

PROGRAM EVALUATION

August 2017

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Prepared for:

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BEYOND CLASSROOMS KINGSTON: PROGRAM EVALUATION

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BEYOND CLASSROOMS KINGSTON: PROGRAM EVALUATION

Executive Summary

Beyond Classrooms Kingston began in 2014 as an initiative of the Kingston Association of Museums, Art Galleries, and Historic Sites (KAM). Drawing on Calgary's award-winning Open Minds concept, Beyond Classrooms Kingston was developed to bring teachers and students into community heritage contexts. The aim of Beyond Classrooms Kingston is to leverage Kingston and area heritage organizations, sites, and professionals to support student inquiry and learning. The Beyond Classrooms Kingston program moves teachers and their classrooms into local museums, art galleries, and community sites for an entire week of learning. The site becomes an extension of the teacher's classroom, where students can enhance their learning skills in critical thinking, literacy, inquiry, and problem solving while focusing on a subject or theme.

Evaluation Focus & Method

In 2016, Beyond Classrooms Kingston received a Grow Grant from the Ontario Trillium Foundation to continue its work within schools and community contexts. As part of this grant, Beyond Classrooms Kingston began to explore the impact of its programming on students and teachers. To this end, in collaboration with external evaluators, Beyond Classrooms Kingston has systematically evaluated the development, outcomes, and sustainability of their program.

The 2016-17 evaluation of the Beyond Classrooms Kingston program focused on the following three broad categories, each with associated central questions:

1. Development and Growth of Beyond Classrooms Kingston

Central Question: How has Beyond Classrooms Kingston grown and developed over the past three years?

2. Impact of Beyond Classrooms Kingston

Central Questions: What is the current impact of Beyond Classrooms Kingston on program users including students, teachers, and host sites? Does an expanded Beyond Classrooms Kingston program continue to meet the needs of participating students, teachers, and host sites?

3. Sustainability of Beyond Classrooms Kingston

Central Question: What is the realistic, sustainable growth potential for Beyond Classrooms Kingston?

Multiple methods were used to collect evaluation data on the Beyond Classrooms Kingston (BCK) program. These methods included in-depth interviews with 7 program administrators, 7 host site facilitators, and all 14 participating teachers. In addition, 244 out of 335 students who participated in the BCK program during the 2016-17 completed post-program surveys about their experiences.

Key Findings

Development and Growth of Beyond Classrooms Kingston

- ➡ The BCK program has engaged in a series of infrastructure development activities to formalize the program and establish its foundation for future development and sustainability. Most notably, since its inception in 2012, BCK has formalized its governance board and has successfully secured external funding via a Grow Grant from the Ontario Trillium Foundation. This funding has enabled the hiring of a full-time program coordinator who has been a valuable asset in supporting teachers and host site facilitators in planning and implementing week-long site visits. Importantly, being a certified teacher, the BCK Coordinator was able to offer on-site guidance to facilitate and deepen student learning as well as provide participating teachers with professional development opportunities to help operationalize the inquiry-based BCK pedagogical philosophy.
- ➡ The program infrastructure has enabled the program to develop in ways that differentiate it from other similar programs throughout Canada. Specifically, the BCK program has established a distinct inquiry-based approach to learning at host sites. Not only does this pedagogical approach align with contemporary educational mandates but it also enables a student-driven learning environment that leads to rich interdisciplinary learning. The results of this approach include greater student engagement and greater connections to multiple curricular learning expectations across subject areas. In addition, the BCK program maintains a core practice of journaling, which not only supports students' development of literacy skills but also provides a critical opportunity for reflection on learning and enhanced metacognitive engagement. Furthermore, while the BCK program originated with a focus on history, it has over the past three years expanded its community partners to facilitate a greater breadth of experiences for students and teachers.

- ➡ The growth and development of the BCK program has encountered three key challenges as expressed by program administrators, host site facilitators, and teachers. First, the current BCK program model maintains a high reliance on a paid program coordinator to organize and facilitate classroom visits to host sites. Without a sustained funding source for the BCK program (i.e., 5-year funding plan) to support a full-time coordinator, the stability of this model is problematic and would require adjustment to ensure program goals are maintained. Second, teachers new to the BCK program appear to require greater support than second year teachers. In particular, some teachers are less comfortable with the inquiry-based pedagogical approach and need additional professional development and planning time to ensure successful site visits. Third, the financial forecast of the BCK program remains a dominant challenge as a steady funding source is not in place nor is there a dedicated fundraising committee.

Impact of Beyond Classrooms Kingston

It is evident from the evaluation data that the BCK program has had a highly positive impact on all three program stakeholder groups – students, teachers, and host site facilitators. In particular, the impacts of the BCK program are summarized in the following three key findings:

1. Learning for All: Engaging All Stakeholders in Inquiry-Based Learning

Students consistently reported that participating in the BCK program facilitated high levels of learning about the Kingston community and Canada more broadly. The focus of students' inquiry questions centered on history, culture, governance, heritage, and the arts, and resulted in meaningful interdisciplinary learning. Journaling was a key strategy that supported many students' learning. Journaling was specifically linked to increased literacy practices, slowing down learning to appreciate details and enhance critical thinking, and engaging in reflections on learning. From several teachers' perspectives, the inquiry-based approach, coupled with the journaling, appeared to engage students who did not typically engage in traditional classroom settings.

Teachers consistently reported the value of the BCK program on their pedagogical development by providing a first-hand and well-supported experience of inquiry-based teaching and learning. This perspective has given teachers the confidence to continue inquiry-based pedagogy in their own classrooms. Another powerful learning for teachers was the degree of interdisciplinary learning that occurred through inquiry-based BCK site visits. Several teachers recognized that within their one week site visits students were exposed to nearly every subject.

Host Site Facilitators reported several positive gains by participating in the BCK program. First, the BCK program encouraged them to think differently about how they might engage students in the future through their educational programming around inquiry learning principles. Second, many host site facilitators discussed that the program provoked new perspectives on how to arrange and display exhibits to maximize learning, engagement, and use. Third, host site facilitators began to recognize the importance of connecting their site explicitly with Ontario curriculum expectations to increase the relevance of their site for other educational groups and establish their sites as active learning places.

2. Empowering Ownership of Local Culture

Sustained time and interaction at local heritage and cultural sites provoked a greater appreciation for Kingston and its history. Over time and through journaling tasks, students became more reflective of the significance of historical, cultural, and physical spaces in our community. Moreover, throughout their weeks, teachers observed greater student ownership of the local culture, which was further evidenced through students returning to host sites on their own and with their families after their school visit. In addition, some class inquiries transformed into service-learning, in which students contributed meaningfully to the development and enhancement of the community, suggesting that students were empowered to facilitate change within their local community.

3. Building New Educational Partnerships

Through participation in the BCK program, teachers and host site facilitators recognized the value of building new educational partnerships. In particular, several teachers commented on now knowing experts they could contact when teaching historical and cultural topics. In addition, through collaboration with the BCK program Coordinator, host site facilitators became aware of expert guests that could enhance programming offered within their sites.

Sustainability of Beyond Classrooms Kingston

There is a need to respond to key challenges articulated by stakeholders in order to ensure a sustainable future for the BCK program. Accordingly, three key considerations are presented:

- ➡ Key Consideration 1: Examine Coordinator and Teacher Roles within the BCK Program to Maximize Support for Teachers, Sites, and the Program
- ➡ Key Consideration 2: Evaluate Funding Models for the Program
- ➡ Key Consideration 3: Scale of the Program – Explore options for growing the program into new contexts, grade levels, and educational programs

BEYOND CLASSROOMS KINGSTON: PROGRAM EVALUATION

1. Introduction

Beyond Classrooms Kingston began in 2014 as an initiative of the Kingston Association of Museums, Art Galleries, and Historic Sites (KAM). For over thirty years, KAM has coordinated collaborative programs and events in Kingston and among area heritage organizations, heritage professionals, and individuals interested in supporting cultural heritage in our community. Facilitated through an education committee, KAM works to address emerging trends in the public use of museums and galleries, and considers proposals for new collaborations that facilitate teaching and learning.

Drawing on Calgary's award-winning Open Minds concept, Beyond Classrooms Kingston was developed to bring teachers and students into community heritage contexts. The aim of Beyond Classrooms Kingston is to leverage Kingston and area heritage organizations, sites, and professionals to support student inquiry and learning. The Beyond Classrooms Kingston program moves teachers and their classrooms into community museums, art galleries, and community sites for an entire week of learning. The site becomes an extension of the teacher's classroom, where students can enhance their learning skills in critical thinking, literacy, inquiry, and problem solving while focusing on a subject or theme.

Teachers who are selected for the program receive professional development opportunities and resources to help them connect curriculum learning with heritage contexts through innovative curriculum-based, long-term interdisciplinary teaching and learning. Specifically, teachers work alongside heritage experts and the Beyond Classrooms Kingston Coordinator to plan programming that connects classroom learning to heritage sites. A primary focus of the Beyond Classrooms experience is to promote collaborative, inquiry-based learning. While in heritage contexts, students and teachers learn from the local environment and site with presentations by experts to continuously build knowledge and connections. Revisiting the collections and galleries over a week-long period enables deeper learning and inquiry.

Throughout the program, students are asked to reflect upon their learning via discussion and journaling tasks that encourage critical thinking and literacy within real-world experiences. Students are involved in hands-on and minds-on activities with local professionals, spending extended time engaging and reflecting within authentic heritage settings. These opportunities are intended to heighten student learning, and

play a significant role in fostering attitudes and understandings of cultural awareness, civic pride, community responsibility, and stewardship.

In 2014, through a partnership between Limestone and Algonquin & Lakeshore Catholic District School Boards, Queen's University Faculty of Education, and the Cultural Services Division of the City of Kingston, Beyond Classrooms was established in the Kingston region. In 2015, following a successful pilot program and a full year of regular programming, Beyond Classrooms Kingston became a non-profit corporation and achieved charitable status. In 2016, Beyond Classrooms Kingston received a Grow Grant from the Ontario Trillium Foundation to continue its work within schools and community contexts. As part of this grant, Beyond Classrooms Kingston began to explore the impact of its programming on students and teachers. To this end, in collaboration with external evaluators, Beyond Classrooms Kingston has systematically evaluated the development, outcomes, and sustainability of their program.

Program Goals

Beyond Classrooms Kingston is guided by the following program goals:

- ➔ To provide students and teachers with an enriched and extended learning experience within local heritage and cultural sites
- ➔ To promote student inquiry through connections with Kingston and area heritage organizations and professionals
- ➔ To support teachers in connecting curriculum to innovative, inquiry-based, and interdisciplinary experiences within the local community
- ➔ To develop students' capacity for active citizenship, engaged thinking, critical reflection, and enhanced literacy skills

2. Evaluation Approach

A collaborative evaluation approach was used throughout this evaluation project. Administrators of the Beyond Classrooms Kingston program and evaluators collaborated to review and refine the evaluation focus, methods, tools and analysis approach. Findings from the evaluation articulate evidence about program effectiveness, outcomes, and future directions.

In this evaluation, two forms of data have been useful to determine the effectiveness of the Beyond Classrooms Kingston program (adapted from Grove, Kibel, & Hass, 2012):

- ➡ *Developmental Data.* These data are selected because they can track changes in program users' learning and practice over time. Developmental data serve to inform program developers about possible sequences, stages, or growth periods within the program. Developmental data also help to respond to emergent and potential challenges and issues with the long-term implementation of the program. Both quantitative and qualitative data can be appropriate for understanding program development.
- ➡ *Outcome Data.* Often referred to as 'hard evidence', outcome data relates to the effects and impacts of a program on program users. Fundamentally, outcome data responds to the question: Did the program achieve its stated goals? Both quantitative and qualitative data can be appropriate for exploring program outcomes and reporting on program impacts.

Evaluation Focus

The 2016-17 evaluation of the Beyond Classrooms Kingston program focused on the following three broad categories:

- 1. Development and Growth of Beyond Classrooms Kingston**
- 2. Impact of Beyond Classrooms Kingston**
- 3. Sustainability of Beyond Classrooms Kingston**

Evaluation Questions

The evaluation was guided by the following questions related to each category:

1. Development and Growth of Beyond Classrooms Kingston

Central Question: How has Beyond Classrooms Kingston grown and developed over the past three years?

Secondary Questions:

- a. How has Beyond Classrooms Kingston enhanced its capacity for programming over the past three years?
- b. What specific strategies, personnel, and partnerships has Beyond Classrooms Kingston developed to support increased programming?
- c. How has growth enhanced programming?
- d. What challenges has Beyond Classrooms Kingston faced during periods of growth and development?
- e. How have the services of a paid coordinator supported Beyond Classrooms Kingston in promoting program growth?

2. Impact of Beyond Classrooms Kingston

Central Questions: What is the current impact of Beyond Classrooms Kingston on program users including students, teachers, and host sites? Does an expanded Beyond Classrooms Kingston program continue to meet the needs of participating students, teachers, and host sites?

Secondary Questions:

- a. How many students and teacher have participated in Beyond Classrooms Kingston? What local community sites have participated?
- b. What impact has participation in Beyond Classrooms Kingston had on students' learning specifically related to active citizenship, engaged thinking, critical reflection, and literacy?
- c. What impact has participation in Beyond Classrooms Kingston had on teachers' pedagogical approaches?
- d. What impact has participation in Beyond Classrooms Kingston had on host sites and heritage professionals?

3. Sustainability of Beyond Classrooms Kingston

Central Question: What is the realistic, sustainable growth potential for Beyond Classrooms Kingston?

Secondary Questions:

- a. How have the services of a paid coordinator supported the sustainability of Beyond Classrooms Kingston?
- b. What strategies and resources could help address existing program growth challenges and support program sustainability?

Evaluation Method

Multiple methods were used to collect evaluation data on the Beyond Classrooms Kingston program. Specifically, development and impact data were collected in relation to three broad categories:

- 1. Development and Growth of Beyond Classrooms Kingston**
- 2. Impact of Beyond Classrooms Kingston**
- 3. Sustainability of Beyond Classrooms Kingston**

Data related to evaluation questions within each of these categories was obtained through protocols (i.e., interview and survey questions) that were collaboratively designed with the Beyond Classrooms Kingston (BCK) team to ensure relevance to the evaluation and program. All data collection and ethics protocols are included in Appendix A.

BCK Program Administrators

In an effort to understand the Beyond Classrooms Kingston (BCK) program's development and growth over the past three years as well as strategies for future sustainability, key program administrators were interviewed towards the end of the 2016-17 program administration period. Specifically, interviews were conducted with:

- a. Two BCK Board Leads (the Board Chair and the Acting Program Committee Chair/former BCK Coordinator)
- b. The current BCK Coordinator

- c. The KAM Managing Director
- d. Three BCK Lead Administrators from two participating school boards and one private school

Interviews were approximately 45 minutes in duration and audio recorded. Interviews focused on the following themes: (a) history and development of Beyond Classrooms Kingston, (b) expansion strategies, resources, and challenges, and (c) perceived impact of the program.

Host Site Facilitators

In order to understand the implementation and impact of the Beyond Classrooms Kingston program on local host sites, interviews were held with facilitators from each of the seven host sites involved in the 2016-17 administration of the program. Interviews with facilitators were held following completion of their BCK week(s) with students. These interviews were approximately 30 minutes in duration and audio recorded. Interviews focused on the following themes: (a) implementation approach within the local site, (b) perceived benefits of Beyond Classrooms Kingston program on students and teachers, (c) perceived benefits of Beyond Classrooms Kingston program on the host site, and (d) challenges and possible strategies for future program sustainability.

Teachers

To gain the perspective of participating teachers in the Beyond Classrooms Kingston program, interviews were held with the 14 teachers involved with the 2016-17 administration of the program, following their BCK program weeks. Interviews with these teachers were approximately 45 minutes in duration and audio recorded. Interviews focused on the following themes: (a) perceived value of the Beyond Classrooms Kingston program on student learning, (b) implementation and administration of the Beyond Classrooms Kingston program, (c) perceived benefits of the program on teacher pedagogy, and (d) challenges and possible strategies for future program sustainability. Throughout the interview, teachers were asked to share any relevant documents and artifacts related to their involvement in the program.

Students

In an effort to understand the value of the Beyond Classrooms Kingston program from a student perspective, all participating students were asked to complete a short survey. Surveys were administered by the students' classroom teachers during the week following their site visit then collected by evaluators during teacher interviews. Out of 335 students who participated during 2016-17, 244 student surveys were collected (72.8% response rate). The student survey addressed the following themes: (a) value of the Beyond Classrooms Kingston program on student learning, (b) aspects of the program that the students found beneficial to their learning, and (c) demographic characteristics of students.

Data Collection & Evaluation Questions

The following table maps the data collection strategies to the evaluation questions.

