Children's Museum
Learning Frameworks
Interactivity 2023
1. Introductions and Icebreaker
2. What are learning frameworks anyway?
3. Sharing Learning Frameworks
   • Children’s Museum Houston
   • WonderTrek
   • Marbles Kids Museum
4. You Share
5. Q&A
What does learning look like, sound like, feel like at your museum?
Where are you?

1. We have a learning framework and we use it.
2. We have a learning framework but we don’t use it.
3. We are in the process of developing a learning framework.
4. What’s a learning framework?
What Are Learning Frameworks Anyway?
1992: What’s A Programmatic Master Plan?
Learning Frameworks

Evolve

- 1992 Programmatic Master Plan
- 2000 Education Master Plan
- 2013 Visitor Experience Plan
- 2019 Learning Framework
A Learning Framework is…

- A process and a product
- Based in a vision and mission
- Consolidating a museum’s most important ideas around learning and learners
- For its audience and community
LEARNING FRAMEWORK

OUR APPROACH TO LEARNING

PLAY IS ESSENTIAL

STEPPING STONES CONNECTS
Mud is quintessentially interdisciplinary.

Is mud science, solids suspended in liquid? Is it art, a plastic medium with expressive qualities? Is it humanities, a universal building material providing shelter the world around?

Yes. No.
Mud is mud.

Museum Notes: Playing with…Mud
We are transforming communities through innovative, child-centered learning that improves the trajectories of all children in Greater Houston.
As children participate in the Museum’s programs, they…

...build confidence in their learning abilities;
...apply basic skills in math and reading;
...communicate their ideas;
...become skilled in scientific inquiry;
...use problem solving processes; and
...experience meaningful connections to the world around them.
Quintessential Questions:

- Cyberchase  
- Flow Works  
- Invention Convention  
- Tot*Spot  
- Kidtropolis  
- Matter Factory  
- How Does It Work?  
- PowerPlay  
- EcoStation  
- Cultural Gallery  
- What’s New Gallery  
- Parent Resource Library

- Can I Solve It?
- What Can it Do?
- What if?
- How does my baby develop?
- Where Does It Come From?
- What Is It Made Of?
- How Does It Work?
- Can I Do It?
- How Does It Grow?
- How Are We Alike/Different?

varies
### STANDARDS FOR LEARNING EXPERIENCES BY GALLERY

**How does the chart work?**
The CMH Learning Standards chart is a dynamic development and assessment tool that guides the exhibit development process for the expansion. As activities for each exhibit are defined, the chart will grow and reflect in more detail how each exhibit activity meets the learning goals indicated for each Quintessential Question.

**Vertical Alignment** refers to the progressive building of knowledge and skills as students move by grade through the K12 system. This progression is not defined above, but is articulated in the standards of the chart to develop the chart. This building process will be another variable that is used to engineer the appropriate learning opportunities for our target audience into each of the exhibits.

**Web of Knowledge and Skills**
The categories defined in this chart are much more interconnected than we are able to depict in this kind of brief format. As we define the vertical alignment of the learning process, this connectivity will be another added variable in the development and assessment process.
The Building Blocks for Kidtropolis are a compilation of education guidelines from the Texas Essential Knowledge and Skills and are comprised of concepts, goals, and skills that are essential in creating 21st century learners. Throughout Kidtropolis, visitors are able to engage in the following 21st century skills: Critical Thinking, Creative/Innovative Thinking, Problem Solving, and Listening.

Kidtropolis will immerse visitors in learning experiences that build their financial literacy and understandings of civic engagement. The thematic wrap for Kidtropolis is the city itself: a set of iconic buildings lining a street. The city is completed by the children; they have the opportunity to become leaders, voters, workers, consumers and entrepreneurs within the various venues in the city.

**Economics**

**Component/Source**

- Explain the difference between needs and wants. Bank, City Hall K.6(B)
- Identify jobs in the home, school, and community. Entire Gallery K.7(A)
- Explain why people have jobs. Entire Gallery K.7(B)
- Identify ways people exchange goods and services. Entire Gallery 1.8(B)

**TEKS alignment**
Alignment with School Standards

13 exhibits as learning platforms
...engineered to meet the learning needs of children birth through 12
...based on 13 sets of Building Blocks for Learning aligned with school standards

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
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<tbody>
<tr>
<td>Apply systematic decision making by considering financial alternatives &amp; consequences</td>
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<td>Explain the choices people in the U.S. Free Enterprise system make about earning, spending, and saving money</td>
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**Saving and Investing**

<table>
<thead>
<tr>
<th></th>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
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<tbody>
<tr>
<td>Describe how and why people save.</td>
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<tr>
<td>Identify the opportunity cost of saving.</td>
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4 of 122 Kidtropolis building blocks
DEEP Model
- developed 2005
- updated last in 2018
CMH partners with community-based organizations to make sure that all children in the Greater Houston area have opportunities to engage in our programs regardless of barriers like inability to pay admission or lack of knowledge about the Museum and our offerings.

**Programs include:**
- Open Doors Free Family Passes & group visits
- Lone Star Card holders and WIC recipients
- Free Family Nights (every Thurs 5-8)
- Family Math Adventures
- Overnight Adventures
WonderTrek’s vision is a compelling image of the positive changes we believe are possible for children and families in the region over the next generation:

WonderTrek Children’s Museum and its partners envision a more vibrant and connected region because all children enjoy the supportive relationships, expanding opportunities, and wellbeing they need to thrive.
Learning Framework

WONDERTREK’S VIEW OF LEARNING

KEY WORDS:
Active; lifelong process; learner directed; motivated; curiosity; interests; senses; emotions; mind; over time; interactions; experience; new meaning

LEARNING AT WONDERTREK IS:
An active, lifelong process directed by the learner. Motivated by curiosity and interests, learning engages the senses, emotions, and mind. Learning takes place over time through interactions with others and the physical environment, builds on experience, and creates new meaning.

Process Goals

- Learning Value
- Consolidate Thinking
- Engage Community
- Champion Play
- Serve Students, Teachers, & Schools
- Advance Start-up
Experience Approach #3, Making Meaningful Connections: Link actions and effects; explore connections among objects, part-and-whole relationships; build ideas and understandings; make connections with people and ideas, across systems, the region and the world.
Organizational Goal #5: A disciplined organization engaged in learning for itself, children and families, and the region
<table>
<thead>
<tr>
<th>FUN</th>
<th>FLEXIBLE</th>
<th>EXPERIENTIAL</th>
<th>SIMPLE</th>
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<tbody>
<tr>
<td>• Wow</td>
<td>• Multiple ages</td>
<td>• Child-led</td>
<td>• Classic favorites</td>
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<tr>
<td>• Wonder</td>
<td>• Multiple interests</td>
<td>• Open-ended</td>
<td>• Low consumables</td>
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<tr>
<td>• Novel materials</td>
<td>• Multiple abilities</td>
<td>• Multiple outcomes</td>
<td>• Low tech</td>
</tr>
<tr>
<td>• Novel ways to use materials</td>
<td>• Multiple learning styles</td>
<td>• Exploratory</td>
<td>• Low cost/high impact</td>
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<td></td>
<td>• Multiple entry points</td>
<td>• Process, not product-oriented</td>
<td>• Mindful of safety, mess, set-up, and facilitation requirements</td>
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<td>• Can be a quick or longer experience</td>
<td>• Provides for choice</td>
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<td>• Lends itself to playing together</td>
<td>• Doing not watching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lends itself to caregiver engagement</td>
<td>• Low tech</td>
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I Can/I Will