HIS 629
Museum Education

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Course Description:
This course surveys the principles and practices of museum education. Emphasizing facilitated experiences, 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. (Learning Outcomes 6, 7)
30% - Class participation: Attendance, participation during in-class exercises, and leading class discussion of assigned
readings (Learning Outcomes 1, 3, 7)
30% - Project: All students will complete an education program plan. Students will select a program type and develop a
program plan they will present during a designated 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, and publicity plan. (Learning Outcomes 2, 3, 5)
25% - 10 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. (Learning Outcomes 4, 7)

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

<table>
<thead>
<tr>
<th>Grading Rubric</th>
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<tbody>
<tr>
<td>15 Homework Assignments</td>
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<tr>
<td>Program Observations = 3 pts. each</td>
<td>9</td>
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<tr>
<td>Technology Review = 3 pts.</td>
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<td>Professional Org. Fact Sheet = 3 pts.</td>
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<tr>
<td>30 Class Participation</td>
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<tr>
<td>Attendance = 1 pt./class</td>
<td>14</td>
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<td>Participation in discussion = 1 pt./class</td>
<td>14</td>
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<tr>
<td>Leading class discussion = 2 pts.</td>
<td>2</td>
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<td>30 Project</td>
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<tr>
<td>25 Personal Museum Education Philosophy</td>
<td>25</td>
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<tr>
<td>100 Total Possible Points</td>
<td>100</td>
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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. Unexcused absences will lose points toward final grade per grading rubric.

Special Needs
If you require accommodations for special learning needs, please do not hesitate to contact the Office of Accessibility Resources & Services, located within the Elliot University Center, Suite 215, 336-334-5770, https://ods.uncg.edu/—and please let me know!

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**Course Schedule & Assignment Due Dates**

**August 22:** Introduction & Course Overview: *What is Museum Education?*

**August 29:** Learning Theories: *How do people learn? What kind of learning takes place in museums?*


Optional:
[www.funderstanding.com](http://www.funderstanding.com) and [www.instructionaldesign.org](http://www.instructionaldesign.org) (good resources for brief overviews & explanations of various learning theories)

**September 5:** Object Based Learning: *How can museum educators facilitate meaning making through artifacts?*


Levy, Barbara Abramoff, et. al. *Great Tours!: Thematic Tours and Guide Training for Historic Sites.*

September 7: Saturday – Practice with Artifact Interpretation @ High Point Museum 10:00 – 12:00

September 12: Youth & Family Audiences: What are the unique learning needs of young visitors and their families? How do museum educators tailor their programs to meet these needs?

Additional Resource (not required reading): www.familylearningforum.org

***Program Observation One Due

September 19: Adult Audiences: How do the learning needs of adults differ from children? How do museum educators tailor their programs to meet these needs?

***Program Proposal Due

September 26: Crafting Interpretive Experiences: What is the recipe for a good interpretive experience? How do museum educators select and combine ingredients of learning theories, teaching strategies, audience needs, content, and resources to develop tours and other educational programs?
Brochu, Lisa and Tim Merriman. Personal Interpretation: Connecting Your Audience to Heritage Resources. InterpPress, 2008, pp. 23-53 (there are extra pages on the eReserve PDF you are not


http://artmuseumteaching.com/2013/12/17/power-of-conversation/?blogsub=confirming


Oct 3: Measuring Program Success: How do museum educators know if their programs are successful? When and how is evaluation used in program development?


https://www.artscouncil.org.uk/measuring-outcomes/generic-learning-outcomes

http://www.shapingoutcomes.org/course/index.htm Complete online course: Modules A-E *This will take several hours. It is recommended that you plan to do one to two modules a day.

October 10: Community Engagement & Collaborations: How do museum educators engage and include diverse segments of their communities while addressing community issues? How can museum programs facilitate dialogue about community concerns? What makes a collaboration or partnership successful?


