

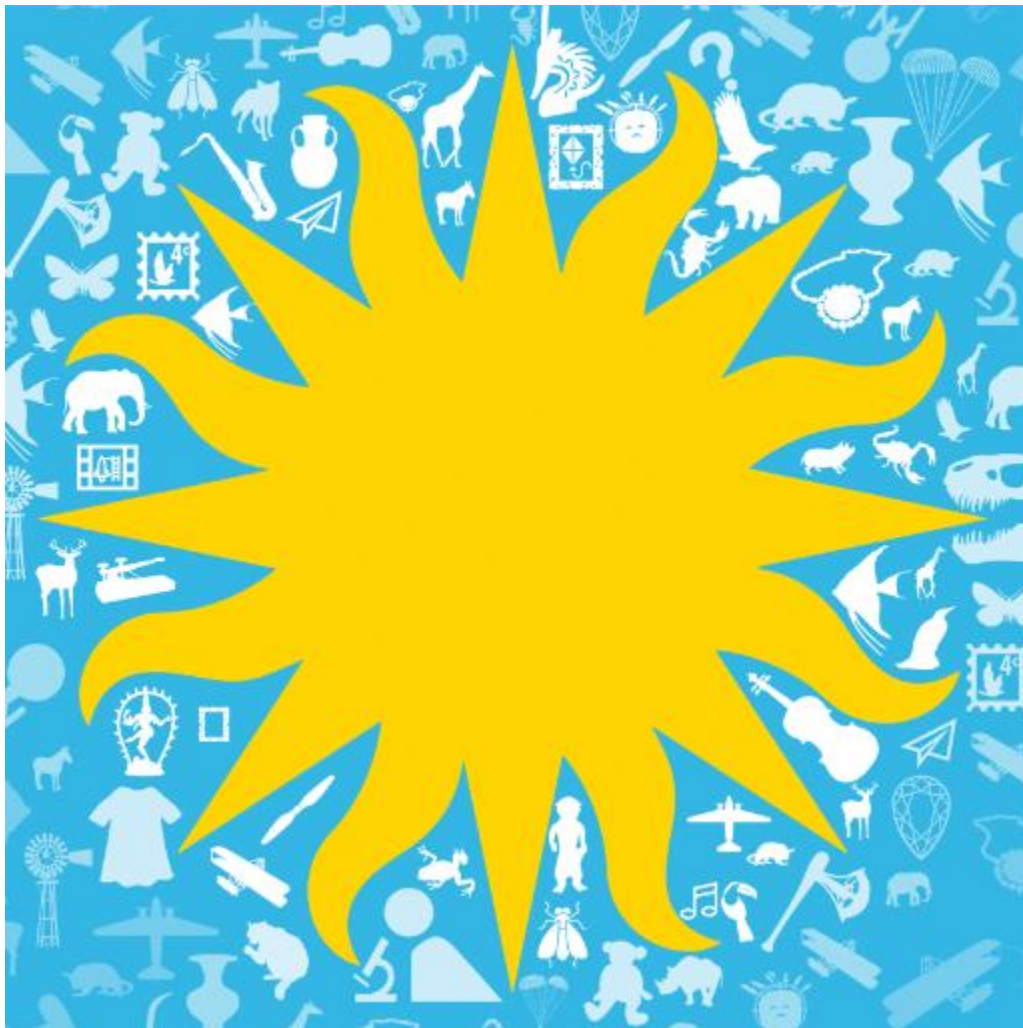


Smithsonian

Center for Learning and Digital Access

Ethnic Studies: Post Professional Development Evaluation

Curriculum Specialists and Teacher's Reflections
Report of Findings



Produced by:
Christina Talbert

July 2020

Table of Contents

Executive Summary.....	3
Background & Context.....	5
Project Goals.....	5
Methodology.....	5
Findings.....	6
Conclusions & Recommendations.....	24
Appendix.....	25



Figure 1. Terminology participants remembered teachers and/or other curriculum specialists using to describe the Smithsonian Learning Lab

Executive Summary

In the fiscal year 2019, the Smithsonian Institution (SI) worked in collaboration with Affiliate museum educators at three Texas sites (City of Austin Parks and Recreation, Irving Arts Center, and Institute of Texan Cultures) to develop and disseminate instructional materials highlighting Latino and Asian Pacific American history, art, and culture for Texas's high school Ethnic Studies courses. These instructional materials were disseminated to local social studies supervisors and curriculum specialists. The project focused on creating Smithsonian Learning Lab (SLL) collections to integrate museum-based Latino and Asian Pacific American instructional materials into these courses and to understand their usefulness in teaching.

Christina Talbert, an independent evaluator, was hired to conduct a series of in-depth telephone interviews with 10 participants of the 2019 workshops. Participants were asked about their experience at the workshop, using the SLL themselves and in collaboration with teachers, and any barriers and lessons learned throughout the year regarding the SLL.

Primary Conclusions

The main conclusions of this study were:

Curricula developers who participated in professional development workshops one year earlier and the teachers to whom they presented the Smithsonian Learning Lab valued the Lab mostly for the variety of authoritative and vetted Smithsonian digital resources. They envisioned the potentiality of the use of the Lab to engage students in inquiry-based learning.

One of the main components of an effective professional development workshop is to include ample time to practice using the Lab. Our audience welcomed continuous support.

- 1) Participants envisioned using the Smithsonian Learning Lab in a variety of ways. Over half of the participants described that they envisioned the SLL as a resource for student use. The following were some ideas for student use of the SLL:

Envisioned Student Use of the SLL
As a way for students to share their own learning
As a way for students to create dialogue between their peers
As way for students to conduct document-based question writing
“As a way to move more towards the student-centered approach opposed to direct teaching.”

“Like a resource for my students ... what I like about it is the collections that are curated by museum professionals that are on there and those resources, those photographs, those collections. Those are really helpful for my kids.”

- 2) Participants primarily used the SLL to develop curriculum for use based on student-centered approaches. They pointed out that the use can foster sharing and inquiries. Outside of curriculum development, participants used the SLL to find resources for content development and/or for personal research. Participants found the SLL to be effective for a variety of reasons, primarily being the abundance of vetted and reputable resources and/or the ability to use these resources to create content. Participants had not yet used the SLL in classrooms.

“It is something that’s pretty much always within reach for me when a teacher says I need something or if we’re designing something together, I’m always going to swing by the Learning Lab to find what’s available to use. I use it a lot.”

- 3) Participants described introducing the SLL to teachers through professional learning communities, professional development sessions, other types of meetings, and/or organic conversations. Participants did not know if the teachers whom they introduced to the SLL had used it in the classroom with their students. They did however recall that teachers expressed an interest in doing so and used a range of positive terms to describe the SLL. Teachers expressed that the SLL is effective because of the abundance of reliable resources, the accessibility of the website for students, and the usability of tools, such as hotspots, discussion questions, and annotations.

“Whenever I have conversations with teachers looking for how to find an image that would be something kids could engage with in the classroom, I always mention the Learning Lab... because of the reputation and the fact that there’s so many, 1000s, of digital images that the kids would benefit from that they may never see in person.”

- 4) Participants had mixed opinions about teachers using the SLL to align content to scope and sequence. The majority of participants agreed that the SLL can be used to align content through a connection to standards and/or the use of primary resources in creating content. The rest of the participants, while not expressing that the SLL could not be used to align content to scope and sequence, pointed out that the platform is not a necessary tool to do so. One participant explained that the SLL does not contain Texas-specific standards, and is thus unhelpful in aligning content to standards.

“It allows them [teachers/curriculum specialists] to look at a standard and consider all of the possible way that’s a standard can be taught.”

- 5) Participants suggested finding ways to introduce the SLL to more teachers in order to encourage them to create effective collections. Some suggestions for this were inviting teachers to workshops, providing virtual training via YouTube, sending out a listserv to teachers who are interested, attending state-wide conferences, and promoting the SLL through social media.

“I think it starts with the workshop.”

- 6) All of the participants were interested in joining an occasional meeting of a local support group provided by affiliate museums and a listserv to share and receive content regarding the SLL. Participants also expressed interest in additional virtual support. Some suggestions for virtual support included live video conferences, calls with teams of teachers/curriculum specialists who are interested, and/or recorded online training. Some suggestions for the content of virtual support include providing information about SLL updates, introductions to the SLL website, explanations of particular collections, and/or how to create content.

“Maybe if [SI] recorded it like, this is how you make this lab or this is a conversation about this and here are some decks already made - anything that’s recorded and could be shared with teachers.”

- 7) Participants expressed a couple of ways that the workshop best prepared them to use the SLL, primarily being the thorough introduction to the SLL and time allotted for collection creation. Participants also mentioned how effective Ashley and Philippa were at both introducing the SLL during the workshop and keeping in touch after.

“That ability to go through with it, do it, build it, share it – I was sold. That time to dig around and build and look at collections and I immediately started talking to people back on campuses. The actual interaction with the lab.”

- 8) Participants explained that the workshops could primarily be improved by allotting more time to introducing and using the SLL to create content, with some expressing that this portion of the workshop was “rushed.” As for future workshops with curriculum specialists and teachers, participants suggested providing breakout sessions for both types of participants to discuss their future use of the SLL.

“I would’ve liked more time to do some of the work. I felt like touring all of the centers was important, but at times I felt maybe it was repetitive and while it was quality, it wasn’t what I thought I was signing up for.”

9) Participants suggested the following improvements to the SLL website:

Suggested Improvements to the SLL Website
Adding PowerPoint capability to the collections
Adding an ability to “level” (i.e. change the reading level to the intended grade level) historical readings based on grade level
Adding video upload capability for students who are uncomfortable typing out answers
Creating a variety of lesson plans developed by museum educators for teacher use

Background & Context

In the fiscal year 2019, the Smithsonian Institution (SI) worked in collaboration with Affiliate museum educators at three Texas sites (City of Austin Parks and Recreation, Irving Arts Center, and Institute of Texan Cultures) to develop and disseminate instructional materials highlighting Latino and Asian-Pacific American history, art, and culture for Texas's high school Ethnic Studies courses. These instructional materials were developed by local social studies supervisors and curriculum specialists. The project focused on creating Smithsonian Learning Lab (SLL) collections to integrate museum-based Latino and Asian Pacific American instructional materials into these courses and to understand their usefulness in teaching. Participants used the SLL within their school districts during the academic year 2019/2020. In order to better understand how participants used the SLL and what lessons they learned from these experiences, SI partnered with Christina Talbert to provide evaluation support.

