



Photo: Fredriksdal museer // Ralf Ekvall



Photos: Jämtli

Policy for Learning Activities at Open Air Museums in Sweden



Aims:

Raising consciousness in Open Air Museums about **what is communicated to whom, how and why**

Secure **quality in learning activities** in Open Air Museums **through further education, documentation and evaluation**

Continuously **adapting the activities to the changing world**

Stimulate the Open Air Museums to set **clear targets for learning**

*This policy was adopted by the Association of Open Air Museums in Sweden 2015
www.friluftsmuseerna.org*

Specific Preconditions for Learning in Open Air Museums

Full-scale Context

In Open Air Museums, we create experiences in settings which demonstrate context. You can enter the full-scale buildings and experience the furnished interiors.

Fields, meadows, gardens, parks and even forests with animals provide opportunities to experience contexts and to follow processes.

This environment offers preconditions for educators to work thematically and across several subjects. It also makes it easy to problematise and to confront issues about values and ethics.



Photo: Gammlia, Västerbottens museum.

A unique arena for immaterial and existential questions.

Learning through Cultural Heritage

Learning is a process in which experiences are transformed into knowledge, skills and attitudes. The purpose of learning is to understand oneself, the surroundings and to be able to make connections. Understanding is interpreting information and turning it into knowledge.

The stimulating environments in Open Air Museums promotes different learning styles. Research shows that the environment is important for learning outcomes.

Pedagogical work in Open Air Museums includes children and youngsters as well as adults in all ages and with diverse preconditions.



Photo: Disagården, Upplandsmuseet.

Learning goes on throughout life – that is fundamental in lifelong learning.

Using all senses in learning

The Open Air Museums offer experiences which stimulates all senses and enhance them by use of the natural and cultural environment.

Here one finds the possibility for experiences and activities which facilitates formal and informal learning.

Open Air Museums are places where it is natural to work with both traditional and emotional intelligence in learning. They provide both theoretical and practical knowledge.



Photo: Fredriksdal museer och trädgårdar

Imagination, curiosity, participation, creativity and play stimulates attractive learning.

Meetings

Open Air Museums reach very diverse target groups, especially with regards to age groups.

They are meeting places regardless of background, ethnicity, social class, gender, sexuality and abilities. Open Air Museums find strength in working across cultures and generations.



Photo: Jamtlis öppna förskola.



Photo: Skansen.

Quality assurance

To guarantee quality in learning offers in Open Air Museums it is a precondition to have competent staff with background in subjects such as education, cultural history or other subjects relevant to the specific Open Air Museums. It is equally important to set up aims for the educational work.

All Open Air Museums cannot comprise all types of pedagogical competences. Therefore, it is important that the museums collaborate and support one another.

For this purpose, the Organisation of Open Air Museums in Sweden sustain and support its own network of the museums' educational staff.

Prioritized learning areas in Open Air Museums

The Open Air Museums has defined four areas which are especially prioritized in our learning activities: **Access, intercultural dialogue, sustainability and life quality.**

One way of addressing these issues is to work cross sectorial.

The Open Air Museums create learning activities which relates directly to the Key Competences of Lifelong Learning as defined by the European Union. It is especially important since the Key Competences are not acquired once and for all, but need to be renewed, further developed and sustained throughout life.

Access and Intercultural Dialogue

Access has physical, socio-economic, geographical, cognitive and virtual aspects. It is important to reflect over the cultural history and place it in regional, national and global contexts.

The shaping of the learning activities at Open Air Museums should be dynamic, reflexive and norm critical. It should be based on consciousness about many different intercultural aspects in order to meet the needs of an ever changing society.

Examples of issues to give special attention to today are xenophobia, youth unemployment and low educational background.

Sustainability

A sustainable society is characterised by ecological balance, social justice and socio-economic safety.

The Open Air Museums focus on natural and cultural heritage in a ethnobiological perspective.

Open Air Museums are especially good arenas for learning, motivation and inspiration towards a sustainable society.

Life Quality

The environment in Open Air Museums is good for your health! It stimulates the contextuality, the opportunities for participation, the accessibility and safety, and not least the meeting between people, transcending cultures and generations.

For different target groups, for example older adults with dementia symptoms, the different elements of the learning activities in Open Air Museums are successful since it stimulates improved life quality for participants.



Photo: Skansen.

Time for conversation, for listening, for reflection and for the feeling of "here and now" encourages interaction with the visitors