Munn, Kathleen and K. Allison Wickens. “Public History Institutions: Leaders in Civics Through the

Click on the “Listen” buttons for Celeste Headlee 9:03 & Rabbi Jonathan Sacks 7:34

Optional reading:

***Program Observation Two Due***

October 17: Museum & School Partnerships: What unique experiences can museum educators offer to schools? How do museums develop effective working relationships with schools?


[(Just this page - 21st Century Learning Skills defined)](http://edglossary.org/21st-century-skills/)

Optional:
http://www.corestandards.org/ - history and details about the Common Core if you want to know more.

October 24: Strategic Program Planning & Funding: How do museum educators make decisions about which programs to initiate, keep, or let go? How do they ensure that programs will have adequate funding?


October 31: No Class - ***Program Plan Project Due***

November 7: Use of Technology in Museum Education: How are museums using technology to...
What are the opportunities and challenges of using technology to engage museum audiences?


***Technology Review Due***

**November 14: No Class *** Program Observation Three Due**

**November 21: So You Want to Be a Museum Educator?: What does it take to be a successful museum educator? What roles do museum educators play within a museum? How is excellence in museum education defined?**


https://drive.google.com/file/d/0Bz_5mDyp81VsT1l4c1BtWFFLT1k/edit?pref=2&pli=1


***Professional Organization Fact Sheet Due – Remember to bring a copy for each of your classmates***

**December 4: ***10 page personal museum education philosophy due**
Class Discussions

Class discussions are an opportunity to share your reactions and thoughts on assigned readings and consider the insights of your classmates to develop a deeper understanding of the material. Discussions should thoroughly explore, examine and debate the ideas found in the passages. For this reason discussion leaders are not permitted to use class activities, as they tend to distract from the actual readings and lead to uneven or superficial review of the assigned content. However, leaders may choose to present a hypothetical scenario for classmates to discuss in order to consider practical implications of ideas presented in the reading material. Additionally, leading class discussions is an opportunity to practice open-ended questioning techniques you will use in your work as a museum educator. You should be facilitating a conversation with your classmates rather than reporting what you have read or learned to them. Class discussions should generally, at a minimum:

- Define key terms or concepts
- Identify main arguments in assigned passages
- Compare and contrast key points from different readings
- Examine how assigned readings relate to each other
- Consider how material relates to readings & discussions from previous weeks
- Consider benefits, challenges, and potential results of implementing key ideas

### Discussion Participation

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<tr>
<th>Criteria</th>
<th>Ratings</th>
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<tr>
<td>Participation in class discussion &amp; activities</td>
<td>actively participates 1 pts</td>
<td>1 pt</td>
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<td>participates somewhat 0.5 pts</td>
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<td>no participation 0 pts</td>
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Total Points: 1

### Discussion Leader

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<th>Criteria</th>
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<tr>
<td>Discussion Leader</td>
<td>fully prepared and effectively engages most or all classmates in thoughtful discussion 2 pts</td>
<td>2 pts</td>
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<td>somewhat prepared and effective in engaging at least some classmates in discussion 1 pt</td>
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<td>unprepared and/or does not engage classmates in discussion 0 pts</td>
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Total Points: 2
**Program Observations:**

Students will observe three different kinds of museum education programs (guided tour, family program, lecture, gallery talk, living history demonstration or reenactment, etc.) These should be educational programs rather than strictly fundraisers or entertainment events at museums. **You will receive no points if you have observed the same kind of program before.** If you are unsure if the program you would like to observe would be considered the same kind of program, please check with the instructor.

These programs will be facilitated by volunteers, staff, or guest performers/lecturers rather than self-guided experiences. Please thoroughly address the following seven points in your assignment. You may format your assignment as an outline with paragraph responses below each of the seven headings. It is not necessary to prepare the assignment in an essay format. Please remember to include your name on your paper. The completed assignment should be about 2-3 pages in length. Please be prepared to share your observations with your fellow students during the first part of class.

**Outline for Education Program Observations**

I. **Program Summary** (brief description, title, time, date, location, facilitators)

II. **Target Audience** (Who is this program intended for? What steps were taken to accommodate needs specific to this audience?)