Evaluation Focus	Evaluation Questions	Data Collection Strategy
Development and Growth	How has Beyond Classrooms Kingston grown and developed over the past three years?	<ul style="list-style-type: none">7 program administrator interviewsProgram metrics (user and site statistics) collected from BCK Program Coordinator
Impact	<p>What is the current impact of Beyond Classrooms Kingston on program users including students, teachers, and host sites?</p> <p>Does an expanded Beyond Classrooms Kingston program continue to meet the needs of participating students, teachers, and host sites?</p>	<ul style="list-style-type: none">7 program administrator interviews7 host site facilitator interviews14 teacher interviews with associated artifactsStudent surveys from 12 classesLearning artifacts
Sustainability and Growth	What is the realistic, sustainable growth potential for Beyond Classrooms Kingston?	<ul style="list-style-type: none">7 program administrator interviews7 host site facilitator interviews

Data Analyses

Quantitative survey data were analyzed through descriptive statistics (i.e., frequency, mean, standard deviation) to provide contextual information on participants and general trends in student responses. Qualitative data from interviews and teacher artifacts were analyzed using a standard thematic coding process (Namey, Guest, Thairu, & Johnson, 2008; Patton, 2002). From an initial analysis of these data, a code list was generated and then codes grouped into broader thematic categories. Direct participant quotations were used to explain and highlight themes. A team of three evaluators reviewed and analyzed all data to ensure trustworthiness of results. Results were interpreted in relation to the identified overall research questions.

3. Evaluation Findings

Evaluation findings are presented in relation to four stakeholder groups: program administrators, host site facilitators, teachers, and students. These four groups offered varied perspectives on the Beyond Classrooms Kingston (BCK) program. However, consistent across all groups was a valuing of BCK because it: (a) provided enriched and extended opportunities for teachers and students to interact with local culture, heritage, and the arts through inquiry-based learning, and (b) afforded reciprocal benefits for all stakeholders involved in the program.

Program Administrators' Perspectives

Key program administrators were interviewed at the end of the 2016-17 implementation year in an effort to understand the BCK program's development and impacts over the past three years and to identify strategies for future sustainability and growth. Specifically, interviews were conducted with two BCK Board Leads (Board Chair and Acting Program Committee Chair/former BCK Coordinator), the current BCK Coordinator, the KAM Managing Director, and three BCK Lead Administrators who served as liaisons for their school boards/school. Program administrator perspectives are organized according to the three evaluation categories: (a) development and growth, (b) impacts on participants, and (c) moving forward. Within each category, related themes are described.

Development and Growth

Program administrators shared that the BCK program was formally introduced to the community in 2012, initiated by the BCK Board Chair in partnership with the BCK Acting Program Committee Chair/former BCK Coordinator. Following two successful pilot weeks at the Miller Museum of Geology in 2013-14, BCK has hosted 31 classrooms at various sites over the past three years (2014-15, 2015-16, 2016-17). Over time, the number of classes participating in the program has increased (8 classes in Year 1, 9 classes in Year 2, and 14 classes in Year 3), allowing BCK to reach more teachers, students, and host sites in the Kingston community each year.

This has been a big part of our success—teachers are involved in planning the week with a focus on inquiry-based learning, as opposed to selecting from a menu of options at each site.

BCK Board Lead

With respect to the development and growth of BCK, program administrators spoke about four key areas: (a) inquiry-based approach, (b) certified coordinator, (c) community partnerships, and (d) navigating challenges.

Inquiry-Based Approach: The BCK program was co-developed by the BCK Board Chair and Acting Program Committee Chair/former BCK Coordinator, based on related models they had experienced in London, Ontario and Calgary, Alberta. BCK differentiated itself from these programs by leveraging an inquiry-based approach to site visits, rooted in the needs and interests of participating teachers and students. This approach allows participating classroom teachers to work with the BCK Coordinator and host site facilitator(s) to collaboratively develop an inquiry question that guides teachers' and students' learning during their week at the site. The Coordinator explained that the inquiry-based approach allowed BCK to offer multiple weeks in the same sites during Year 3 without becoming stale or repetitive. She elaborated, "Having the ability to offer more than one week at a site and go back to spaces with new eyes allows BCK and the site facilitators to see many possibilities for inquiry—with multiple students, multiple teachers, multiple grade levels experiencing the site for extended periods of time." Specific to the increased number of classroom visits in Year 3, the KAM Managing Director explained, "Growth of BCK with the current Coordinator has allowed BCK to determine what the core elements of the program are and what is flexible—growth has allowed BCK to try new things and explore possibilities within the program."

Certified Coordinator: Program administrators agreed that the BCK Coordinator plays an integral role in implementing the program, with vital responsibilities including: (a) orientation sessions for teacher participants, (b) journal workshops with participating teachers and students in schools, (c) pre-planning meetings with host site facilitators and teachers, (d) coordination of support from expert guests, (e) embedded support during classroom visits at sites, (f) ongoing communication among program stakeholders, and (g) community outreach to media and potential future sites. During the first two years of BCK, the coordinator role was filled by a volunteer who worked 20 to 60 hours per week, which was not viewed as a sustainable model by program administrators. In 2016, a Grow Grant from the Ontario Trillium Foundation made it possible for BCK to hire its first paid coordinator, a certified teacher.

The key strategy to support programming is having a coordinator who is an experienced teacher - who has experience outside the classroom in non-traditional spaces and who has a personality to work with a variety of people in a variety of spaces, under a variety of circumstances.

KAM Managing Director

Program administrators identified key benefits of hiring a coordinator who was also a certified teacher. They explained that the current BCK Coordinator's teaching background enabled trusting professional relationships between the Coordinator and participating teachers. In particular, the teaching certification of the Coordinator facilitated connections between BCK classroom inquiries and the Ontario curriculum. Moreover, according to both BCK Board Leads, the hiring of a paid coordinator who is also a teacher and allowed the program to grow in the current year. The Coordinator agreed that Year 3 was "growth year", engaging three additional heritage sites and hosting 14 weeks of classroom visits, enabling BCK to reach more teachers and students than in previous years. As one Board Lead summarized, "The funding has made a world of difference. BCK would not be here today without that funding."

Community Partnerships: In addition to the integral role of the BCK Coordinator, BCK Board Leads and the current Coordinator shared the importance of multifaceted



community partnerships in the growth and development of the BCK program. Community partners included personnel at the host sites, school board liaisons (i.e., BCK Lead Administrators), media partners, funders, volunteers, and post-secondary institutions. In particular, personnel at host sites have opened their doors to BCK classroom visits at no charge, in some cases initiating contact with BCK to become involved in the program. According to program administrators, expanding to new sites is critical to the growth and development of BCK. As the Coordinator explained, "Each new site offers not only a unique collection but also a staff that offers a wealth of ideas to inform our future programming."

BCK Lead Administrators have played a key role in promoting the program among teachers and working with the BCK Coordinator to facilitate teachers' applications to the program. Media partners have promoted the program through coverage of classroom visits to various sites, building community awareness of BCK without the expense of paid advertisements. Local funders, including businesses and organizations, have also donated money for small expenses incurred by BCK. Volunteers have performed various administrative tasks, such as making name tags for participants and preparing journals for students. In 2016-17, BCK also worked with local post-secondary institutions to support two students who completed professional

placements within the program—providing valued programming support to the Coordinator while learning fundamental skills regarding educational programming in heritage spaces. Overall, program administrators asserted the fundamental role of community partnerships in the growth and development of BCK.

Navigating Challenges: BCK Administrators identified central challenges experienced during its first three years of implementation, and particularly over the past year during program growth. First, the current model relies heavily on the sustained efforts of the Coordinator—for initial orientation and planning with teachers and host sites, continued planning and administration tasks throughout the school year, ongoing communication among program stakeholders including local media, and embedded support during classroom visits to sites (e.g. setting up, working with teachers and students, reading and commenting in student journals, taking photos, cleaning up). Without funding for a full-time coordinator, the program cannot continue to run under the current model.

Moreover, program administrators identified that the program cannot expand to additional sites without at least one full-time coordinator in place, and possibly two. BCK Board Leads asserted that 14 BCK weeks, as were offered in the current year, is the most that one coordinator can feasibly support within the current program model. The KAM Managing Director added, “In the upcoming year, with BCK program funding uncertain, fewer BCK weeks are planned and interested sites have been turned down.” One Board Lead stated, “It’s hard to say ‘no’ to a site because they are willing to come in without charging anything, so they believe in what BCK can do for their site and the students. But we can’t take on too many sites too fast and without secure funding.”

Bringing on too many sites causes stress for the Coordinator and expands the program too quickly. This is a challenge for our Board. How many sites do we bring on and how fast?

BCK Board Lead

Second, participating teachers’ comfort level with the inquiry-based approach influences students’ experiences in the BCK program. While most teachers who apply to BCK are inclined toward inquiry-based learning, one Board Lead explained, “The level of success of the students depends on how invested teachers are in inquiry and how teachers consolidate thinking. Teachers who are able to ‘let go’ have more success with their BCK week.” Consequently, BCK Board Leads and the current Coordinator are refining the teacher application process to more effectively select candidates for the program. BCK Lead Administrators added that they hope to expand awareness of BCK among teachers in order to provide more teachers with opportunities to implement inquiry-based learning outside the classroom.

Finally, program administrators spoke about financial challenges associated with the program. Under the current model, each BCK program week costs \$2700 to implement. In order to participate, teachers must pay \$750 and, if required, raise an additional \$750 for bussing. The remainder of programming costs are subsidized by BCK, primarily through a Grow Grant from the Ontario Trillium Foundation. The costs associated with BCK are prohibitive for teachers who have concerns about or are unable to raise sufficient funds. However, program administrators noted that teachers who are committed to participating have all worked successfully with their school administrators to raise the required funds.

Impact on Participants

BCK program administrators identified positive impacts on teachers, students, host site facilitators, and themselves. In particular, program administrators spoke about the importance of engaging teachers and students in extended inquiry-based experiential learning and critical reflection, embedded within local heritage and cultural sites. Participant impact are described in relation to: (a) expanding teacher practice, (b) extending student opportunities, and (c) enhancing site engagement.

Expanding Teacher Practice: BCK program administrators articulated several impacts on teachers stemming from their participation in the program. First, they agreed that BCK attracts teachers who are inclined toward an inquiry-based instructional approach; however, they observed that BCK helped participating teachers see the value of journaling—through writing or drawing—to foster literacy and deeper reflection among students. As such, some teachers continued to implement BCK-inspired journaling practices in their regular classrooms after completing the program.

Second, BCK helped teachers become aware of the depth of resources available in our community, including host sites, host site facilitators, and expert guests—especially Indigenous speakers. Connecting teachers with these sites is not only valuable for current student learning but also encourages teachers to pursue out-of-classroom learning independently with their future students. In addition, the community partner relationships established through BCK can continue to serve as a resource for classroom-based learning after the program and in subsequent years. Moving forward, teachers are more readily able to leverage these resources to support learning activities within their regular classrooms.

Third, program participation allowed teachers to develop a deeper understanding of and appreciation for the benefits of collaboratively planning for inquiry-based learning. BCK Lead Administrators stated that participating teachers gain valuable professional

development in planning and implementing student-led, cross-curricular inquiry. The Coordinator observed that teachers and students approached their BCK week as co-learners, with learning trajectories and discussions emerging as the week progressed; stating, “We pre-plan our inquiry for the week, but then see what the students want and where it is going in the space.” In one case, an experienced teacher shared with the Coordinator that this co-planning process completely changed how she taught the unit. Lead Administrators hoped that their teachers would bring the professional learning they gained through participating in BCK back to their schools—encouraging other teachers to pursue experiential learning opportunities outside the classroom and/or implement student-led inquiry approaches with their classes.

Extending Student Opportunities: Program administrators agreed that BCK has provided students with unique opportunities to learn about and experience history, culture, and the arts while immersed in relevant heritage spaces. Spending a full week in these spaces has allowed students to slow down, engage in critical reflection, ask deep questions, and make connections. Program administrators agreed that the journaling embedded in the BCK program is a critical element that has supported students’ critical reflection, active thinking, and literacy. The Coordinator noted that, over the course of their BCK week, initial journal entries tended to be primarily fact-based and later became more introspective, providing evidence that students are making personal connections and engaging in active thinking while at host sites. Program administrators identified that journaling gave students an authentic reason to write and helped students become more empowered

*We can all make connections,
but sometimes in the
classroom we don’t have
enough time to make them.*

Lead Administrator



Students took time to explore Bellevue House and to sketch and write about artifacts that grabbed their attention.

in the writing process. This was even true for students with literacy challenges, who took risks and engaged in BCK journaling tasks with fewer accommodations and more confidence. According to one Board Lead, “The BCK journaling process slows down the learning and observation, and gives students time. In today’s classrooms, we don’t give students enough time to reflect, practice, and share—verbally or on paper.” The Coordinator elaborated, “We don’t always learn and engage in the

same ways. When you have a new setting for everyone and the ability to connect with something and ask questions about it, there can't be any wrong answers. This is why the program is successful from the literacy and journaling perspective—the students have choice and feel free to wonder.”

Through sustained time in host sites, all program administrators observed that students developed ownership of these spaces, making personal connections to local heritage (e.g., a student researching her grandmother's school photo at the Frontenac County Schools Museum) and, in some cases, taking on active citizenship roles (e.g., one class submitting a petition to City Hall to enact a bylaw regarding skateboarding in bicycle lanes). Through ongoing communication with classroom teachers, the Coordinator revealed that some students continued to ask deep questions and engage in critical reflection after they had returned their regular classroom settings. In the future, program administrators hope that students will carry forward their excitement and enthusiasm about experiential learning in heritage spaces and continue to feel comfortable visiting local museums and galleries. In addition, program administrators hope that the BCK experience will inspire future career paths for students who have participated in the program (e.g., geologist, city councilor).

Enhancing Site Engagement: According to program administrators, implementation of the BCK program has generated renewed interest in host sites, many of which have been underutilized by the educational and broader community in recent years. A BCK Lead Administrator added, “Not only does BCK connect teachers to sites during their scheduled program weeks, but the program allows teachers to develop enduring

Teachers are not visiting sites in the same numbers as in the past. We need to go get them and bring them in. BCK allows us to do that.

Lead Administrator

partnerships with host site facilitators. Teachers can continue to leverage the knowledge and experience of host site facilitators, as well as associated expert guest speakers, to support future learning in their classrooms.” Moreover, teachers can connect their colleagues with host site facilitators and expert guest speakers to spread learning opportunities to other classrooms. In addition, although host sites are not able to track return visits inspired by BCK, program administrators spoke about instances of students returning to host sites with their families to share what they have learned and continue to explore topics of interest. Participation in BCK has allowed host site facilitators to see their sites from a fresh perspective as a result of collaboration with the Coordinator, teachers, students, and expert guest speakers. This has helped host sites connect with and stimulate interest among school-aged children and identify links between their site programming and the Ontario curriculum.

Moving Forward

Program administrators generated several recommendations to enhance BCK moving forward. These recommendations were related to two evaluation categories: (a) sustainability and (b) growth of the BCK program.

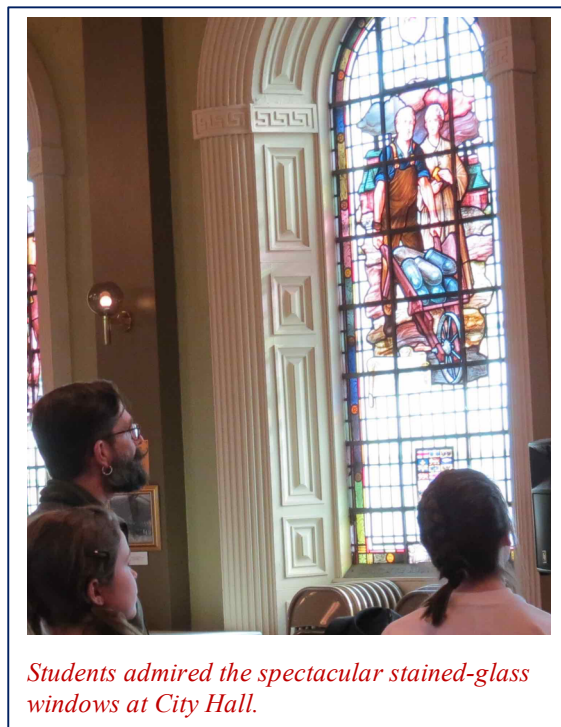
Sustainability: Program administrators offered two primary suggestions to sustain the BCK program. First, they agreed that program funding issues must be addressed to continue running the program under the current model. Specifically, in order to maintain the program as it operated during Year 3 (2016-17), a paid, full-time coordinator is essential. With funding sources uncertain for the upcoming school year, BCK has only committed to offering 10 program weeks in 2017-18. In addition to requiring funding for a full-time coordinator, program administrators seek funding avenues to cover or subsidize transportation costs to classes—possibly through the City of Kingston, grants, or sponsorships. Currently, the Board Chair is the primary fundraiser for BCK. Expressed across program administrators was the need for additional support in securing funds through grants, philanthropists, and sponsorships.