Project Goals

1. Inform the Smithsonian about how participants use the Smithsonian Learning Lab for curriculum development after participating in professional development workshops
2. Provide insight into how participants shared the Smithsonian Learning Lab with teachers in their district, and retrospectively, how teachers then used the Smithsonian Learning Lab with students
3. Improve future workshops

Methodology

In order to better understand how participants used the SLL in their districts, affiliate museum educators and Smithsonian staff members chose ten curriculum specialists and/or teachers that attended a workshop to contact and request interviews with. Participants were asked a variety of questions about their use of the SLL. Interviews lasted between 30-60 minutes. Prior to the interviews, participants were sent the interview script to review.

Evaluation Questions

1. How do participants use the Smithsonian Learning Lab in their school district? What are the lessons they learned by using it throughout the school year 2019/2020?
2. How did participants introduce the Smithsonian Learning Lab to teachers in their district? What did teachers think about the Smithsonian Learning Lab? How have/will they use it?
3. How could the Smithsonian improve future workshops?

Sample

A total of nine participants of the following job titles participated in the interviews: four curriculum coordinators (k-12, social studies), one curriculum coordinator (PreK-12, social studies), one assistant director of humanities (3-12, curriculum and assessments), one curriculum support specialist (6-12, social studies), one facilitator (6-12, social studies), and one US history teacher (11th grade).

Findings

This section includes findings from interviews with nine workshop participants. Findings are in the following order:

Envisioning the Use of the Smithsonian Learning Lab.....	6
Motivation to Use the Smithsonian Learning Lab.....	8
Curriculum Specialist Use of the Smithsonian Learning Lab	8
Curriculum Specialists - Effectiveness of the Smithsonian Learning Lab.....	10
Teacher Use of the Smithsonian Learning Lab.....	11
Teachers - Effectiveness of the Smithsonian Learning Lab.....	13
Use of the Smithsonian Learning Lab in the Classroom.....	14
Aligning Smithsonian Learning Lab Content to Scope and Sequence.....	15
Suggestions for Encouraging Teachers to Create Effective Lessons.....	16
Suggested Improvements to the Smithsonian Learning Lab.....	18
Suggested Ideas for Additional Smithsonian Support.....	21
Best Aspects of the Workshops.....	22
Suggested Workshop Improvements.....	22

Envisioning the Use of the Smithsonian Learning Lab

Curriculum specialists envisioned using the Smithsonian Learning Lab in a variety of ways. Over half of the participants described that they envisioned the SLL as a resource for student use. The following were some ideas for student use of the SLL:

- as a way for students to share their own learning
- as a way for students to create dialogue between their peers
- as a way for students to conduct document-based question writing
- “as a way to move more towards the student-centered approach opposed to direct teaching.”

A couple of participants mentioned using the SLL’s searchability features to find resources, with participants describing these resources as high-quality and vetted (Figure 2). Other participants envision the SLL as a place to create materials for the classroom. For example, the assistant director of humanities said s/he envisions it “as a resource for teachers to curate and share materials with students,” while the social studies facilitator said, “I envision this as a way for me to design really focused collections or resources that teachers can use.” A curriculum coordinator added, “teachers spend so much time lecturing so this is a great opportunity for them to use pictures and images for activities.” Lastly, the curriculum support specialist envisioned the SLL to be used “as a presenting tool for students to create something and present what they know using evidence.”



Update Search

< Refine Search



Resource Type

- Image
- Video
- Audio
- Text
- Learning Resource

Resources (3,547)

Learning Lab Collections (101)

Found 3,547 Resources containing:
asian american

Sort By Relevance (Best Match) v

Open Access [learn more](#)

- CC0 - Public Domain

Resource Provider

- National Museum of Asian Art (1869)
- Smithsonian Asian Pacific American Center (547)
- Smithsonian Magazine (220)
- National Museum of American History (208)
- Smithsonian American Art Museum (156)
- National Postal Museum (131)
- Archives of American Art (107)
- Smithsonian Center for Folklife and Cultural Heritage (101)
- Smithsonian Center for Learning and Digital Access (71)
- Art Inventories Catalog, Smithsonian American Art Museum (31)
- National Portrait Gallery (23)
- Smithsonian Institution Archives (18)

Culture

- Asian (4)
- Indian (3)
- Asian Indian (1)
- Chinese (1)
- Egyptian (1)
- Japanese (1)
- Not Given (1)

Place

- United States (1686)
- United States of America (126)
- United States (107)
- New York (46)



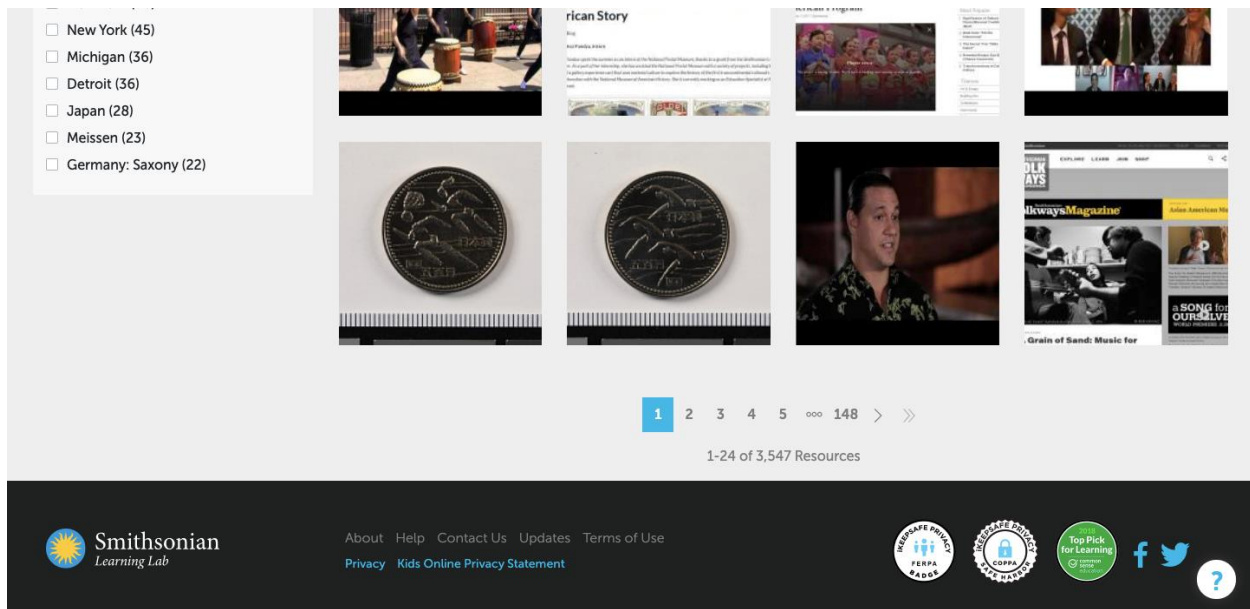


Figure 2. Example of the search engine for Resources on the Smithsonian Learning Lab

Motivation to Use the Smithsonian Learning Lab

A variety of participants explained that the reputable resources are what motivates them to use the Smithsonian Learning Lab, including some curriculum coordinators, the assistant director of humanities, the social studies facilitator, and the US history teacher. These participants turn to the SLL because of its variety and abundance of trusted resources. For example, a curriculum coordinator said, “whenever I have conversations with teachers looking for how to find an image that would be something kids could engage with in the classroom, I always mention the Learning Lab again because of the reputation and the fact that there’s so many, 1000s, of digital images that the kids would benefit from that they may never see in person.” A couple of the participants expressed that they are motivated to use the SLL because of the ability to create content. The social studies facilitator said, “I can look at 500,000 sources and pick them and organize them there, kick it out, and share it.” One curriculum coordinator said that the SLL is useful in categorizing his/her work through collections, stating “I have a couple of projects going on at one time and it’s beneficial to have them in separate pieces and bundle...for me, it can be bundled differently and categorized.” Other participants explained that they are motivated to use the SLL because of the student usability aspect of the website. For example, the social studies facilitator said, “we’re also really interested in our students doing creations to show their own learning,” and a curriculum coordinator said, “you have multiple styles of learning – no child or adult learns in the same manner so here’s another tool that can be used to reach different learners.” Lastly, one curriculum coordinator said s/he is motivated to use the SLL “as another tool to drive discussions with students.”

Participants turn to the Smithsonian Learning Lab because of its variety and abundance of trusted resources

Curriculum Specialists Use of the Smithsonian Learning Lab

None of the participants had used the SLL in the classroom themselves, either because they do not usually spend time in the classroom teaching students or because they did not have a chance to this year due to school closures during the COVID-19 outbreak. However, many participants mentioned using the SLL to develop curriculum for teachers to use and/or share with students. Three participants, a social studies curriculum support specialist, social studies facilitator, and a curriculum coordinator, had developed

collections for student use. The social studies facilitator described one of his/her collections as a Civil Rights collection that connected to a Texas-specific standard and the other as a student-activity where students were prompted to think about personal history and their experience during the current time period – “personally, nationally, and in the world.” This participant discussed how helpful the Harvard Zero Thinking Routines were in creating lesson plans, explaining that “they’re awesome. It’s so easy to drop them in and transition. I did an art analysis collection for the conference with the see, think, wonder card and then linked it to archives” (Figure 3). This participant also explained that s/he uses the SLL to find resources, saying “it is something that’s pretty much always within reach for me when a teacher says I need something or if we’re designing something together, I’m always going to swing by the Learning Lab to find what’s available to use. I use it a lot.” The curriculum coordinator that had created collections for student use described a variety of collections s/he created for world culture and US history regarding religion, reconstruction, and communism. The social studies curriculum support specialist built a collection about Native American Code Talkers in World War 1 to provide instruction for a specific Texas standard “that says students will be able to explain various reasons that led to Allied success.” This participant explained that s/he “created a collection of visuals and primary sources and secondary readings and they [the students] analyzed the documents and visuals to try to come to that target that identified that code talker operation as an element of allied success. When I use your resources, I think of a lot of analysis strategies such as visual analysis. We ask our students to collect evidence for their answers and that’s what the Learning Lab can do for them. It can help them collect evidence in the Lab and base an opinion and defend their answer with evidence.” Two participants said the only content they developed on the SLL was the collections they created during the workshop, with one describing his/her collection as “some resources around Asian American history.” The other participant explained that s/he used the collection that s/he created during the workshop as an example for introducing the SLL to teachers, but did not explain the content of this collection. One curriculum coordinator developed a collection primarily to introduce the SLL to teachers during a professional development session. S/he described this experience, stating, “I modeled a strategy for teachers called “Which one doesn’t belong” and I went through a couple of curated artworks from different times and asked teachers which of the images doesn’t belong and why and we had individual discussions and a whole group discussion.”

