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Earth Day at 50: Sustainable Exhibition Planning During a Time of Pandemic

Michael A. Di Giovine

West Chester University of Pennsylvania, mdigiovine@wcupa.edu

Natalie Fenner

West Chester University of Pennsylvania

Tyler C. Haney

West Chester University of Pennsylvania

Foster W. Krupp

West Chester University of Pennsylvania

Ben Popp

West Chester University of Pennsylvania

See next page for additional authors

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Di Giovine, M. A., Fenner, N., Haney, T. C., Krupp, F. W., Popp, B., & Schauer mann, M. (2020). Earth Day at 50: Sustainable Exhibition Planning During a Time of Pandemic. Retrieved from https://digitalcommons.wcupa.edu/srca_sp/23

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Authors

Michael A. Di Giovine, Natalie Fenner, Tyler C. Haney, Foster W. Krupp, Ben Popp, and Melina Schauermann

Earth Day at 50: Sustainable Exhibition Planning in a Time of Pandemic



Dr. Michael A. Di Giovine

Director, Museum of Anthropology and Archaeology

Natalie Fenner, Tyler C. Haney, Foster W. Krupp, Ben Popp, Melina Schaueremann
Exhibition Co-Curators

Seminar Agenda

- ▶ Introduction to MST 358 and Exhibit Design Process - Dr. Michael A. Di Giovine, Museum Director
- ▶ Exhibit Description and Student Planning- Benjamin A. Popp, Co- Curator
- ▶ Dioramas and *Silent Spring* - Foster W. Krupp, Co-Curator
- ▶ History of Earth Day - Tyler Haney, Co- Curator
- ▶ Illegal Wildlife Trade - Foster W. Krupp
- ▶ Climate Change and Ecological Footprint, , Melina Schauerman, Co-Curator
- ▶ West Chester University and the Environmental Movement, Natalie Fenner, Co-Curator
- ▶ Post Covid-19 Plans and Modifications, Dr. Michael A. Di Giovine
- ▶ Closing Remarks

WCU Museum of Anthropology and Archaeology

The screenshot shows the website's header with the West Chester University logo and navigation links. The main content area features a large photograph of the museum building. Below the photo, there is a breadcrumb trail, the museum's name, a home link, and a contact button. A footer menu contains links for Home, About Us, Exhibits, Research and Collections, News and Events, Gifts and Donations, and Visit.

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Home > Sciences and Mathematics > Anthropology and Sociology > Museum of Anthropology and Archaeology

Museum of Anthropology and Archaeology | Home

CONTACT MUSEUM OF ANTHROPOLOGY AND ARCHAEOLOGY

Home About Us Exhibits Research and Collections News and Events Gifts and Donations Visit

www.wcupa.edu/museum



WCU MUSEUM OF ANTHROPOLOGY AND ARCHAEOLOGY

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Museum of Anthropology and Archaeology | Research and Collections CONTACT MUSEUM OF ANTHROPOLOGY AND ARCHAEOLOGY

Home About Us Exhibits **Research and Collections** News and Events Gifts and Donations Visit

Research and Collections

Edmundo Morales Indigenous Andean Hat and Headdress Collection U.S. Mexico- Borderlands Collection Rwanda Collection

Collections:

- **Northeastern Woodlands**
 - Tens of thousands of artifacts
 - some 5000 years old
- **Edmundo Morales Collection of Andean Hats**
 - 50 hats and headdresses
- **US-Mexico Borderlands**
 - Approx. 500 artifacts from Sonoran desert and growing
 - Artwork with found objects
 - Students doing research there after curating
- **Rwanda**
 - 250 artifacts and growing
 - WCU Shinehouse Gishwati Field Station

WCU MUSEUM OF ANTHROPOLOGY AND ARCHAEOLOGY

Past Exhibits



2017 The Struggle for Human Rights in Latin America, 1967-2017



2016 Feasting and Foodways: Creating Community through Time in the Southeastern Delaware Valley



2014 Enculturation: Learning Our Cultural Identity as Children



2012 Bridging Asia: Trade and Culture in the Indian Ocean



2011 Material Culture of the American Indian: The Carlton Thomas Collection



2010 Indigenous Andean Hats and Headdresses: The Edmundo Morales Collection



2008 History Recycled: The Journey of the Blue Ball (Tavern)



2007 The Lenape Gamwing Ceremony: A Window into the Delaware Big House Rite

Past Exhibits

2007 The Lenape Gamwing Ceremony: A Window into the Delaware Big House Rite

2008 History Recycled: The Journey of the Blue Ball (Tavern)

2009 Archaeology of Early Quakers in Southeastern Pennsylvania: The Robert Pyle Site

2010 Indigenous Andean Hats and Headdresses: The Edmundo Morales Collection

2011 Material Culture of the American Indian: The Carlton Thomas Collection

2012 Bridging Asia: Trade and Culture in the Indian Ocean

2014 Enculturation: Learning Our Cultural Identity as Children

2016 Feasting and Foodways: Creating Community through Time in the Southeastern Delaware Valley

2017 The Struggle for Human Rights in Latin America

2018 Rwanda Nziza: Beautiful Rwanda

2019 Faces of the Berlin Wall: Divided Lives and Legacies 30 Years After the Fall

2020 Earth Day at 50: Lessons for a Sustainable Future

www.wcupa.edu/museum

Engagement

noun en·gage·ment \in-'gāj-mənt \
emotional involvement or commitment

Student Engagement

The degree of attention, curiosity, interest, optimism, and passion that **students** show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.



visix



High Impact Educational Practices (George Kuh, 2008)

- ▶ Deep approaches to learning that engage students holistically
 - ▶ Includes both acquiring information and understanding underlying contexts
- ▶ Shown to have higher outcomes
 - ▶ Making connections between material and real life
 - ▶ Self reflexivity

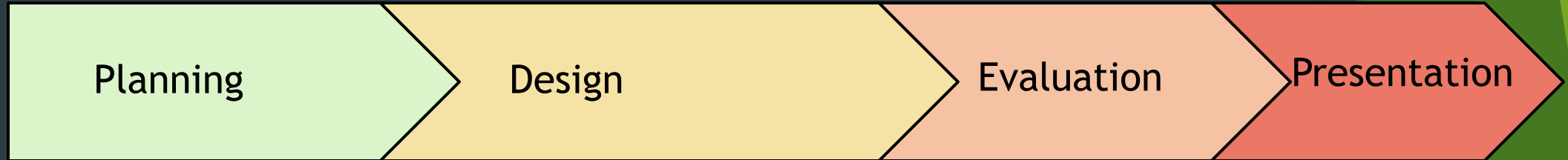
More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people's eyes, leading, working in a community—is finally about connecting.