Second, program administrators suggested that, in lieu of sufficient funding, BCK may need to refine the current model in favour of a model less reliant on a full-time coordinator. Possible models include: developing support packages for teachers to implement at sites, shorter program weeks (i.e., 2 or 3 day visits to sites), leveraging volunteers to support programming activities, and training host site facilitators to implement programming. Program administrators agreed that these refined models would not be ideal and would likely diminish the positive impact of BCK on teachers, students, host sites, and the broader community. As one BCK Board Lead wondered, “How can we continue without a paid program coordinator? That is what the BCK board is currently wrestling with. How do you stay sustainable when you need to pay someone to implement your program?”

Growth: With respect to growth of BCK, program administrators did not feel that increasing the number of program weeks offered was critical to the sustainability and growth of the program. Rather, program administrators described growth as expanding program offerings to include a wider variety of sites (including outdoor sites) and opening the program to younger grades (i.e., Early Primary). According to program administrators, teachers in schools are already exploring and implementing these options on their own; therefore, BCK Board Leads acknowledged the importance of incorporating these new priorities into the current BCK program to avoid too many teachers “going rogue but calling it BCK.” Program administrators also highlighted the need to offer programming at sites beyond the immediate city of Kingston (e.g., Bath, Napanee), to engage new community sites and appeal to teachers in schools in the Greater Kingston Area by reducing transportation time and costs.

Although program administrators talked about the merits of expanding BCK program offerings, they promoted a steady, long-term approach to growth in order to avoid overburdening BCK stakeholders (i.e., BCK Board members, the Coordinator, Lead Administrators from school boards/schools, teachers, host site staff, expert guest speakers, transportation providers, and funders). Moreover, they asserted that expanding BCK program offerings would not be feasible without at least one full-time coordinator and a stable funding model in place.

Overall, the Board Leads and Coordinator advocated the importance of growing the BCK philosophy among educators in order to spread and sustain the program. Specifically, they emphasized the importance of shifting teachers' mindsets and practice towards prioritizing inquiry-based experiential learning. As one Board Lead explained, "We need to get people thinking and believing in deeper and slower learning. Then the philosophy of BCK will be sustainable."



Students admired the spectacular stained-glass windows at City Hall.

Host Site Facilitators' Perspectives

All participating host site facilitators were interviewed throughout the 2016-17 school year, following completion of their BCK program week(s) with students. In total, seven host site facilitators were interviewed, representing the following sites: Agnes Etherington Art Centre, Bellevue House National Historic Site, Frontenac County Schools Museum, Kingston City Hall, Military Communications and Electronics Museum, Miller Museum of Geology, and the Museum of Health Care. (See Appendix B for host site descriptions and site visit schedule information.)

Facilitator perspectives are organized according to the three evaluation categories: (a) development and growth, (b) impacts on participants, and (c) moving forward. Within each focal area, associated themes are described.

Development and Growth

The seven host sites involved in Year 3 had varying background experiences with the program. The Miller Museum of Geology served as an initial pilot site for the program (2013-14) and, along with City Hall and the Agnes Etherington Art Centre, had hosted classrooms throughout all three years of BCK implementation (i.e., 2014-15, 2015-16, 2016-17). The Museum of Health Care has been involved in BCK for the past two years, and the Military Communications and Electronics (C & E) Museum, Bellevue House, and Frontenac County Schools Museum participated in BCK for the first time during the current school year (2016-17).

Despite differences in each host site's history with BCK, there was general consensus among host site facilitators regarding how participating in BCK and collaborating with the BCK Coordinator supported development and growth at their respective sites. Specifically, host site facilitators spoke about five areas that contributed to development and growth of programming at sites: (a) extended visits, (b) collaborative planning, (c) embedded support, (d) new directions, and (e) navigating challenges.

Extended Visits: First and foremost, through participation in BCK, facilitators realized the benefits of hosting students beyond the typical one-hour or half-day school visits. Facilitators agreed that providing a full week of educational programming at their sites gave students important, ongoing opportunities to explore the space, interact with artifacts, and ask questions. In turn, these sustained, full-week experiences helped facilitators achieve their goals of (a) promoting their sites as active learning places for students; and (b) encouraging youth investment in their sites. As one facilitator stated, "It is nice to have younger people come in and experience the site in different ways—ways that spark interest. Hopefully they'll bring friends and family back and speak positively about the experience to others."

Collaborative Planning: Host site facilitators spoke of the integral role the BCK Coordinator played in pre-planning for classroom visits to their sites. According to facilitators, the Coordinator was critical to successful implementation of the program. First, the Coordinator connected with the host sites in advance to explore the site, to determine potential learning activities and discuss space/time constraints. Second, the Coordinator met with classroom teachers to propose ideas, co-develop an inquiry for the BCK week, and suggest/arrange for expert guests. Finally, the Coordinator facilitated a meeting between the host site facilitator and classroom teacher prior to the BCK week to finalize plans. As one facilitator summarized, “The Coordinator understood the sites and the class. She made the translation simple.”

Embedded Support: In addition to preparing for classroom visits, host site facilitators shared that the BCK Coordinator provided invaluable, in-person support throughout each class’s BCK program week. With the exception of three sites where facilitators were more directly engaged in daily BCK activities, most host facilitators welcomed the class, gave an initial tour of the site, checked in on the class periodically throughout the week, and participated in the final day wrap-up. Therefore, host site facilitators relied on the daily support of the Coordinator, who arrived early to help set up for the day’s activities and stayed late to clean up at the end of each day. Moreover, the Coordinator also worked consistently with classroom teachers to support students’ learning and the class’s exploration of their BCK inquiry question. This embedded support was critical to offering the BCK program at most sites, as sites typically had limited staffing who rarely had the latitude to spend full days with classes during their visits.

New Directions: Through participation in BCK and work with the Coordinator, host site facilitators gleaned new ideas to enhance the educational programming currently offered at their sites. In particular, host site facilitators witnessed the power of inquiry-based learning to guide visitors’ experiences at their sites. Host site facilitators also recognized the value of writing or drawing in journals during site visits, to make personal connections and reflect more deeply on one’s experiences at the site. Some host site facilitators indicated that the BCK approach aligns with the planned future directions for their site. Participating in BCK gave them a chance to explore and refine the ideas they hope to implement in upcoming years.

Our BCK week has confirmed the direction we want to go with educational programming [at our site], and has us thinking about possibilities.

Navigating Challenges: Despite the benefits of participating in BCK, host site facilitators acknowledged three primary challenges to engaging in the program—however these challenges were generally anticipated and addressed through pre-planning meetings and ongoing communication with the BCK Coordinator. First, at smaller sites, physical space and resources (e.g., personnel, supplies, WiFi access) were limited, making it difficult at times to accommodate an entire class of students—along with the classroom teacher, parent volunteers, and expert guests—for five full days. This was especially challenging when sites needed to continue with regular, daily operations and concurrently host short-term school visits (e.g., half- or full-day classroom visits). Second, some host site facilitators expressed challenges addressing diverse student needs (e.g., being vigilant with active Grade 3 students, finding expert guests and resources for a French Immersion class, and supporting identified needs of exceptional learners). Finally, a few host site facilitators noted that some site staff were initially reluctant to host students for a full week of educational programming due to a lack of educational training and preparation, but stated that these staff generally “came around or made themselves scarce” during BCK weeks. According to one host site facilitator, “There was reluctance at first but after our first BCK week, there was no convincing needed.”

Impact on Participants

Through participation in BCK, host site facilitators observed many positive impacts on teachers and students, as well as themselves and their sites. Overall, host site facilitators shared that the BCK program provided teachers and students with valuable, extended opportunities to engage in inquiry-based learning in a relevant context outside the classroom. Specific impacts on participants are described in relation to four categories: (a) inquiry-based experiential learning, (b) establishing personal connections, (c) forging sustained partnerships, and (d) building community networks.

Inquiry-based Experiential Learning: Through participation in the BCK program, host site facilitators identified that students began to see heritage sites as engaging spaces that helped them learn about art, history, and culture. The inquiry-based approach allowed students to purposefully explore sites and develop an understanding of the purpose of these sites and the stories behind the artifacts housed within them. Students had opportunities to handle artifacts (e.g., an Enigma machine at the Military C & E Museum, assorted medical tools at the Museum of Health Care), experience processes (e.g., learning in a 1900’s style one-room school house at the Frontenac County

The inquiry question gave each class a precise focus and put parameters on their learning, so they were able to come away with something.

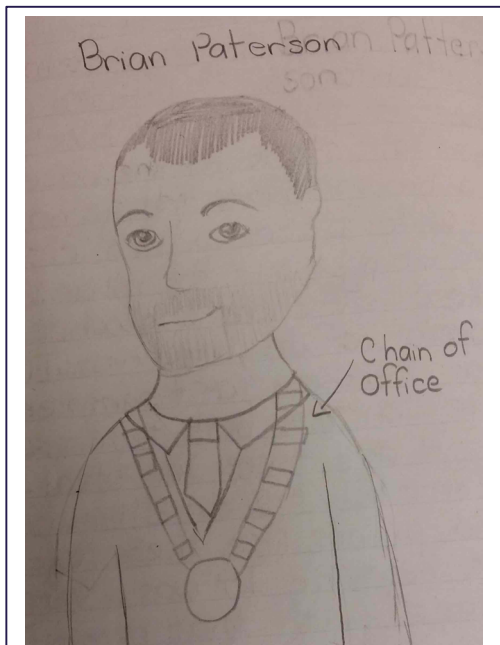
Schools Museum, engaging in a debate in City Hall’s council chambers), explore artifacts from different cultural perspectives (e.g., artifacts at Bellevue House from British, French, and Indigenous perspectives, rocks at the Miller Museum of Geology from an Indigenous perspective), and connect with art exhibits from different historical periods and parts of the world (e.g., Agnes Etherington Art Centre). In these ways, students gained new experiences and perspectives that enriched their learning of Ontario curriculum expectations across multiple subject areas.

Establishing Personal Connections: Facilitators shared that students made personal connections with their sites through developing an understanding for why these sites are located in the City of Kingston and an appreciation for how the sites inform and contribute to local culture—past, present and future. As students began to make personal connections to sites throughout their BCK weeks, host site facilitators observed that students began to develop ownership of the sites. This was especially evident during journaling time when facilitators noticed students spreading out to find personally meaningful areas or lying on the floor “as if they were at home.” According to facilitators, journaling activities fostered students’ personal connections to sites, enabling critical thinking and reflection which, when couple with time for students to reflect between visit days, contributed to deep, astute questions from students throughout their BCK program weeks. One facilitator shared, “The questions never stopped. I think everyone felt we could have spent a month here.” As one facilitator summarized, “The BCK week gives students a real VIP experience—they get to see and do things that most people don’t and they develop ownership of a community facility. Ultimately, they finish the week with a deeper appreciation for the site and its artifacts, and a personal connection to their community they didn’t have before.”

*At the end of the BCK week,
we got into deep discussions
we usually wouldn’t with any
visitors to the site, let alone
with elementary students.*

Forging Sustained Partnerships: In some cases, reciprocal partnerships between host sites and classrooms extended beyond their BCK program weeks. For example, one class designed and constructed a monument to Canadian soldiers after their visit to the Military C & E Museum. This monument was later displayed at the museum. Students returned to the museum with their teacher to see the monument and interact with visiting veterans who expressed appreciation for this youth engagement in our military history. The host site facilitator of the Military C & E Museum also offered to visit the teacher’s school to support future Remembrance Day activities, forming an important and enduring bond between the site, school, and military community.

Another example of a reciprocal partnership occurred during one class's visit to City Hall. During their visit, the class debated in the council chamber as to whether skateboarders should be allowed to use bike lanes in Kingston. After the visit, the class wrote a petition signed by 90 students at their school, advocating that, "My Kingston includes skateboarding as a means of transportation." A city councilor submitted the petition on the students' behalf and it was unanimously accepted, demonstrating to students that they have an important voice in their local government. The BCK Coordinator sent the audio recording of the relevant City Council discussion to the class so they could hear the discussion and acceptance of their petition. This experience helped students see the impact of active citizenship and showed the power of their voices in the Kingston community.



A student's journal entry depicts the Mayor of Kingston and the chain of office.

Participation in BCK diversifies our network of support and breaks down barriers with the educational community.

Building Community Networks: The BCK program also positively impacted the host site facilitators, bringing energy and new ideas to their sites through students, teachers, expert guests, and the BCK Coordinator. Facilitators especially valued seeing the power of inquiry-based learning demonstrated within their sites, as well as opportunities to connect with outside experts who might contribute programming at their sites in the future. Facilitators also appreciated the media coverage associated with BCK, raising community awareness of their sites and what they have to offer. Moreover, facilitators shared that the BCK week created special bonds with the teachers and students who visited, becoming "like a family" over the week—in some cases with tears shed when the BCK week came to an end. Overall, facilitators felt that participation in BCK would lead to return visits by teachers with their future classes and students with their families—to share the positive experiences and learning that the sites provide.

Moving Forward

Host site facilitators advanced various ideas to inform the BCK program as it moves forward. These ideas pertain to the sustainability and growth of the program.

Sustainability: Host site facilitators offered two primary suggestions to sustain the BCK program. First, they acknowledged the importance of financial support to maintain the current BCK model. Funding through grants, relevant funding opportunities (e.g., City of Kingston, arts, or heritage fund), school boards, corporate sponsorships, or philanthropists could be directed at class transportation expenses and the BCK Coordinator’s salary. In addition, a portion of funding could be allocated toward the host sites, which currently do not receive funding and operate under tight financial constraints.

Second, the current inquiry-based BCK model relies on the ongoing role of the coordinator—for personalized planning, on-site support, and ongoing communication among stakeholders. If funding is not provided for this role, host site facilitators suggested that BCK might develop an educational package and train host site facilitators to deliver programming at their respective sites, perhaps over shorter timelines (e.g., 2 or 3 days). However, facilitators acknowledged that in small sites with staffing constraints, this model would be challenging to implement. Moreover, developing a site-specific package would detract from the personalization of the current BCK model. As one facilitator stated, “To try to make it universal is almost contradictory to the whole point of the program.”

*Growth of the program
is not critical, but
growth would enable
more critical learning
for teachers and
students who are
immersed in it.*

Growth: With respect to growth of BCK, facilitators agreed that growth was not critical but could be beneficial to students, teachers, their sites, and the community. As one facilitator stated, “We’re at a bit of a threshold. Where do we go from here? Without more personnel, growth is going to be a challenge.”

Other facilitators cautioned that growth should be steady and noted that not all teachers will be inclined to apply for this type of experiential learning opportunity. Some facilitators felt that new sites should be involved in BCK each year—to keep the learning fresh for students from year to year and to avoid overburdening current sites, most of which could only accommodate two or three BCK weeks per year. Other facilitators felt that the same sites could be engaged for multiple years, providing evolving opportunities for learning among teachers, students, and facilitators. As one facilitator explained, “Sites need to be flexible in what they offer and help teachers see various opportunities for inquiry that are not readily apparent.” Overall, facilitators asserted that growth of the program under the current model would not be possible without an additional BCK Coordinator. One facilitator summarized, “The Coordinator is the main conduit for making the BCK program work.”

“BCK is a critical opportunity for educators and students to think outside-the-box, be outside-the-box, and take advantage of all the unique spaces the city has to offer.”



After learning about how to ask questions from Kingston Whig Standard journalist, Michael Lea, students put their interview skills to use and questioned Carol Rogers, a Frontenac County Schools Museum volunteer about her life and work at the Museum.

Teachers' Perspectives

All participating teachers were interviewed throughout the 2016-17 school year, following completion of their class's BCK program week. In total, 14 teachers were interviewed. 13 classes represented one of the two local school boards and one class came from a local private school. Classes participating in the program spanned grades 3 to 8. (See Appendix B for class visit information.) Teacher perspectives are organized according to the following themes: (a) reasons teachers participated in the BCK program, (b) impact on participants, and (c) moving forward.

Reasons for Participation

Four core reasons guided a teacher's decision to commit to the BCK program: (a) an interest in experiential learning, (b) richer and deeper learning opportunity for students, (c) inquiry-based approaches, and (d) connections with the community.

Experiential Learning: Teachers spoke of wanting opportunities that allowed students physical access to artifacts and to operate in spaces that could make the curriculum “real” and “come alive.” As such, BCK represented to teachers, an occasion for experiential/hands-on learning – the type of “experiences that students would not necessarily have when bound by classroom walls and a day-to-day routine” and “more than learning just out of the textbook.” Teachers felt that the BCK experience would break the routine of school and “make students more excited about learning.”