What do you **see**?

What do you **think** about that?

What does it make you
wonder?

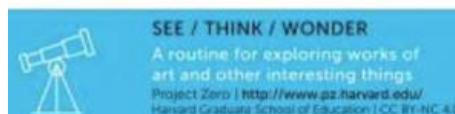


Figure 3. Example of a Harvard Zero Thinking Routine slide on the Smithsonian Learning Lab

Just over half of the participants had used the Smithsonian Learning Lab for something other than developing curriculum. Two of these participants described using the SLL to find resources for curriculum development and/or encouraging teachers to do so. The three other participants had used the SLL for personal research, such as creating collections for a personal genealogy club. One of these participants said that s/he finds resources that s/he personally wants to keep. The same participant discussed the possibility of using the SLL for a history fair so that students can “do research for an

original think tank to share with everyone else what they're thinking about for a historical product," and explained how the SLL is perfect for this because students will find primary resources and if their project changes over time, they can simply continue building it on the SLL.

Curriculum Specialists - Effectiveness of the Smithsonian Learning Lab

When asked what participants found particularly effective about the Smithsonian Learning Lab, most of them mentioned the resources. They described resources as vetted and reputable, as they are available through the Smithsonian. A few participants described the ability to curate content on the SLL as particularly effective. For example, the assistant director of humanities said, "it's interesting to go through the collections - to make choices and figure out how you might curate something. It's a good experience to look at an image or document or piece of art to find out what questions I can ask about it." A curriculum coordinator said, "if you're designing a learning experience that you want to evoke a certain emotion or students to respond in a certain way – imagery is everything so there's a lot of value to using this tool." When describing the effectiveness of the website itself, participants mentioned both searchability and shareability (Figures 4 and 5). For example, the social studies facilitator said, "I like that you can search by everything everywhere and look at collections people have created and the filter features are super helpful," while the curriculum support specialist said, "the shareability. I know I can create a collection and share it with a link easily and give it to anybody."

Share Learning Lab Collection

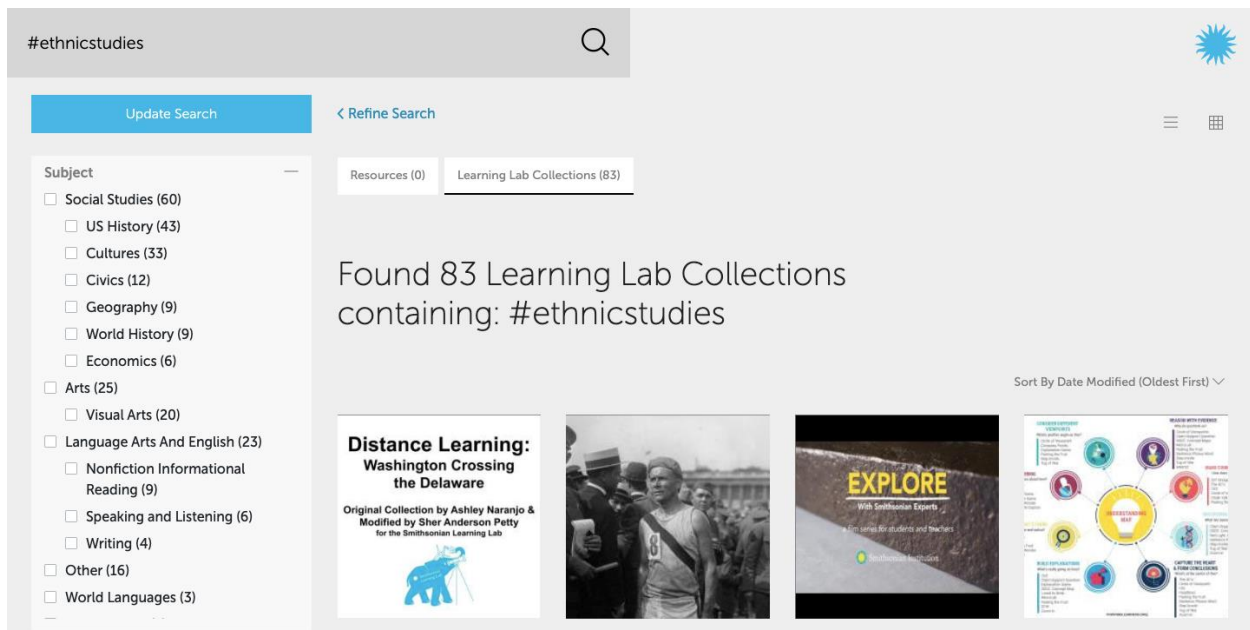


Add this collection to your site

<script type="text/javascript" si

Copy the code

Figure 4. Example of share features on the Smithsonian Learning Lab



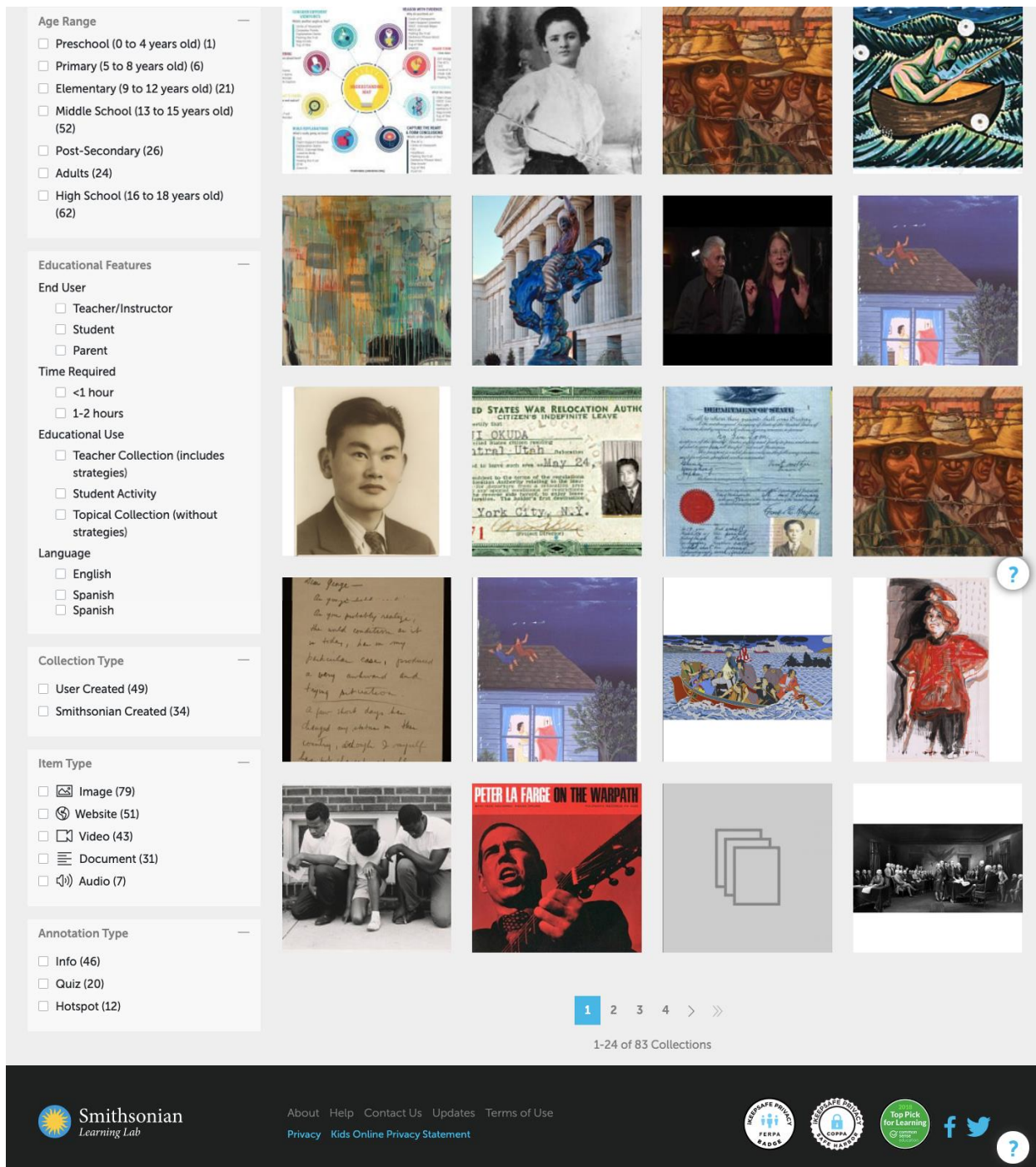


Figure 5. Example of the search engine for Learning Lab Collections on the Smithsonian Learning Lab

Teacher Use of the Smithsonian Learning Lab

Participants described introducing the Smithsonian Learning Lab with both teachers and other curriculum specialists in a variety of ways, with many mentioning multiple ways they have done so. Almost all of the participants had introduced the SLL to other specialists and/or teachers through meetings, dedicated Professional Learning Communities (PLC's), and/or professional development (PD) sessions. Participants of each job title had shared the SLL to colleagues (i.e. some coordinators, the US history teacher, the

social studies facilitator, the curriculum support specialist, and the assistant director of humanities). When asked how they introduced the SLL during these meetings/PLC's/PD sessions, many participants said they described the SLL as a reputable website with an abundance and variety of primary resources for students to engage with. Others introduced the SLL as a website to engage students using Harvard Zero Thinking Routines or prompted discussions (Figures 3 and 6). A curriculum coordinator described the SLL as "a resource put on by the Smithsonian that will allow them [teachers] to annotate or utilize documents within the Smithsonian system." Two participants introduced the SLL with teachers organically, with one describing the experience – "whenever I have conversations with teachers looking for how to find an image that would be something kids could engage with in the classroom, I always mention the Learning Lab again because of the reputation and the fact that there's so many, 1000s, of digital images that the kids would benefit from that they may never see in person." Two participants introduced the SLL to teachers simply by embedding it in their curriculum, such as online curriculum unit maps and/or curriculum documents. Some other ways participants have introduced the SLL to teachers include newsletters, email blasts, and tweets. Most of the participants did not explain how many teachers they discussed the SLL with or how many times they introduced it. Of the ones that did, some described discussing it with up to sixteen curriculum specialists and/or teachers with others describing up to seventy-five.

