

**“AUSTRALIANS ALL – ENGAGING STUDENTS IN  
AUSTRALIAN HISTORY/CIVICS”  
12 AUGUST 2003  
NATIONAL MUSEUM OF AUSTRALIA**

**Evaluation Summary (ticks represent the number of teachers with the same response)**

**Total number of responses - 43**

**What parts of the session were most useful?**

- All add to the body knowledge and understanding, very interesting
- Margaret Fleming – Experiential Learning, dynamic, relation to history and today, knowledgeable, passionate, inspiring and Margaret’s reminder ✓✓✓✓✓✓✓✓✓✓
- Nick Ewbank – Dealing with people not just facts, reflections on history, knowledgeable, passionate, inspiring ✓✓✓✓✓✓
- Kevie Reed – Missing in Action; very interesting presentation, knowledgeable and passionate ✓✓✓✓
- Mitch Preston – giving examples of how to critically view archival film and how to read film, analyse archival film and art relevant to teaching History ✓✓
- Written mode with Rita Van Haren – Rita’s ‘reading for understanding’ ✓✓✓✓✓✓
- Introduction by Melissa Planten
- Presenters which can be easily contacted at anytime ✓
- Revisiting forgotten ideas
- Resources – availability
- Information on current projects in and around the ACT
- Possibilities offered by the National Portrait Gallery and Oral History
- Information Packs ✓✓✓✓✓✓
- Lovely afternoon tea
- Great venue – very comfortable
- Renewed focus for teaching Australian History
- Written Mode, Our Voices “new” and update of ideas ✓
- Practical ideas that can be used in lessons and excursions that can be attended in the ACT ✓✓✓✓✓✓✓✓
- Brings to attention resources that should be available but aren’t
- Notions of history as stories about people
- Reading archival film ✓✓
- New to recent DD forums
- Tangible links with our past ✓
- Language and power
- Visual mode ✓✓✓
- Ways of engagement
- Oral mode
- Experiential learning ✓✓
- Practical implications at a classroom level
- Link with pedagogical theories
- Excellent speakers who know and are enthusiastic about ideas that they presented, able to capture their audience ✓✓
- Strategies for linking SOSE to multiple intelligences
- Interpretive frameworks, a useful tool
- Great to be part of a “cross gallery” experience
- Rich culture at our fingertips
- Keeping in touch with History/LOTE as a special ed teacher



### **What strategies will you take back to you schools?**

- Reinforcing the experiential learning
- Handout on Reading Film
- Oral History (Family History), importance of valuing oral history ✓✓✓✓✓
- Will be taking students to the National Portrait Gallery and promotion of other places to visit ✓✓✓✓✓
- Involving children in the landscape – Role Plays ✓✓✓
- Asking the right questions
- Importance of Oral History for everyone
- Try and get resources into schools
- Inform deputy head and other teachers of information provided ✓
- Use ideas in a classroom environment
- Using props to engage children for historical understanding ✓✓
- Better use of Canberra's Heritage Resources
- The personal aspects of history / story telling around history topics
- Luke and Freebody's critical history role (text analyst)
- Film analysis sheet for moving and static images
- The pedagogy of the history speakers
- Critical literacy ✓✓
- Tangible links
- Masks
- Use of multiple intelligences
- Resources teachers can use ✓✓✓
- Gives a reason to justify why I want to teach different history units
- Ensure teachers continue to choose integrated curriculum with a History / Civics and Citizenship focus in a least 1 terms unit
- Access the connections in Canberra
- Access to resources available in the ACT particularly locations to take students that will enrich their learning and resources to support SOSE based Integrated Curriculum ✓✓
- Experiential Learning (from Canberra Region) ✓✓✓
- Enthusiasm
- Using "Roles" in the classroom
- Challenging ideas
- Critically looking at assumptions and giving students the tools and confidence to do the same, critical literacy ✓✓✓✓
- Information about resources and programs available ✓
- Promotion of Civics and Citizenship
- NMA resources phase 1, to be used with all classes / look at purchasing and using ✓✓
- Object learning
- Our Voices – plea to buy ✓✓✓
- Website addresses ✓✓
- A brief outline of numerous Canberra establishments to supplement classroom curriculum
- Finding the time to look for resources that will make history relevant to the students ✓✓
- Questioning techniques that will not only provoke the students but empower them to view their past and present world critically ✓
- Ideas from cultural institutions and how to incorporate them into the classroom ✓
- Archival Film the "web" discussions and analysis ✓

- Film and Portrait “de-coding” guides
- Consideration of the talk-back classroom idea
- Visual studies into English classes
- Perhaps do a mini presentation so that the teachers in our school can get a flavour of what was presented to us
- Portraits / pictures etc. as Visual Text
- Idea of being passionate about Civics and Citizenship Education in the school
- Power of Words – interesting activity for students

### **Suggestions / Comments**

- Thanks for a lovely, enjoyable and well organised afternoon ✓✓✓✓
- Thanks to all presenters as all their input was of value
- Fantastic insights to many ‘history’ ideas and resources
- Afternoon tea was delicious, wonderful and very much appreciated ✓✓✓✓
- Looking forward to the whole day on November 11
- Good resources ✓
- A lot of information to take on board in one afternoon ✓
- Check that all resources are getting through to ALL schools and students
- Some presenters a bit abstract or academic
- Mitch and Rita good presenters, more attention paid
- Have these sessions more often
- Greater emphasis on content of an effective Civics and Citizenship Program for K-10
- Visits to the various institutions for workshops / deeper analysis
- Maybe less presenters with more time each
- Due to problems with time it may have been better to have this session over a day rather than an afternoon, too rushed and too much information covered ✓✓✓✓
- Needed time to digest all of the information
- Having sessions closer together
- Needed more time with Critical Literacy session with Rita
- Less breadth, more depth
- The links of history to “values education” – with Our Voices
- Land people nation, could be another way of making “history” explicit
- Did it wander from the topic? Very little on Civics and Citizenship, strong on History ✓
- A longer session would have been more productive to enable more discussion and interaction, both afterwards and during breaks ✓✓
- Get overhead fixed, technological difficulties distracting ✓✓✓
- The room may need windows etc. as it was very difficult to stay focussed
- Identify links and directions of Civics and Citizenship for Australian schools