Students had a chance to test-drive the newest exhibit at the Miller Museum of Geology, an augmented reality topography.

Richer and Deeper Learning: Teachers agreed that BCK offered more than a day-long field trip where “after six hours, you wish you had more time (and the students do too).” Teachers were attracted to the idea of being immersed “in a different location and having the time to dig in deeply and become comfortable there.” They believed that having the same learning environment for the whole week that was integrally linked to the students’ big question would slow down the learning. “Looking at something more closely [allows] deeper connections and deeper learning.”

Inquiry-based Approaches: Some teachers wanted to use the BCK opportunity to allow students to guide their own learning through inquiry-based practices, especially as it figures prominently in the social studies curriculum. These teachers felt that providing students the ability “to have more of a say and interest in what they are

learning about” along with access to “primary and first-hand learning experiences” would allow them to make more meaningful connections and pursue their inquiry in an “in-depth way.” (See Appendix B for each class’s inquiry focus.)

Connections with the Community:

Teachers wanted to build connections with the community through participation in BCK, particularly through exposure to field experts. They also felt that students could develop a new perspective of their immediate school and greater local community identity. For teachers who worked in low socio-economic status (SES) areas, BCK represented not only an avenue to provide students with access to the community that they may not ordinarily have, but also the novelty of the program might entice them to be more engaged in school and willing to take learning risks.



Students listened spellbound as Kingston’s Town Crier welcomed them to City Hall.

Impact on Participants

Teachers were excited to share their thoughts regarding the impact of the BCK program on their students and themselves. Their responses and examples are provided under five broad themes: (a) enhanced school/board programming, (b) student learning, (c) culture, heritage, and the arts, (d) pedagogy, and (e) extraordinary experiences.

Enhanced School/Board Programming: All of the teachers agreed that the BCK program enhanced the current program offered in schools by: (a) extending and enhancing the curriculum, (b) going beyond what can be provided within a school setting, (c) affording opportunities to engage all learners, (d) making a direct impact upon classroom learning back in school, and (e) allowing space for collaborations and connections.

Extending and enhancing the curriculum: Some teachers had worried initially about covering the curriculum while engaging in the BCK program. However, many teachers reported that they “hit every single subject” during their BCK program week (e.g., art, history, math, and science), so that it “ended up being totally cross-curricular.” For example, a host site like City Hall was not just a social studies visit, rather “it was the umbrella and everything else fit in underneath it.” Teachers stated that the program addressed several expectations “all over the curriculum” with “oral communication, a

little bit of reading, big on writing...” with a definite “view to have children develop inquiry, ask questions, [and] find out answers from people who know the topic at hand.”

Many teachers applied for BCK host sites with strong curricular ties in mind. Two teachers, particularly the ones for whom the program ran late in the school year, built their whole year around going to their designated BCK site. These teachers had their students learn knowledge and skills related to the impending site visit, and compile related questions for BCK experts (i.e., host site facilitators and/or expert guest speakers) who could support extensions. As a result, the BCK experience became “like the icing on the cake – the extra-special thing that they will not forget.”



Sleek technology at the Clinical Simulation Lab was contrasted with Museum of Health Care artifacts helping students answer their inquiry question, "How has scientific innovation had an impact on our health throughout time?"

Going beyond the school setting: All teachers appreciated the unique opportunity to go beyond the classroom with the support of the resourceful program Coordinator and host site facilitator(s). Having so much information and experiences come from primary resources such as field experts “added value” to what the teacher would teach in the classroom. Teachers and their students felt privileged to directly touch artifacts and view rare collections (e.g., photographs and art). Some gained access to a clinical simulation lab whilst some pored over limestone walls finding

fossilized sea creatures under the guidance of a field expert. Teachers noted that participation in BCK offered additional experiences, such as playing on the rugby or soccer fields at Queen’s University (which, to some BCK students, was “like a separate world” that offered different sets of opportunities) or spending recess in a forested area playing tag, providing students with access to areas of the city that were generally not accessible to them.

New and unforeseen possibilities emerged as well through participation in BCK. One teacher explained how her students accepted the host site facilitator’s exclusive proposal to contribute their own monument to the Vimy exhibit built on what they had learned at the Military C & E Museum. Armed with the dimensions for the monument, together the students had to agree upon the content. This class went back in April to see and celebrate their work for the exhibit. Ultimately, this class not only learned from

the site but also provided service for the site in return, demonstrating a BCK potential for service-learning.

Engaging all learners: BCK venues provided opportunities for differentiation and for teachers to see their students in a new light. Teachers were surprised that their students, when surrounded by diverse opportunities and choice, wanted to spend time journaling and engage in hands-on activities. Students with higher needs or challenges were “diving into these opportunities” and “asking amazing questions.” Student work improved because “they felt more ownership over it.” Some students even outperformed themselves while on site in many ways like writing more in their journals than they had all year. An experience like this for some students, one teacher commented, “might be one of the only times they are able to do something like that...I don’t know whether they would get those opportunities outside of an experience like this...this program provides some equity in that.”

Back in school: Many teachers expressed how their BCK experiences became part of their everyday life upon returning to school. For example, after a visit to the Miller Museum of Geology, one teacher described how a student brought sea glass into school, stimulating class discussions about erosion and sedimentary rocks, and fostering connections to what they had learned during their BCK week. In another class, students petitioned City Hall to allow skateboarding in bicycle lanes. One teacher summarized, “rich experiences like these aren’t possible solely from inside the classroom.”



Students created memorials for the “Vimy Remembered” exhibit at the Military Communications & Electronics Museum. They again visited the museum in April to view the display.

Collaborations and connections: Many teachers mentioned how much they enjoyed collaborating with the BCK Coordinator and host site facilitators through participation in BCK. As one teacher commented, “it is nice to be out and working with other adults.” These other adults were valued for their openness, creativity, support (e.g., lending artifacts to a school for a Remembrance Day display), as well as their patience and

enthusiasm for the students that afforded teachers an external perspective about their own class. In some cases, host site facilitators became valuable connections for future partnerships between teachers and sites.

The Value of Field Experts

Teachers spoke of the range of guest speakers and field experts and their ability to fully captivate the students through historical stories and life experiences. These experiences were varied depending upon each class's 'big question' but the following are some examples of moments highlighted:

- ➡ Meeting the mayor of Kingston who patiently answered every single question that the students had prepared
- ➡ Being taught about bylaw infractions by a bylaw enforcement officer
- ➡ Learning Inuktituk and scouring the sketches of Baffin Island exhibit at the Agnes Etherington Art Gallery to make immediate connections
- ➡ Drumming with an Indigenous Elder

Student Learning: Teachers elaborated at length about student learning that resulted from participation in BCK. Their insights are organized according to five themes: (a) active citizenship, (b) empowerment, (c) engaged thinking, (d) critical reflection, and (e) literacy.

Active citizenship: Through their BCK experiences, students began to learn what it means to be a valued citizen of a community and began seeing themselves as one. Classroom community ties became stronger as students spent a week as “just us in a different location” with a unique set of experiences to discuss upon return to school. Students started to realize how rich their community is and began building an appreciation for its inherent diversity through initiatives such as taking part in Indigenous spiritual cleansing practices or making medicine pouches. They also developed a sense of ownership of places like Kingston City Hall, recognizing the role they could play as citizens by connecting with the “real people” who make laws and give parking fines. City Hall became “an approachable location – not just a big formal building” and a “place that was meant to be enjoyed by the people who live here.” Similarly, students who were accustomed to getting on a bus, going to school, and then going back home on a bus felt the luxury of spending time playing in the forested areas of the Frontenac County Schools Museum, and realizing that it too is a part of their community. In the process of playing in the

*I felt like I really
knew my kids and
interacted with
them in a whole
different way after
that experience.*

forest, one class discovered a geo-cache and that connected them to the world as global citizens.

BCK afforded some teachers the opportunity to teach simpler, often taken for granted, social skills required of a citizen, like “how to navigate in a different environment, how to stay on the sidewalk rather than walking on lawns, sharing the sidewalk with other people, saying ‘thank you’ and showing appreciation.” Students learned how to behave in museum contexts and how to go beyond just looking at the artifacts. In some cases students could showcase their ability to be contributing citizens through the opportunity of being in a site other than school. One teacher was astonished by the transformation in one of her more challenging students who, at the BCK site, was just “a different kid” because “he was happy and engaged about everything that was done during the site visit.”

Empowerment: The two sites that in particular seemed to highlight the theme of empowerment were Kingston City Hall and the Agnes Etherington Art Centre. City Hall provided a platform for students to debate their ideas, sign petitions, write letters, and talk to councilors. The week spent at the Agnes Etherington Art Centre incorporated a session where students used newly acquired knowledge to guide their guardians through the gallery. In each case, students were given a voice and empowered to speak about what they knew and/or wanted. As one teacher put it, “they could own it.”

Additionally, students’ exposure to diverse field experts and their experiences allowed students to widen their horizons with respect to possible career paths and interesting travel destinations. For example, after hearing from a geologist at the Miller Museum of Geology, the students from one teacher’s class wanted to visit the Himalayas. After spending a week at the Museum of Health Care and experiencing the clinical simulation lab, half of another teacher’s students wanted to become health care professionals. Overall, the BCK experience empowered students to consider new paths for their futures.



A student searched for fossils hiding in the limestone walls near the Miller Museum.

Engagement: Teachers spoke of various indicators of student engagement—most commonly students displaying greater interest in the subject(s) they explored during their BCK week. In particular, students spent sustained periods of time looking into

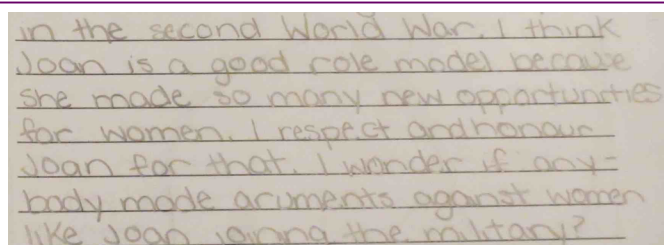
what was inside the museums' glass cases. Teachers commented that it was "nice to see the kids slowing down and observing their environment." Another teacher shared, "When they see a rock, they actually want to look at it. They pick it up and think about its shape, colour, texture...they have more curiosity...and are looking more closely at the world around them."

Knowing that they would have access to field experts, the students formulated high quality questions, moving beyond "just being receivers of information." Teachers found that the students were producing more relevant and interesting comments and observations following the mindset of the program. For one teacher, engagement was evidenced through the students' sharing of insights. A teacher spoke of how a student might say "Check this out...did you see this level of symmetry?" as they applied new vocabulary and emphasized objects and details at City Hall that even the teacher had missed. Many teachers intimated that the level of engagement at the sites was so high that the students wanted to remain there for another week.

Critical thinking: Students gained new perspectives by questioning their own understandings. For example, an Indigenous member at the Museum of Health Care encouraged students to consider medicine "not just as a pill that we take...but something that is part of mental and spiritual health." The Indigenous speaker continued, "If you are feeling down and a friend...tells you a joke [that] makes you laugh or feel better, then that joke is medicine." From the teacher's perspective, this statement was a revelation for many of the students. Teachers also shared that explanatory devices like the historical timeline can be challenging concepts to teach to elementary school students and that being in BCK sites allowed students to make the conceptual leap. For example, by transposing themselves into a previous time period, one class used the knowledge of light and optics available to people of that time to make a device that would help a doctor see better.

Literacy: There was consensus among teachers regarding the success of the on-site journaling. Teachers found that the students' enjoyment for and quality of writing evolved and, in some cases, "writing skills exponentially increased." Teachers were impressed with the

amount of detail included in the journals by even the weaker writers, who would "rush through in the classroom" but on site would "sit for a long amount of time and just write." Journal entries became longer as the BCK week progressed – one grade 4 student dedicated four pages of description and 'wondering' to the syringe (he had not written that much all year). Some students even wanted more time to journal. Grade 7

A photograph of a handwritten student journal entry on lined paper. The text is written in cursive and reads: "in the second World War, I think Joan is a good role model because she made so many new opportunities for women. I respect and honour Joan for that. I wonder if anybody made arguments against women like Joan joining the military?"

A student wrote about women in the military during a week at the Military Communication and Electronics Museum.

and 8 students who, on the first couple of days, clustered in unsettled groups of four or five students, began to separate as the week progressed so they could have uninterrupted time to write or sketch, sometimes for 20 to 30 minutes. One teacher emphasized how journaling and labeled sketches deepened students' observational skills – a valuable transferrable skill. In particular, this teacher pointed out how journaling for ESL students “was an ‘in’ [as] some of them are really good drawers” and as such could “get a lot of information in even without writing.”

For many teachers, the journals provided them with authentic evidence of a student's capability and learning. “For some of these kids, I saw the most writing that they have done all year come out of their time journaling.” In one shared anecdote, a teacher described how an identified student, whose testing indicated a higher level of ability than what was demonstrated in school, created a profound piece of writing—clearly demonstrating that she was able to write from the perspective of the display figure and that she understood the functions of the butter churn which the figure was handling. The teacher was encouraged to realize that such an activity was *not* beyond this students' capability.

Culture, Heritage, and the Arts: An appreciable amount of data was generated around student experiences with culture, heritage, and the arts. These data have been organized into three categories: (a) making tangible connections, (b) creative extensions, and (c) culture-making.

Making tangible connections: The expert guest speakers and the host site itself helped students cultivate new ideas and connect them to tangible experiences. Specifically, students learned about:

- ➡ how paints were created out of rocks and minerals and had to locate some in the museum to see whether they could be used as pigments
- ➡ older medical tools and practices
- ➡ density through handling a meteorite
- ➡ the use of deer teeth as dentures through a display
- ➡ Sir John A. Macdonald and were fascinated by what could have been his desk



During a lesson circa 1899, delivered by 'School Master' Reynolds, students proudly displayed their work on slates at the Frontenac County Schools Museum.

- ➡ buildings of significance in Kingston using primary resources (e.g., old land surveys and deeds, newspapers from 100 years ago)
- ➡ what it takes to run an art gallery

Extensions through creative initiatives: Teachers spoke of opportunities where students could extend their newly acquired understandings through creative initiatives that made their thinking visible. Students:

- ➡ made and looked at small crystals using microscopes, then took them home
- ➡ made butter and learned how to sew
- ➡ created skits along various themes depicting Canada's history, even using newly acquired Indigenous language
- ➡ role-played as students of the past in costume

Culture-making: Beyond grasping ideas, making connections, and building extensions, students began to contribute to culture-making. This latter subset of experiences showcases some spontaneous and fortuitous events that emerged from BCK initiatives.

- ➡ two classes began contributing to “A Kid’s Guide to Canada” upon return to school, sharing their understanding of local culture with other Canadian children
- ➡ students created and contributed a Vimy memorial to the Vimy exhibit on display at the Military C & E Museum
- ➡ students explored Alan C. Collier’s work on Canadian landscapes and created a gallery show of their own works exploring Canadian landscapes and their own identity
- ➡ students influenced a Kingston municipal bylaw that was passed to allow skateboarding in bicycle lanes
- ➡ one student went to the Miller Museum with his parents for his dad’s birthday – this museum as described by the teacher, became “a place to go” for this child and his family

Pedagogy: There were several pedagogical features of the BCK program that teachers felt they could incorporate into their own practice after having experienced it first-hand. Teachers spoke of: (a) inquiry-based practice (including ‘wondering’), (b) the practice of sharing and listening, (c) journaling, and (d) ‘slowing down’ learning.

Inquiry-based practice: By far, teachers valued inquiry-based learning and the associated opportunities for students to ask questions and wonder, even about things that they may not be covering in school. After the BCK experience, teachers appreciated how approaches like the wonder-wall could be purposefully and “more effectively used to guide the topic that is being learned” where “students can be the teachers – they come up with the questions.” According to teachers, this approach

provides students with “choice and voice” because “students [are] being heard and seen, knowing that their opinions and interests matter.” This student-led inquiry approach also requires students to find the answers and requires teachers to, concurrently, monitor the curriculum and leverage its “many access points.” Teachers acknowledged that inquiry-based learning can get “super messy” with “a lot of hard work” because with “21 students you might have 7 to 10 different topics.” However, teachers agreed that it is worth the work because the results among students were increased curiosity, ownership, and interest, making the learning process more memorable and impactful for students. In order to enhance the inquiry-based learning experience in the classroom, teachers discussed incorporating approaches like KWL charts (what I know, what I wonder, and what I learned) and reaching out through Skype and Google hangouts to source experts.