Only one participant, the assistant director of humanities, did not share the SLL with teachers in his/her district. When asked why this was, s/he explained that his/her "role, because I don't do a ton of interfacing with teachers...I have coaches who interface with teachers and so it's something that they talk about with PLC's or share at meetings with teachers." S/he went on to explain some barriers to sharing the SLL with teachers, such as how there are "so many things out there for people to use so how do you always keep it fresh and new and help people use it." S/he explained further "[we] haven't been with teachers at all since March, anything that we are sharing now is within context of preparing for a virtual learning environment or distance learning and less focused on 'Here's a resource to use' even though that's a great tech tool to collect feedback and help students collaborate and engage and build community in the classroom. So, components of what we need in pillars of distance learning are there. So, we should probably try to push this out more in the summer and help teachers embed this resource more into their classroom."



Questions for Discussion

1. What do you see?

2. What do you think about that?

3. What does it make you wonder?

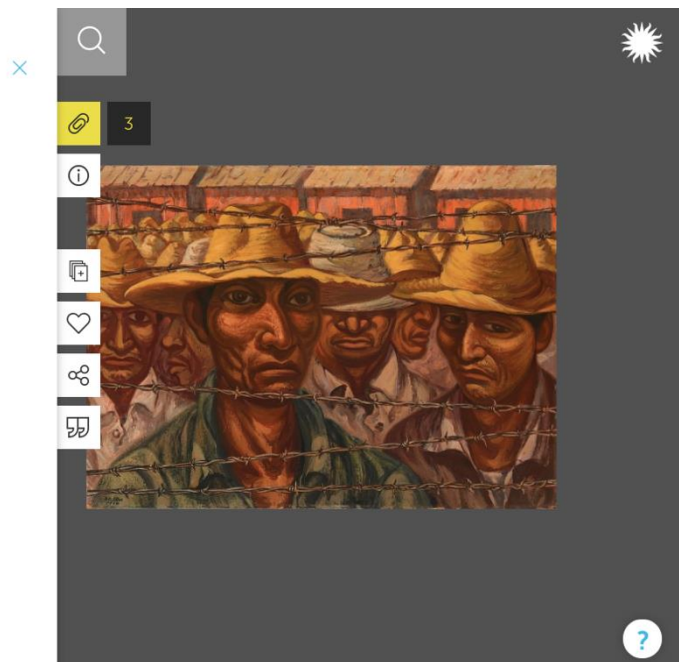


Figure 6. Example of discussion questions on the Smithsonian Learning Lab

Participants recalled that teachers and other curriculum specialists had a positive view of the Smithsonian Learning Lab when it was introduced to them. The terminology that participants recalled hearing from curriculum specialists and/or teachers when they introduced the SLL to was the following...



Figure 1. Terminology participants remembered teachers and/or other curriculum specialists using to describe the Smithsonian Learning Lab

Throughout the interview, participants stated how trustworthy the resources on the SLL are and that teachers and other curriculum specialists were interested in using the site because of the reputable resources they found. For example, the social studies facilitator said, “teachers appreciate that this is a safe place to go for teachers to dig and search and look at things instead of googling the Cold War.”

Three curriculum coordinators offered information about how teachers reacted to creating collections on the SLL. One explained that when teachers realized they would need to create collections, they asked him/her to build them. Another described how “overwhelming” the “tremendous” amount of resources available on the SLL can be to teachers. Lastly, one explained that teachers were excited and wanted to know how to “incorporate this into the lessons we’ve already planned for the year.”

Teachers - Effectiveness of the Smithsonian Learning Lab

Participants were asked if teachers mentioned anything particularly effective about the Smithsonian Learning Lab and their answers were similar to that of the curriculum specialists that were interviewed. Over half of the participants explained that teachers found the abundance and reliability of resources on the SLL as effective in creating content for their classroom.

Teachers found the abundance and reliability of resources on the SLL as effective in creating content for their classroom.

One curriculum coordinator said, “I think they were surprised at the wealth of resources because teachers are getting bombarded with going to different sites for different things and I think they were blown away by how many resources they have access to and the quality of the images and pictures and ability to pull up intricate pieces of artwork and getting into seeing the details.” Participants recalled teachers saying that specific tools on the lab were effective in creating content, such as annotations, adding questions, and adding hotspots to resources (Figures 6, 7, and 8). Another effective aspect of the SLL that a curriculum coordinator mentioned teachers speaking about was the ability to use it with students, explaining “this is a place where teachers can call out and create a collection that’s based on a standard or topic they’re teaching and have this ready for students to use.” Another curriculum coordinator explained how easy it is to find content on the SLL, saying, “it wasn’t challenging to find specific resources. I felt like the search options – it was fairly easy to use, even teachers who don’t do

much online” (Figure 2). Lastly, one curriculum coordinator explained how easy it is to navigate on the learning lab website, saying “even the layout was user-friendly.”

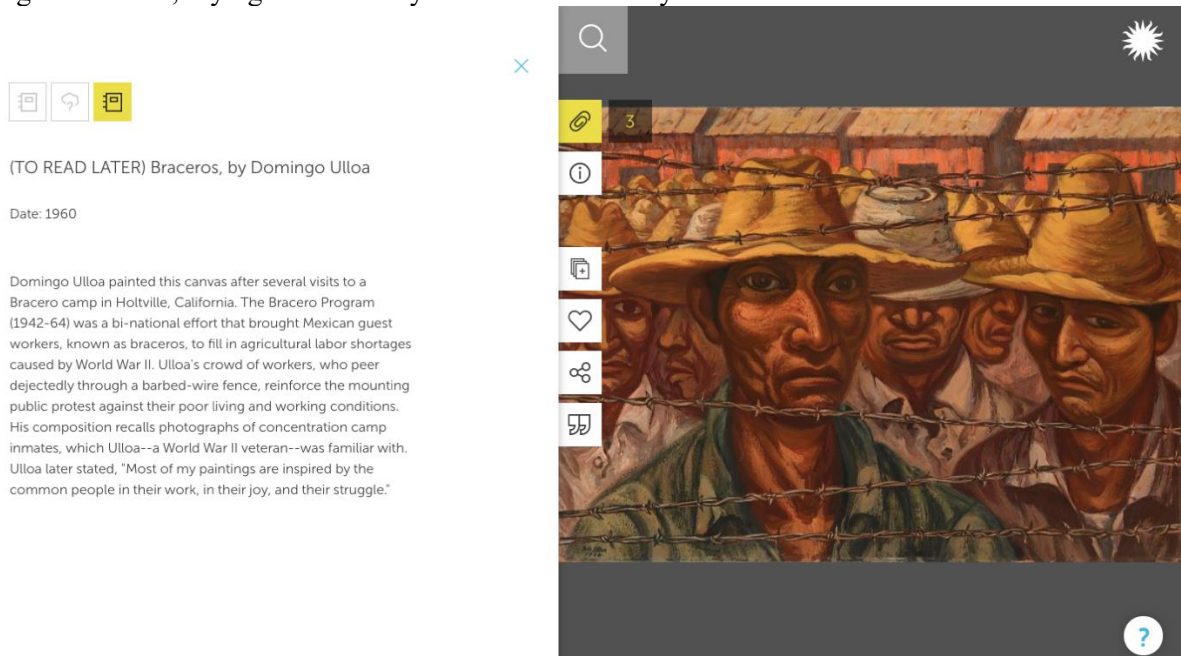


Figure 7. Example of an annotation on the Smithsonian Learning Lab (Annotations can also be inputted using hotspots and metadata)

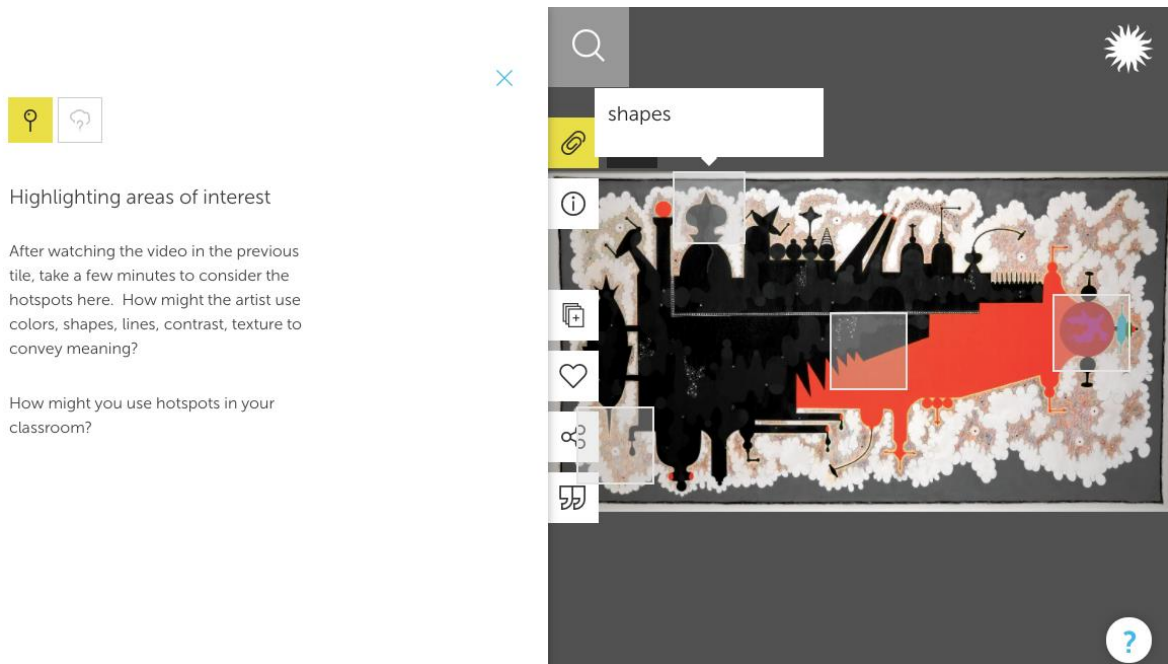


Figure 8. Example of the hotspot tool on the Smithsonian Learning Lab

Use of the Smithsonian Learning Lab in the Classroom

None of the curriculum specialists had used the Smithsonian Learning Lab in a classroom. One curriculum coordinator said that s/he “offered to model it, but haven’t had the chance to do that.”