[William Cronon, "Only Connect: The Goals of a Liberal Education," *Liberal Education* 85, no. 1 (1999): 12]

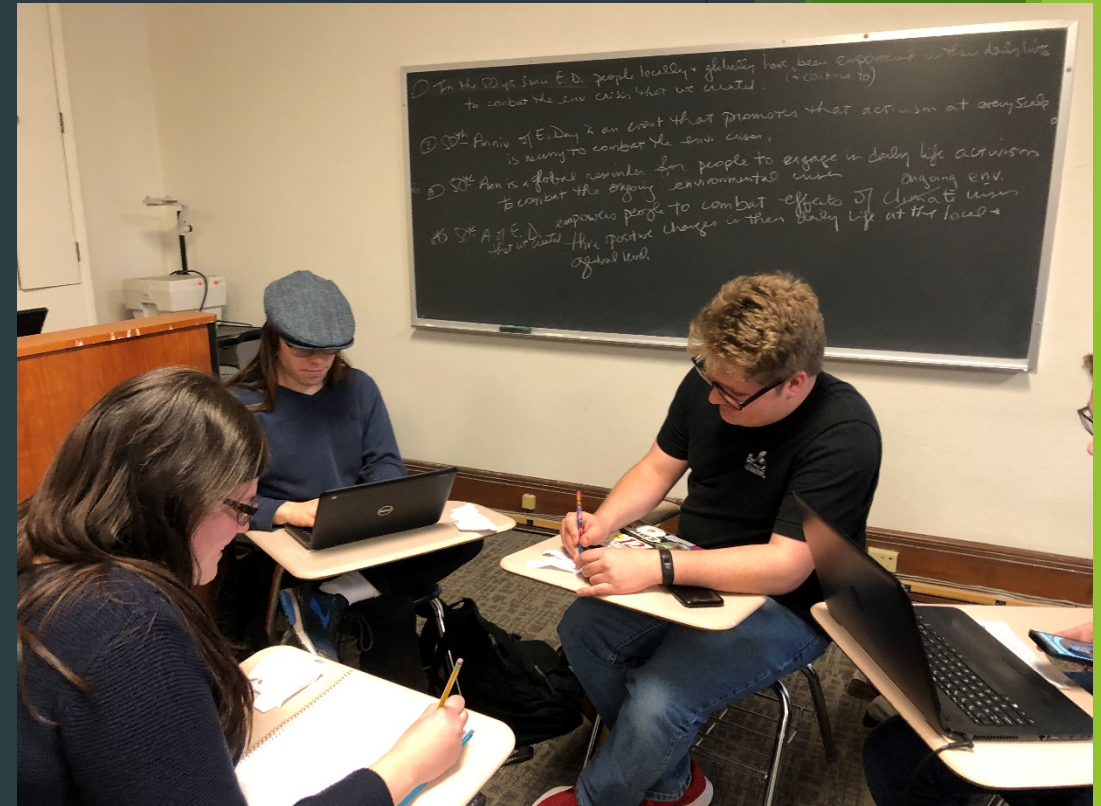
High Impact Educational Practices (George Kuh, 2008)

- ▶ Components of high-impact educational practices
 - ▶ Demand students devote considerable time and effort to purposeful tasks
 - ▶ Substantive interaction with faculty and student peers
 - ▶ Students experience diversity; get out of their comfort zone
 - ▶ Frequent constructive feedback by faculty and peers
 - ▶ Connect what they are learning outside of the classroom, in different environments (especially the community)
 - ▶ Be included in faculty research
 - ▶ Helps to understand the craft of research and humanizes the instructor

Process



- ▶ Devotes substantive time and effort
- ▶ Substantial interaction with peers and faculty
- ▶ Builds in feedback by peers and faculty
- ▶ Involves faculty in research
- ▶ “Touching” alterity



Process: Planning

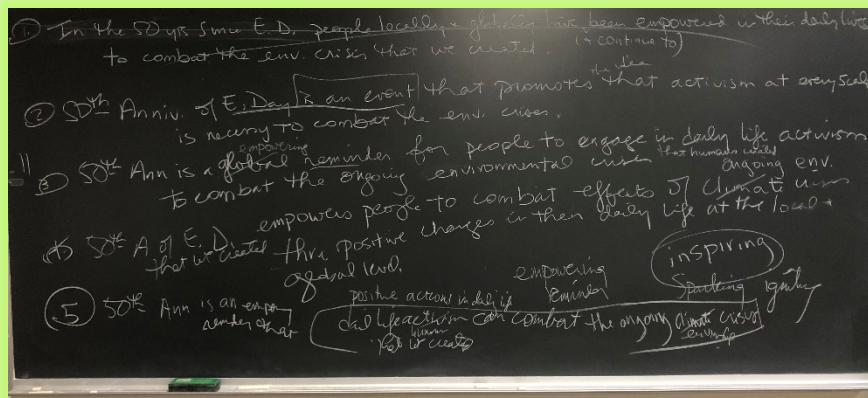
Planning

Design

Evaluation

Presentation

- ▶ Briefing by professors on vision
- ▶ Roundtable discussions on students' vision
- ▶ Workshopping "Big idea"
- ▶ Small group work / research by theme
- ▶ Meetings with relevant faculty
(briefings, feedback)



Students and members of WCU Sustainability Council meet in Jan.

