

HIS 629

Museum Education

Edith W. Brady

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Course Description:

This course surveys the principles and practices of museum education. It explores the kinds of learning that occur in museums and how educational programming can engage diverse audiences.

Student Learning Outcomes

The course will also teach students skills and techniques utilized by museum educators.

Students will be able to:

1. Define learning theories as they apply to museum learning environments
2. Design program activities to meet learning goals and objectives
3. Devise strategies for engaging museum visitors in inquiry-based discussion and activities
4. Create a personal museum education philosophy
5. Evaluate audience needs and potential responses to them
6. Evaluate museum education programs in terms of best practices
7. Explain ideas clearly and persuasively through written and verbal communication

Grading:

15% - Homework assignments: Students will be asked to observe and gather information about three education programs at area museums and applications of technology in museum programs over the course of the semester and turn in observations. Students will also be asked to compile a fact sheet about a professional organization or resource for museum educators for class discussion.

30 % - Class participation: Attendance, participation during in-class exercises, and leading class discussion of assigned readings

30% - Final Project: All students will complete an education program plan. Students will select a program type and present their proposals during the last week of class. Each plan will include a description of the program, target audience and needs addressed, program goals and objectives, potential collaborators/partners, supplies, budget, evaluation plan, program outline, publicity plan, and grant proposal. (The instructor will supply a sample grant application.)

25% - 3-5 page essay describing your personal museum education philosophy; it should be thoughtful and reflective, drawing on readings, research, and class discussions from the entire semester

There is no final exam.

Grading scale

A=93-100; A-=90-92; B+=87-89; B=83-86; B-: 80-82; C+=77-79; C=73-76

Required Reading:

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009.

Hein, George A. and Mary Alexander. *Museums: Places of Learning*. Education Committee, American Association of Museums, Washington D.C., 1998

Falk, John H. and Lynn D. Dierking. *Lessons Without Limit: How Free Choice Learning is Transforming Education*. Altamira Press, 2002

Sachatello-Sawyer, Bonnie, et. al. *Adult Museum Programs: Designing Meaningful Experiences*, Altamira Press, 2002

Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. Interp Press (for the National Association of Interpretation), 2002

Diamond, Judy, Jessica J. Luke, and David H. Uttal. *Practical Evaluation Guide: Tools for Museums and Other Informal Educational Settings*. AltaMira Press, 2009.

Fortney, Kim and Beverly Sheppard, eds. *An Alliance of Spirit: Museum & School Partnerships*. American Association of Museums, 2010.

Articles are available through electronic reserve

Academic Integrity Policy

All students have a responsibility to uphold the standards of “*Honesty, Trust, Fairness, Respect, and Responsibility*” detailed in the Academic Integrity Policy. Instances of cheating, plagiarism, misuse of academic resources, falsification of information, and facilitating of academic dishonesty are treated with utmost seriousness by the history department and dealt with severely by the University administration. The full policy appears in the *Student Calendar/Handbook* and at academicintegrity.uncg.edu.

Per university policy, you will be asked to sign a copy of the Academic Integrity Pledge for each major assignment in this class.

Attendance Policy: Consistent attendance is a central and fundamental expectation for participation in the seminar.

Special Needs

If you require accommodations for special learning needs, please do not hesitate to contact the Office of Disability Services, located within the Elliot University Center (334-5770)—and please let me know!

Course Schedule & Assignments:

August 23: Introduction & Course Overview

Defining Museum Education

August 30: How People Learn / Education and Learning Theory

Jeffery, K.R. "Constructivism in Museums: How Museums Create Meaningful Learning Environments,"

Transforming Practice: Selections from the Journal of Museum Education, 1992-1999, Eds.

Joanne S. Hirsch and Lois H. Silverman, Washington, D.C.: Museum Education Roundtable, 2000.

"A Multiplicity of Intelligences." and "Multiple Lenses on the Mind." pp. 1-10. Howard Gardner, available at: <http://www.howardgardner.com/Papers/papers.html>

Hein, George A. and Mary Alexander. *Museums: Places of Learning*. Education Committee, American Association of Museums, Washington D.C., 1998. pp. 29-46.

Grinder, Alison L. and E. Sue McCoy. *The Good Guide: A Sourcebook for Interpreters, Docents and Tour Guides*, Ironwood Publishing, 1985, pp 22-39.

Falk, John H. and Lynn D. Dierking. *Lessons Without Limit: How Free Choice Learning is Transforming Education*. Altamira Press, 2002., pp. 1-59.

September 6: Labor Day (No Class)

September 13: How People Learn in Museums/ What People Learn in Museums

Rennie, Leonie J. and David J. Johnston, "Research on Learning from Museums," from *In Principle, In Practice*, pp. 57-73

Falk, John H. "Toward an Improved Understanding of Learning from Museums: Filmmaking as Metaphor," from *In Principle, In Practice*, pp. 3-16.

Flannery, Mary Ellen. "Brainstorm: Inside the Mind of the Museum Visitor." *Museum*, March/April 2010, pp. 41-47, 63.

