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 19:** Introduction & Course Overview

Defining Museum Education

**August 25:** How People Learn / Education and Learning Theory


www.funderstanding.com

**September 2:** Labor Day (No Class)

**September 9:** Interpreting Artifacts


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

**September 16:** Facilitating Interpretive Experiences


Class Activity: Opening Doors DVD and accompanying group activities

**September 23: Individual Program Planning & Evaluation**


*Observations from first museum program due.*

**September 30: Strategic Program Planning & Funding**


*Final Project Portfolio Deadline 1: Program Type, Application to Mission & Goals*

**October 7: Museum Audiences: Adults & Seniors**


October 14: Fall Break (No Class)

October 21: Museum Audiences: Youth & Family

www.familylearningforum.org – Take a look to get an overview of this website.

Final Project Portfolio Deadline 2: Front End Evaluation/Needs Assessment, Target Audience, Audience Needs Addressed, Program Goals & Objectives, Evaluation Techniques to be Used, Community Collaborators

October 28: Museum & School Partnerships

*Observations from second museum program due.*

**November 4: Community Partnerships & Collaborations**


*Final Project Portfolio Deadline 3: Speaker/Presenter, Hospitality Arrangements, Contractual Services, Supplies, Volunteers, Program Details, Publicity, Equipment Checklist, Program Outline, Program Budget*

**November 11: Use of Technology in Museum Education**


*Review of museum education technology program due.*

**November 18: Role of the Museum Educator / Planning for a Career in Museum Education**


**Final Project Portfolio Deadline 4: Sample Grant Application**

**November 25: 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 2: Present Final Projects**

**Further Reading:**