Process: Design

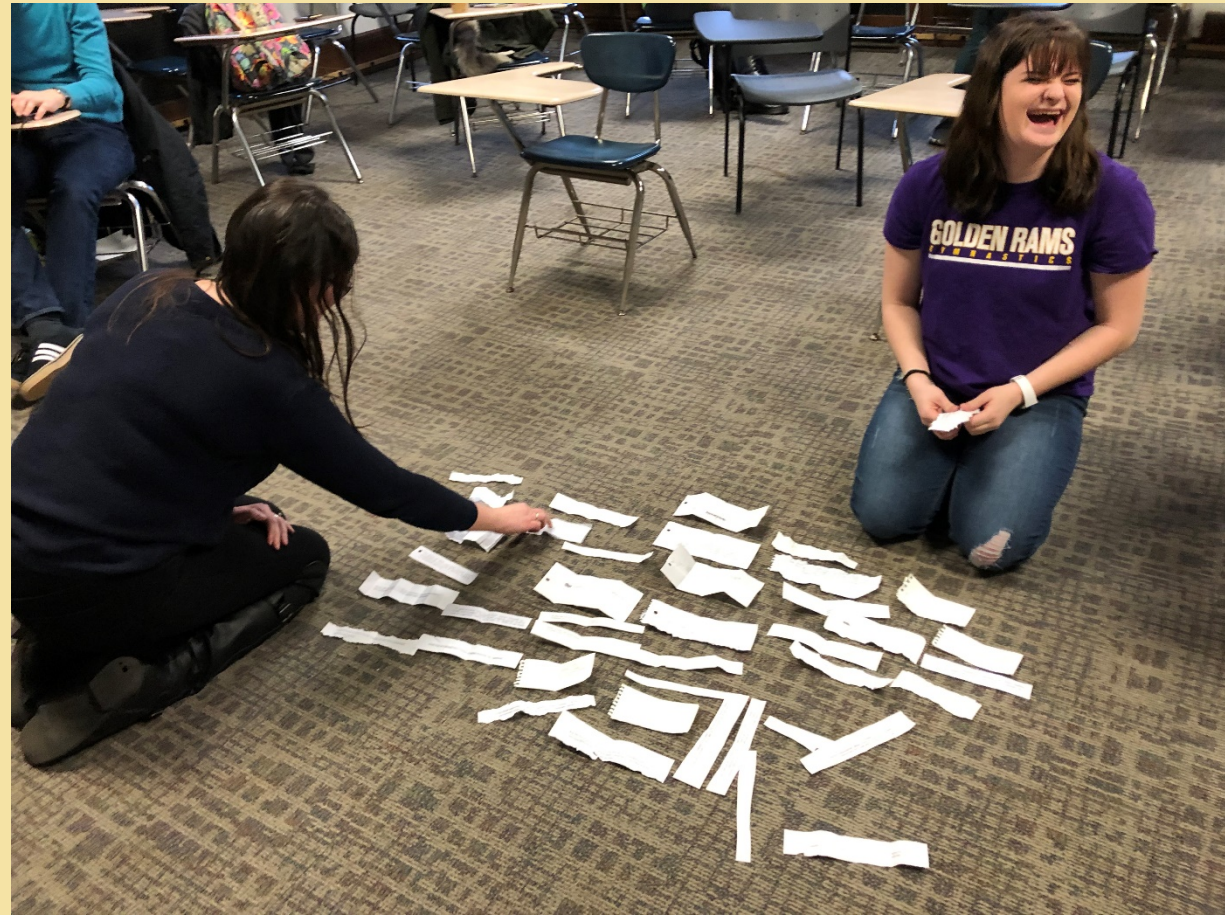
Planning

Design

Evaluation

Presentation

- ▶ Logo
- ▶ “Big idea” for each case
- ▶ Acquisition of artifacts
- ▶ Collections management
- ▶ Design
- ▶ Construction of interactives
- ▶ Workshopping labels



The Exhibit

- ▶ Message
 - ▶ Big idea and title deliberations
- ▶ How do we convey this message?
 - ▶ Discovery learning
 - ▶ Categorization and individual exhibits
 - ▶ Accessibility
- ▶ Physical design
 - ▶ What will the exhibit look like?



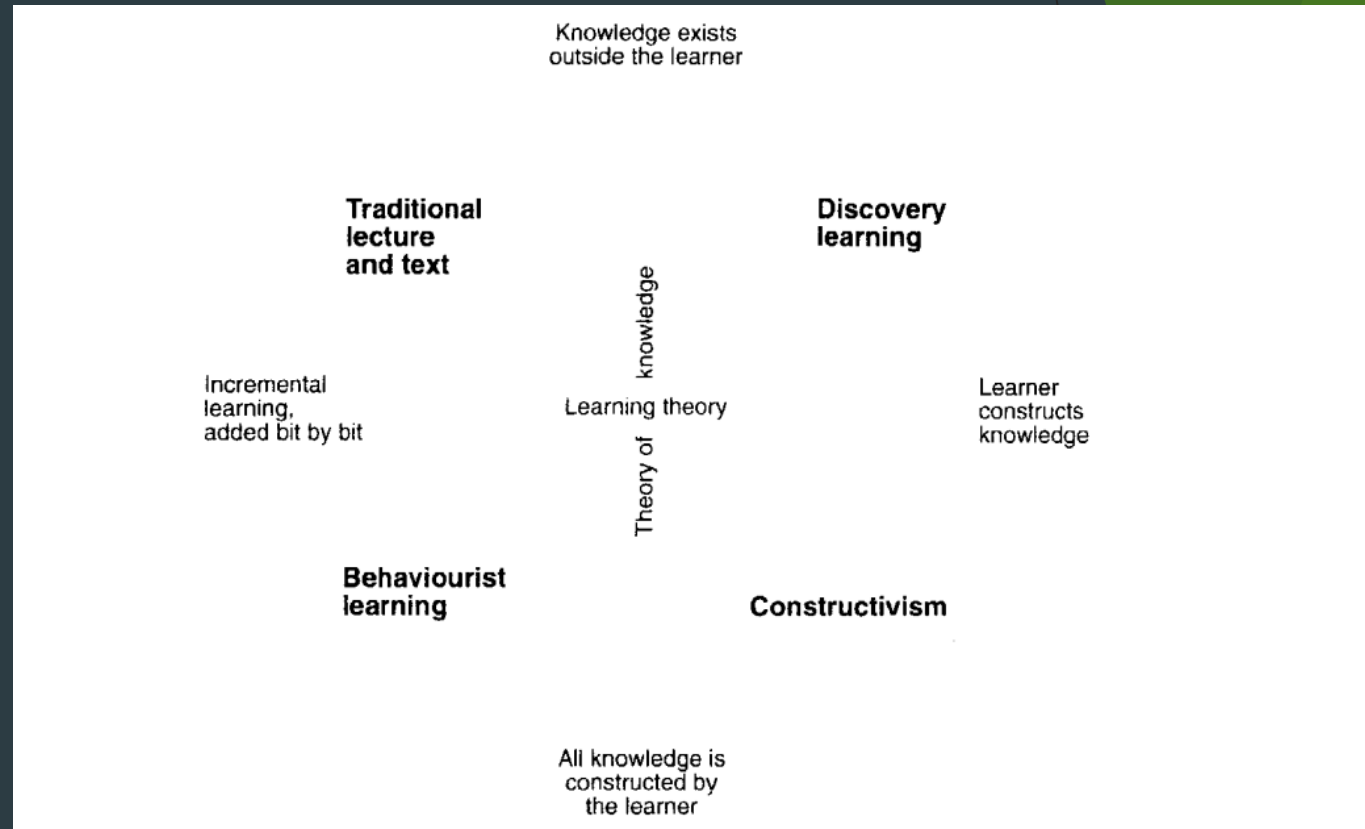
Lessons for
a sustainable
future

Big Idea

“The fiftieth anniversary of Earth day is an empowering reminder that positive actions in daily life can combat the ongoing environmental crisis that humans have created.”