III. **Program Goals or Intended Outcomes** (What do you think the program was designed to accomplish? What was the theme or big idea? How did you come to this conclusion?--printed program description, objectives stated by facilitator, focus of time or activities, interview with facilitator, etc. How did the facilitator use objects, activities or other techniques to explore key ideas or themes? Do you feel the objective(s) were clear to participants? Why or why not?)

IV. **Facilitators** (Paid staff? Volunteers? Guest speaker/presenter?)

V. **Facilitator Technique** (Describe the approach or technique the facilitator(s) used to engage the audience. Note specific behaviors, tone, or attitude employed by the facilitator that may have influenced audience interaction and/or participation levels.)

VI. **Audience Reaction** (What specific visitor behaviors did you observe? What do you think these behaviors tell you about the quality or outcomes of their experience? What do they tell you about the effectiveness of the facilitator(s) in engaging the audience?)

VII. **Evaluation** (Do you think the program was successful in meeting its objectives? Why or why not? Were there any challenges they had to overcome? What worked well? What do you think could have been done differently to change the outcome or make the program more effective? How does what you observed relate to what we have been studying about learning theories and audience needs and characteristics? What can you take away from this observation to help you plan effective programs in your museum education career?)

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<tr>
<th>Criteria</th>
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<tr>
<td>Content</td>
<td>All seven points of the outline are thoroughly addressed 2 pts</td>
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<td>Most or all seven points of the outline are partially addressed 1 pts</td>
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<td>Assignment is incomplete or program is the same type as previously observed 0 pts</td>
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<tr>
<td>Timeliness</td>
<td>Assignment is turned in on time 1 pts</td>
<td>1 pts</td>
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<td>Assignment is late or is the same as previously observed 0 pts</td>
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Total Points: 3
Technology Review:

Students will review an example of technology used by a museum to deliver educational content. (e.g. podcasts, YouTube videos, website activities/lessons, cell phone tours, smart phone apps, etc.)

You may format your assignment as an outline with paragraph responses below each of the seven headings. It is not necessary to complete the assignment in an essay format. Please remember to include your name on your paper. The completed assignment should be about 2-3 pages in length. Please be prepared to share your review with your fellow students during the first part of class.

Outline for Technology Review

I. Program Summary (name of museum, type of technology used, brief description of content, cost to user, etc.)

II. Target Audience (Who is this program intended for? What steps were taken to accommodate needs specific to this audience?)

III. Program Goals or Intended Outcomes (What do you think the program was designed to accomplish? What was the theme or big idea? How was technology used to explore key ideas and themes or otherwise achieve goals and objectives? Were the objective(s) clear to you as the user?)

IV. Ease of Use (Are the instructions clear? Intuitive? Is prior technology experience or knowledge necessary? Does the user or the museum provide the hardware? Is it easy to find/get help if necessary?, etc.)

V. Interactions (Are there opportunities for museum staff/volunteers to interact with users? Are there opportunities for users to interact with each other? Describe these interactions - content, frequency, etc. Does the museum control or manage the dialogue in anyway?)

VI. Audience Reaction (Are there opportunities for users to provide feedback? If so, what does the feedback tell you about the quality or outcomes of their experience(s)? Do you think the program was successful? Why or why not? How does or how might the museum assess how well the technology program met its objectives?)

VII. Evaluation (Do you think this application of technology was successful? Why or why not? What were the advantages to using this technology over a more traditional approach? Do you think the program was successful in meeting its objectives? Why or why not? Were there any challenges they had to overcome? What worked well? How could technology be used differently to change the outcome or make the program more effective? How does this use of technology apply or relate to ideas we have been studying and discussing in class? What can you take away from this review to help you plan effective use of technology in your museum education career?

