

**SCHOOL CHILDREN ACTIVITIES: A PERMANENT WORK IN PROGRESS DUE TO THE CONSTANT  
PARTICIPATION OF TEACHERS**

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This case talks about the collaboration between two centres, both located in the Girona province, on the north of Catalonia, near the French and Spanish border: the History Museum of Sant Feliu de Guíxols and the Department of Experimental Sciences tied to the Teaching Degree at the University of Girona.

The Museum is located in a medium-sized city on the Catalan northern coast and develops planning annual programs with two other little municipalities in the same valley. According to its statutes, it is defined as a territory and a social museum, being its major role and perspective to put the collection in context. The museum -beyond other relevant archaeological and ethnographic collections- is interested in rural healthcare and country doctors and traditional remedies and addressees these subjects through activities to different audiences, especially the educational community that is one of our main targets. We are now preparing the reinstallation of medical collections from the Monastery where it was established a first exhibition project to a new permanent exhibit in the Old Hospital building. Located in a touristic area, several kinds of public come to our centre.

The second centre is a department of the University of Girona. This university established a system of chairs out of the city of Girona, some of them linked to museums. It was through this system that was created Dr. Martí Casals

Chair devoted to rural medicine and health, being attached to the Museum in Sant Feliu de Guíxols. So the museum was articulated with the Teaching Degree in order to evaluate educational activities.

There are some goals that become the point of connection and the base of this synergy between both centres. On the one hand, the museum follows a multidisciplinary approach in their actions. We keep in mind the educational city project of Tonucci (1), which is founded in the idea that the city has renounced to be a place of meeting and exchange and has chosen for separation and specialization as new criteria of development. So, museums must have a special role. Tonucci also wonders how it is established a relationship between the object of the past and the present population, determined by the gaze. Other key questions here are how we interact with the collections from our present world, and how we transmit this knowledge to future generations.

On the other hand, Experimental Sciences Department is concerned on the traditional division between humanities and sciences, and wants to participate in placing the museum as a hybrid space of knowledge. Since the conference pronounced by C.P. Snow in 1959 and the debate about “the two cultures’ problem” many authors (2) defend a progressive bridge between science and art or humanities, and a reduction of the traditional separation. At present, sometimes it is called the “third culture” o “the new humanism” as a process or continuum, playing recognition in an increasing homology in experimental and humanistic sciences’ resources.

Our proposal has to do with taking a step forward, trying to overcome and break with the conception of a museum as a closed field to turn it into an open space for citizens and schools. So by displaying an interdisciplinary approach, the Museum and the University of Girona are developing, for the last four years, a cooperative and beneficial synergy for students and for the professional museum’s team. In the activities, students carry out the didactic workshops and evaluate the objectives, procedures, language register, materials, etc. A hundred of students from the last year of the Teaching Degree participated in this initiative and the evaluation questionnaire asked to evaluate the following items:

- If the proposal or situation of learning is significant, and if it refers to a real or everyday context, or is socially relevant to students.
- If it helps to interpret facts or phenomena related to the environment from complexity, building science models.

- If it involves experimental work using different tools (including ICT) or materials, both daily and more specific use of school science.
- If it helps students to reflect on what they do, think and communicate using different languages (oral, written, graphic, body, plastic ...).
- If the activity is developed with individual and cooperative responsibility.
- If it encourages autonomy, initiative and self-regulation for students to become involved and be aware of their learning.

In our proposal, we want to share the values and commitment of this common activity among the technical staff of the Museum and professors of the mentioned subject of the Department of Specific Didactics of the Teachers' College. We want to defend a methodology in favour of not overly delegating the planning of the educational program in external companies. On the one hand, the museum develops an annual evaluation and undertakes to apply measures to improve the activities. On the other hand, the participation of a large number of future teachers, allows the museum to promote activities addressed at those who will be developing educational tasks throughout Catalonia in future years. And finally, we take care of the obvious relationship between educators and museum managers.

#### REFERENCES

1. Tonucci, Francesco (1996), *La ciutat dels infants*, Barcelona, Editorial Barcanova.
2. Colorado et al. (2007) *Libro blanco de la interrelación entre Arte, Ciencia y Tecnología en el Estado español*. Fundación Española para la Ciencia y la Tecnología, FECYT.