The majority of participants did not know if the teachers that they introduced the SLL to had used it in the classroom with their students. One curriculum coordinator stated that the curriculum specialists s/he works with had created collections in the SLL, but that they do not teach classes, saying “my curriculum specialist do not teach classes – they write and develop curriculum so I know they’ve used them within

curriculum documents for teachers to use.” Another curriculum coordinator said s/he knew that secondary and high school teachers in his/her district had created collections. When asked to describe these collections, she explained that some high school teachers created “quizzes and interactive pieces where the kids could scroll over images with descriptions,” and that “some elementary [teachers] started collections but I don’t know to what degree.” When asked if s/he knew how these collections were used in the classroom, s/he stated that teachers may have projected the images, saying “a teacher might have had just the image presented so that all the kids could see it on a large format because our kids don’t have individual devices so the easiest way to do that is projecting.” S/he then explained that s/he is not sure that students knew the images came from the SLL, so s/he is not aware of their reaction to the website. The US history teacher said that she had used the SLL in her classroom, but did not create the collections herself. Rather, s/he used “hyper-focused” collections that she found in the SLL created by museum professionals. S/he explained that the “collections are really helpful in bringing some of the content to life in a way because the kids can see those collections. Especially my population that doesn’t have access to a lot of museums so this brings the museum to them.” Lastly, one curriculum coordinator knew that the teachers s/he introduced to the SLL had used the lessons s/he created but did not “get feedback on how students responded to it.”

The majority of participants did not know if the teachers that they introduced the Smithsonian Learning Lab to had used it in the classroom with their students.

Since participants did not know if the teachers they introduced to the SLL used it with students, they did not mention any barriers or benefits of using the SLL. Additionally, participants did not recall that teachers had any suggestions for improvements to the SLL, with one curriculum coordinator explaining that “feedback was very positive because it’s a good resource and it’s the Smithsonian.” The social studies facilitator did mention that the teachers s/he introduced the SLL to were confused about what happens to students quiz answers once they are filled in and that teachers wanted to interact with students in this manner but didn’t understand how to do so effectively. This participant went on to explain that “they’re [students] not filling things out for you to grade later. And sometimes I think that’s nice and other times it takes away from the purpose.”

Aligning Smithsonian Learning Lab Content to Scope and Sequence

Participants were asked their opinion about using the SLL to help teachers align content to their scope and sequence. Six of the participants agreed that the SLL allows them to help teachers align content to their scope and sequence either through a connection to standards or the use of primary resources in creating content. Of the participants that agreed, they had a diverse pool of jobs, such as some curriculum coordinators, the assistant director of humanities, the

US history teacher, and the social studies facilitator. Regarding the connection to standards, the assistant director of humanities said, “it allows them [teachers] to look at a standard and consider all of the possible ways that a standard can be taught.” Regarding the abundance of primary resources used to create content, the social studies facilitator said the SLL helps align content because of the “vetted, quality resources for teachers and students that are organized well and easy to use and share and that everything is there.”

Participants agreed that the Smithsonian Learning Lab allows them to help teachers align content to their scope and sequence either through a connection to standards or the use of primary resources in creating content.

Three participants did not use the SLL to align content to scope and sequence for two reasons, though neither disagreed that the SLL could be used to align content. Two of these participants did not feel that it is necessary to use the SLL to align content to scope and sequence. For example, the social studies curriculum support specialist said “I don’t know if there’s a better way to organize it because I have everything aligned in my head,” while another participant, a curriculum coordinator said “alignment has to be there but I don’t know that the Learning Lab explicitly does that but it isn’t a hindrance...I don’t think it’s the Lab’s job to do it effectively. That’s not what - it’s designed to be more of a resource so teachers have the ability to create curriculum around it. It should come from a teacher or person in my position and not necessarily the Smithsonian.” One of these participants, a curriculum coordinator, did not think that the SLL linked to Texas-specific standards but that if “you could search for a TEKS (Texas Essential Knowledge Skills) [another term for standard], that would be very helpful but I haven’t found that feature” (Figure 9).

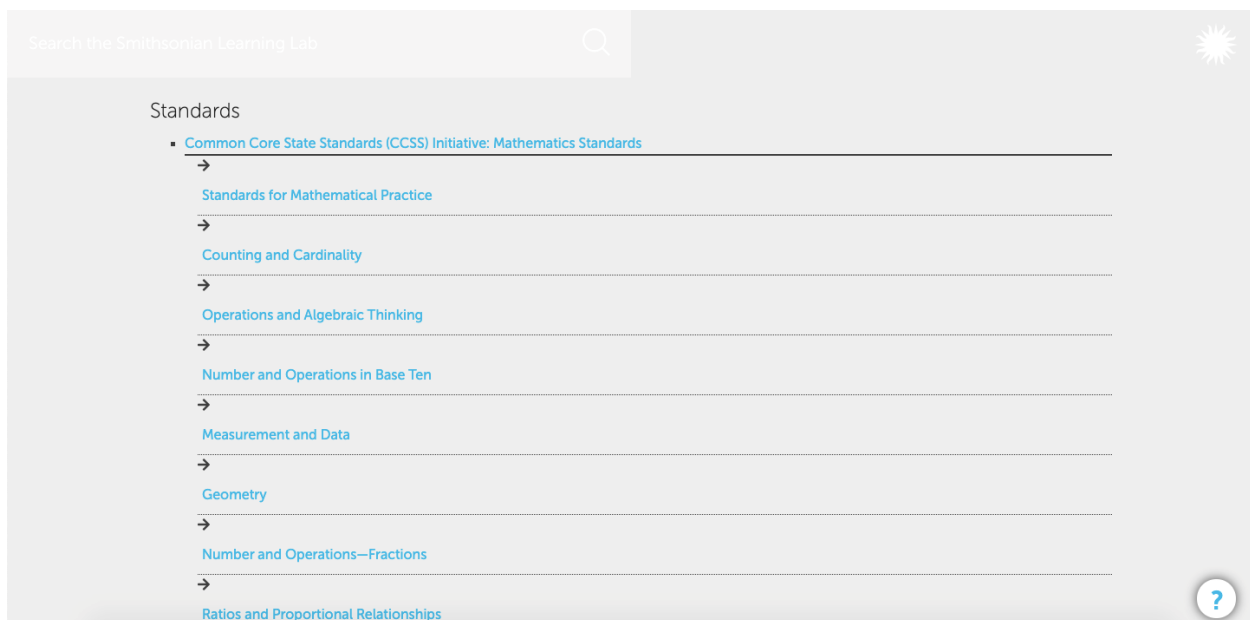


Figure 9. Example of the list of standards on the Smithsonian Learning Lab. The following standards are available to search through and/or add to the description of collections: Common Core State Standards Initiative: Mathematics Standards, Common Core State Standards Initiative: English/Language Arts Standards, Next Generation Science Standards, College, Career, and Civic Life Framework for Social Studies State Standards. Some, if not all, of these standards, provide links to collections.

Suggestions for Encouraging Teachers to Create Effective Lessons

Participants suggested a range of ways the Smithsonian can encourage more teachers to create effective content on the Smithsonian Learning Lab, primarily by introducing it to more teachers. For instance, participants said that teachers cannot understand how to create effective content without being introduced to the SLL itself. Some participants suggested providing more workshops like the one they attended, while others suggested connecting to teachers virtually, either through YouTube videos, a listserv, and/or social media. One curriculum coordinator said that attending state-wide conferences would introduce the SLL to many teachers, while the assistant director of humanities suggested “getting newer teachers to use it by connecting with teacher programs to make this

Participants said that teachers cannot understand how to create effective content without being introduced to the Smithsonian Learning Lab itself.

Participants suggested connecting to teachers virtually, either through YouTube videos, a listserv, and/or social media. One curriculum coordinator said that attending state-wide conferences would introduce the SLL to many teachers, while the assistant director of humanities suggested “getting newer teachers to use it by connecting with teacher programs to make this

something that's available so that newer teachers see it as something that's part of their repertoire." The assistant director of humanities and a curriculum coordinator suggested using the SLL as a way for teachers to showcase their work, such as "creating or giving an opportunity to create exemplar teacher lessons" or possibly creating a badging system similar to Google certified teachers to reward teachers for their efforts. Another idea was to encourage more teachers to educate other teachers about the SLL. For example, the assistant director of humanities suggested "if you're able to identify high users and ask those teachers to campaign the work for you - because teachers hearing from other teachers works really well." One curriculum coordinator said "I feel like we're a good source for that - presenting it [the SLL] to us to roll out to teachers," thus encouraging the Smithsonian to continue working with curriculum specialists. On the other hand, the social studies facilitator felt that it would be best for teachers to experience what s/he experienced by attending the workshop, saying "I'd be willing to bet that no one went back to it [after the PLC s/he held to introduce the SLL] but they were excited. 'Why do you think no one went back to it?' Because it was a short brief moment of their PLC, but I think if they had the experience in Irving that I had, then they'd go back and be using it. It was nice to have that. It was a great day to have away from creating and lesson planning. I think if they had that, then they'd be more likely to revisit it but I find that with resources in general because there are other things I'm sharing and I think a lot of it goes in an email folder and doesn't always get interaction." One curriculum coordinator suggested reaching out to curriculum service centers and working with their employees. The social studies facilitator mentioned that it is important to introduce the SLL as a source that can be used to align content to standards and that "because you have such a variety of resources, there's always going to be a way to find something that aligns. In order for you to get teachers to build and submit."

As for what content is considered effective, more than half of the participants said that it must be aligned to standards. Other participants explained that effective content contains primary and vetted resources. For example, the social studies facilitator explained that "on the Learning Lab, all of your sources are cited. The history is there. There's no question about where an artifact came from in a collection." A couple of participants expressed that effective content created on the SLL would incorporate discussion components, writing components, and strategies (Figures 3, 6, and 10).

During the discussion about effective content on the SLL, some participants expressed concern about using particular SLL content created by teachers, since they do not know the quality of the content. For example, one curriculum coordinator explained, "that's one thing that I worry about to a degree because that's something we struggle with as curriculum developers because we are an open resource. At one point we had a discussion about teachers submitting things to add to curriculum and we went in circles about how to monitor that to ensure high-quality resources and promote our mission and vision as that's one thing that I worry about a little bit by just saying this resource is great and I don't want to endorse collections I haven't seen." Other participants expressed this concern as well, with a curriculum coordinator saying "if I'm searching and using other peoples created lessons, then how am I going to know it's good?" and another curriculum coordinator saying collections "could be good or bad considering if it aligns with how we teach social studies." The curriculum support specialist expressed that providing an indicator that identifies collections created by SI staff prior to clicking into the collection would be beneficial for him/her (Figure 11).