Sharing and listening: Teachers found the simple practice of having students share and listen to each other, which was done quite frequently throughout the BCK week, was a good teaching strategy to bring back to the classroom as it provided “social motivation [as a]...reward” where “your peers really listen to you” and where “[you also] tak[e] time to really listen to your peers.” One teacher found that “students who were not keen to share in the class were keen to share at the museum.” A teacher described how students really enjoyed being “the ones finding out the answers and sharing them with the class,” making inquiry learning a success.

This is very new – the idea of a 5-day field trip is new and foreign to all of us until we’ve done it. I have never done anything like it. Now it seems like something I would build into my planning and programming but before you wouldn’t consider it. This could be game-changing.

Journaling: Students who loved journaling enjoyed the “freedom to express what they were interested in...to ask questions about things they were fascinated in, knowing that at some point that they would get answers.” On-site, in the presence of the artifacts chosen by the student and field experts with answers, journaling was easier and more authentic whereas, as one teacher put it, “in school it can become more artificial.” Despite this, some teachers carried the practice of journaling back into their classrooms. One teacher has named her students’ journals “wonder journals” so that they can jot down questions during class and pursue answers as homework. However, this teacher recognized that students need a lot of guidance, particularly weaker writers. For younger students, a “blank page with all of those lines” can be intimidating. This teacher decided to use scaffolding to support students’ journaling (e.g., sentence stems, word banks, writing frames, and visible prompts like “title here” “what does it look like?” or “describe the colour”). An experienced BCK teacher mentioned that many

students who did not embrace journaling face challenges like difficulties with handwriting, fine-motor skills, and/or drawing and incorporated assistive technology to facilitate the process. Another teacher shared that “choosing that one thing to write about...can be daunting.”

‘Slowing down’ learning: After their experience with BCK, some teachers acknowledged the value of providing students more time to think and reflect because they found that the slower pace of the program enhanced the quality of their students’ thinking. It allowed students the time to “make connections, reflect on them, and share.” As a result, student comments were “a lot more thoughtful and richer...responses were deeper than sometimes at school.”

The WOW Factor

Often, the field experts would engage students in activities to apply their understandings and make connections. However, sometimes these activities were planned in advance with the host site facilitator and BCK Coordinator. The activities were always tailored to the “big question.” Memories of the following activities particularly stood out for some of the teachers as WOW moments that really attract students’ attention and engagement:

- ➡ Interacting with the Miller Museum’s topographical map
- ➡ Gaining access to the Queen’s University Clinical Simulation Lab and learning about high tech
- ➡ Having cedar tea in the afternoon with an Indigenous guest speaker
- ➡ Spending time in jail at City Hall
- ➡ Helping the print shop (located in the bowels of City Hall) make boxes and having a contest to see who could make up the boxes most quickly
- ➡ Debating in the council chambers of City Hall
- ➡ Learning about the plague (with chances of being infected depending upon the colour of a bead drawn from a bag) and then creating a dramatic re-enactment with a massive death scene where “some of them took it a little far”

Moving Forward

All of the teachers, with a view to promote longevity for the BCK program, offered suggestions to help program administrators move forward. These suggestions have been organized along the following themes: (a) what worked, (b) time commitment, (c) attracting new teachers, (d) sites/venues and program parameters, and (e) practicality and logistics.

What Worked: Teachers asserted the importance of maintaining aspects of the BCK program that supported participation – in particular, the: (a) the full day in-service for teachers in August at City Hall, and (b) the journal-writing workshop for the students in September. Teachers stated that the full day in-service provided a helpful overview of the entire BCK program, as it answered initial questions and provided a binder filled with information about the program. For those who were going to City Hall, the in-service was particularly helpful as it “sparked ideas.” For the others, it was helpful to “prepare mentally [for what] student learning might look [like]” during the BCK week. However, some teachers suggested that the in-service did not need to be a full day or could be hosted at a couple of different sites. In particular, experienced teachers felt that the summer in-service should not be mandatory, although first-timers felt that this in-service was vital. Moreover, those new to the BCK program stated that a formally trained and assigned BCK mentor, a teacher who had experience with the program, could be an invaluable resource. With respect to the journaling workshop, all first-time BCK teachers found it to be very helpful, both pedagogically as a new teaching tool and as well for the students for whom it meant, “this is really happening!” Experienced BCK teachers felt that, for them, the journaling workshop could be optional. One such teacher suggested that, in lieu of the journal workshop, an extra planning session with the BCK Coordinator would be more beneficial.

Teachers were unanimous in their comments emphasizing the importance of the BCK Coordinator as there is “a lot of extra coordination” and the Coordinator can “pull all of the strings together.” Teachers valued the planning meetings (especially the ones that were at the host site), the constant communication, the ideas to help save/find money for activities, help for finding volunteers and experts, the numerous resources, the frequent reassurances that “it’s going to be okay even though it seems like a lot,” and the fact that all of this support aligned with the mantra “we want to support you and help make this happen for you in the best way possible. You are running the show but we are here to make it all happen for you.” The teachers realized that the Coordinator was a key support, “excellent in making all of it happen, keeping the teachers and visitors on track.” Teachers also felt indebted to the sites as they accommodated timings of pre-visits, with some host facilitators providing additional resources and creative ideas to help with the planning.

Time Commitment: Moving forward, teachers felt that BCK program administrators need to navigate teachers’ concerns about the amount of time that participation in BCK requires. Some teachers felt the pressure in preparing for the week in advance. With respect to the curriculum, teachers described that extra commitment was required to build a meaningful week that included a focus (that might even guide the school year), planning the sessions, looking for resources, seeking presenters, checking email, and referencing the curriculum. However, as observed by one teacher: “it was halfway

through the first day when I really realized it was totally worth it – worth it to spend the time planning and meeting with the Coordinator, planning guest speakers...” The BCK commitment became doubly onerous if teachers were faced with competing demands of report cards or provincial testing.

Attracting New Teachers: To engage and support the participation of more teachers in subsequent years, current BCK teacher participants spoke of three main target areas for consideration: (a) word of mouth, (b) social media and in-services, and (c) more funding.

Word of mouth: Teachers were initially influenced to consider BCK by word of mouth from those who had experienced the program, with the exception of two of the returning teachers who participated in BCK’s year of conception. In half of the total number of cases involving those who were new to BCK, the participating teachers first heard of BCK from a colleague and then decided to participate in the program upon receipt of an email from the principal and/or school board. In some cases, specific teachers, those whose pedagogical approaches aligned with inquiry-based and hands-on learning, were targeted for “word of mouth” encouragement. Most teacher participants suggested that current teachers should spread the word by thinking of colleagues who might be interested and provide an affirmative nudge. They also felt that platforms, such as staff meetings or professional development days, where there is a “captive audience,” are helpful since teachers are busy people who might be apt to miss emails unless inspired in advance to keep something on their radar.

At meetings or professional development days, previous teacher participants could share a slideshow and stories, and clarify that “it is not just going to a museum and having someone program for you all week.” Experienced teachers can also provide reassurance to allay fears stemming from the application process, not being able to visualize the week, worrying about connections to the curriculum, and negotiating problematic student behavior. These experienced teachers could naturally become mentors who guide novices through the simple BCK application process, explain that there will be a program coordinator to help support them every step of the way, and encourage teachers to be willing to try different sites. As for student behavior, one teacher commented, “on field trips the worse behaved kids behave the best because they need to be out there touching and doing things rather than listening all day.” Concerns regarding student behavior this year were also alleviated by patient site facilitators who made allowances for the presence of a class full of students.

Social media and insets: The benefit of social media is that it puts the BCK sound bite into the teacher’s ear and “gives people a sense of wonder.” They begin to think, “I wonder what this program is like.” Some of the participating teachers avidly followed

previous participants on Twitter. Teacher suggestions for BCK promotion range from online platforms (such as the school and board websites) where teacher testimonials or a record of various programs can be presented and newspaper/television news broadcasts (that alert stakeholders like students, parents, and teachers' family members), to simple advertisements like flyers in staff rooms. Following such media coverage and word-of-mouth encouragements, teachers might choose to attend seminars at the board office as has been done this year by BCK, describing slow learning, journaling, and observations. Although such seminars were mentioned by some teachers, there were worries that "a lot of teachers don't have time to do a workshop." Overall, however, teachers believe that now that there are more sites and more teachers with BCK experience, the word will, more effectively, spread.

Funding: Teachers agreed that addressing funding concerns is important to attracting new teachers to BCK. With a possible tab of \$1500, some teachers felt that the cost of the program could be prohibitive. As one put it, a teacher might think, "gosh, that's a lot of money" or "that's a lot of fundraising [that] I have to do." One teacher explained, "It is hard for teachers to be taking on the financial burden – signing off on it, not knowing where the money is coming from...that shouldn't be a teacher's worry." It was suggested that funding should be a "school and board level problem, not a teacher problem."

One teacher held a bake sale to cover the costs of the program and had the students take public transit to the site. Some schools that were located closer to the sites had students walk and so reduced their tab to \$750. A few teachers, particularly ones with students in low SES areas, considered themselves to be exceedingly lucky as their principal and the local government had found funding to cover the cost. On the other hand, one teacher from a wealthier catchment area highlighted that, for her class, the subsidized program came to \$55 per student with bussing – this is \$11 per student per day, which she felt was a pretty great deal for a field trip.

Another funding challenge is centered on finding field experts. Apart from determining their availability and finding a speaker who aligns with the intentions of the program, there is a reliance on "getting free experts" who volunteer their time out of the "goodwill of their heart." A couple of teachers mentioned that they could not obtain the services of particular local speakers because they did not have enough funds for an honorarium. Fortunately, when a desired field expert could not be located, as one teacher explained, the resourceful program Coordinator "filled the void with other opportunities."

*It's such a
worthwhile thing
and should be made
available to more
teachers.*

Teachers hoped that BCK might find a permanent source of funding so that more classrooms can share in the BCK experience. Also, this funding could help experienced BCK teachers mentor novices (and without funding would not be able to manage the extra time).

Sites/venues and Program Parameters: There was some discussion by teachers regarding how certain sites cater specifically to curriculum requirements for particular grades. For example, pioneer times (Frontenac County Schools Museum) fits with the grade 3 curriculum, rocks and mineralogy (Miller Museum of Geology) falls nicely into the grade 4 curriculum, local government (City Hall) is covered in grade 5, all the way to grade 7/8, where the Museum of Health Care is applicable. “There is a museum for every grade and every class.” On the other hand, a teacher felt it might be equitable for all students if there was one grade across the board during which all students benefitted from a BCK-type experience and this might counter the “we’re something special” attitude that those students having the privilege of participating might acquire. Some sensed that the program might be ideal for middle school and that, overall, the sites cater more to older students, being more “explanatory” rather than “experiential.” However, “intermediate teachers might have too much going on with graduation” and other commitments, “so a full-week might be difficult.” There were suggestions of a two or three day BCK option, or even five days with a break in-between. However, logistical concerns were acknowledged, as was the strain that this might put on the BCK Coordinator – “you would need another coordinator because [the current programmer] does an awful lot of work for the 14 classes [and] that takes up every moment of [this programmer’s] time.”

Teachers enjoyed brainstorming additional sites that might prove to be stimulating beyond museums. They mentioned places like Frontenac Provincial Park and Kingston Recycling. With the BCK experience, teachers also suggested places like restaurants, the Grand Theatre, and bicycle shops that move past the traditional social studies and science-centric venues. BCK has enlarged the pedagogical scope as teachers now feel “there is so much opportunity out there.”

Practicality and Logistics: The practical challenges that teachers faced depended a lot upon their school context and requirements. For example, getting coverage for yard duties might be difficult for a small school with teachers spread thin with many duties at the same time. A certain number of hours of French language lessons need to be provided to students in English public schools. To cater to the latter, one teacher’s class returned from their site at 2:20pm every day. In hindsight, this teacher realized that this accommodation afforded her with the opportunity of a daily break, the lack of which some other teachers recognized added to the intensity of their BCK week. Weather can be a challenge for those contending with snow, as lost days might result in lost momentum.

The timing of the application to be sent in by teachers seemed to be a bit of a concern. It is due at the end of the year during which teachers are busy with report cards and EQAO. Teachers suggested moving the application deadline to April. In addition, it is challenging for teachers with lower seniority to make a long-term commitment as they may not know what grade they might be teaching the following year or whether they will be at the same school.

Every single teacher who was involved this year in the BCK program explicitly mentioned that they would do it again. Evidence from across teachers suggest widespread support for the program.

"It did take time out of my school time, but from what the students got out of it, it was well worth it. I would definitely do it again."

"It was probably the best week of my 25 years of teaching."



Students created a collaborative mural to celebrate the Canadian landscape as part of their art show at the Agnes Etherington Art Centre.

Students' Perspectives

After their BCK week, students were given a one-page survey to complete. The survey had 8 questions in total with the first five being quantitative questions where students were asked to rate their experience and learning, and the last three questions being open short-answer questions. (See Appendix A for the complete survey.) Only the surveys of students who had signed parental consents were collected for analysis. In total, 244 surveys were collected spanning 12 classes (Grades 3-8) and all seven sites. The numbers who completed the survey per site are outlined in the table 1 along with students' average scores to quantitative questions. It is important to note that sites that hosted more than one class had different guiding inquiry questions for each and potentially a significant age gap between various classes. Student perspectives have been organized based on their responses to quantitative (i.e., rated) questions and their responses to short answer questions.

Rated responses: For the first five questions, students selected a response that reflected their experience and learning during their BCK week. The response scale for the first three questions were: “2=Yes, I learned a lot; 1=I learned a bit; and 0=No, I didn’t learn very much.” The fourth question, which asked about students’ comfort level for asking questions at the host site had the following response options: “2=Yes, I felt comfortable; 1=I was sort of comfortable; and 0=No, I wasn’t comfortable.” The last question asked the degree to which students became curious about specific topics and provided the following response options: “2=Yes; 1=somewhat; 0=no.” Table 1 provides the mean, standard deviation, median, and mode for this part of the survey for each site. The last column in Table 1 has data generated across all sites with respect to every question.

The responses to the first two questions clearly indicate that students have learned about the particular site’s area of specialty and extended these understandings to create connections to people and places in the Kingston community and in Canada more broadly. The averages in all cases gravitated towards “2” (or a “yes, I learned a lot”) with both the median and the mode in large part tending towards a “2.” Sites with these high scores might have made the connections between their learning, their inquiry projects, and their community sites explicit for students.

*I learned that
photographs tell a story
by showing the people
back then and the
surroundings.*

Question 3 indicates that students across all sites were somewhat unclear about the usefulness of what they had been learned during the BCK week in relation to what needs to be learned at school. Even if curricular ties were clearly articulated during on-site learning, formative feedback within a journal or sharing circles may not have struck

the students as being aligned with alternative and perhaps more familiar school practices like quizzes, tests, short responses, and projects taking place within a school setting. As the environment of learning was vastly differently, students may need greater support in seeing the relevance and relationship between learning during the BCK week and their ongoing classroom learning.

I would want [more] journal[ing] time because there was so much to see and write about and not enough opportunities.

Lower averages for the next question dealing with the comfort level for asking questions at a site may, in part, be reflective of whether or not students had a chance to build a rapport with a member on staff or the host facilitator. In some sites, there may have been many presenters and people over the entire week, which may have been intimidating to students. It could simply be that those who felt uncomfortable asking questions are generally shy or are part of a more reserved classroom dynamic. In

addition, lower averages can indicate classes in the preliminary stages of grasping inquiry learning (and were therefore just becoming acquainted with taking the initiative to generate and ask questions).

In question 5, students were asked whether or not the site made them more curious about something site specific (e.g., rocks and minerals, the local government, and art). Having already established through questions 1 and 2 that students had, indeed, learned a considerable amount, the answers to this question might indicate whether students left the site with an interest to learn more about the focal area. Those sites with lower averages might indicate that students had reached a level of saturation. Higher averages indicate that students gained access to a way of thinking and to a world of information that they are now stimulated to think more deeply about.

I remember that artifacts help you a lot – [it's] not just people telling you.