Discovery learning model

*The Constructivist
Museum- George E. Hein*



Evaluation of Success

Strangers, Guests, or Clients? Visitor Experiences in Museums- Zahava Doering

- ▶ *Strangers*: This attitude arises when the museum maintains that its primary responsibility is to the *collection* and not to the public.
- ▶ *Guests*: From this point of view, the museum wants to “do good” for visitors primarily through “educational” activities.
- ▶ *Clients*: In this attitude the museum believes that its primary responsibility is to be *accountable* to the visitor. This article suggests that social trends will force museums to treat visitors as clients. Institutions will then acknowledge that visitors have needs, expectations, and wants that the museum is obligated to understand and meet.

Accessibility

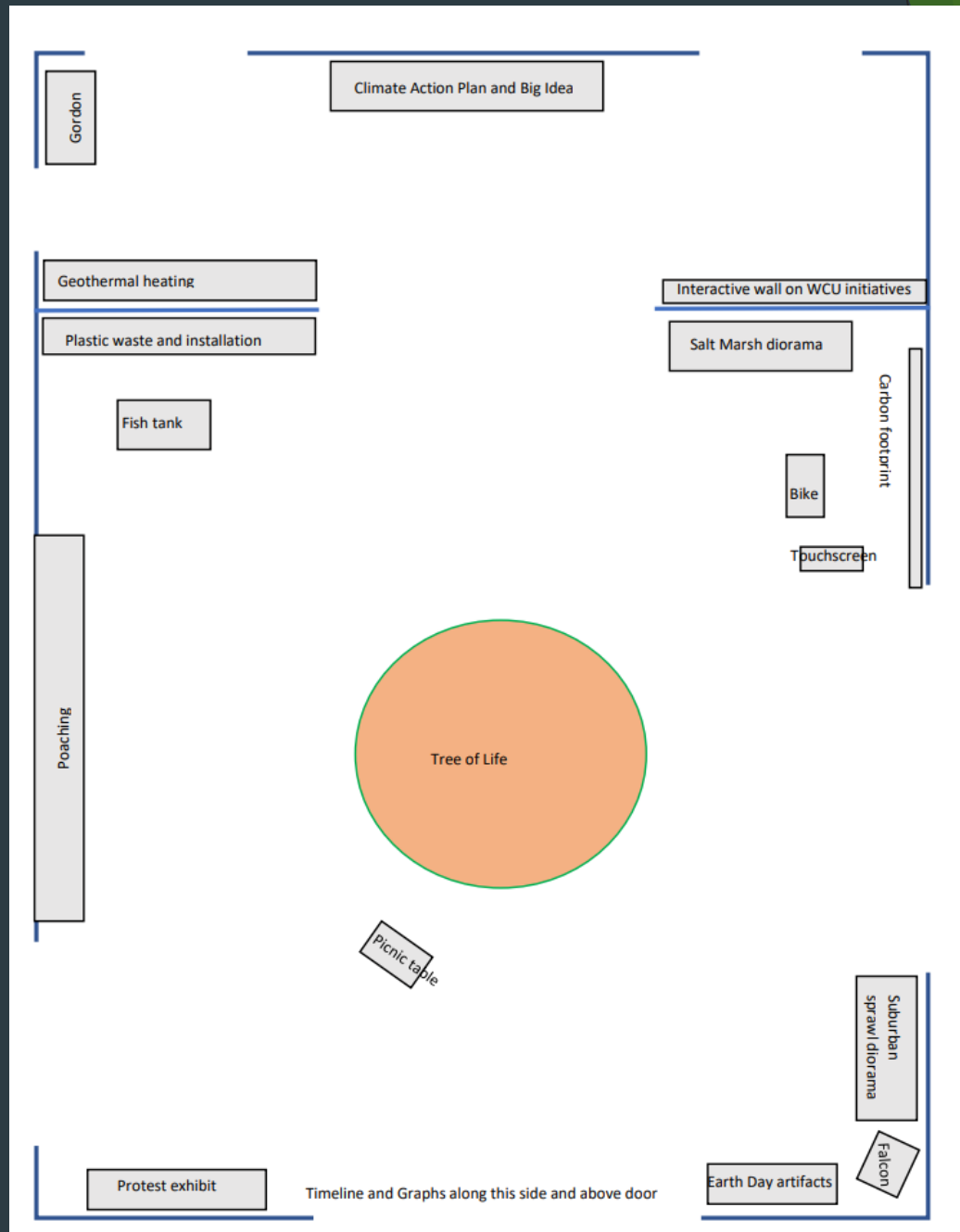
Creating a multi-faceted visitor experience that is accessible to learners of all ages.