Falk, John H. "Calling All Spiritual Pilgrims: Identity in the Museum Experience." *Museum*, Jan/Feb 2008, pp. 62-67.

September 20: Program Planning & Evaluation

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009, pp. 95-108, 117-127.

Falk, John H. and Lynn D. Dierking. *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Altamira Press, 2002, pp. 133-161.

Sachatello-Sawyer, Bonnie, et. al. *Adult Museum Programs: Designing Meaningful Experiences*, Altamira Press, 2002, pp. 137-170.

Weil, Stephen. "Beyond Big & Awesome: Outcome-Based Evaluation." *Museum News*, Nov/Dec 2003.

Diamond, Judy, Jessica J. Luke, and David H. Uttal. *Practical Evaluation Guide: Tools for Museums and Other Informal Educational Settings*. AltaMira Press, 2009, pp. 1-37.

September 27: Museum Audiences: Adults & Seniors

Sachatello-Sawyer, Bonnie, et.al. *Adult Museum Programs: Designing Meaningful Experiences*.

Altamira Press, 2002, pp. 1-70, 115-135.

- Taylor, Edward W. and Amanda C. Neill. "Museum Education: A Nonformal Education Perspective." *Journal of Museum Education*, Volume 33, No. 1, Spring, 2008, pp. 23-32.
- McRaney, D. Lynn. "New Directions in Adult Education." *Journal of Museum Education*, Volume 33, No. 1, Spring 2008, pp. 33-42.
- Falk, John H. and Dierking, Lynn D. *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Altamira Press, 2002, pp. 101-130.

Observations from first museum program due.

October 4: Museum Audiences: Youth & Family

- Henderson, Anne and Susy Watts. "How They Learn: The Family in the Museum." *Museum News*, November/December (2000): 41-45, 67.
- Dierking, Lynn D., Jessica J. Luke, Kathryn A. Foat, and Leslie Adelman. "The Family & Free-Choice Learning." *Museum News*, November/December (2001): 38-43, 67-69.
- Chung, James and Tara May. "X Tended Family: Attracting the Post-Boomer Audience." *Museum News*, November/December (2005): 54-55, 62.
- Ellenbogen, Kirsten M., Jessica J. Luke, and Lynn D. Dierking, "Family Learning in Museums: Perspectives on a Decade of Practice." From *In Principle, In Practice*, pp. 17-30.
- Vukelich, Ronald. "Time Language for Interpreting History Collections to Children." *Museum Studies Journal*, Fall (1984): 43-50.
- Shelnut, Stacey L. "Long-Term Museum Programs for Youth." From *Transforming Practice: Selections from the Journal of Museum Education, 1992-1999*. Washington, D.C.: Museum Education Roundtable, 2000, pp. 141-147.
- Falk, John H. and Dierking, Lynn D. *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Altamira Press, 2002, pp. 63-98.
- Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009, pp. 75-86.

October 11: Fall Break (No Class)

October 18: Facilitating Museum Learning: Interpretive Techniques & Methods of Delivery, Part I

- Carson, Barbara G. "Interpreting History Through Objects." from *Patterns in Practice: Selections from the Journal of Museum Education*. Washington, D.C.: Museum Education Roundtable, 1992, pp. 129-133.
- Levy, Barbara Abramoff. "Historic House Tours that Succeed: Choosing the Best Tour Approach." *Interpreting Historic House Museums*, Edited by Jessica Foy Donnelly, AltaMira Press, 2002, pp. 192-209.
- Lloyd, Sandra Mackenzie. "Creating Memorable Visits: How to Develop and Implement Theme-Based Tours." *Interpreting Historic House Museums*, Edited by Jessica Foy Donnelly, AltaMira Press, 2002, pp. 210-230.
- Wands, Scott, Erica Donniss, and Susie Wilkening. "Do Guided Tours and Technology Drive Visitors Away?" *History News*, Spring 2010, pp. 21-25.

Class Activity: Great Tours p. 69-80 (instructor will provide readings in advance) & Questioning Strategies

October 25: Facilitating Museum Learning: Interpretive Techniques & Methods of Delivery, Part II

Piatt, Margaret. "Engaging Visitors Through Effective Communication." *Interpreting Historic House Museums*, Edited by Jessica Foy Donnelly, AltaMira Press, 2002, pp. 231-250.

Jones, Dale. "Quality Living History Interpretation—Elements for Success."
<http://www.makinghistoryconnections.com/resources.html>

Kelleher, Tom. "Living Things Grow and Evolve: The Evolution and Expansion of Living History." *ALHFAM Bulletin*, Fall 2009, pp. 10-15.

Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. Interp Press (for the National Association of Interpretation), 2002, pp. 11-84.

Class Activity: Opening Doors DVD and accompanying group activities

November 1: Museum & School Partnerships

Fortney, Kim and Beverly Sheppard, eds. *An Alliance of Spirit: Museum & School Partnerships*. American Association of Museums, 2010.

Flannery, Mary Ellen. "What Teachers Want from Field Trips." *Museum*, March/April 2009, pp. 41-47.

