

EDUCATION PROGRAMMES THE RUBRIC

(minimum number of points that should be scored is 16 (excluding the points scored in the rubric historical thinking skills))

0 punten

1 punt

2 punten

Min. score:

Totaal:

HISTORICAL THINKING SKILLS

The minimum number of points that should be scored in the rubric Historical thinking skills (flip side) is at least 3 points for programmes for Years 3-6, at least 6 for Years 7-9 and at least 9 for Years 10 and 11.

GENERAL

Adheres to the curriculum	The programme does not match the target audience or it is unclear whether or not the programme matches.	It is stated that the programme matches one or more learning objectives, but not which ones.	The programme matches one or more learning objectives.	2	
Lesson plans	There is no material available to evaluate or prepare for the programme in class.	There are a few suggestions for class activities.	There are detailed lesson plans to prepare or evaluate the programme in class.	0	

PROGRAMME

Context	The programme's subject is not presented in a meaningful context.	The programme's subject is only partly presented in a meaningful context	The programme's subject is presented in a meaningful context.	2	
Diversity	The programme does not take into account that students come from a variety of backgrounds.	The programme only partly takes into account that students come from a variety of backgrounds.	The programme takes into account the variety of backgrounds students can have as much as possible.	1	
Perspectives	The programme centres on one perspective only.	The programme features multiple perspectives, but these are not presented equally.	The programme includes multiple perspectives which are presented thoughtfully and equally.	1	
Sources	The programme does not use authentic historical sources or replicas.	The programme uses some authentic historical sources or replicas.	The programme uses multiple authentic historical sources or replicas which are discussed from multiple angles.	1	
Oral history	The programme does not use (personal) stories.	The programme uses some (personal) stories.	The programme uses multiple (personal) stories, preferably from different perspectives.	1	
Framework*	The programme barely adds to the understanding of one of the items of the framework.	The programme adds to the understanding of one of the items of the framework.	The programme adds to the understanding of several points of the framework and connects them.	1	
Historical distance and immersion	There is no balance between historical distance and immersion.	There is a balance between historical distance and immersion, but this is not reflected upon.	There is a balance between historical distance and immersion and this is reflected upon with the students.	1	

DIDACTICS

Introduction	There is no clear introduction by museum staff.	There is a clear introduction, but this does not test the group's knowledge on the subject.	The introduction is clear and tests the group existing knowledge of the subject.	1	
Skills museum staff	It is unclear whether or not museum staff has gained general, didactic or historical skills and this is not recorded. The training of museum staff is limited to shadowing present staff during activities.	Museum staff has gained general, didactic and historical skills through schooling, shadowing or through activities. The museum does not employ a training programme.	Museum staff has gained general, didactic and historical skills by following a training programme. This can exist of training sessions, professional study environments, shadowing others, observations and evaluations.	1	
Teaching method	There is no variation in teaching methods.	There is a lot of variation in teaching methods.	The teaching methods are adapted based on the group.	1	
Interaction	The students are not encouraged to ask questions.	The students are not encouraged to ask questions a lot.	The students are actively encouraged to ask questions.	2	
Reflection	The programme does not have a clear conclusion and there is no room for reflection by students.	The programme has a clear conclusion, but there is only limited room for reflection by students.	The programme has a clear conclusion with room for reflection by students.	1	

	0 punten	1 punt	2 punten
Chronology	The student: - cannot order events, phenomena, developments or people from history, using a time line.	The student: - orders events, phenomena, developments or people from history, using a time line.	The student: - orders events, phenomena, developments or people from history, using a time line. - thereby recognising and using time periods such as: years, centuries, time periods and eras.
Causation	The student: - does not take into account that historical explanations usually involve multiple causes and effects.	The student: - takes into account that historical explanations usually involve multiple causes and effects.	The student: - takes into account that historical explanations usually involve multiple causes and effects. - can differentiate between cause and effect and/or important and unimportant consequences.
Continuity and change	The student: - does not compare historical and current situations and cannot distinguish between what has changed and what has stayed the same.	The student - can compare historical and current situations and can distinguish between what has changed and what has stayed the same.	The student: - can compare situations before and after the Second World War and the present and can distinguish between what has changed and what has stayed the same.
Historical empathy	The student: - does not realise that human behaviour (thoughts and actions) are partly influenced by values in a certain time and place.	The student: - realises that human behaviour (thoughts and actions) are partly influenced by values in a certain time and place.	The student: - can explain human behaviour (thoughts and actions) in the past and factors in values and motives of people in the past and the present. - takes into account that people in the past did not have access to the knowledge of today.
Sources and questions	The student: - does not select relevant information from sources and does not assess their reliability for a historical question.	The student: - selects relevant information from sources, but does not assess their reliability for a historical question.	The student: - can formulate questions aimed at historical research through selected sources and can assess their reliability.
Significance and judgement	The student: - does not recognise the significance of historical events to the present.	The student: - recognises the significance of historical events to the present.	The student: - recognises the importance of historical events, phenomena and developments for the present. - keeps in mind that behaviour and ideas of people are influenced by time, situation and background when assigning importance to present and past.

*** Framework Second World War**

The framework Second World War, as proposed by the National Committee for 4 and 5 May of the Netherlands, issues the following eight characteristics that should be represented in the curriculum of the Second World War: the clash of ideologies; the global character of conflict; systematic exclusion, terror and genocide; undermining a state of law and the occupation of independent territories; the rearranging of the world map and decolonisation; international cooperation after the Second World War; and the Second World War as a socio-cultural phenomenon.

Explanation rubric

This scoring rubric is a tool which can be used while developing, reviewing, or improving education programmes within museums that deal with the Second World War. The scores indicate what elements are already good and which could be improved upon. Using this rubric is beneficial when developing new educational products, improving museum education classes, or improving the teaching methods of museum teachers or volunteers in the education team. It can also be used as an instrument for peer-to-peer review, both within the organisation as well as between museums.

How to use it

Every category has been divided into three levels, each with a score from zero to two. Every level comes with a description of what requirements need to be met to qualify for that level. The last column is reserved for the number of points scored. It is not necessary to score in every category, but only in those that are relevant to the goal of the museum lesson. The only required category is historical skills. This category has been given its own separate rubric. This rubric has its focus on what students should know and what skills they should have. In this rubric the minimum number of points a programme should score is dependent on which

year of education the students are in: programmes for Year 3-6 should score at least 3 points, Year 7-9 should score at least 6 points, and Year 10-11 should score at least 9.

Composition

This rubric has been inspired by discussions, expert meetings, the study of existing literature and visits to (partner) museums over the course of the two-year Improving Museum Education project (KWIE, 2018-2020), organised by Stichting Musea en Herinneringscentra 40-45 (SMH). This programme has studied the domains volunteers, education and exhibitions in order to find out how to improve them and how to maintain a certain level of quality. This rubric has been developed by the committee that studied museum education aimed at schools.