Falk et al., *Interactives and Visitor Learning*
Caulton, *The Educational Context*

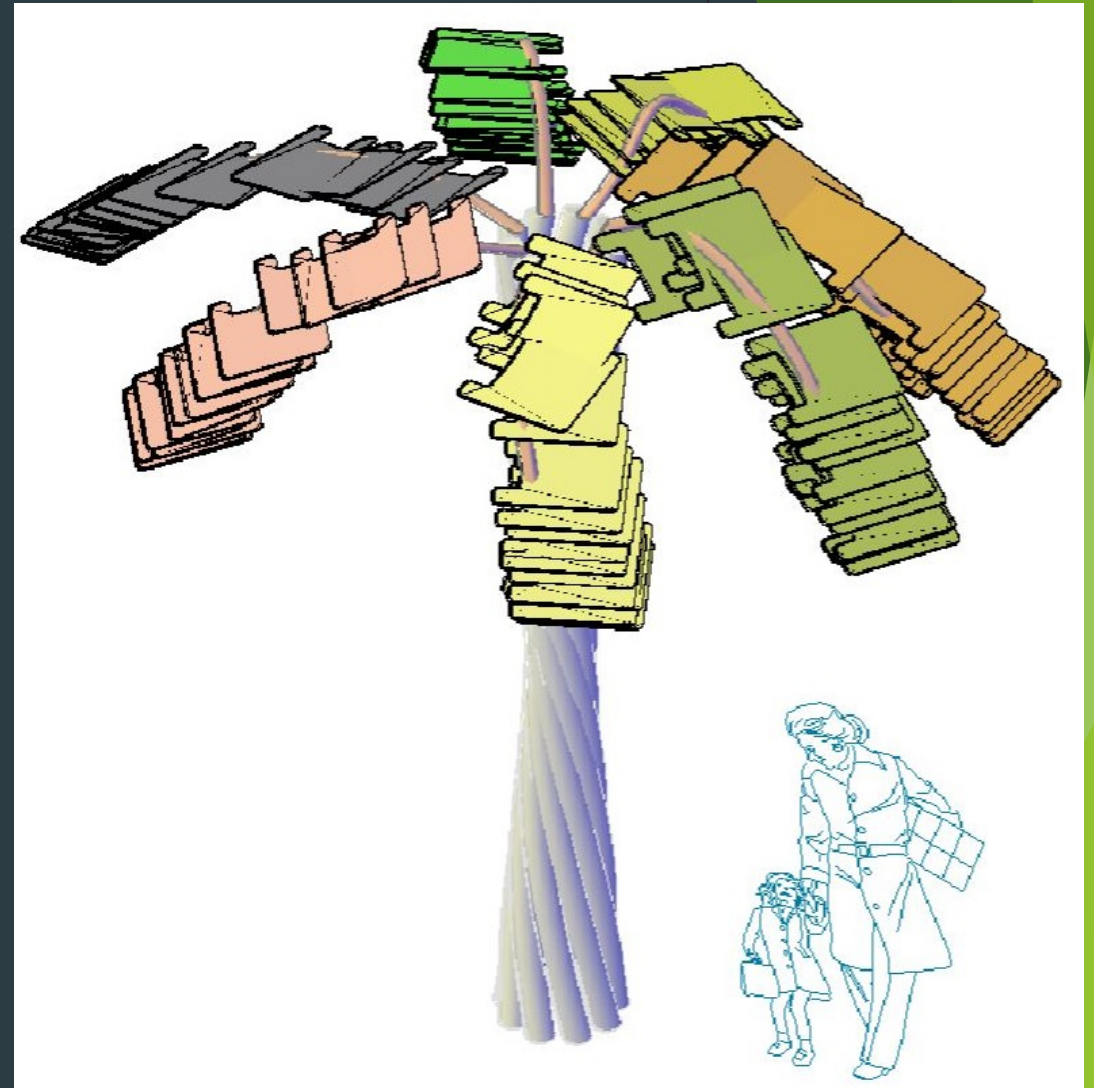
Earth Day at 50 exhibit description

How do we meet our desired outcomes?

Exhibition surrounds a large Tree of Life, completely constructed out of reclaimed and reused materials by Tom Haughey and students at the theater practicum class.



