

## 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**

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

### **Required Reading:**

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Rowman & Littlefield, Second Edition, 2017.

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](http://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!

## **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?***

Hein, George A. and Mary Alexander. *Museums: Places of Learning*. Education Committee, American Association of Museums, Washington D.C., 1998. pp. 29-46.

Shaffer, Sharon E. *Engaging Young children in Museums*. Left Coast Press, Walnut Creek, CA, 2015. pp. 46-64.

Falk, John H. and Lynn D. Dierking. *Lessons Without Limit: How Free Choice Learning is Transforming Education*. Altamira Press, 2002., pp. 33-37.

Hohenstein, Jill and Theano Mousouri. *Museum Learning: Theory and Research as Tools for Enhancing Practice*. Routledge, New York, NY, 2018, pp. 21-30; 58-69.

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/10/16/howard-gardner-multiple-intelligences-are-not-learning-styles/>

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)

DUE: Homework assignments posted in Canvas

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

Wood, Elizabeth and Kiersten F. Latham. *The Objects of Experience: Transforming Visitor-Object Encounters in Museums*. Left Coast Press, 2014, pp. 31-39.

Burritt, Amanda Maree. "Pedagogies of the Object: Artifact, Context and Purpose." *Journal of Museum Education*, Volume 43, Number 3, September 2018, pp. 228-235.

Levy, Barbara Abramoff, et. al. *Great Tours!: Thematic Tours and Guide Training for Historic Sites*. Altamira Press, 2001, pp. 71-76.

Williams, Ray. "Honoring the Personal Response: A Strategy for Serving the Public Hunger for Connection." *Journal of Museum Education*, Volume 35, Number 1, Spring 2010, pp. 93-101.

Wolberg, Rochelle Ibanez and Allison Goff. "Thinking Routines: Replicating Classroom Practices within Museum Settings." *Journal of Museum Education* Vol. 37, No. 2, Spring 2012, pp. 59-68.

Yenawine, Philip. *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines*. Harvard Education Press, 2013, pp. 15-38.

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?**

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Rowman & Littlefield, Second Edition, 2017, pp. 139-152.

Pattinson, Scott A. and Lynn D. Dierking. "Exploring Staff Facilitation that Supports Family Learning." *Journal of Museum Education*. Volume 37, Number 3, Fall, 2012, pp. 69-80

Herman, Alicia. "Bringing New Families to the Museum One Baby at a Time." *Journal of Museum Education*, Vol. 37, No. 2, Summer 2012, pp. 79-88.

Kusuma, Krista Dahl and Gabrielle Wyrick. "Real Teens, Real Tours: Teen Engagement Strategies for the One-Time Visit." *Journal of Museum Education*, Vol. 39, No. 3, October 2014, pp. 276-283.

Leftwich, Mariruth and Clare Haywood. "The Littlest Historians: Early Programming in History Museums." *Journal of Museum Education*, Vol. 41, No. 3, September 2016, pp.152-164.

Hindley, Anna Forgeron and Julie Olsen Edwards. "Early Childhood Racial Identity—The Potential Powerful Role for Museum Programming." *Journal of Museum Education*, Vol. 42, No. 1, March 2017, pp. 13-21.

Collins, Mary Ellen. "Cultivating Lifelong Appreciation: A Look at Teen Programs that are Preparing the Next Generation of Museum Visitors, Staff, and Supporters." *Museum*, March/April 2018, pp. 32-37.

Hohenstein, Jill and Theano Mousouri. *Museum Learning: Theory and Research as Tools for Enhancing Practice*. Routledge, New York, NY, 2018, pp. 69-77, 83-88.

Additional Resource (not required reading): [www.familylearningforum.org](http://www.familylearningforum.org)

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*

*Museum Education*, Vol. 41, No. 1, March, 2016, pp. 10-21.

Koke, Judith. "Engaging the Millennial Museum-Goer." *Museum*, January/February 2018, pp. 15-17.

Robinson, Cynthia. "Into the Future: Adult Professional Groups and the 21st Century Museum." *Journal of Museum Education*, Vol. 36, No. 1, Spring 2011, pp. 103-112.

Smith, Andrea Livi. "Neither a Toddler Nor a Stick-in-the-Mud." *Journal of Museum Education*. Vol. 36, No. 2, Summer 2011, pp. 165-170.

Hohenstein, Jill and Theano Moussouri. *Museum Learning: Theory and Research as Tools for Enhancing Practice*. Routledge, New York, NY, 2018, pp. 77-82.

*DUE: Homework assignments posted in Canvas*

**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?***

Falk, John H. and Lynn D. Dierking. *Lessons Without Limit: How Free Choice Learning is Transforming Education*. Altamira Press, 2002., pp. 9-18.

Trainer, Laureen, Marley Steele-Inama, and Amber Christopher. "Uncovering Visitor Identity: A Citywide Utilization of the Falk Visitor-Identity Model." *Journal of Museum Education*, Volume 37, Number 1, Spring, 2012, pp. 101-113.

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

*DUE: Homework assignments in Canvas*

**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)

Oleniczak, Jen. "Improvising Your Teaching Skills." *Journal of Museum Education*, Vol. 41, No.1, March 2016, pp. 38-45.

Kelleher, Tom. "Living Things Grow and Evolve: The Evolution and Expansion of Living History." *ALHFAM Bulletin*, Fall 2009, pp. 10-15.

Sims, Sarah. "Thinking about How We Think: Promoting Museum Literacy Skills with Metacognition." *Journal of Museum Education*, Vol. 43, No. 4, December 2018, pp. 325-333.

Ritchart, Ron. "Cultivating a Culture of Thinking in Museums." *Journal of Museum Education*, Volume 32, Number 2, Summer 2007, pp. 137-154.

Nelson, Keri Ross. "Application of Merrill's First Principles of Instruction in a Museum Education Context." *Journal of Museum Education*, Volume 40, Number 3, October 2015, pp. 304-314.

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

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Rowman & Littlefield, Second Edition, 2017, pp. 163-180.

*DUE: Homework assignments posted in Canvas*

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

Martinko, Megan and Jessica Luke. "'They Ate Your Laundry!' Historical Thinking in Young Museum Visitors." *Journal of Museum Education*, Vol. 43, No. 3, September 2018, pp. 245-259.

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*.

Rowman & Littlefield, Second Edition, 2017, pp. 207-220.

Adams, Marianna. "Museum Evaluation: Where Have We Been? What Has Changed? And Where Do We Need to Go Next?" *Journal of Museum Education*, Vol. 37, No. 2, Summer 2012, pp. 25-36.

Wood, Elizabeth. "Defining the Scope of Your Evaluation." *Journal of Museum Education*, Vol. 40, No. 1, March 2015, pp. 13-19.

Nelson, Amy Grack and Sarah Cohn. "Data Collection Methods for Evaluating Museum Programs and Exhibitions." *Journal of Museum Education*, Vol. 40, No. 1, pp. 27-36.

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

<https://www.auroraconsult.com/what-is-bennetts-hierarchy-logic-model/>

<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.

*DUE: Homework assignments posted in Canvas*

**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/>

Fortney, Kim and Beverly Sheppard, eds. *An Alliance of Spirit: Museum & School Partnerships*. American Association of Museums, 2010, pp. 1-14, 31-50.

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Rowman & Littlefield, Second Edition, 2017, pp. 101-137.

Sheppard, Beverly. "Insistent Questions in Our Learning Age." *Journal of Museum Education*, Volume 35, Number 3, Fall 2010, pp. 217-228.

Moisan, Heidi. "Finding Common Ground with the Common Core." *Journal of Museum Education*, Vol. 40, No. 3, October 2015, pp. 238-249.

Ng-He, Carol. "Common Goals, Common Core: Museums and Schools Work Together." *Journal of Museum Education*, Vo. 40, No. 3, October 2015, pp. 220-226.

<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?***

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Rowman & Littlefield, Second Edition, 2017, pp. 193-206.

Sheppard, Beverly. "Meaningful Collaboration." From *In Principle, In Practice: Museums as Learning Institutions*. Edited by John H. Falk, Lynn Dierking, Susan Foutz, Altamira Press, 2007, pp. 181-194.

Scott, Carol. "Museums, the Public and Public Value." *Journal of Museum Education*, Volume 35, Number 1, Spring 2010, pp. 33-42.

Long, Stephen. "Practicing Civic Engagement: Making your Museum into a Community Living Room." *Journal of Museum Education*, Volume 38, Number 2, July 2013, pp. 141-153.

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

for Museum Educators as Allies and Change Makers." *Journal of Museum Education*, Vol. 42, No. 2, June 2017, pp. 142-154.

Hlebinky, Ashley. "The Whole is Greater." *History News*, Vol. 74, No. 2, Spring 2019, pp. 6-7.

Munn, Kathleen and K. Allison Wickens. "Public History Institutions: Leaders in Civics Through the Power of the Past." *Journal of Museum Education*, Vol. 43, No. 2, June 2018, pp. 91-103.

<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](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?language=en) 11:04

Optional reading:

O'Neill, Brian. "Twenty-One Partnership Success Factors." *History News*, Autumn 2014, pp. 17-21.

*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?**

Johnson, Anna, et.al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Rowman & Littlefield, Second Edition, 2017, pp. 181-192.

Fortney, Kim and Beverly Sheppard. *An Alliance of Spirit: Museum & School Partnerships*. American Association of Museums, 2010, pp. 81-87.

Durel, John W. "No Mission, No Money: No Money, No Mission." *Journal of Museum Education*, Volume 35, Number 2, Summer 2010, pp. 193-200.

Bowers, Betsy and Rebecca Fulcher. "Seeing Potential, Pushing Possibilities: Thinking Creatively About Revenue Opportunities." *Journal of Museum Education*, Volume 35, Number 2, Summer 2010, pp. 173-180.

Roberts, Laura B. "Assessment and Planning Using Portfolio Analysis." *Journal of Museum Education*, Volume 35, Number 2, Summer 2010, pp. 181-186.

Alleyne, Shirley Brown. "Making Programs Self-Sustaining at a Small Historic House Museum." *Journal of Museum Education*, Volume 35, Number 2, Summer 2010, pp. 201-205.

Korn, Randi. "When Less is More." *Museum*, Sept/Oct 2010, pp. 25-27.

Loshaw, Ann M. "Fond Farewells: Is it Time to End a Legacy Program?" *Museum*, May-June 2019, pp. 38-42.

*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?**

Visser, Jasper. "Perspectives on Digital Engagement with Culture and Heritage." *History News*, Summer 2013, pp. 7-13.

Spero, Susan. "It's How You Play the Game." *Journal of Museum Education*, Vol. 36, No. 3, Fall 2011, pp. 297-304.

Din, Herminia. "Pedagogy and Practice in Museum Online Learning." *Journal of Museum Education*, Vol. 40, No. 2, July 2015, pp. 102-109.

Moore, Claire. "Embracing Change: Museum Educators in the Digital Age." *Journal of Museum Education*, Vol. 40, No. 2, July 2015, pp. 141-146.

Levine, Jeff. "Exploding the Four Walls: Museums Face the Prospects and Perils of Digital Learning." *Museum*, July/August 2015, pp. 30-39.

Chong, Cordelia and Diantha Smith. "Interactive Learning Units on Museum Websites." *Journal of Museum Education*, Vol. 42, No. 2, June 2017, pp. 169-178.

Munns, David. "Discovering History in a Digital World: The Texas Story Project." *Journal of Museum*

*Education*, Vol. 41, No. 3, September 2016, pp. 192-201.

*DUE: Homework assignments posted in Canvas*

**April 21: NO CLASS - DUE: Digital Program**

**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?***

Johnson, Anna, et. al. *The Museum Educator's Manual: Educators Share Successful Techniques*. Altamira Press, 2009, pp. 7-14.

Bailey, Elsa B. "Researching Museum Educators' Perceptions of their Roles, Identity, and Practice." *Journal of Museum Education*, Vol. 31, No. 3, Fall 2006, pp. 175-198.

Simon, Nina. "Doing Time on the Front Line." *Museum*, July/August 2010, pp. 33, 67.

Franco, Barbara. "Advocacy for Education in Museums." *Journal of Museum Education*, Vol. 35, No. 3, Fall 2010, pp. 229-236.

Garcia, Ben. "What We Do Best: Making the Case for Museum Learning in its Own Right." *Journal of Museum Education*, Volume 37, Number 2, Summer 2012, pp. 47-56.

Kai-Kee, Elliott. "Professional Organizations and the Professionalizing of Practice: The Role of MER, EdCom, and the NAEA Museum Education Division, 1969-2002." *Journal of Museum Education*, Vol. 37, No. 2, Summer 2012, pp. 13-23.

"Excellence and Equity: Education and the Public Dimension of Museums." A Report from the American Association of Museums, 1992.

<http://www.aam-us.org/docs/default-source/resource-library/excellence-and-equity.pdf?sfvrsn=0>

"Excellence in Practice: Museum Education Standards and Principles." Education Committee of the American Association of Museums, 2002.

[https://drive.google.com/file/d/0Bz\\_5mDyp81VsT1I4c1BtWFFLT1k/edit?pref=2&pli=1](https://drive.google.com/file/d/0Bz_5mDyp81VsT1I4c1BtWFFLT1k/edit?pref=2&pli=1)

"Code of Ethics for Museums," Committee on Ethics, American Association of Museums, 2000. <http://www.aam-us.org/resources/ethics-standards-and-best-practices/code-of-ethics>

"AASLH Statement of Professional Standards and Ethics" download PDF here: <http://resource.aaslh.org/view/aaslh-statement-of-professional-standards-and-ethics/>

*DUE: Homework assignments posted in Canvas*

**May 5: Due: Museum Education Philosophy Essay**