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<td>Content</td>
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<td>Timeliness</td>
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Total Points: 3
Professional Organization Fact Sheet:
Professional organizations are important resources for museum professionals. Students will research one professional organization from the list below and complete a fact sheet. Please remember to include your name on your paper. The completed assignment should be about one page in length. Please be prepared to share your research with your fellow students during the first part of class. *Students will bring a copy of their fact sheet for each of their classmates on the day the assignment is due.*

Please thoroughly answer these four questions:
1. Organization Name & Contact information (address, phone, email, website, etc.)
2. Organization purpose and/or mission statement
3. Cost of membership (include different levels and individual and institutional rates, if applicable)
4. Benefits and services offered to members (conferences, workshops, publications, listservs, technical assistance, discounts, etc.)

Professional Organizations
- American Alliance of Museums (AAM)
- EDCOM (Education Committee of AAM)
- Museum Education Roundtable (MER)
- Museum-Ed (listserv & website)
- Association for Living History, Farm and Agricultural Museums (ALHFAM)
- American Association of State and Local History (AASLH)
- Southeastern Museums Conference (SEMC)
- North Carolina Museums Council (NCMC)
- National Association for Interpretation (NAI)
- American Association for Museum Volunteers (AAMV)
- National Docent Symposium Council
- Visitor Studies Association (VSA)
- Emerging Museum Professionals (through AAM)
- Committee on Audience Research and Evaluation (CARE)
- Small Museums Association
- Oral History Association
- National Council on Public History
- Smithsonian Early Enrichment Center

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<th>Criteria</th>
<th>Ratings</th>
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<tbody>
<tr>
<td>Content</td>
<td>All four questions are answered completely &amp; accurately; copies are made for classmates</td>
<td>2 pts</td>
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<tr>
<td></td>
<td>All four questions are answered completely &amp; accurately; no copies made for classmates</td>
<td>1 pts</td>
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<td>Assignment is incomplete or inaccurate</td>
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<td>Total Points:</td>
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**Project: Education Program Plan**

Students will undertake and document the process of developing a facilitated educational program to support an exhibit or historic structure at an existing museum or historic site. The final draft should follow the format below.

**Program Type**
- Brief Description - approximately one to two paragraphs
- What kind of program is it?
- What is the topic and/or theme?
- By the final draft you will need a title.

**Application to Mission & Goals**
- How does this program support the museum’s mission, strategic initiatives, or specific education goals?
- Discuss any larger community need addressed by this program.
- Describe any lasting impact on the museum’s ability to achieve its goals.

**Front End Evaluation/Needs Assessment**
*For the purposes of this assignment, you will not have time to do your own formal needs assessment. However, you can share any methods that were used by the museum to identify the need you are addressing. Or you may focus on the needs of your intended audience as described in current literature (e.g. class readings or research done by other scholars, practitioners, or organizations)*
- What do you know about your intended audience?
- What community or audience need/issue/desire is your program addressing?
- How was that need/issue/desire identified?
- How has input from the intended audience been acquired?

**Intended Audience**
- Who is the program designed to serve? Be as descriptive as possible (age, background, motivation, interests/needs, etc.)
- How many people will be served?

**Audience Needs Addressed**
- Identify specific needs or considerations for your intended audience that you will address in your program design. (age appropriateness, safety/security issues, liability concerns, comprehension levels, special considerations for disabled visitors, special interests, etc.)
- What learning theories or techniques will be used to address these needs?
- How will the program format, scheduling/timing, or selection of activities relate to the needs of the intended audience?

**Program Goals & Objectives**
- What will the program accomplish? How will the participant be impacted?
- Goals and objectives may include “non-learning” goals.
- Objectives/Outcomes must be measurable.

**Evaluation Techniques to be Used**
- Describe formative (process) evaluation techniques to be used.
- Describe (summative) evaluation techniques to be used.
• How will you get the information you need to design your program for success? Describe quantitative and/or qualitative data to be gathered. For the final draft you will need to include surveys, interview questions, etc. used to gather data.
• How will you analyze and interpret this data to determine whether or not your program achieved its intended goals & objectives?