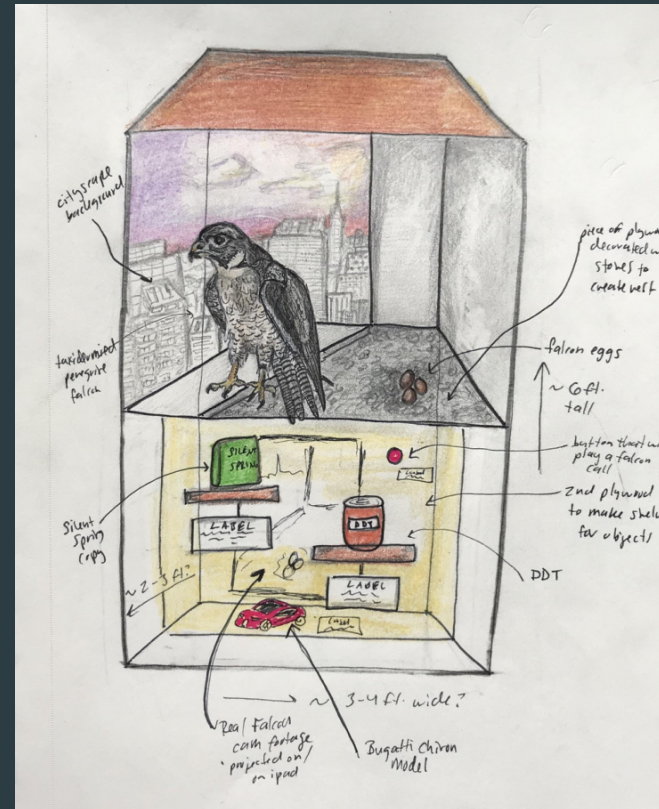
Tree of Life



Exhibits

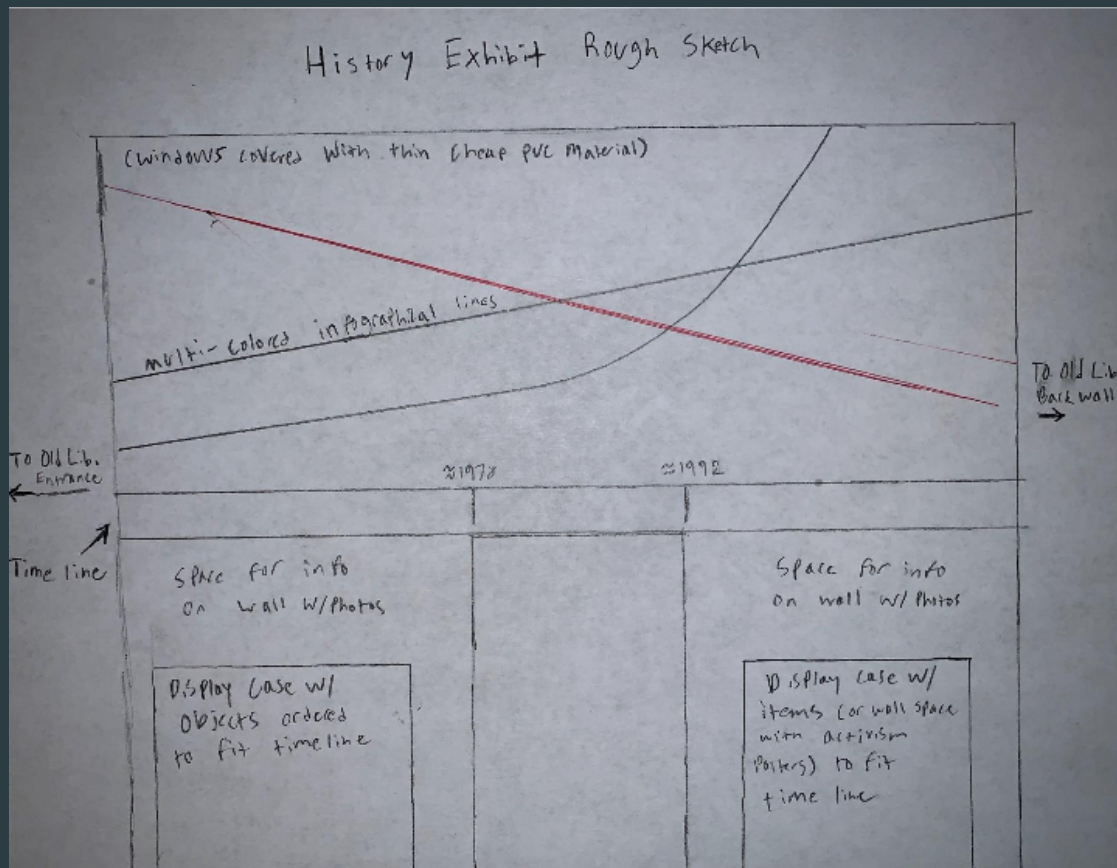
- ▶ Suburban sprawl and *Silent Spring*
- ▶ History timeline and modern activism
- ▶ Loss of biodiversity and illegal wildlife trade
- ▶ The modern climate crisis
 - ▶ Plastic waste
 - ▶ Sea level rise and salt marsh destruction
 - ▶ Energy use and carbon footprint
- ▶ West Chester University

Dioramas



Exhibition begins with a series of dioramas featuring taxidermied specimens from the Delaware Museum of Natural History. They present suburban sprawl and the Silent Spring—prime drivers of the first Earth Day

50 Years of Earth Day: Origins and Impact of the Movement



A timeline presenting key events in the last 50 years of Earth Day is juxtaposed with enormous graphs presenting the negative changes to the environment in the same time period.



History and
Activism - Our
First Artifact!

Our Earth Day Timeline

- ▶ Historical Data
- ▶ *Silent Spring*, Cuyahoga River, Oil Spills
- ▶ Gaylord Nelson
- ▶ Student/Youth Activism
- ▶ Clean Air Act, EPA, Endangered Species
- ▶ Indigenous Activism

Poaching and the Illegal Wildlife Trade



Climate Change and the Ecological Footprint

- ▶ We plan to highlight the theme of this year's Earth Day which is "Climate Action."
- ▶ The exhibit will demonstrate what the ecological footprint is and what the major factors are that contribute to it as well as the different actions that can be and are being taken to reduce a person's ecological footprint.
- ▶ The relationship between an ecological footprint and a carbon footprint.

Interactives and Partners

- ▶ The West Chester Green Team is sharing a stationary bike with us which will show how much power is needed for differing lightbulbs.
- ▶ Looking into working with a local solar panel company to display a solar panel.
- ▶ Plastic Pollution exhibit which will focus on the build up of plastics in landfills and in the ocean, one aspect of the exhibit will follow the lifespan of three plastic bottles that were disposed of in different ways.



Ecological Footprint

- ▶ An Ecological Footprint calculator will be used, and we are working on getting a computer program to combine the visitor's results together.
- ▶ This kind of calculator analyzes the person's ecological footprint as well as their carbon footprint in a set of simple yet detailed questions.
- ▶ <https://www.footprintcalculator.org>



Utilizing Ecological Footprint Results



THE RESULTS ARE BROKEN DOWN INTO SEPARATE SECTIONS TO SHOW WHAT CONTRIBUTES TO A PERSON'S ECOLOGICAL FOOTPRINT THE MOST AND EXPLAINS WHAT A PERSON CAN DO TO CHANGE THEIR FOOTPRINT.



WE CAN USE THESE RESULTS TO SEE WHAT THE MAIN CONTRIBUTORS TO MOST PEOPLE'S FOOTPRINTS ARE AND SEE HOW A HOW PEOPLE'S FOOTPRINT CAN BE REDUCED.

Pandemic Modifications

- ▶ Depend on electronic forms of communication to continue the planning of our exhibit
- ▶ We are continuing research and writing our section of the catalog
- ▶ Utilizing this extra time to contact local solar panel companies

Homegrown Efforts: 50 Years of Earth Day at WCU


- ▶ The Research
 - ▶ The Gordon, Geothermal Energy, Climate Action Plan/ How to Make Change on Campus
- ▶ The Process
 - ▶ Working from home
 - ▶ On our own research
- ▶ What's next?
 - ▶ Catalog and setting up!

Homegrown Efforts: 50 Years of Earth Day at WCU



Crafting an Exhibit Catalog

- ▶ Exhibit Groups and Proposals
- ▶ Research and Artifacts
- ▶ Developing the Exhibition Through Writing



