered to consist of educational activities (educational programmes, lectures, festivals, concerts, etc.)

created by the museum's employees, educators, which have a particular educational aim, the content (information) that conforms to it, as well as educational methods and forms that support the assimilation/accomodation of the information.

Personal learning environment

is formed/identified when a learner
recognizes it
from the potential learning environment /
educational environment.

The relationship between a visitor and the exhibition object is formed through the following three stages (Rese, 1995):

- Subjective adaptation (the identification of the personal environment from the potential learning environment / educational environment).
- Subjective exploration (learning).
- Subjective reconstruction (learning outcomes).

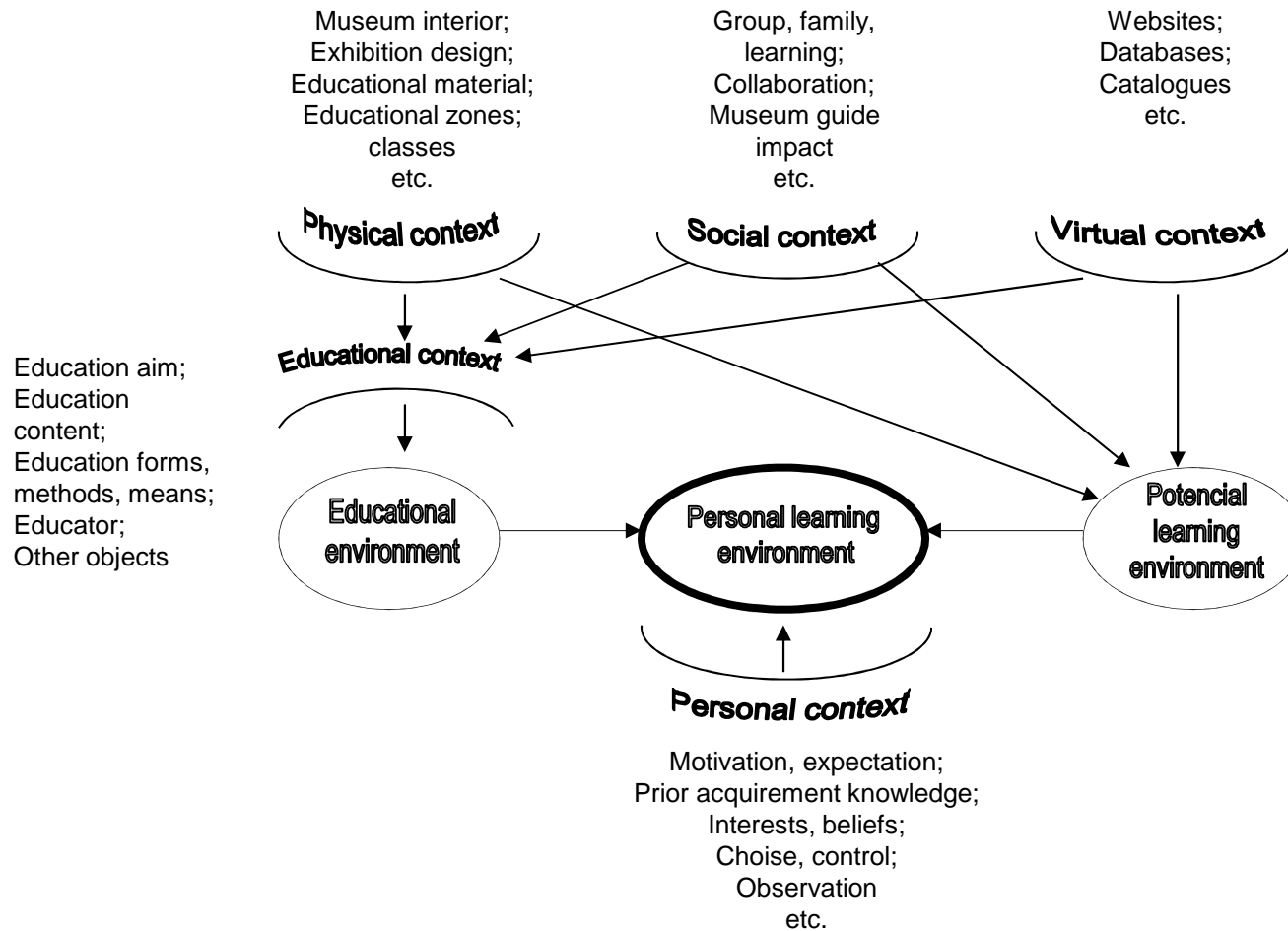
Learner types in the museum

- *Learners initiated by teaching;*
- *Self - directed learners;*
- *Random learners.*

2. Factors of the formation of personal learning environments in the museum



Model of factors of the formation of personal learning environments in museums



Conclusions (1,2)

- 1. Construction of students' personal learning environments in the museum from educational environments and potential learning environments may be influenced by factors of**
 - educational,**
 - physical,**
 - social,**
 - virtual contexts.**
- 2. The degree of their influence is determined by the factors of personal context.**

Conclusions (3)

The aforementioned factors that are interacting in the educational environment can be more purposeful and influence the formation of personal environment more than the ones acting in the potential learning environment.

Conclusions (4)

It is presumable that the formation of learning environments of *self – directed learners and the learners initiated by teaching* will mostly be determined by physical, social and virtual factors unified into educational context, which are related to the factors of personal context, particularly – motivation of learning.

Conclusions (5)

Meanwhile, the formation of personal learning environments of *random learners* would be mostly determined by factors of physical, social and virtual contexts if they are particularly impellent in the specific situation.

Thank you...

