HIS 629
Museum Education

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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:


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


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,”
   “A Multiplicity of Intelligences.” and “ Multiple Lenses on the Mind.” pp. 1-10. Howard Gardner,
   available at: http://www.howardgardner.com/Papers/papers.html
   Grinder, Alison L. and E. Sue McCoy. The Good Guide: A Sourcebook for Interpreters, Docents and Tour
   Falk, John H. and Lynn D. Dierking. Lessons Without Limit: How Free Choice Learning is

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.

September 20: Program Planning & Evaluation
   Sachatello-Sawyer, Bonnie, et. al. Adult Museum Programs: Designing Meaningful Experiences,

September 27: Museum Audiences: Adults & Seniors

Observations from first museum program due.

October 4: Museum Audiences: Youth & Family

October 11: Fall Break (No Class)

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


Class Activity: Opening Doors DVD and accompanying group activities

**November 1: Museum & School Partnerships**


*Observations from second museum program due.*
November 8: Community Partnerships & Collaborations

November 15: Use of Technology in Museum Education

Review of museum education technology program due.

November 22: Ethics and Best Practices in Museum Education

Class Activity: Applying Best Practices

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

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:


