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.

Course Format:
This course will be taught online with a combination of synchronous and asynchronous instruction. Class will meet most weeks via Zoom for 60-90 minutes to engage in some discussion and group activities in real time. Additional discussions and assignments will be completed as homework assignments through Canvas. All Zoom meeting invitations and assignments will be accessible online through Canvas.

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:
30% - Homework assignments: Homework assignments will be posted and submitted online through Canvas. These assignments will fall into three general categories. (Learning Outcomes 1, 3, 6, 7)
   • Discussion Questions - Students will engage in discussion with classmates about the assigned readings for the week prior to our virtual class session. The pre-class discussion will allow us to spend more of our Zoom time in class activities where students can explore practical applications of what was covered in the readings.
   • Activities – Students will complete various tasks designed to engage them with course topics and concepts for greater understanding.
   • Reflection Questions – Students will express how their ideas have changed or been reinforced by class readings, discussions, and activities.

15% - Class participation: Attendance at live virtual class sessions on Zoom, participation during virtual in-class exercises, and participation in online class discussion of assigned readings through Canvas. (Learning Outcomes 1, 3, 7)

35% - Projects: Students will complete two projects during the course. (Learning Outcomes 2, 3, 5)
   • Education Program Plan - Students will select a program type and develop a program plan for a live program they will present during a designated week of class. Each plan will include a description of the program, intended audience and needs addressed, program goals and objectives, potential collaborators/partners, supplies, budget, evaluation plan, program outline, and publicity plan.
   • Digital Program – Students will create a small/short web-based educational program exploring an artifact, group of artifacts, historical skill/process, or historical concept. The program will be created to be available for participants on demand (not live). It will be designed to meet specific learning goals and needs of an intended audience. Students may use the platform or format of their choice, pending instructor approval.
20% - Essay: Students will submit a 10 page essay describing their 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**

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<tr>
<td>A</td>
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**Required Reading:**


Additional articles and other media are available through electronic reserve or web links accessed in Canvas. They are listed in detail in the course schedule below.

**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. If you have any conflicts because of religious holidays, family emergencies or health issues, please contact me as soon as possible and no later than the day of class to request an excused absence. Unexcused absences for virtual classes 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**

We will meet via Zoom every week unless otherwise indicated in the schedule.

**January 20:** Introduction & Course Overview: *What is Museum Education?*

**January 27:** Learning Theories: *How do people learn? What kind of learning takes place in museums?*


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

DUE: Homework assignments posted in Canvas

February 3: Object Based Learning:  How can museum educators facilitate meaning making through artifacts?

DUE: Homework assignments posted in Canvas

February 10: Youth & Family Learning: What are the unique learning needs of young visitors and their families? How do museum educators tailor their programs to meet these needs?

DUE: Homework assignments posted in Canvas

February 17: Adult Learning: How do the learning needs of adults differ from children? How do museum educators tailor their programs to meet these needs?
McCray, Kimberly H. “Gallery Educators as Adult Learners: The Active Application of Adult Learning Theory.” Journal of
**February 24: Visitor Identities & Motivations:** What are the different ways we can classify visitor identities? How do these identities affect their interests and motivations? How do visitor motivations affect their learning in museums?


Shaffer, Sharon E. *Engaging Young children in Museums.* Left Coast Press, Walnut Creek, CA, 2015. pp. 64-68.

**March 3: No Class – Health & Wellness Day**

**March 10: 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 required to read)


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


**March 17: Measuring Program Success:** How do museum educators know if their programs are successful? When and how is evaluation used in program development?


March 24: Museum & School Partnerships: What unique experiences can museum educators offer to schools? How do museums develop effective working relationships with schools?

http://labs.aam-us.org/blog/museum-fieldtrips-from-the-other-side/


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

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

DUE: Homework assignments posted in Canvas

March 31: 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?


Ng, Wendy, Syrus Marcus Ware, and Alyssa Greenberg. “Activating Diversity and Inclusion: A Blueprint


https://www.npr.org/programs/ted-radio-hour/558307433 Click on the “Listen” buttons for Celeste Headlee 9:03 & Rabbi Jonathan Sacks 7:34
https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?language=en 11:04

Optional reading:

DUE: Education Program Plan Project & Homework assignments posted in Canvas

April 7: 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?


DUE: Homework assignments posted in Canvas

April 14: Use of Technology in Museum Education: How are museums using technology to enhance learning? What are the opportunities and challenges of using technology to engage museum audiences?


April 28: 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?


“Excellence in Practice: Museum Education Standards and Principles.” Education Committee of the American Association of Museums, 2002. https://drive.google.com/file/d/0Bz_5mDyp81VsT1l4c1BtWFFLT1k/edit?pref=2&pli=1


May 5: Due: Museum Education Philosophy Essay