Some participants expressed concern about using particular Smithsonian Learning Lab content created by teachers, since they do not know the quality of the content.

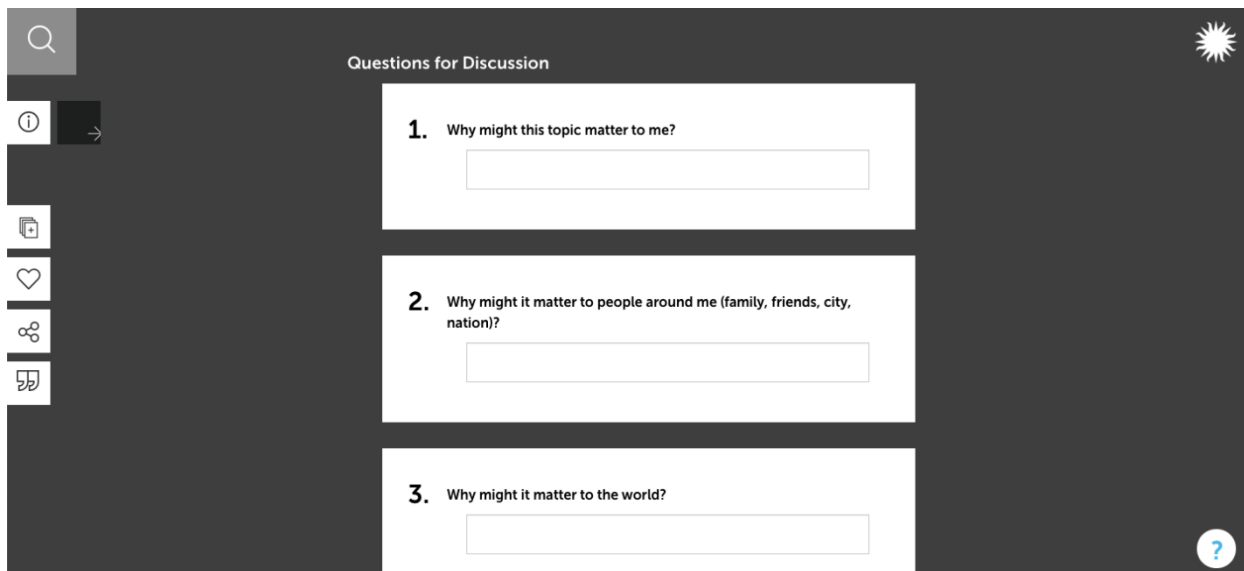


Figure 10. Example of a writing component on the Smithsonian Learning Lab

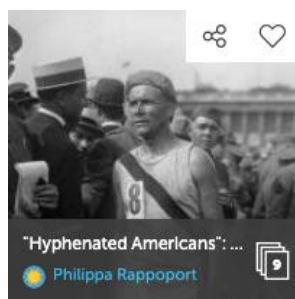


Figure 11. Example of how a collection is viewed when using the search engine, without clicking into the collection. Each SI employee has the SI icon, the sunburst, next to their name, which is viewed when hovering the mouse over the collection.

Suggested Improvements to the Smithsonian Learning Lab

Participants explained that they use a large variety of online learning platforms. A few participants find News ELA effective because it is “a collection of recreated news stories that you can use for a variety of content areas like the Learning Lab in a sense that you curate your own collections and ask questions and annotate things but different because the content’s all the same, like it’s all articles.” ABC Cleo is an online learning platform a few of the participants also found effective, mentioning how reliable the content is, how it is easy to navigate, how it is updating daily, and how the site continuously seeks feedback from teachers to make changes. Another source a couple of teachers mentioned was the Howard Zinn education project. What participants liked about this online learning platform was that it pushes against “status quo history” and contains fully developed lesson plans. A couple of participants mentioned Google Arts and Culture, with one saying that it “has a lot of interaction and visual engagement,” and “allows you to tour [museums] and look at artifacts.” Two participants talked about using PBS LearningMedia, with one saying, s/he uses it because “they have videos – they are pretty good about having videos, maybe some imagery...and then creating lessons around it so they have a pretty good site with a ton of lessons.” Two participants explained their use of the Library of Congress website, with one saying that s/he uses it because it holds so many resources. Other online learning platforms that were mentioned include Discovery Ed, Gilbert Learning, The DBQ Project, Common Lit, the Texas Data Historical Society website, the Gale Database, the National Archives, the Institute for American History,

Britannica Online, National Geographic, Ed Puzzle, Flip Grid, and the Stanford History Education Group.

When comparing the SLL to other online platforms, participants offered an array of compliments about the SLL. Some of these compliments were the following:

- the SLL updates daily with new content
- the SLL is useful when looking for fully developed educational experiences
- the SLL is considered more grade-level appropriate for grades 6-12 than other platforms
- the SLL is broad enough to find “anything that you’re looking for”
- the SLL is more visually appealing and/or contains more visual content than other platforms
- the SLL is “cleaner - the purpose of the learning lab is to give you freedom of creation - you can go in any direction”

Participants also brainstormed the following improvements for the SLL website:

- adding PowerPoint capability to the collections
- adding an ability to “level” (i.e. change the reading level to the intended grade level) historical readings based on grade level
- adding video upload capability for students who are uncomfortable typing out answers
- creating a variety of lesson plans developed by museum educators for teacher use

The assistant director of humanities mentioned two tools that may be useful to add to the SLL: Play Posit, a tool that pauses videos for students to answer questions and Stackup, a tool that measures how much students are reading and at what level. Some other suggested improvements regarded searchability and collection building. As for searchability, one curriculum coordinator expressed that it is difficult to find resources with the “tremendous amount of images” and suggested improving the subject-specific searchability as well as the standard searchability (Figures 2 and 9). One curriculum coordinator explained that it would be helpful to search the SLL based on topics, explaining that “if you already have some things done based upon topic or era that teachers can easily access, then that’s going to make you more attractive so teachers may be willing to use the platform” (Figure 5). As for specific issues with building collections on the SLL website, participants mentioned both student logins and linking outside resources as problematic (Figures 12 and 13). Two participants expressed issues with linking outside resources in their collections. One of these participants said that they went back to use a collection they had previously developed and found that the link to an outside resource did not work anymore and thus they could not use the collection. The other of these participants explained that the way the site kicks out to other websites is problematic for student use because students then view the entire webpage the site has kicked out to and not the specific part of the webpage that the collection creator wanted the student to view. This participant said that in order to avoid this, s/he pulls out the article separately and takes out the part s/he wants the students to see, levels the reading for grade level, and then adds it individually to the collection. Ultimately, this participant wants to “minimize [student] clicks around” the SLL. Lastly, the social studies facilitator expressed that it is cumbersome for students to create a login and would be helpful if students did not have to login to interact with collections.

Reading Recommendation: Rudolfo Anaya's "Bless Me, Ultima"

Recommendation: Have students read "Bless Me, Ultima" for a deeper understanding of Rudolfo Anaya, Gaspar Enriquez, and the Chicano experience in the American southwest in the mid 20th century.

Type: Website

Source:

URL: <https://books.google.com/books?id=a28MRqDTsCkC&printsec=frontcover&dq=bless+me+ultima&hl=en&sa=X&ved=0ahlkQ6AEIKTAA#v=onepage&q=bless%20me%20ultima&f=false>

Contributor: Philippa Rappoport

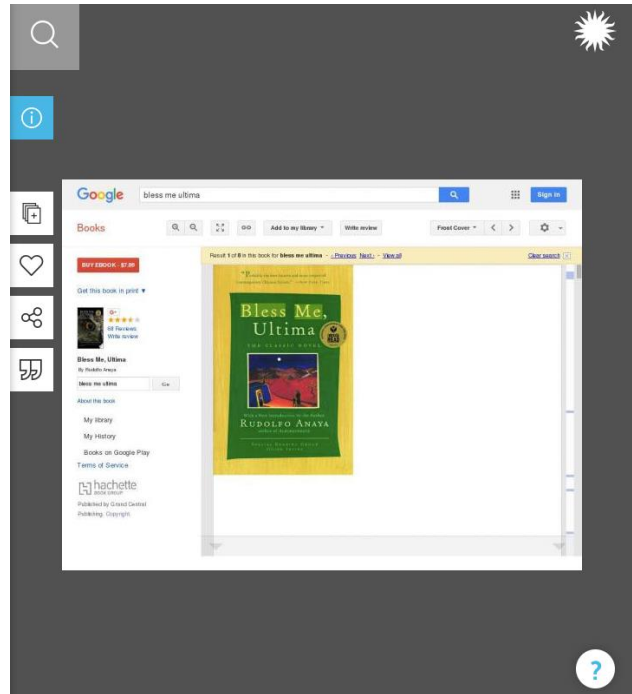


Figure 12. Example of an outside resource on the Smithsonian Learning Lab

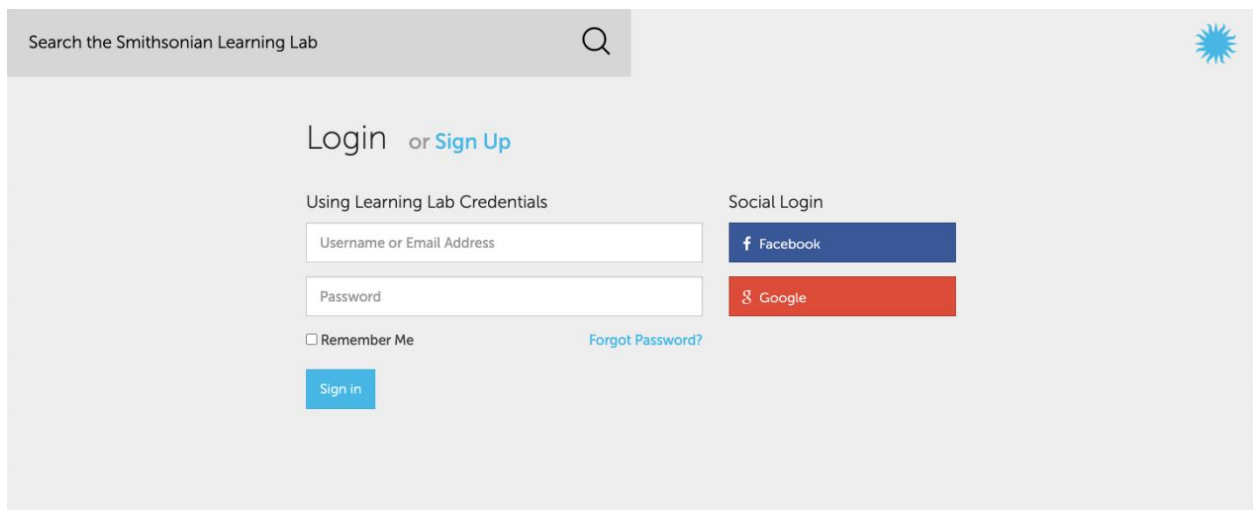


Figure 13. Example of the login page on the Smithsonian Learning Lab

Participants were asked if there was any ethnic studies content that would be beneficial to them if added to the SLL. It is important to note that some participants explained that they had not searched the SLL for ethnic studies content thoroughly prior to answering this question, meaning that some of content suggested may already be available on the SLL. Multiple participants explained that Texas's State Board of Education approved an African American studies course this year and that curriculum specialists and teachers will need content regarding African American history for the upcoming academic year. When asked what specific African American studies content they would suggest be added to the SLL, one curriculum coordinator said, "a combination of local and national movements," while another asked for Texas-specific content, saying "that would be beneficial, local Texas history, but even just if you have affiliates in other parts of the state [collect local Texas history] ... so that there's more extensive Texas-specific history collections." A few participants suggested adding other local resources as well, such as resources about "Round Rock," a town that is near Austin that has a unique history. However, participants