Table 1: Response to quantitative student survey questions (Scale: 2=high, 1=mid, 0=low)

	Agnes Etherington Arts Centre (n=40)	Bellevue House National Historic Site (n=17)	Frontenac County Schools Museum (n=24)	Kingston City Hall (n=65)	Military C&E Museum (n=22)	Miller Museum of Geology (n=36)	Museum of Health Care (n=40)	All Sites (n=244)
Q1. I learned about people and places in my community and Canada that I did not know about before.	1.54 ^a 0.55 ^b 2 ^c 2 ^d	1.71 0.47 2 2	1.54 0.59 2 2	1.67 0.56 2 2	1.77 0.43 2 2	1.60 0.50 2 2	1.88 0.33 2 2	1.67 0.51 2 2
Q2. I learned about [site specific content]	1.68 0.53 2 2	1.81 0.40 2 2	1.52 0.50 1.75 2	1.52 0.64 2 2	1.77 0.43 2 2	1.85 0.36 2 2	1.75 0.44 2 2	1.67 0.52 2 2
Q3. I learned new skills that will help me in school.	0.90 0.63 1 1	1.00 0.63 1 1	1.21 0.51 1 1	0.92 0.72 1 1	1.14 0.64 1 1	1.23 0.49 1 1	1.35 0.58 1 1	1.09 0.64 1 1
Q4. I felt comfortable asking questions to find out more information.	1.28 0.78 1 2	1.65 0.61 2 2	1.29 0.62 1 1	1.38 0.71 2 2	1.71 0.56 2 2	1.66 0.48 2 2	1.58 0.59 2 2	1.48 0.66 2 2
Q5. My week at this site made me more curious about [site specific content].	1.23 0.70 1 1	1.65 0.49 2 2	1.54 0.59 2 2	1.39 0.65 1.5 2	1.59 0.59 2 2	1.65 0.54 2 2	1.67 0.58 2 2	1.50 0.62 2 2

^amean, ^bstandard deviation, ^cmedian, ^dmode

Short Answer Responses: The last three questions on the survey, required short responses and providing students with the opportunity to elaborate on their experience and learning. Students provided insight as to what they learned, what they remembered most, and what part of their BCK experience they would change (and why).

The answers generated for the first two short response questions were not only site specific but also specific to the class's main inquiry question. As such, those responses have been provided in Appendix C. However, it is interesting to note that responses to question 6 (i.e., what students learned) were highly factual or procedural and used quite specific newly acquired terminology. For example, students spoke of how x-rays are used to check paintings,

where the Loyalists came from, why primary sources like photographs are important, where to go to get a license for a business, how the Enigma machine codes and decodes communications, how limestone could have fossils, and how a scarificator was used in bloodletting. Responses to the question 7 (i.e., what students remember the most), had students recollecting experiences that stimulated the senses or were activity-based. For example, students wrote of the smell of painting or wire sculpting, learning Inuktitut, drumming with Elder Bernard, re-enacting what it might have been like to be in school in the late 1800's, meeting the Mayor, touring jail cells, the communications relay race, growing crystals, and the smudging ceremony.

The responses to question 8, that asked students about one thing they would want to change and why, conformed to three themes: (a) wanting to stay at the site longer, (b) to see more exhibits and have more time for journaling, and (d) to have more play/recess time.

Stay Longer

An overwhelming majority of students kept on reiterating how "awesome" the experience was and that they "wouldn't change a thing because...[it] was a

Most Memorable Learning

"There was a person who shot a deer and got deer teeth dentures."

"The presentation with [the Indigenous Elder] was interactive. We got to drum and shake rattles."

"We did the school thing back in the 1899's with Mr. Reynolds. We used quills and we played board games to see what board games were like back then."

"Kids 7 and up could go to jail."

"I remember the Vimy exhibit the most."

great experience.” To emphasize the success of the program in the eyes of the students, many wanted the trip to be extended so that they could spend more time at the site. In fact, 30% of all student respondents were moved by their experiences enough to specifically mention that either they had a fantastic time and would change nothing, or that they would wish they could have extended their stay at the site.

See More Exhibits and Journal More

Many students wanted “more time to just walk around the exhibits and look at stuff.” Some wished that they could have had more time to learn about the artifacts in depth or spend more time thinking about them. In fact spending more time with the artifacts also allowed students to journal using their BCK skills of observation. There were statements like “I would want a second journal time because there was so much to see and write about and not enough opportunities.” Perhaps they realized the potential for learning deeply through journaling. Almost 20% of all student respondents explicitly stated that they wanted more time to journal. Only a handful of students (n=5), wrote that they would like less time for journaling.

More Recess

Around 10% of the student respondents wrote about desiring more recess time because they “needed more fresh air” or were becoming “antsy pansy or bouncy” or simply because they wanted to enjoy the outdoor grounds and “explore the forests” that were part of the site.



Students exchanged pencils for quills when learning about early writing instruments at the Frontenac County Schools Museum.

4. Summary & Key Considerations

Beyond Classrooms Kingston (BCK) is a unique program that couples an inquiry-based cross-curricular learning approach with on-site experiential learning to connect students with the Kingston community, history, culture, heritage, and the arts. Drawing on field experts and integrating literacy practices, students delve deeply into a focused inquiry question over a week-long period in a relevant host site, pursuing an integrated collaborative study that links with Ontario curriculum expectations and that often extends back to their classroom settings. Since 2012, BCK has expanded its infrastructure to increasingly provide a greater number of students with this meaningful opportunity to spend a full week learning outside of their classroom in various Kingston host sites. Over this past year (2016-17), BCK employed a full-time program coordinator to facilitate the planning and implementation of 14 site visits for classes from Grades 3-8. The explicit program goals for these classes were to:

- ➔ Provide students and teachers with enriched and extended learning experiences within local heritage and cultural sites
- ➔ Promote student inquiry through connections with Kingston and area heritage organizations and professionals
- ➔ Support teachers in connecting curriculum to innovative, inquiry-based, and interdisciplinary experiences within the local community
- ➔ Develop students' capacity for active citizenship, engaged thinking, critical reflection, and enhanced literacy skills

BCK engaged in a systematic evaluation of this year's program to fulfill requirements of their Grow Grant from the Ontario Trillium Foundation. This evaluation has enabled the collection of meaningful data from key stakeholders including BCK program administrators, host site facilitators, classroom teachers, and students. The evaluation has focused on exploring the following:

- a. Development and growth of BCK;**
- b. Impact of BCK on various stakeholders including students; and**
- c. Sustainability of BCK.**

Summary of Key Findings

Findings from this evaluation of the 2016-17 BCK program have demonstrated substantial positive growth, development, and impact. There is a clear valuing of the program by all stakeholders – BCK program administrators, host site facilitators, classroom teachers, and students – and a desire to maintain the program’s momentum towards growth and sustainability. Key findings are summarized below in relation to each evaluation focus.

Development and Growth of Beyond Classrooms Kingston

In considering the development and growth of BCK, the collection and analysis of evaluation evidence was guided by the following central question: *How has Beyond Classrooms Kingston grown and developed over the past three years?*

It is evident that the BCK program has engaged in a series of infrastructure development activities to formalize the BCK program and establish its foundation for future development and sustainability. Most notably, since its inception in 2012, BCK has formalized its governance board and has successfully secured external funding via a Grow Grant from the Ontario Trillium Foundation. This funding has enabled the hiring of a full-time program coordinator who has been a valuable asset in supporting teachers and host site facilitators in planning and implementing week-long site visits. Importantly, the BCK Coordinator was a certified teacher who was able to offer on-site guidance to facilitate and deepen student learning as well as provide teacher professional development opportunities to help operationalize the inquiry-based BCK pedagogical philosophy. These key infrastructure developments have translated to clear growth in the number of students who have had access to the BCK program: BCK has hosted 31 classrooms at various sites over the past three years (8 classes in Year 1- 2014-15; 9 classes in Year 2 - 2015-16; and now 14 classes in Year 3 - 2016-17).

The infrastructure has also enabled the BCK program to develop in ways that differentiate it from other similar programs throughout Canada. Specifically, the BCK program has established a distinct inquiry-based approach to learning at host sites. Not only does this pedagogical approach align with contemporary educational mandates but it also enables a student-driven learning environment that leads to interdisciplinary learning. The results of this approach include greater student engagement and greater connections to multiple curricular

learning expectations across subject areas. In addition, the BCK program maintains a core practice of journaling, which not only supports students' development of literacy skills but also provides a critical opportunity for reflection on learning and enhanced metacognitive engagement. Furthermore, while the BCK program originated with a focus on history, it has over the past three years expanded its community partners to facilitate a greater breadth of experiences for students and teachers. These community partners provide students with first-hand learning of various Kingston cultural and government groups including Agnes Etherington Art Centre, Bellevue House National Historic Site, Frontenac County Schools Museum, Kingston City Hall, Military Communications and Electronics Museum, Miller Museum of Geology, and the Museum of Health Care.

The growth and development of the BCK program has encountered three key challenges as expressed by program administrators, host site facilitators, and teachers. First the current BCK program model maintains a high reliance on a paid program coordinator to organize and facilitate class visits to host sites. Without a sustained funding source for the BCK program (i.e., 5-year funding plan) to support a full-time coordinator, the stability of this model is problematic and would require adjustment to ensure program goals are maintained.

Second, teachers new to the BCK program appear to require greater support than second year teachers. In particular, some teachers are less comfortable with the inquiry-based pedagogical approach and need additional professional development and planning time to ensure successful site visits. As evident from teachers who have been in the program for multiple years, comfort levels increase and teacher capacity to function autonomously within host sites increases. That said, all teachers expressed that participation in this program required a substantial amount of additional preparation time and valued the personalized support of the BCK Coordinator in co-planning for site visits.

Finally, a dominant challenge remains the financial forecast of the BCK program as a steady funding source is not in place nor is there a dedicated fundraising committee. Under the current model, each BCK program week costs \$2700 to implement (plus bussing). Finding ways to minimize these costs and/or establish a steady funding source remains a limiting agent for future growth and development of the program. In the final section of this report, strategies to mitigate these challenges are presented based on participants' suggestions and perspectives.

Impact of Beyond Classrooms Kingston

A central purpose of the 2016-17 evaluation of the BCK program was to explore the impact of the program on students, teachers, and host site facilitators. Driving data collection and analysis related to impact were the following central questions: *What is the current impact of Beyond Classrooms Kingston on program users including students, teachers, and host sites? Does an expanded Beyond Classrooms Kingston program continue to meet the needs of participating students, teachers, and host sites?*

In response, it is evident from the evaluation data that the BCK program has had highly positive impact on all three program stakeholder groups – students, teachers, and host site facilitators. In particular, impact of the BCK program are summarized in the following three key findings:

4. Learning for All: Engaging All Stakeholders through Inquiry-Based Learning

Students consistently reported that participating in the BCK program facilitated high levels of learning about the Kingston community and Canada more broadly. The focus of students' inquiry questions centered on history, culture, governance, heritage, and the arts, and resulted in meaningful interdisciplinary learning. Journaling was a key strategy that supported many students' learning. Journaling was specifically linked to increased literacy practices, slowing down learning to appreciate details and enhance critical thinking, and engaging in reflections on learning. From several teachers' perspectives, the inquiry-based approach, coupled with the journaling, appeared to engage students who did not typically engage in traditional classroom settings.

Teachers consistently reported the value of the BCK program on their pedagogical development by providing a first-hand and well-supported experience of inquiry-based teaching and learning. Many teachers commented that although they are expected to guide inquiry-based learning in their practice, the BCK program allowed them to see it in action. This perspective has given teachers the confidence to continue inquiry-based pedagogy in their own classrooms. Another powerful learning for teachers was the degree of interdisciplinary learning that occurred through inquiry-based BCK site visits. Several teachers

recognized that within their one week site visits students were exposed to nearly every subject.

Host Site Facilitators reported several positive gains by participating in the BCK program. Firstly, the BCK program encouraged them to think differently about how they might engage students in the future and structure their educational programming around inquiry learning principles. Second, many host site facilitators discussed how observing students interact with their exhibits over an entire week provoked new perspectives on how to arrange and display exhibits to maximize learning, engagement, and use. Lastly, host site facilitators began to recognize the importance of connecting their site explicitly with Ontario curriculum expectations in order to increase the relevance of their site for other educational groups and establish their sites as active learning places for students.

5. Empowering Ownership of Local Culture

Sustained time and interaction at local heritage and cultural sites provoked a greater appreciation for Kingston and its history. Over time and through journaling tasks, students became more reflective of the significance of historical, cultural, and physical spaces in our community. Teachers often noticed that journal entries became more reflective and thoughtful throughout the BCK week with students spending more time journaling. Moreover, throughout their weeks, teachers observed greater student ownership of the local culture, which was further evidenced through students returning to host sites on their own and with their families after their school visit. In addition, some class inquiries transformed into service-learning, in which students contributed meaningfully to the development and enhancement of community, suggesting that students were empowered to facilitate change within their local community.

6. Building New Educational Partnerships

Through participation in the BCK program, teachers and host site facilitators recognized the value of building new educational partnerships. In particular, several teachers commented on now knowing experts they could contact when teaching historical and cultural topics. In addition, through collaboration with the BCK program Coordinator, host site facilitators became aware of expert guests that could enhance

programming offered within their sites. It is evident that the partnerships created through the BCK program will serve as meaningful educational resources for teachers and host site facilitators moving forward.

Key Considerations Moving Forward

It is evident from the impact data collected via this evaluation that the BCK program is a valuable educational opportunity that has immense learning benefits for students, teachers, and host sites. In order to ensure the sustainability of BCK moving forward, the evaluation asked program stakeholders to identify key strategies for growth amid current challenges. Driving the data collected and analyzed relating to the sustainability of the BCK program was the following question: *What is the realistic, sustainable growth potential for Beyond Classrooms Kingston?*

There is a need to respond to key challenges articulated by stakeholders in order to ensure a sustainable future for the BCK program. Accordingly, three key considerations are presented. These key considerations reflect sustainability strategies in relation to current challenges as identified by program administrators, teachers, and host site facilitators.

Key Consideration 1: Examine Coordinator and Teacher Roles within the BCK Program

A central challenge expressed across BCK program administrator, teacher and host-site facilitator stakeholder groups was the reliance on the BCK Coordinator to ensure the planning and implementation of each site visit. In this process, teachers, host site facilitators, and the Coordinator worked together to co-plan and provide personalized programs for each class. While the Coordinator was highly active in supporting on-site program delivery during each of the 14 BCK weeks offered in the current program year, this left limited time for the BCK Coordinator to facilitate other aspects necessary for program sustainability (e.g., fundraising, grant writing, recruitment of sites, etc.). Finding ways to ‘free up’ some of the Coordinator’s time to devote towards sustainability efforts could support enhanced sustainability of the BCK program.

Strategies to consider that might enable the BCK Coordinator to focus in part on sustainability goals include the following:

- ➔ Employ a scaffolded support approach. Teachers in their second year and beyond of the BCK program may not require as much on-site support from the Coordinator as first year teachers. While the evaluation data showed that these teachers still required planning support, they may require less on-site support, especially when re-visiting a site.
- ➔ Develop a planning and program framework document to guide teachers' and host facilitators' participation in the BCK program. While each site and inquiry will remain unique, an overarching approach to inquiry and planning might be used to facilitate teacher and host site co-planning and delivery. This framework document might articulate key program components and inquiry processes with core student activities. In addition to facilitating the co-planning and delivery processes, such a framework might also alleviate some of the reliance on coordinator presence during each site visit and provide teachers with greater confidence in inquiry processes prior to their site visit.
- ➔ Use a mentor teacher approach. As the program enters its fourth year, several teachers have successfully experienced the BCK program. It may be useful to leverage these teachers as mentors for newer teachers to the program. Mentor teachers could present their experiences to potential teacher participants, respond to potential participants' questions, share resources with incoming teachers, help facilitate co-planning for site visits, and/or join the BCK Board to inform the direction of future programming.

Key Consideration 2: Evaluate Funding Models for the Program

Funding remains a central challenge to the sustainability of the program. After several years of implementation and with empirical evidence on the value of the program to the Kingston community, establishing a short-, mid-, and long-term (5-year) funding model would be beneficial to the sustainability of the program. Key strategies for securing funding include:

- ➔ Obtaining explicit school board financial support via direct funding, teacher release time, and/or bussing support for class visits
- ➔ Gaining specialized financial support for specific aspects of the program; for example, discount on city bus or private bussing for students
- ➔ Establishing local business partnerships to obtain sponsorships for the

program that enable cross-promotion and mutual benefits, similar to sports team sponsorships (e.g., learning centres, Kingston-based businesses and organizations)

- ➔ Continuing to seek and apply for specialized funding grants including heritage/culture/arts grants and research-based funding (e.g., SSHRC)
- ➔ Approaching local philanthropists for donations (i.e., investing in the future generation of Kingston)

Key Consideration 3: Scale of the Program

A central question for the sustainability and growth of the BCK program revolves around the scale of the program moving forward. Many stakeholders did not see value in expanding the number of site visits per year, especially given the current financial constraints on the program. Stakeholders did, however, suggest the value of diversifying the experiences offered through the BCK program. This diversification might include facilitating the program in outdoor sites, local business venues, arts-based sites (e.g., The Grand Theatre, Isabel Bader), and sites in the Greater Kingston area. Diversifying the program in these ways might also serve to minimize some costs associated with the program (e.g., shorter bus trips for rural schools). In addition, there were suggestions to scale the program toward early primary grades and French Immersion classes. Expanding BCK program offerings into these areas would acknowledge current teacher and school board priorities. Moreover, diversifying program offerings might inspire a broader range of future career paths among participating students.