Community Collaborators, Partners & Sponsors, if applicable
• What other community members or organizations will be involved with your project?
• What will be their role(s)?
• Why did you select them?
• List name, contact information, services to be performed, and compensation or sponsorship agreement (if applicable)
• Attach any partnership agreement, memorandum of understanding, etc. outlining responsibilities of respective partners or collaborators.
• Speaker/Presenter
• List name & profession or special training/qualifications
• Contact information
• Services to be performed
• Amount of fee or honorarium (for a real program you also record date of confirmation & contracts or correspondence)

Hospitality Arrangements
• List details of any hotel, food or travel arrangements needed for speakers/presenters

Contractual Services
• List name & contact information
• Description of services to be performed
• Fees (for a real program you would also record date of confirmation and file contracts, payment verification, and other correspondence)

Supplies Needed
• List supplies & quantity needed
• Where will you obtain them? (on hand, purchase, in-kind donation)
• For purchases, list source & price

Volunteers
• How many are needed?
• List assigned tasks or duties
• List shift times, if applicable
• How will you recruit and schedule them?
• What kind of training will you provide? When?

Program Details
• Date
• Time
• Location, when/who is responsible for confirming space?
• Fee charged, if any
• Registration deadline, if any
• Process for registration, if applicable
Publicity Plan
• How will you promote the program? (press releases, flyers, invitations, social media, eblasts, newsletters, etc.)
• Where will you send information?
• When will you distribute publicity?
• Include copy of one publicity piece, your choice (press release, invitation, flyer, etc.)

Equipment Checklist
• List all equipment needs. For example:
  o Audio-visual equipment?
  o How many chairs, tables do you need?
  o Tents?
  o Trash cans?
  o Stage/risers?
  o Podium?
  o Microphone?
  o Signage?
• Does any of the equipment require special arrangements for moving or set up?
• Include any equipment rental arrangements needed under Contractual Services section
• Describe layout/set up of the program space (may include a sketch if that is easier)

Program Outline
• Include timeline of events
• Include copies of materials, hand-outs, lesson plans, etc.