questioned if these local resources are the responsibility of the Smithsonian, with one explaining, “I don’t think it would be the Austin centers’ responsibility to curate things on our local community but it would be nice if it was somewhere to get to easily.” Another participant, the social studies facilitator, suggested adding content about Denton, a city with an interesting history of reconstruction. Other participants mentioned adding more indigenous history, Mexican American history, Asian American history, and women’s history. Lastly, one curriculum coordinator did not signify any specific ethnic studies content but did ask that affiliate collections be easier to find. For example, s/he stated “I know that each of the regional centers here in Austin created decks but I wish that there was a way...I’ve looked for their decks but haven’t seen them...I’d like to see a place on their website or links on the overall city of Austin’s website. Some kind of way so that it’s there and available.”

When asked about the compatibility of the SLL with online learning platforms, the majority of participants did not recall finding any problems. Participants stated that they use Canvas and Google Classroom. Of the participants that use Canvas, one said that s/he did not have a problem using the SLL on the platform while another said that s/he did, stating “we haven’t successfully been able to embed in our canvas. It may be more of a district setting because our people limit what we can and can’t do.” Of the participants that use Google Classroom, only the US history teacher had used the SLL with the platform, explaining “when we went to virtual learning because of the pandemic, I did use it with Google Classroom with no problems.” The curriculum support specialist expressed the importance of a compatible platform, stating, “that’s something that’s very important - that your share features and links have to be compatible and from what I’ve seen they are. They’ve got to be viewable on iPads... and Macs and once in a while we may have windows and we need to make sure it’s viewable with any device and it is so far. That’s a stopper on some resource when it’s not compatible.”

Suggested Ideas for Additional Smithsonian Support

Many of the participants felt that the Smithsonian could provide more virtual support for specialists and teachers. They suggested a couple of ways this could be done, including live video conferences, recorded online trainings, and/or calls with teams of teachers who are interested. Some of the participants shared ideas for the content of virtual support, such as discussing “some of the new updates and things that people may not know about the program” and “maybe if they recorded it like, ‘this is how you make this lab’ or ‘this is a conversation about this and here are some decks already made.’” Three participants suggested that the Smithsonian provide more in-person support by conducting more workshops and/or meetings and attending conferences, with one curriculum coordinator saying, “I think the main thing is opening a broader base of workshops to get it out there to more teachers.” Another curriculum coordinator suggested providing regular check-ins with participants, stating, “I think regular check-ins and letting us know when there are updates and things that may be interests.”

When asked specifically about local support, such as support from affiliate museums, all of the participants said that they would be interested in an occasional meeting of the group to share and develop skills. Participants explained that it would be helpful to share skills about aligning state standards to content on the SLL in these meetings. A couple of participants also expressed an interest in inviting colleagues to these virtual meetings, including other curriculum specialists and/or teachers, if allowed.

When asked about joining a listserv to share and receive content regarding the SLL, all of the participants said that they would be interested. Only one of the participants elaborated on what s/he would like the listserv to contain, explaining that “it would be a good opportunity for the Smithsonian to roll out some things to people that are participating... maybe occasionally have the Smithsonian share out specific things that we could then use in the classroom or in my case share with my teachers.”

Best Aspects of the Workshop

Participants expressed that the workshop prepared them to use the Smithsonian Learning Lab with teachers in a variety of ways. Over half of the participants explained that the time allotted to creating collections during the workshop best equipped them to introduce the website and its features to teachers. For example, the social studies facilitator said the aspect of the SLL that most prepared him/her to share it with teachers was “that ability to go through with it, do it, build it, share it – I was sold. That time to dig around and build and look at collections.” A couple of participants mentioned how the workshop introduced them the SLL website and how to navigate it, with one saying “we got a good overview of how it works and its purpose and intent.” A couple of participants explained that holding the workshop at local affiliate sites best prepared them to then share the SLL with teachers because “being able to go to various cultural sites around Austin and hear from people there about what’s available face to face for students [helps] stimulate ideas to put in your own collections when using the Learning Lab.” Two participants stated that the workshop thoroughly prepared them to introduce the SLL to teachers, with one saying “I think the best preparation is preparing us to introduce it to teachers.” The curriculum support specialist expressed that the workshop helped him/her contemplate how to align content on the SLL to standards, explaining, “in my mind, I was already aligning what I’d be looking for because I knew Texas state standards for ethnic studies in our state so I kind of knew what was required and what to look for.”

Some other aspects of the workshop that participants appreciated were the following: the deadline for NCSS was helpful in pushing them to create collections, the theme of ethnic studies helped them focus on what to create, and the “session’s themselves were clear, focused, the right amount of time, [and] had good follow up.” A couple of participants expressed what a “wonderful job” Ashley and Philippa did at introducing the SLL to them, with one stating, “I think having two really great presenters that were personally passionate about what they’re doing helps a lot. You can tell they enjoy what they’re doing,” and another saying, “Ashley did a great job showing us around and how to access and create a collection.” Another participant mentioned how much s/he enjoys staying in touch with Ashley and Philippa and how s/he appreciates that they’ve reached out and made sure to keep working on the partnership, saying “it’s awesome to be able to connect to people doing this work.”

Suggested Workshop Improvements

Participants suggested a few ways that the workshop could be improved, primarily focusing on allotting more time to introducing the SLL website. For example, some participants expressed that time spent on introducing the SLL during the workshop was “rushed” and that they would have appreciated more time spent on explaining how to use the SLL to improve curriculum and/or how to use the SLL’s tools. Three participants suggested encouraging participants to create something that they could use the next day in the classroom, such as a collection connecting to standards and aligned with the scope and sequence teachers are currently using. One of these participants said, “let’s leave with something our teachers can do the next day.” Two participants expressed that the logistics of space could be improved, stating that it was a little cramped. One of these participants suggested using the spaces in the following ways: “the Mexican American place in Austin had more space, the labs, that was a great space for the second day so I guess just flipping the Asian location to be a day where we learn and do things, the African American where you do a meet and greet and sit in the foyer and then the Mexican American studies were perfect for the last day with the lab so maybe reusing the space was the only thing because it was difficult.” Two participants explained that providing a handout about the SLL would have been helpful for them. Lastly, one participant mentioned that conducting a workshop during the week rather than the weekend might attract additional participants.

It is important to note that some participants did not have suggestions for improvement at all and felt that the workshop ran smoothly, with one saying “I don’t know that I have any suggestions for improvement. Like, what we did was a day and I felt like that was the right amount of time and covered the bases. There was a lot of variety of activities.”

Participants had a varied reaction to future workshops containing both curriculum specialists and teachers as participants. For example, the social studies facilitator felt that “they’d be great for both – it’d be neat to go with your own teachers and have that experience where we all go through it together,” while the US history teacher stated “I imagine maybe it would be different workshops for them because they would be developing stuff whereas teachers would be learning how to utilize things already developed. It seems like they would have different objectives.”

Participants discussed a variety of ways that the future workshops could be improved with curriculum specialists and teachers as participants, with a few expressing that it would be helpful to provide breakout sessions for both types of participants. For example, one curriculum coordinator suggested, “if you’re going to have an all-group session like that, you’re going to have to consider what kind of breakout session would you have for each level of audience because what a teacher needs isn’t what I need because I’m not touching students like that. I’m influencing what happens but I don’t need the same introduction that a teacher would need. It may be that teachers have a longer opportunity to engage in it so it has to be tailored for the audience when you bring groups together. You can lose participants if they feel it isn’t relevant to the work they do,” while another curriculum coordinator suggested, “I think you start everybody out together and then for those curriculum specialists or coordinators, you move them off and say this is how, as a district, you can put this out there and the teachers could go off and differentiate between subject or grade level and bring them together to create things beneficial for their classroom so you can walk away with this collection right now and immediately take it back to their... so maybe ask them to come in with ideas for upcoming units and create collections that will enhance that unit.” Two participants explained that providing an opportunity for participants to share what they’ve created would be helpful - either during the workshop or after the workshop through an online conference system. One curriculum coordinator suggested that it may be important to both explain to teachers what an effective lesson on the SLL would contain (i.e. primary and secondary resources along with scaffolding) and how to facilitate conversations around ethnic studies content with students. Lastly, one curriculum coordinator suggested inviting curriculum developers from education service centers for future workshops in addition to public school participants.

Primary Conclusions

The main conclusions of this study were:

Curricula developers who participated in professional development workshops one year earlier and the teachers to whom they presented the Smithsonian Learning Lab valued the Lab mostly for the variety of authoritative and vetted Smithsonian digital resources. They envisioned the potentiality of the use of the Lab to engage students in inquiry-based learning.

One of the main components of an effective professional development workshop is to include ample time to practice using the Lab. Our audience welcomed continuous support.

- 1) Participants envisioned using the Smithsonian Learning Lab in a variety of ways. Over half of the participants described that they envisioned the SLL as a resource for student use. The following were some ideas for student use of the SLL:

| Envisioned Student Use of the SLL |
|-------------------------------------------------------------------------------------------|
| As a way for students to share their own learning |
| As a way for students to create dialogue between their peers |
| As way for students to conduct document-based question writing |
| “As a way to move more towards the student-centered approach opposed to direct teaching.” |

“Like a resource for my students... what I like about it is the collections that are curated by museum professionals that are on there and those resources, those photographs, those collections. Those are really helpful for my kids.”