Summary

This evaluation articulates clear evidence that the BCK program is achieving its desired impact on participating students, teachers, and host sites—providing enriched and extended opportunities for teachers and students to interact with local culture, heritage, and the arts through inquiry-based learning that is tied to Ontario curriculum expectations and embedded within relevant community host sites. Moving forward, it will be essential for BCK program administrators and board members to address the key considerations outlined in this section so that BCK can continue to provide students with valuable opportunities to develop their capacity for active citizenship, engaged thinking, critical reflection, and enhanced literacy skills beyond the traditional classroom setting.

5. Appendix A

Data Collection Protocols & Ethics Clearance

BCK Coordinators, Board Chair, and KAM Managing Director Interview Protocol

General

1. Please describe your involvement in the Beyond Classrooms Kingston (BCK) program to date.

Development and Growth of Beyond Classrooms Kingston

2. Thinking about the growth and development of the BCK program over the past three years (or throughout your experience with the program):

- a. How has BCK enhanced its capacity for programming over the past three years?
- b. What specific strategies, personnel, and partnerships has BCK developed to support increased programming?
- c. How has growth enhanced programming?
- d. What challenges has BCK faced during periods of growth and development?

Impact of Beyond Classrooms Kingston

3. Thinking about the impact of BCK on program participants including students, teachers, and host sites:

- a. How has BCK positively impacted students' learning? (If possible, please describe specific observations, conversations, or products/artifacts.) (Prompts: students' active citizenship, empowerment, engaged thinking, critical reflection, and literacy)
- b. How has BCK enabled students to connect with culture, heritage, and the arts in a unique way? (If possible, please describe specific observations, conversations, or products/artifacts.)
- c. How has participation in BCK impacted teachers' pedagogical approaches and teaching practice? (If possible, please describe specific observations, conversations, or products/artifacts.)
- d. How has participation in BCK impacted host sites and heritage professionals? (If possible, please describe specific observations, conversations, or products/artifacts.)
- e. Please describe one highlight from your BCK experience to date.

Sustainability of Beyond Classrooms Kingston

4. Thinking about the sustainability and growth of BCK:
 - a. What strategies and resources could support the sustainability of BCK?
 - b. Is growth of the BCK program critical to its sustainability?
 - c. Please provide additional suggestions to support the sustainability and/or growth of the BCK program.

BCK Lead DSB Administrator Interview Protocol

General

1. Please describe your involvement in the Beyond Classrooms Kingston (BCK) program to date.

Development and Growth of Beyond Classrooms Kingston

2. Thinking about your board's participation in the BCK program:
 - a. How has your boards' participation in the BCK program changed over time?
 - b. How has the BCK program enhanced programming currently being offered in your board?
 - c. What challenges have you faced offering the BCK program in your board?

Impact of Beyond Classrooms Kingston

3. Thinking about the impact of BCK on program participants including students, teachers, and your board?
 - a. How has BCK positively impacted students' learning? (If possible, please describe specific observations, conversations, or products/artifacts.) (Prompts: students' active citizenship, empowerment, engaged thinking, critical reflection, and literacy)
 - b. How has BCK enabled students to connect with culture, heritage, and the arts in a unique way? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - c. How has participation in BCK impacted teachers' pedagogical approaches and teaching practice? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - d. How has participation in BCK impacted you and your board? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - e. Please describe one highlight from your BCK experience to date.

Sustainability of Beyond Classrooms Kingston

4. Thinking about the sustainability and continued growth of BCK:
 - a. What strategies and resources could support the sustainability of BCK?
 - b. Is growth of the BCK program critical to its sustainability?
 - c. Please provide additional suggestions to support the sustainability and/or growth of the BCK program.

BCK Host Site Facilitator Interview Protocol

General

1. Please describe your involvement in the Beyond Classrooms Kingston (BCK) program to date.

Development and Growth of Beyond Classrooms Kingston

2. Thinking about your site's participation in the BCK program:
- a. How have BCK program coordinators supported growth and development of the program at your site?
 - b. What challenges have you faced offering BCK programming at your site?

Impact of Beyond Classrooms Kingston

3. Thinking about the impact of BCK on program participants including students, teachers, and host sites?
- a. How has BCK positively impacted students and teachers during their time at your site? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - b. How has BCK enabled students and/or teachers to connect with culture, heritage, and the arts in a unique way? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - c. How has participation in BCK impacted you and your site? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - d. How has BCK helped you/your site connect with the broader educational community?
 - e. Please describe one highlight from your BCK experience to date.

Sustainability of Beyond Classrooms Kingston

4. Thinking about the sustainability and continued growth of BCK:
- a. What strategies and resources could support the sustainability of BCK?
 - b. Is growth of the BCK program critical to its sustainability?
 - c. Please provide additional suggestions to support the sustainability and/or growth of the BCK program.

BCK Teacher Interview Protocol

General

1. Please describe your involvement in the Beyond Classrooms Kingston (BCK) program to date.

Development and Growth of Beyond Classrooms Kingston

2. Thinking about your participation in the BCK program:
 - a. How did you hear about BCK?
 - b. Why did you want to become involved in BCK?
 - c. How has the BCK program enhanced programming offered in your board/school?
 - d. What challenges have you faced participating in BCK?

Impact of Beyond Classrooms Kingston

3. Thinking about the impacts of BCK on program participants:
 - a. How has BCK positively impacted your students' learning? (If possible, please describe specific observations, conversations, or products/artifacts.) (Prompts: students' active citizenship, empowerment, engaged thinking, critical reflection, and literacy)
 - b. How has BCK enabled your students to connect with culture, heritage, and the arts in a unique way? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - c. How has participation in BCK impacted your pedagogical approaches and/or teaching practice? (If possible, please describe specific observations, conversations, or products/artifacts.)
 - d. Please describe one highlight from your BCK experience to date.

Sustainability of Beyond Classrooms Kingston

4. Thinking about the sustainability and continued growth of BCK:
 - a. What strategies and resources did BCK provide that supported your involvement in the program? (Prompts: in-service orientation, journal workshop, planning meetings, class visits by program coordinator, coordinator support during the BCK program week, ongoing communication from BCK)
 - b. How might BCK engage and support the participation of more teachers in your board/school?
 - c. Please provide additional suggestions to support the sustainability and/or growth of the BCK program.

Beyond Classrooms Kingston (BCK) Student Survey

School	
Teacher's Name	
Grade	
Site Visited	

1. During my week at [site], I learned about people and places in my community that I did not know about before.

Yes-I learned a lot.	I learned a bit.	No-I didn't learn very much.
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2. During my week at [site], I learned about [art or history or culture].

Yes-I learned a lot.	I learned a bit.	No-I didn't learn very much.
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3. During my week at [site], I learned new skills that will help me in school.

Yes-I learned a lot.	I learned a bit.	No-I didn't learn very much.
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4. During my week at [site], I felt comfortable asking questions to find out more information.

Yes-I felt comfortable.	I was sort of comfortable.	No-I wasn't comfortable.
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5. My week at [site] made me more curious about [topic specific to site].

Yes	Somewhat	No
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6. Please write one thing you learned about [topic specific to site] during your week at [site].

7. Describe what you remember most from your week at [site].

8. If you could change one thing about your week at [site], what would it be and why?



Beyond Classrooms Kingston Program Evaluation

LETTER OF INFORMATION/CONSENT FORM for BCK Administrators, Host Facilitators, and Teachers

This program evaluation is being conducted by the Beyond Classrooms Kingston Program Board of Directors in partnership with program evaluators, Dr. Christopher DeLuca, Danielle LaPointe-McEwan, and Suparna Roy. This program evaluation has been granted ethical clearance by the BCK Board of Directors and the associated school boards.

What is this evaluation about? Beyond Classrooms Kingston (BCK) began in 2014 as an initiative of the Kingston Association of Museums, Art Galleries, and Historic Sites (KAM). For over thirty years, KAM has coordinated collaborative programs and events among Kingston and area heritage organizations, heritage professionals, and individuals interested in supporting cultural heritage in our community. Facilitated through an education committee, KAM works to address emerging trends in public use of museums and galleries, and consider proposals for new collaborations that facilitate teaching and learning.

In 2016, BCK received a Grow Grant from the Ontario Trillium Foundation to continue its work within schools and community contexts. As part of this grant, BCK began to explore the impact of its programming on students and teachers. To this end, in collaboration with program evaluators, BCK has begun to systematically evaluate the development, outcomes, and sustainability of the program.

What will participation require? In your role as a BCK administrator, host facilitator, or teacher you have important insights and beliefs regarding the BCK Program's development, impact, and sustainability. We would like to invite you to participate in an individual interview to share your perspectives on the program. With your permission, the interview will be audio-recorded. The results will be used to support our evaluation. At no time will these results be used in any way to monitor BCK administrator, host facilitator, or teacher performance.

BCK Administrator: 30-45 minute interview in April or May 2017, at a time and location convenient for the participant

Host Facilitator: 30-45 minute interview after his/her final week of hosting the BCK Program, at a time and location convenient for the participant

Teacher: 30-45 minute interview after his/her BCK Program week, at a time and location convenient for the participant

Is participation voluntary? Your participation is completely voluntary and choosing not to participate will not result in any adverse consequences. There are no known physical, psychological, economic, or social risks associated with this program evaluation. Further, you are free to choose, without reason or consequence, to refuse to answer any questions or withdraw from the interview at any time. Your confidentiality will be preserved to the extent possible.

What will happen to my responses? The interview recording will be memoed with supporting verbatim quotations, after which the recording will be destroyed. All electronic files will be password protected. Paper and audio data will be secured in a locked cabinet for five years then destroyed. Comments you make during the interview may be used to inform our work but at no time will your name or personal information (including your school, school board, and/or organization names) be used or published. We will protect your confidentiality to the extent possible. The data will be used to inform our program evaluation.

What if I have concerns? Any questions about participation in this program evaluation may be directed to Ann Blake, BCK Board of Directors at info@beyondclassrooms.ca or Dr. Christopher DeLuca at cdeluca@queensu.ca.

Again, thank you. Your interest in participating in this program evaluation is greatly appreciated.

Please sign one copy of this LOI/Consent Form and return to Dr. Christopher DeLuca, Danielle LaPointe-McEwan, or Suparna Roy. Retain the second copy for your records.

I have read the above statements and had any questions answered. I freely consent to participate in this program evaluation.

☐ I am willing to participate in the interview for the purposes of the program evaluation.

☐ I am willing to have my comments audio-recorded.

Participant's Signature: _____

Date: _____



Beyond Classrooms Kingston Program Evaluation

LETTER OF INFORMATION/CONSENT FORM for Students

This program evaluation is being conducted by the Beyond Classrooms Kingston Program Board of Directors in partnership with external program evaluators. This program evaluation has been granted ethical clearance by the BCK Board of Directors and your school board.

What is this evaluation about? Beyond Classrooms Kingston (BCK) began in 2014 as an initiative of the Kingston Association of Museums, Art Galleries, and Historic Sites (KAM). For over thirty years, KAM has coordinated collaborative programs and events among Kingston and area heritage organizations, heritage professionals, and individuals interested in supporting cultural heritage in our community. Facilitated through an education committee, KAM works to address emerging trends in public use of museums and galleries, and consider proposals for new collaborations that facilitate teaching and learning.

In 2016, BCK received a Grow Grant from the Ontario Trillium Foundation to continue its work within schools and community contexts. As part of this grant, BCK began to explore the impact of its programming on students and teachers. The purpose of this program evaluation is to systematically evaluate the development, outcomes, and sustainability of the program. Data will be collected from BCK administrators, host site facilitators, teachers, and students participating in the BCK Program.

What will student participation require? Students have important insights regarding the BCK Program's impact on their learning. We would like to invite each student who participates in BCK to complete a 15-minute paper-based survey about their learning experiences in the program. Student survey results will be used to support our program evaluation. At no time, will these results be used to monitor student, teacher, or school performance. Student surveys will be administered by the classroom teacher during class time at the teacher's convenience.

Is student participation voluntary? Student participation is completely voluntary and choosing not to participate will not result in any adverse consequences. There are no known physical, psychological, economic, or social risks associated with this program evaluation. Further, students are free to choose, without reason or consequence, to refuse to answer any questions or withdraw from the survey at any time. Teachers will provide an alternative activity for students who choose not to participate in the student survey.

What will happen to student responses? Student surveys and signed consent forms will be secured in a locked cabinet for five years then destroyed. All student responses will be anonymous and will be used to inform our program evaluation. At no time will students' names or personal information (including the student's teacher, school, and school board names) be used or published.

What if I have concerns? Any questions about participation in this program evaluation may be directed to Ann Blake, BCK Board of Directors at info@beyondclassrooms.ca or Dr. Christopher DeLuca at cdeluca@queensu.ca.

I have read and understood the request for my child to participate in the program evaluation for Beyond Classrooms Kingston. I have discussed this request with my child and I give him/her permission to participate in the student survey.

I understand that this form is to be completed and returned to my child's teacher ONLY if I consent to my child participating in the student survey.

Name of Student (please print): _____

Name of Parent/Guardian (please print): _____

Parent/Guardian Signature: _____

Date: _____

6. Appendix B

Host Site Description and BCK Visit Information (2016-17)

Host Site Descriptions

Site	Description
Agnes Etherington Art Centre	Located in the heart of the Queen's University campus, this art museum spans the Dutch Masters, and Canadian, African, and Contemporary art.
Bellevue House National Historic Site	This restored home and gardens hosted Sir John A. Macdonald and his family from 1848 to 1849.
Frontenac County Schools Museum	Educational and social life in the 1900-1930 era can be explored at this site through displays of artifacts, memorabilia, and a school master/mistress.
Kingston City Hall National Historic Site	Built in 1841-43 when Kingston was the first capital of Canada, this site is the current locus of municipal governance in addition to hosting a gallery, a heritage resource centre, and a restored jail.
Military Communications and Electronics Museum	This site features the troops, the times, and the technologies used in Canadian military communications.
Miller Museum of Geology and Mineralogy	Displays of crystals and minerals, descriptions of geology of the Kingston area, and fossils can be found at this site.
Museum of Health Care at Kingston	This site hosts eight exhibits depicting the history of health care in Canada.

BCK Site Visit Schedule with Class Inquiry Questions

Dates/Period	Host Site	Inquiry Question
October 17-21, 2016	Grade: 5 Host: Kingston City Hall	What is the role of local government in our lives?
November 7-11, 2016	Grades: 4-5 Host: Frontenac County Schools Museum	How has our region been influenced by our environment?
November 14-18, 2016	Grade: 6 Host: Military Communications and Electronics Museum	What impact has the military had on Canada and the Kingston community?
November 28-December 2, 2016	Grades: 6-7 Host: Bellevue House	How do the events and people of the past shape who we are today?
December 5-9, 2016	Grade: 5 Host: Frontenac County Schools Museum	How do primary sources tell a story?
January 16-20, 2017 with February 1-2, 2017 to make up snow days	Grade: 5 Host: Kingston City Hall	How does local government affect us in our everyday lives?
February 6-10, 2017 with February 13, 2017 to make up a snow day	Grade: 6 Host: Kingston City Hall	How has the role of City Hall changed or evolved through the years?
February 21-24, 2017 & April 11, 2017	Grade: 3 Host: Frontenac County Schools Museum	What can we learn about colonial Canada, in the Kingston area, by studying historical objects and artifacts?
March 6-10, 2017	Grades: 7-8 Host: Agnes Etherington Art Centre	What can we learn by looking at the narratives of communities in Canada and around the world?
March 27-31, 2017	Grade: 5 Host: Miller Museum of Geology	How are rocks formed and how do rocks form who we are?
April 3-7, 2017	Grade: 4 Host: Museum of Health Care	How has scientific innovation had a major impact on the health of people over time?
April 24-28, 2017	Grades: 4-5 Host: Museum of Health Care	How have health practices changed or stayed the same through the years?
May 8-12, 2017	Grades: 5-6 Host: Miller Museum of Geology	How have different cultures related to rocks & minerals throughout time?
May 29-June 2, 2017	Grades: 3-4 Host: Agnes Etherington Art Centre	What can art teach us about identity, time, and place?

7. Appendix C

Student Open-Response Survey Questions by Site

Site: Agnes Etherington Art Centre (2 classes)

Q6: Please write one thing you learned about art during your week at the Agnes.