Program Budget
• Projected Sources of Income
• Projected Expenses
• Net Balance - if profit is projected, how will the funds be used?
<table>
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<tr>
<th>Criteria</th>
<th>Ratings</th>
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<tbody>
<tr>
<td><strong>Required Elements</strong></td>
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<tr>
<td>Project contains all the necessary required elements</td>
<td>4 pts</td>
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<tr>
<td>Project contains most of the required elements</td>
<td>3 pts</td>
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<td>Project contains only a few of the required elements</td>
<td>2 pts</td>
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<tr>
<td>Project does not contain any of the required elements</td>
<td>1 pts</td>
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<tr>
<td>No Marks</td>
<td>0 pts</td>
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<tr>
<td><strong>Program Relevance to Museum</strong></td>
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<tr>
<td>Program is closely tied to the museum's mission and strategic, interpretive, or operational plans; offers lasting impact on museum's ability to achieve its goals (residual benefits) and/or addresses a larger community need</td>
<td>4 pts</td>
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<tr>
<td>Program is closely tied to the museum's mission and strategic, interpretive, or operational plans</td>
<td>3 pts</td>
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<tr>
<td>Program is somewhat related to the museum's mission and strategic or operational plan</td>
<td>2 pts</td>
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<tr>
<td>Program is somewhat related to the museum's mission</td>
<td>1 pts</td>
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<tr>
<td>No Marks</td>
<td>0 pts</td>
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<tr>
<td><strong>Audience</strong></td>
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<tr>
<td>Program has identified an intended audience, seeks input from that audience and thoroughly responds to audience needs and wants in its design</td>
<td>4 pts</td>
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<tr>
<td>Program has identified an intended audience and gives some consideration to audience needs and wants in its design</td>
<td>3 pts</td>
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<tr>
<td>Program has identified an intended audience and may have identified its needs but they are not clearly addressed in program design</td>
<td>2 pts</td>
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<tr>
<td>Program has defined an audience but has not identified its needs or characteristics</td>
<td>1 pts</td>
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<tr>
<td>No Marks</td>
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<td><strong>Design</strong></td>
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<tr>
<td>Program activities are designed to accomplish clear goals and objectives; Program outline and activities are fully developed; roles of staff, volunteers and partners are clearly defined;</td>
<td>4 pts</td>
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<tr>
<td>Program activities align with clear goals and objectives; program outline and activities could be more fully developed; roles of staff, volunteers and partners are clearly defined</td>
<td>3 pts</td>
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<tr>
<td>Program has clear goals or objectives, but activities do not clearly support them</td>
<td>2 pts</td>
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<tr>
<td>Program does not have clear or reasonable goals and objectives</td>
<td>1 pts</td>
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<td>No Marks</td>
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<td><strong>Supplies/Budget</strong></td>
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<tr>
<td>Supplies and budget for program are adequate and justified by appropriate documentation; all budget elements (revenue, expense, net) are present</td>
<td>4 pts</td>
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<tr>
<td>Supplies and budget for program are adequate</td>
<td>3 pts</td>
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<tr>
<td>Supply list and budget are inadequate or unreasonable for this program</td>
<td>2 pts</td>
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<td>Supply list and budget are incomplete</td>
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<td>No Marks</td>
<td>0 pts</td>
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<td><strong>Evaluation</strong></td>
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<td>Evaluation plan includes front end, formative and summative evaluation; assessment tools are designed to measure program’s effectiveness at meeting its stated goals</td>
<td>4 pts</td>
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<tr>
<td>Evaluation plan includes one or two types of evaluation. Assessment tools partially align with the program’s stated goals.</td>
<td>3 pts</td>
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<tr>
<td>Evaluation plan includes only one type of evaluation, and/or assessment tools do not align with the program’s stated goals</td>
<td>2 pts</td>
</tr>
<tr>
<td>Program has no plan for evaluation or has not defined assessment tools</td>
<td>1 pts</td>
</tr>
<tr>
<td>No Marks</td>
<td>0 pts</td>
</tr>
<tr>
<td><strong>Originality/Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>Program shows a large amount of original thought. Ideas are creative and inventive.</td>
<td>4 pts</td>
</tr>
<tr>
<td>Program shows some original thought. Work shows new ideas and insights.</td>
<td>3 pts</td>
</tr>
<tr>
<td>Program uses standard ideas, but there is little evidence of original thinking.</td>
<td>2 pts</td>
</tr>
<tr>
<td>Program is very generic with no evidence of original thinking or tailoring to specific museum</td>
<td>1 pts</td>
</tr>
<tr>
<td>No Marks</td>
<td>0 pts</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td></td>
</tr>
<tr>
<td>Assignment is turned in on or before the due date</td>
<td>2 pts</td>
</tr>
<tr>
<td>Assignment is late</td>
<td>1 pts</td>
</tr>
<tr>
<td>No Marks</td>
<td>0 pts</td>
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</tbody>
</table>

**Total Points: 30**
**Personal Museum Education Philosophy:**

Your personal museum education philosophy should define what quality museum education means to you. It should identify three to five guiding principles you feel are essential to creating effective museum education experiences. It should address your understanding of the role of museum education within the larger context of the museum and its value to the public. Your essay should be thoughtful and reflective, drawing on readings, research, and class discussions from the entire semester, which are cited in your paper. Your philosophy should assimilate personal experiences and ideas with your coursework.