- 2) Participants primarily used the SLL to develop curriculum for use based on student-centered approaches. They pointed out that the use can foster sharing and inquiries. Outside of curriculum development, participants used the SLL to find resources for content development and/or for personal research. Participants found the SLL to be effective for a variety of reasons, primarily being the abundance of vetted and reputable resources and/or the ability to use these resources to create content. Participants had not yet used the SLL in classrooms.

“It is something that’s pretty much always within reach for me when a teacher says I need something or if we’re designing something together, I’m always going to swing by the Learning Lab to find what’s available to use. I use it a lot.”

- 3) Participants described introducing the SLL to teachers through professional learning communities, professional development sessions, other types of meetings, and/or organic conversations. Participants did not know if the teachers whom they introduced to the SLL had used it in the classroom with their students. They did however recall that teachers expressed an interest in doing so and used a range of positive terms to describe the SLL. Teachers expressed that the SLL is effective because of the abundance of reliable resources, the accessibility of the website for students, and the usability of tools, such as hotspots, discussion questions, and annotations.

“Whenever I have conversations with teachers looking for how to find an image that would be something kids could engage with in the classroom, I always mention the Learning Lab... because of the reputation and the fact that there’s so many, 1000s, of digital images that the kids would benefit from that they may never see in person.”

- 4) Participants had mixed opinions about teachers using the SLL to align content to scope and sequence. The majority of participants agreed that the SLL can be used to align content through a connection to standards and/or the use of primary resources in creating content. The rest of the participants, who did not express that the SLL could not be used to align content to scope and sequence, pointed out that the platform is not a necessary tool to do so. One participant explained that the SLL does not contain Texas-specific standards, and is thus unhelpful in aligning content to standards.

“It allows them [teachers/curriculum specialists] to look at a standard and consider all of the possible way that’s a standard can be taught.”

- 5) Participants suggested finding ways to introduce the SLL to more teachers in order to encourage them to create effective collections. Some suggestions for this were inviting teachers to workshops, providing virtual training via YouTube, sending out a listserv to teachers who are interested, attending state-wide conferences, and promoting the SLL through social media.

“I think it starts with the workshop.”

- 6) All of the participants were interested in joining an occasional meeting of a local support group provided by affiliate museums and a listserv to share and receive content regarding the SLL. Participants also expressed interest in additional virtual support. Some suggestions for virtual support included live video conferences, calls with teams of teachers/curriculum specialists who are interested, and/or recorded online training. Some suggestions for the content of virtual support include providing information about SLL updates, introductions to the SLL website, explanations of particular collections, and/or how to create content.

“Maybe if [SI] recorded it like, this is how you make this lab or this is a conversation about this and here are some decks already made - anything that’s recorded and could be shared with teachers.”

- 7) Participants expressed a couple of ways that the workshop best prepared them to use the SLL, primarily being the thorough introduction to the SLL and time allotted for collection creation. Participants also mentioned how effective Ashley and Philippa were at both introducing the SLL during the workshop and keeping in touch after.

“That ability to go through with it, do it, build it, share it – I was sold. That time to dig around and build and look at collections and I immediately started talking to people back on campuses. The actual interaction with the lab.”

- 8) Participants explained that the workshops could primarily be improved by allotting more time to introducing and using the SLL to create content, with some expressing that this portion of the workshop was “rushed.” As for future workshops with curriculum specialists and teachers, participants suggested providing breakout sessions for both types of participants to discuss their future use of the SLL.

“I would’ve liked more time to do some of the work. I felt like touring all of the centers was important, but at times I felt maybe it was repetitive and while it was quality, it wasn’t what I thought I was signing up for.”

9) Participants suggested the following improvements to the SLL website:

| Suggested Improvements to the SLL Website |
|-----------------------------------------------------------------------------------------------------------------------------------|
| Adding PowerPoint capability to the collections |
| Adding an ability to “level” (i.e. change the reading level to the intended grade level) historical readings based on grade level |
| Adding video upload capability for students who are uncomfortable typing out answers |
| Creating a variety of lesson plans developed by museum educators for teacher use |

Appendix

Smithsonian Ethnic Studies Workshops Pre-Program Evaluation Interview Template, 2020

A series of not more than ten in-depth phone interviews will be conducted with participants in the FY 2019 workshops who used the Smithsonian Learning Lab with their school districts in the academic year 2019/2020. The aim of the interviews will be, but not limited, to understand the experience, barriers, and lessons learned. The protocol for the interviews will be developed by the contractor in collaboration with SI and Affiliates staff members. The evaluation protocol will be submitted to the SI IRB. A final written report will be submitted by August 14, 2020.

Interview Script

Use of the Learning Lab with Teachers

Thanks so much for taking the time to talk to me. We contacted you as you participated in last year's workshop about Ethnic Studies and the Smithsonian Learning Lab and you used the Lab with your teachers during this past academic year. We are eager to hear about your experience with the Lab and the teachers. Please be candid as the interviews are anonymous and we'll use the analysis of the data only as aggregates. You may stop the interview at any time without any penalties. May I continue? If so, I will be taking notes of what you say, so I will appreciate it if you could talk not too fast.

First, let's talk about you for a moment. How do you define your role in schools? Curriculum specialist? Teacher? Both? For what grades do you usually write curricula and for what subject?

What do you teach and for what grade?

Now, I just would like to confirm that you used the Lab with your teachers during this academic year?

IF THEY HAVE USED THE LAB WITH TEACHERS:

First, let's talk about your experience with the Lab. After that, we'll talk about your experience with the teachers when you shared the Lab.

1. You participated in the workshop. **FOR CS:** As a curriculum specialist, what did you envision the Learning Lab to be used for? Did you use it to develop curricula? If so, can you please describe what you developed?
2. Did you use the Lab in any other ways than developing curricula? If so, can you please describe them? (If the interviewee talks about sharing with teachers, then remind her/him that we are going to talk specifically about this topic later)
3. **FOR CS WHO ALSO TEACH AND FOR TEACHERS ONLY:** Did you use the lab in your classroom? If so, can you please describe that experience? What were the benefits? Were there any challenges?)
4. Did you find anything particularly effective about the Lab? If so, can you please describe what? (This could be about their teaching skills and/or about their experiences with the students)
5. What motivates you to use the Learning Lab? How does using the lab help you help your teachers, particularly in aligning content to their scope and sequence?

6. When you aren't using the Learning Lab, what are other online learning platforms and tools you find effective? Why do you find those platforms or tools effective? How do they compare to the Learning Lab? (Follow up: Do you have any suggestions about how we could add the effectiveness of those tools to the Learning Lab?)

FOR CS: Now, let's talk about your experience with the teachers and the Lab.

7. Can you please describe how you've used the Lab with the teachers? (how many times, how many teachers, during a training dedicated to the Lab or... in the classroom with the students?)
8. How did you initially describe the Learning Lab to the teachers? Can you please describe when you shared the Lab with the teachers? How was this done? (This could have come up by answering Q6. If so: you talked about how you shared the Lab with the teachers, would you like to add anything else?)
9. How do you think teachers felt about the Learning Lab? Do you know if any of the teachers created collections? Did they use the Lab in the classroom? If you created a curriculum with the Lab, did the teachers use it? If so, please describe it.
10. Did the teachers mention anything particularly effective about the Lab? If so, can you please describe what? (This could be about their teaching skills and/or about their experiences with the students)
11. Do you know if the teachers used the Lab with their students? If so, did they describe any benefits to you? What, if any, barriers have you found while using the Learning Lab? (If they already spoke about when asking question nine, then... you already spoke about using the lab with your students, would you like to add anything else? What, if any, barriers have you found while using the lab?)
12. Did teachers have any suggestions for improvements? If so, can you please describe them? Did you or any teachers you worked with have any problem using the Learning Lab on online learning platforms such as Canvas, Blackboard, Google Classroom, etc.?
13. How could the Smithsonian provide support outside of the workshops? (Follow up: As for local support, would you be interested in an occasional meeting of the group to develop and share skills? Would you be interested in joining a listserv with other participants?)
14. How do you think the Smithsonian could encourage more teachers to create thoughtful and effective content on the Learning Lab? What do you consider effective content?
15. Is there any specific ethnic studies content either from the Smithsonian or your local affiliate that you feel would be beneficial to add to the Learning Lab? If yes, please describe this.

I would like for you to think about how you have used the Learning Lab with teachers over the past year while you answer the following questions. We are trying to better understand the long-term impact of the workshops on participants.

16. How do you think the workshops best prepared you to use the Learning Lab with teachers?
17. How do you think the workshops could be improved? Is there anything that you wish the workshops had covered that they did not?

Now, I would like to speak with you about future workshops.

18. Future workshops will have teams of curriculum developers and teachers as participants. How do you think the Smithsonian could improve the workshops to be beneficial for both participants?
19. Any final thoughts?

IF THEY HAVE NOT USED THE LAB WITH TEACHERS:

Let's start by talking about how you have used the Lab.

1. You participated in the workshop. As a curriculum developer, what did you envision the Learning Lab to be used for? Did you use it to develop curricula? If so, can you please describe what you developed?
2. Did you use the Lab in any other ways than developing curricula? If so, can you please describe?
3. What motivates you to use the Learning Lab? Does using the lab help you help your teachers, particularly in aligning content to their scope and sequence?
4. Did you use the lab in your classroom? If so, can you please describe that experience? What were the benefits? Were there any challenges?
5. Did you find anything particularly effective about it? If so, can you please describe? [\(This could be about their teaching skills and/or about their experiences with the students\)](#)
6. When you aren't using the Learning Lab, what are other online learning platforms and tools you find effective? Why do you find those platforms or tools effective? (Follow up: Do you have any suggestions or ideas about how we could add the effectiveness of those tools to the Learning Lab?)
7. Can you share with me what kept you from sharing the Lab with teachers?

I would like for you to think about how you have used the Learning Lab over the past year while you answer the following questions. We are trying to better understand the long-term impact of the workshops on participants.

8. How do you think the workshops best prepared you to use the Learning Lab?
9. How do you think the workshops could be improved? Is there anything that you wish the workshops had covered that they did not?

Now, I would like to speak with you about future workshops.

10. Future workshops will have teams of curriculum developers and teachers as participants. How do you think the Smithsonian could improve the workshops to be beneficial for both participants?
11. Any final thoughts?