- That some famous art pieces are about people I never heard of. (x2)
- There are a lot of types of art (like paintings, sculptures, etc.).
- They used x-rays to check artwork.
- There are multiple layers on a painting. (x3)
- The different histories behind it and how old and valuable the pieces of art are.
- I learned that art is actually a lot cooler than I thought it was.
- How good people are at all of the art.
- I learned how pigments were used to make paint.
- I learned about different ways to make a canvas.
- That there is only one sign in Northwest Territories.
- The process of restoring art. (x2)
- Complementary Art.
- Journaling. (x2)
- I learned that in art there are a lot of different types of shapes and lines.
- Point of view is important. (x2)
- Practice painting more and you will get better at it and about an artist that I didn't know about.
- Focal point.
- The rule of thirds and how it applies. (x2)
- Body oils.
- How to wash a paint brush.
- The horizon line. (x2)
- Vocabulary used to describe a painting. (x3)
- I learned about the artist's code and how to recognize them in art. (x2)
- That history can be anything.
- That art is much more than paper and paint.
- That art can still be made by people that don't look like they like art.

Q7: Describe what you remember most from your week at the Agnes.

- They used x-rays to see through the paintings to find any touches from the olden days.
- The teacher that taught us a different language.
- I remember how fun it was to sketch and write about it.
- The Inuit art exhibition.
- The smell (painting).
- The rocket ship looking sculpture.
- Some of the very interesting art pieces.
- I remember a lot of drawing and writing.
- The Drinker because I thought it was cool the way it looked.
- The x-ray of the Rembrandt.
- Lots of things about art and cool stuff.
- The guest speakers that came and spoke to us and did interesting activities.
- How people use UV rays to see under the painting.
- Wire sculpting and manhunt.
- Learning the language of the Inuit.
- Agnes's house and sketching there. (x3)
- The paintings and getting to sketch them. (x3)
- The wire sculptures.
- Meeting [the Aboriginal Education Specialist].
- That art is important and there is art everywhere and respect it.
- I learned that you use a horizon line.
- Painting. (x3)
- We painted and we journaled.
- Being in the gallery, silently reflecting, and journaling.
- The painting that looks like a ghost from Minecraft.
- ...the soccer field and art that gave me ideas about Canada.
- I remember lying down at the paintings and looking at them.

Site: Bellevue House National Historic Site (1 class)

Q6: Please write one thing you learned about a person or event that contributed to Kingston's history during your week at Bellevue House National Historic Site.

- ➡ Sir John A became Prime Minister of Canada and made Kingston the first capital. (x3)
- ➡ I learned that the fur traders had to walk/paddle for a long time.
- ➡ The Loyalists came from the USA. (x2)
- ➡ I learned about the fur trade and how it brought many different cultures to Canada.
- ➡ Voyageurs - people who travelled the lakes and got fur and sold it to other people for pots and pans/goods. (x2)
- ➡ I learned that the Aboriginals have an impact on our lives.
- ➡ The Loyalists moved to Canada. We remain loyal to the Queen.
- ➡ I learned about the First Nations peoples.
- ➡ I learned how they used the bathroom then vs. now.
- ➡ I learned from [the Indigenous Elder] and about First Nations schools. (x2)
- ➡ I learned that there is always more than one perspective to a story.
- ➡ I learned about the Loyalists and the American Revolution.

Q7: Describe what you remember most from your week at Bellevue House National Historic Site.

- ➡ Journaling freely. (x3)
 - ➡ I liked playing with my friends outside in the large property. (x2)
 - ➡ I remember learning about the voyageurs and how long it took to cross Canada.
 - ➡ The presentation about the Loyalists and the presentation about the voyageurs.
 - ➡ The presentation from [the Indigenous Elder], because we got to learn a lot about his culture. (x3) It was interactive and we got to drum and shake rattles. (x5)
 - ➡ The thing I remember most was touching the artifacts in Bellevue House. (x2)
 - ➡ The guy who went on a 120 day canoe trip to see what it was like to be a voyageur.
 - ➡ I remember journaling inside of the house, because it was so much fun going inside of a house I have never seen before.
 - ➡ I remember most about the tours.
 - ➡ I learned that the maids were very poorly treated in the 1900's.
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Site: Frontenac County Schools Museum (3 classes)

Q6: Please write one thing you learned about how primary sources tell a story during your week at Frontenac County Schools Museum.

- ➡ It could have a background and solve a question.
- ➡ That it includes Who, What, Where, When and Why.
- ➡ That pictures then are different than today.
- ➡ They can tell how someone's life was different than ours.
- ➡ I learned about photographs being helpful to tell what it was like a long time ago. (x2)
- ➡ They can help tell a story because on the back they can tell you about the place. (x4)
- ➡ Photographs tell us what people wear and what things looked like. (x2)
- ➡ I learned that maps are primary sources so you can know what they looked like and where somebody would need to go. (x2)
- ➡ Primary sources can help us tell what time it's from.
- ➡ How their clothes were, what they did for fun, and where they lived.
- ➡ I learned that photographs can tell a story by showing the people back then and the surroundings.
- ➡ Writing about objects there.
- ➡ That when you look at things like pictures, you can learn a lot about how people did things.
- ➡ They tell a story because you can see when or where the photo was taken.
- ➡ I learned about how to read a picture.
- ➡ How a picture tells more than just people.
- ➡ How (when) it was made. (x2)

Q7: Describe what you remember most from your week at Frontenac County Schools Museum.

- ➡ I learned the most about maps and pictures.
- ➡ I remember that when the kids were bad they would get the strap.
- ➡ Playing in the park. (x2)
- ➡ That there are different grades in the room.
- ➡ The desks were small and some were two-person desks.
- ➡ I remember that artifacts help you a lot - not just people telling you.
- ➡ The thing I remember most is when we went out to find a house for our story.
- ➡ I remember when the guest speakers came in to tell us about primary sources. (x2)
- ➡ We had a lesson back in the 1899's with Mr. Reynolds. We used quills and we played board games to see what board games were like back then. (x8)
- ➡ I remember the speaker Michael Lea who taught us about how to ask good questions.
- ➡ Journaling. I remember journaling because I thought the artifacts were cool and getting to write about them was nice for me. (x2)
- ➡ The thing I remember most is seeing slide shows.
- ➡ The view outside.

Site: Kingston City Hall (3 classes)

Q6: Please write one thing you learned about local government/Kingston City Hall during your week at Kingston City Hall.

- That the local government helps protect the city so that we don't die.
- About water and saving water. (x5)
- I learned a lot about different services that the local government provides.
- Every restaurant and store or business needs a license. (x3)
- That the mayor can't do all.
- The laws placed by the local government are called bylaws.
- They make decisions on what to spend money on like buildings or parks.
- Municipal - clerks, Provincial - police, Federal - immigration...and more.
- I learned that the government can help you find your relatives.
- They help us with food, schools, and homes.
- I learned what happens when you discuss ideas for the city.
- Democracy.
- Debating is very hard in local government.
- It is a little safer on the bike lanes.
- I learned about local government and that you might/can get money from them.
- I learned that the local government has meetings every 2 weeks.
- They may not be that big, but they make HUGE decisions.
- Debating. (x2)
- That if you would like to make changes in the city, you would go to a girl named Martha.
- I learned about the peace pineapple.
- About the jail cells. (x7)
- That kids 7 and up could go to jail.
- That there were 15-20 people in the jail cells
- That it has to be fair to work.
- I learned about the local government and how it debates.
- I learned about all of the different people that make Kingston what it is. (x2)
- I learned that there are different councilors for different areas.
- That being a councilor is not easy.
- About Sir John A. (x3) and that he drank a lot
- That it burned down twice. (x2)
- That it used to be a police department.
- A family used to live at City Hall.

Q7: Describe what you remember most from your week at Kingston City Hall.

- The prison (x10), royal hall (x2), memorial hall (x9), council chambers (x4), moustache hall (x2), and heritage centre (x3).
- It was so nice because we had fun seeing the Alexander Graham Bell phone and a lot of other old things.
- Journaling and/or drawing (x8) in different places of City Hall.
- Meeting the Mayor! (x6)
- I remember discussing the bottled water ban in the council chambers.
- I remember journaling a statue of Buddha.
- I remember the bell tower the most.
- I remember the debate (x4) in the Council Chamber - it was so cool that I can't forget about it.
- I like going outside because we played lots of games.
- I remember/enjoyed the skating. (x6)
- We heard footsteps and when we stepped out we couldn't hear them anymore.
- The glass windows.
- I learned about City Hall.
- I remember a lot of the history and the mayors that worked there because I was most interested in that.
- I remember taking [in] a lot of behind the scenes stuff.
- It used to be a police department.
- Meeting all of the cool people.
- I remember the guy with the way cool moustache.
- I remember Paul's tour the most!
- I remember what City Hall looked like.
- That it is a working building with a lot of history in it.
- I remember that each mayor wears a chain of office (x5) - a golden chain that extends in length.

Site: Military Communications and Electronics Museum (1 class)

Q6: Please write one thing you learned about contributions of the military (or communications) during your week at the Military C&E Museum.

Q7: Describe what you remember most from your week at the Military C&E Museum.

- ➡ That women called the bluebirds, help men at war and their contributions throughout many wars. (x2)
 - ➡ I learned that Vimy was really important to the military.
 - ➡ I learned that communications are very important (x5) (in war) because if you are under attack you can request back up.
 - ➡ I learned that the military keeps us safe by going overseas.
 - ➡ Many communicators lost their lives in battle.
 - ➡ Telephones.
 - ➡ I learned that the military protects our country.
 - ➡ I learned of the Vimy exhibit (x2) and that it happened in France
 - ➡ I learned about the Military's contribution to the UN.
 - ➡ I learned about Jimmys at the C and E museum
 - ➡ UN Peace keeping missions
 - ➡ I learned about the Enigma machine and how it coded and decoded.
 - ➡ I learned about how things/communications changed over time. (x3)
 - ➡ I learned that they supplied other countries and fought.
 - ➡ The quad radar.
 - ➡ I remember that we did morse code. (x2) ...It was awesome.
 - ➡ That the armoured cars are very useful.
 - ➡ I remember the communication relay race the most.
 - ➡ There is not much I remember a lot about.
 - ➡ I remember the Enigma Code encrypted decrypter machine. (x4)
 - ➡ We learned about the flag signals.
 - ➡ Playing the activity.
 - ➡ I remember learning about the nurses from world war I.
 - ➡ I remember the vehicles the most.
 - ➡ I remember the Vimy exhibit the most. (x4)
 - ➡ The exhibits that Dave told us about.
 - ➡ The owners of the Military C&E museum.
 - ➡ I remember when Marin came to talk to us about women in the military and when Major Lavoie came.
 - ➡ The Satellites.
 - ➡ I remember doing different activities with Dave and being able to ask him questions.
 - ➡ The truck exhibit.
 - ➡ Phones are old.
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Site: Miller Museum of Geology (2 classes)

Q6 Please write one thing you learned about rocks and geology/rocks, minerals, and culture during your week at the Miller Museum.

- ➡ I learned that foot salt can turn into crystals and that rocks are formed from heat.
- ➡ I learned about igneous rocks and the Alberta Sands.
- ➡ Rocks can be made from sand.
- ➡ That some rocks glow. (x4)
- ➡ How rocks/crystals/minerals are formed. (x2)
- ➡ I learned about iron in asteroids.
- ➡ At the Miller Museum I learned so much. It was awesome.
- ➡ I learned about rocks. Learning about rocks is really fun and some rocks look very heavy but they aren't and some rocks look very light.
- ➡ I learned that limestone is used a lot and has fossils and other stuff in it. There is fluorescence in rocks and when a light goes on it, it turns a neat colour.
- ➡ That rocks get formed in a volcano which is awesome.
- ➡ I learned how diamonds are made. (x2)
- ➡ I learned the names of cool rocks and minerals.
- ➡ I learned that diamonds are jewels.
- ➡ Mountains that existed a long time ago have eroded away. (x2)
- ➡ I learned more about amethysts.
- ➡ I learned that limestone has fossils in it and it is in buildings.
- ➡ Amethyst was a quartz crystal.
- ➡ Some rocks are used for decoration and jewellery and some rocks are very useful.
- ➡ I learned how the earth was formed.
- ➡ I learned about fossils (x2), I learned that some minerals can be poisonous, and I learned about Katmandu.
- ➡ I learned that mica could be made into paint.
- ➡ We learned about earthquakes and mountains and grew crystals. (x2)
- ➡ I learned about Inukshuk and Inuksuit. (x3)
- ➡ I learned how to make crystals.
- ➡ I learned a lot about mountains, the Inuit people and archaeology. (x2)
- ➡ 30% of rocks can make paint. (x2)
- ➡ I learned that both quakes can be dangerous.

Q7: Describe what you remember most from your week at the Miller Museum of Geology.

- ➡ I remember the ammolite.
 - ➡ I remember the diamond.
 - ➡ How to make crystals. (x7)
 - ➡ That they are really hard.
 - ➡ I remember the dinosaur exhibit. (x4)
 - ➡ I will remember Mark because Mark taught so much to me.
 - ➡ That very tiny rocks can be very rare and very big rocks aren't rare.
 - ➡ The amethyst (x2) is super pretty and purple. There is also a really big amethyst.
 - ➡ The fossils in the limestone building.
 - ➡ I remember the diamond part because diamonds are cool.
 - ➡ I remember that mercury is mined out of the ground.
 - ➡ The people there are really nice.
 - ➡ I looked at objects shaped like diamonds but they were actually rocks.
 - ➡ The diamond was a small piece in a rock.
 - ➡ I remember all the cool rocks and minerals that we saw.
 - ➡ Journaling (x4) was my favourite.
 - ➡ All of the rocks and the dinosaur exhibit.
 - ➡ Rocks are made by heat and pressure.
 - ➡ The thing that I remember most is the topographical sandbox map. (x3)
 - ➡ We looked at fossils.
 - ➡ I remembered everything because it was explained well.
 - ➡ I remember a type of bronze that turned green when it is wet.
 - ➡ The ice cream.
 - ➡ Watching crystals under a microscope, learning about mountains.
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Site: Museum of Health Care (2 classes)

Q6 Please write one thing you learned about scientific innovation/changes in health practices during your week at the Museum of Health Care.

- ➡ The scarificator was used to remove blood (blood letting) (x4)...and leeches (x3).
- ➡ That it is hard to put someone to sleep.
- ➡ I learned that it was very scary to be back in the day.
- ➡ In the old days they didn't have as many vaccines like today so now we have less diseases.
- ➡ I learned about x-rays.
- ➡ I learned there are a lot of diseases like measles, the plague, small pox, and more.
- ➡ I learned about how harsh the place was with germs, bacteria, and viruses.
- ➡ I learned how much more technology we have now.
- ➡ That in the pioneer times the health of people was not very good.
- ➡ I learned about the tooth.
- ➡ I learned that there are a lot of diseases that people have to look out for like small pox and diphtheria.
- ➡ That people back then had better teeth than us (x5) because back then they couldn't afford sugar.
- ➡ I learned that there was a girl named Mrs. Hartricke and that she lived at a hospital.
- ➡ I learned a tooth puller used to go to the schools and pull kids teeth out.
- ➡ Dentures have changed over the years. (x5)
- ➡ Doctors/dentists did to not clean their tools. (x6)
- ➡ I didn't know that they cut off your leg if you broke it.
- ➡ They don't kill you now if you are sick.
- ➡ One man shot a deer and used his teeth as dentures.
- ➡ There used to be wooden dentures.
- ➡ That at the Museum of Health Care we didn't have any desks.
- ➡ I learned that they had gas masks to prevent from smelling.

Q7: Describe what you remember most from your week at the Museum of Health Care.

- ➡ I remember the diseases (plague and small pox) and the vaccinations. (x6)
 - ➡ The \$100,000 mannequin. (x5)
 - ➡ When Ms. Nolan came to talk about traditional healing. I also remember Jimmy - he's in a better place now.
 - ➡ I remember that Dr. Baren acted like a doctor from the 1800s (x2) and taught us about surgery.
 - ➡ I remember the army helmet.
 - ➡ I remember the clinical simulation lab - it was fun!!!
 - ➡ I learned about the scarificator.
 - ➡ I remember Francis Whaton's deer teeth dentures. (x2)
 - ➡ I remember the scavenger hunt.
 - ➡ I remember our drama role-play which was so fun.
 - ➡ I remember the dentist.
 - ➡ Journaling. (x2)
 - ➡ I remember Miss H-...'s room the most.
 - ➡ The real skeleton!!!!
 - ➡ [The Aboriginal Education Specialist], the smudging ceremony. (x3), and making the medicine pouches
 - ➡ Exploring the church.
 - ➡ I remember the denture information.
 - ➡ The gas masks display. (x2)
 - ➡ Dental health.
 - ➡ Smudging.
 - ➡ When [the Aboriginal Education Specialist] came in to talk about how medicine does not just come in a bottle.
 - ➡ That health has changed a lot in the years.
 - ➡ Dentures, guests, activities, and having fun.
 - ➡ That they used gas to poison people in the war.
-