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009, pp. 61-74.

Marcus, Alan S. "Rethinking Museums' Adult Education for K-12 Teachers." *Journal of Museum Education*, Volume 33, No. 1, Spring 2008, pp. 55-78.

Griffin, Janette, "Students, Teachers, and Museums: Toward an Intertwined Learning Circle," *In Principle, In Practice*, pp. 31-42.

Peter S. O'Connell. "Decentralizing Interpretation: Developing Museum Education Materials with and for Schools," *Patterns in Practice*, Museum Education Roundtable, 1992, pp. 286-293.

Richter, Katrina. "Homeschoolers Are Always Late: What Every Museum Needs to Know About Alternative Learners." *Museum News*, March/April 2007, pp. 47-51.

Gabriel, Robin. "Museum Education 101: Successful School & Field Trips," Proceedings from the 2007 Conference & Annual Meeting, ALHFAM. North Bloomfield, OH, Volume 30, 2008, pp. 48-53.

Simon, Nina. "Where I'm Coming From," *Museum*, March/April 2009, pp. 33-35.

Observations from second museum program due.

November 8: Community Partnerships & Collaborations

- Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009, pp. 87-94, 151-158.
- Schrage, Michael. "Collaboration and Creativity." *Museum News*, March/April 2004, pp.
- Conwill, Kinshasha Holman and Alexandra Marimon Roosa. "Cultivating Community Connections." *Museum News*, May/June 2003.
- Sheppard, Beverly. "Meaningful Collaboration." From *In Principle, In Practice: Museums as Learning Institutions*. Edited by John H. Falk, Lynn Dierking, Susan Foutz, Altamira Press, 2007, pp. 181-194.

November 15: Use of Technology in Museum Education

- Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009, pp. 109-116.
- Yasko, James. "Museums and Web 2.0." *Museum News*, July/August, 2007 pp. 42-47, 72.
- MacArthur, James. "Web 2.0 and Museums." *History News*, Autumn 2007, pp. 5-6.
- Yasko, James. "A Podcasting Primer." *Museum News*, January/February 2007, pp. 37-39, 73.
- Grove, Tim. "Grappling with the Concept of Radical Trust." *History News*, Spring 2010, pp. 5-6.
- Donnelly-Smith, Laura. "Get Smart(phones)." *Museum*, May/June 2010, pp. 33-35.
- Grove, Tim. "To Tweet or Not to Tweet." *History News*, Autumn 2009, pp. 5-6.
- Simon, Nina. "A Page from the You Tube Playbook." *Museum*, March/April 2010, pp. 29, 66-67.

Review of museum education technology program due.

November 22: Ethics and Best Practices in Museum Education

- "Excellence in Practice: Museum Education Standards and Principles." Education Committee of the American Association of Museums, 2002.
- "Code of Ethics for Museums," Committee on Ethics, American Association of Museums, 2000.

Class Activity: Applying Best Practices

November 29: Role of the Museum Educator / Planning for a Career in Museum Education

- Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009, pp. 7-14.
- Bailey, Elsa B. "Researching Museum Educators' Perceptions of their Roles, Identity, and Practice." *Journal of Museum Education*, Vol. 31, No. 3, Fall 2006, pp. 175-198.
- Dragatto, Erin, Christine Minerva and Michelle Nichols. "Is Museum Education 'Rocket Science'?" *Journal of Museum Education*, Vol. 31, No. 3, Fall 2006, pp. 215-222.
- Aukerman, Greg. "So You Want to Work in a Museum?: Confessions of an Art History Major." *Museum News*, March/April 2007, pp.
- Simon, Nina. "Doing Time on the Front Line." *Museum*, July/August 2010, pp. 33, 67.

Observations from third museum program due.

Professional Development Fact sheets due.

3-5 page personal museum education philosophy due

December 6: Present Final Projects

Further Reading:

Martinello, Marian L. and Gillian E. Cook. *Interdisciplinary Inquiry in Teaching and Learning, Second Edition*. Prentice-Hall, 2000.

Levy, Barbara Abramoff, Sandra MacKenzie Lloyd and Susan Porter Schreiber. *Great Tours! Thematic Tours and Guide Training for Historic Sites*. Altamira Press and The National Trust for Historic Preservation, 2001.

Bridal, Tessa. *Exploring Museum Theatre*. AltaMira Press, 2004.

Weisberg, Shelley Kruger. *Museum Movement Techniques: How to Craft a Moving Museum Experience*. AltaMira Press, 2006.

Weaver, Stephanie. *Creating Great Visitor Experiences: A Guide for Museums, Parks, Zoos, Gardens, & Libraries*. Left Coast Press, 2007.

Jones, Dale. "Theater 101 for Historical Interpretation."
<http://www.makinghistoryconnections.com/resources.html>

Hirzy, Ellen. *Transforming Museum Volunteering: A Practical Guide for Engaging 21st Century Volunteers*, American Association for Museum Volunteers, 2007.

Falk, John. *Identity and the Museum Visitor Experience*, Left Coast Press, 2009.