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:


*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 22: Introduction & Course Overview
Defining Museum Education

August 29: How People Learn / Education and Learning Theory

September 5: Labor Day (No Class)

September 12: Individual Program Planning & Evaluation

September 19: Strategic Program Planning & Funding


**September 26: Museum Audiences: Adults & Seniors**


*Observations from first museum program due.*

**October 3: Museum Audiences: Youth & Family**


[www.familylearningforum.org](http://www.familylearningforum.org) – Take a look to get an overview of this website.

**October 10: Fall Break (No Class)**

**October 17: Facilitating Museum Learning: The Guided Tour**

Carson, Barbara G. “Interpreting History Through Objects.” from *Patterns in Practice*:


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

October 24: Facilitating Museum/Historic Site Learning: Beyond the Guided Tour

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

Jones, Dale. “Theater 101 for Historical Interpretation.”
http://www.makinghistoryconnections.com/resources.html


Class Activity: Opening Doors DVD and accompanying group activities

October 31: Museum & School Partnerships


Observations from second museum program due.

**November 7: Community Partnerships & Collaborations**


**November 14: Use of Technology in Museum Education**


Review of museum education technology program due.
November 21: Role of the Museum Educator / Planning for a Career in Museum Education

November 28: Ethics and Best Practices in Museum Education

Class Activity: Applying Best Practices

Observations from third museum program due.

Professional Development Fact sheets due.

3-5 page personal museum education philosophy due

December 5: Present Final Projects

Further Reading:


Jones, Dale. “Theater 101 for Historical Interpretation.”
http://www.makinghistoryconnections.com/resources.html