This assignment should be submitted in an essay format. You should have a clear thesis with supporting evidence and examples from readings and class discussions. You may also reference museum programs, which you observed during the semester support your arguments. The assignment should be about 10 pages in length. Please refer to the grading rubric for more detail on writing expectations.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis &amp; Clarity of Position</td>
<td>The thesis statement names the topic of the essay, and the opening paragraph clearly outlines the 3-5 main points to be discussed 4 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td></td>
<td>The thesis statement names the topic of the essay; less than 3 main points and/or points are not clearly outlined 3 pts</td>
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<tr>
<td></td>
<td>The thesis statement outlines some or all of the main points to be discussed but does not name the topic 2 pts</td>
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<tr>
<td></td>
<td>The thesis statement does not name the topic AND does not preview what will be discussed 1 pts</td>
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<tr>
<td></td>
<td>No Marks 0 pts</td>
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<tr>
<td>Evidence and Examples</td>
<td>All of the evidence and examples are specific, relevant and explanations are given that clearly show how each piece of evidence supports the author’s position; position is well supported 4 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td></td>
<td>Most or all of the evidence and examples are relevant and explanations are given that show how each piece of evidence supports the author’s position; position is supported 3 pts</td>
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<tr>
<td></td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author’s position; position is somewhat supported 2 pts</td>
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<tr>
<td></td>
<td>Evidence and examples are NOT relevant AND/OR are not explained 1 pts</td>
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<tr>
<td></td>
<td>No Marks 0 pts</td>
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</tr>
<tr>
<td>Reflection and Assimilation of Ideas</td>
<td>Essay is thoughtful and reflective and assimilates readings, research, program observations, and/or class discussions with the author's personal thoughts and opinions; while clearly attributing the origin of the ideas presented</td>
<td>4 pts</td>
</tr>
<tr>
<td>Essay is reflective and references readings, research, program observations, and/or class discussions but does not clearly assimilate them with the author's personal thoughts and opinions or explain why they are important to the author</td>
<td>3 pts</td>
<td></td>
</tr>
<tr>
<td>Essay does not relate to readings, research, program observations, and/or class discussions</td>
<td>No Marks</td>
<td>0 pts</td>
</tr>
<tr>
<td>Sources</td>
<td>All sources are accurately documented in a standard format</td>
<td>3 pts</td>
</tr>
<tr>
<td>All sources are documented but formatting is not standard or consistent</td>
<td>2 pts</td>
<td></td>
</tr>
<tr>
<td>Most sources are documented, but may not be in a standard or consistent format</td>
<td>2 pts</td>
<td></td>
</tr>
<tr>
<td>Some sources are not accurately documented</td>
<td>No Marks</td>
<td>0 pts</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought</td>
<td>4 pts</td>
</tr>
<tr>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought</td>
<td>3 pts</td>
<td></td>
</tr>
<tr>
<td>A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing</td>
<td>2 pts</td>
<td></td>
</tr>
<tr>
<td>Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing</td>
<td>No Marks</td>
<td>0 pts</td>
</tr>
<tr>
<td>Closing</td>
<td>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph</td>
<td>4 pts</td>
</tr>
<tr>
<td>The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph</td>
<td>3 pts</td>
<td></td>
</tr>
<tr>
<td>The author's position is restated within the closing paragraph, but not near the beginning</td>
<td>2 pts</td>
<td></td>
</tr>
<tr>
<td>There is no conclusion. The paper just ends</td>
<td>No Marks</td>
<td>0 pts</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Assignment is turned in on time</td>
<td>1 pts</td>
</tr>
<tr>
<td>Assignment is late</td>
<td>0 pts</td>
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</tr>
<tr>
<td>Total Points: 25</td>
<td></td>
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</tbody>
</table>
Museum Education Program Plan Proposal
[Student Name]

Name of Museum/Historic Site:

Mission Statement of Museum/Historic Site:

Current Strategic Goals or Initiatives of Museum/Historic Site:

Name and Description of Exhibit/Historic structure your program will support:
What is the exhibit about?  What are the key messages or interpretive themes? Attach photos, if possible.

What are the interpretive or learning goals, objectives, and/or intended outcomes of the exhibit?
Who did you contact at the Museum/Historic Site to get this information?

Description of proposed program:
What is the Proposed program type?-guided tour, docent training, workshop, seminar, family day, traveling trunk, living history demonstration, scout badge program, etc.
What is the program about?
Who is the intended audience?
What do you want the participants to learn or come away with?
How will the program support the goals of the exhibit and/or museum/historic site?