

A virtual museum for a European history module

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Discipline / subject: History

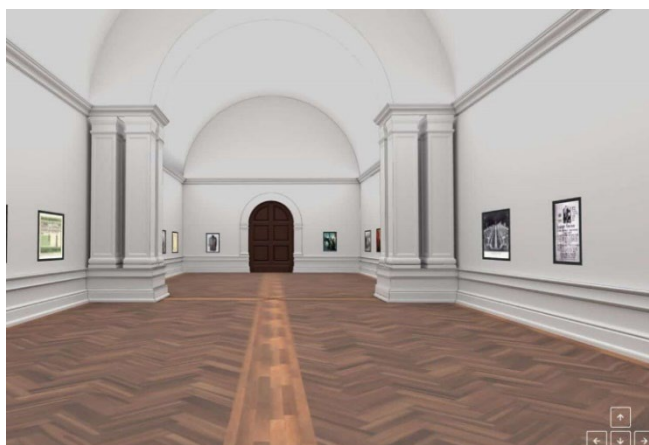
Academic level / students: Third year / level 6 undergraduates

What we did:

Students were previously assessed by verbal presentations and a short essay. Now, students produce an audio guide and short written details board analysing and contextualising a material and/or visual object of their choice for an authentic, digitally enabled assessment simulating a museum. The assessment is run across the module's online and blended modes. We created this assessment to foster relevant digital humanities skills, provide an authentic audience, offer a greater degree of student choice, and to take fuller advantage of the scope of archival sources hosted online. Students engage with recordings of staff from Sydney's Jewish History Museum, modelling good public history. Overall, the assessment is student centred, authentic, and develops disciplinary skills relevant to current and future workplaces. You can read about its design and implementation in [Public History Weekly](#).

How we measured efficacy:

The assessment was beta-tested by a self-selected cohort of students, influencing the final design and implementation. Efficacy and impact were measured by student surveys of teaching, assessment and satisfaction alongside analysis of student outcomes on the module, which showed the transfer of primary and secondary source use skills to subsequent assignments. The assignment generated strong, positive responses in anonymous student feedback, praising it as engaging, enjoyable and interactive.





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