Plans post- COVID-19: Modifications

Plans post-COVID-19: Evaluation

Planning

Design

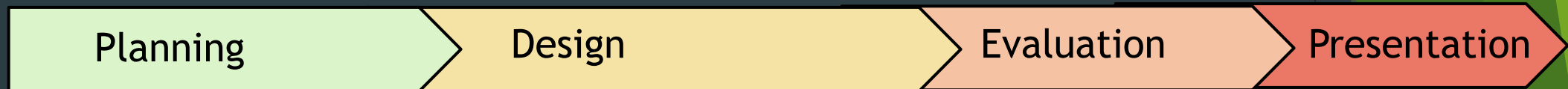
Evaluation

Presentation

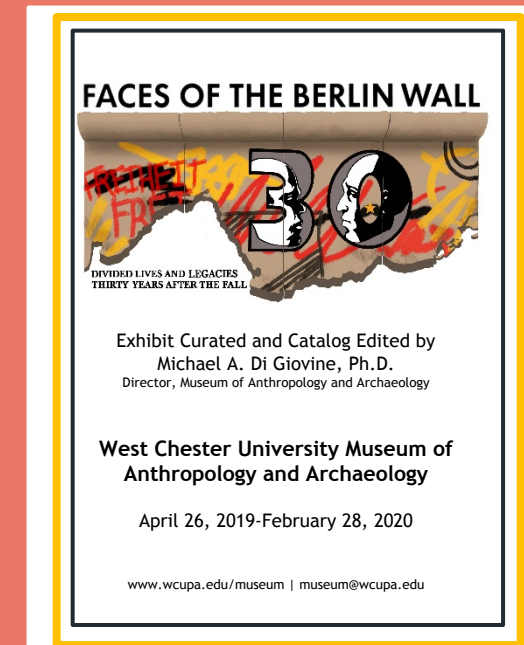
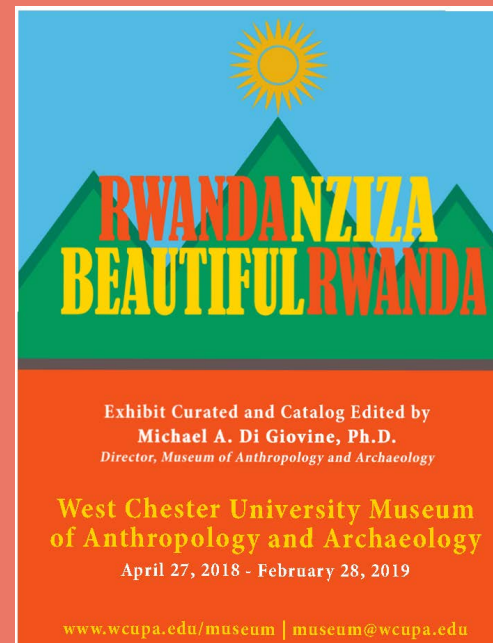
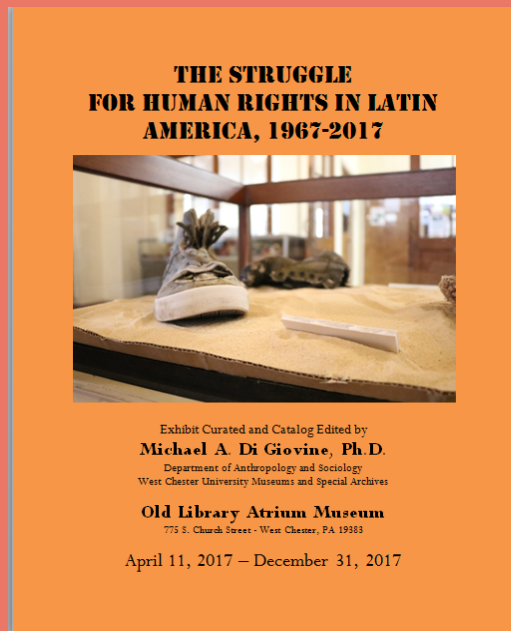
- ▶ Professor evaluation throughout process
 - ▶ Big idea
 - ▶ Labels
 - ▶ Design process
- ▶ Front-end evaluation with peers
- ▶ Adjust design
- ▶ Evaluation with outside peers



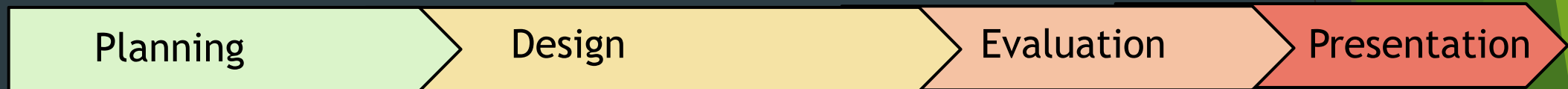
Plans post-COVID-19: Publications



- ▶ Publication of peer-reviewed catalog
- ▶ Website content / virtual exhibit catalog
 - ▶ Graduating students



Exhibition opening: September 25, 2020

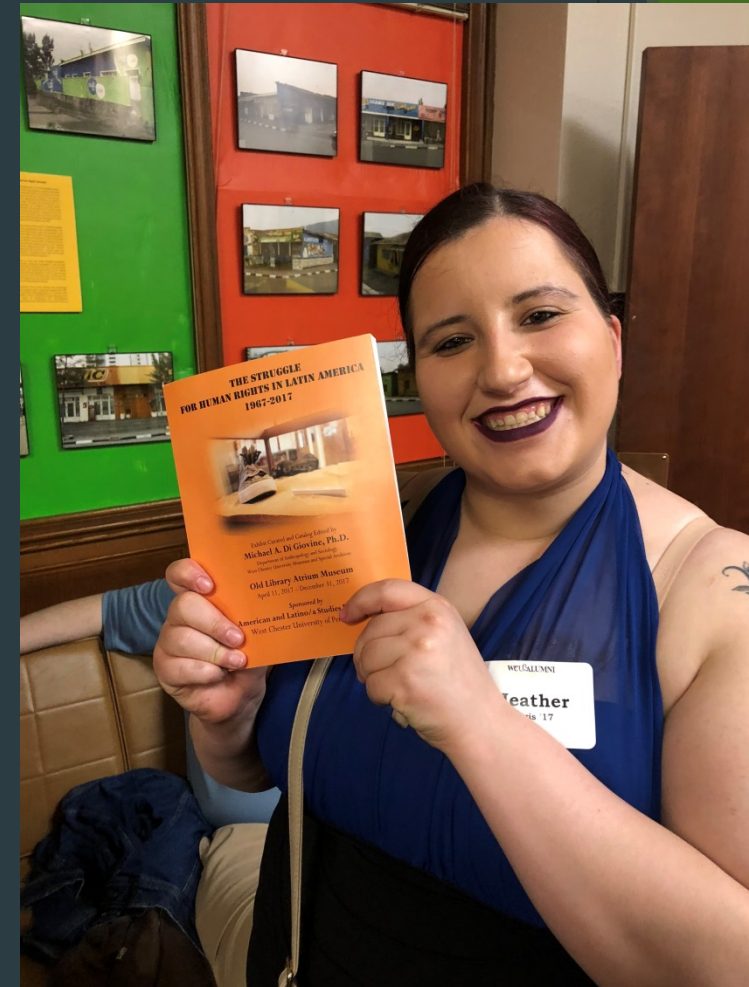


- ▶ Exhibition opening - Postponed to September 25, 2020
 - ▶ Student presentations
 - ▶ Inclusion of the community



“intrinsic motivation”

- Self-pride
- Interest / investment in topic
- Productivity
- Tangible outcomes



Guided tours: satisfying our mission of community engagement

Planning

Design

Evaluation

Presentation

▶ Guided tours for the public

satisfies our mission of being a “leader in community engagement, enhancing the quality of life for all campus community members”

- ▶ PASSHE Anthropology Conference
 - ▶ First Year Experience (FYE)
 - ▶ Classes on request
 - ▶ School groups (5th, 6th, high school)
 - ▶ Senior groups
-
- ▶ Planning for approximately 750-1000 visitors



Press and outreach

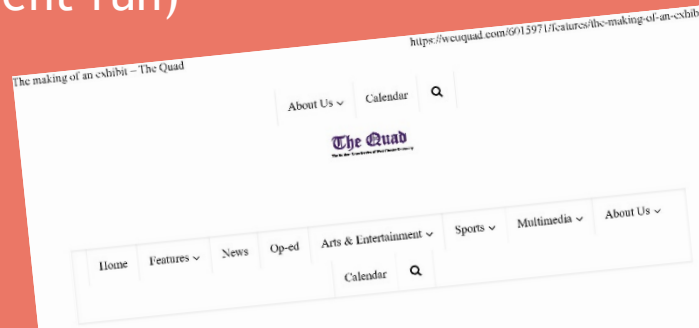
Planning

Design

Evaluation

Presentation

- ▶ Social media (student-run)
- ▶ Press
- ▶ Word-of-mouth



THE INQUISITIVE SCHOLAR SPONSORED BY TEAM TOYOTA OF GLEN MILLS

Unionville High School Students Visit West Chester University to Gain Understanding of a University Setting



Twenty-five 9th and 10th graders from Unionville High School visited the West Chester University Museum of Anthropology and Archaeology and met with student curators of their newest exhibition on the Berlin Wall to hear about the process of making an exhibit. The West Chester and Unionville students are pictured with Maggie Hunt, a Unionville High School teacher, and Michael A. Di Giovine, a professor and director of the museum.

By Maggie Hunt

Recently, 9th and 10th graders at Unionville High School had the opportunity to visit with professors at West Chester University in various fields of interest and learn what a university setting was like, as well as how to prepare for college. Led by their teacher, Maggie Hunt, the students found the conversations with professors beneficial and insightful as they gained understanding of what areas of focus they need in high school to prepare them for a university setting. They were also able to meet with a student in the Honors College to hear a student's perspective, and to visit with an admissions counselor to discuss the college application process. The high school students were also able to visit the Museum of Anthropology and Archaeology, where they saw a curatorial course in action and listened to college students discuss the process of putting an exhibit together and how this is incorporated into the curriculum. The entire trip was insightful, beneficial, and the students are still talking about it!

The making of an exhibit

February 3, 2020 • Add Comment • by Emma Fieckert

within the halls of Old Library is room 102, where the seventeen

iovine's Museum Exhibit Curation class work tirelessly to bring as the anthropology & Archaeology's upcoming exhibit on Farth Day. It's in that past several years, the students of Anthropology 558 have planned the yearly exhibits found on the first floor of Old Library.

3, with the hiring of Dr. Di Giovine, that the Museum of Anthropology & an to have yearly exhibits. At the time of its first exhibit, "we had a very and we didn't call it the museum," Dr. Di Giovine explains. "But we ended y good exhibit on enculturation... and that kind of made momentum for

museum has had six other exhibits, including Feasting and Food Ways, 'Beautiful Rwanda. The Struggle for Human Rights in Latin America and grtin Wall (which is currently still up in the museum, and you can learn more da/museum or by visiting Old Library).

icle for the museum came from the Latin America exhibit, which was the fr exhibit was created based on a large collection and a budget. "We were given \$1,000 to put on an exhibit for the Latin American Studies Conference. We had the

WEST CHESTER — West Chester University's Museum of Anthropology and Archaeology newest interactive exhibit, Faces of the Berlin Wall: Divided Lives and Legacies 30 Year during a public opening reception on Friday, April 26, at West Chester University, Old Church Street, West Chester.

The immersive centerpiece of the exhibit is a giant, 10-foot interactive model of the lived experiences of East and West Berliners, and exhibits the many "affairive the dismantling of the wall. The exhibition culminates with an exhibit through t profiles of four West Chester community members who hail from East and West

With historical artifacts, the exhibition traces the history of the wall, explains its the lived experiences of East and West Berliners, and exhibits the many "affairive the dismantling of the wall. The exhibition culminates with an exhibit through t profiles of four West Chester community members who hail from East and West

"Marking the 30th anniversary of the fall of the Berlin Wall in November, the Berlin Wall is not just a concrete construction, but a culmination of lived exp significant cultural impact on Germans and the global community, and conti years later," said West Chester University anthropologist and museum direc specialist in museum and heritage studies.

WCU MUSEUM OF ANTHROPOLOGY & ARCHAEOLOGY'S NEW EXHIBIT FEATURING BEAUTIFUL RWANDA

Last April, West Chester University's Museum of Anthropology and Archaeology presented its newest exhibit, *Beautiful Rwanda*, which will be on display until February 2021. The museum celebrated its 10th student co-curated exhibit, as well as the primary research station at Giribow, National Park in Rwanda. WCU's new exhibit may associate Rwanda with its troubled colonial past and devastating genocide in the late 1990s, but this museum exhibit focuses on

the county's diversity in its natural and cultural forms, the vitality of its people, and its continued resilience as the nation increasingly opens up to the world stage. Inspired by the new, post-conflict national anthem, *Rwanda* is a rich natural history, "invisible heritage" and "sommone culture." The exhibit is divided into three major areas that each explore Rwanda in a broader global context: nature and the primary research that is conducted at WCU's new field



DAILY LOCAL NEWS



Through February 1, 2020
Faces of the Berlin Wall: Divided Lives and Legacies 30 Years After the Fall
West Chester University, 275 S. Chestnut St. Old Library, West Chester, PA 19380
www.wcu.edu/museum

Earth Day at 50: Sustainable Exhibition Planning in a Time of Pandemic



Lessons for
a sustainable
future