

HIS 589

Museum Education

Edith W. Brady

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Course Description:

This course surveys the basic principles and practices of museum education, emphasizing facilitated experiences. It explores the kinds of learning that occur in museums and how that learning takes place.

Student Learning Outcomes

Through readings by researchers and practitioners in the field, students will gain an understanding of the role and practice of education in museums. The course will show that:

- Museums provide a unique learning environment.
- Museums provide valuable learning experiences for a wide variety of audiences.
- Museum education provides opportunities for museums to strengthen their ties to community.
- Museum education is a specialized field with its own challenges, techniques, and best practices.

The course will also teach students skills and techniques utilized by museum educators.

Students will be able to:

- Become familiar with learning theories as they apply to museum learning environments
- Research and evaluate museum education programs in terms of best practices
- Develop goals & objectives and design program activities to meet them
- Engage visitors through inquiry based discussion and activities
- Evaluate & respond to audience needs
- Formulate and express a personal museum education philosophy
- Express 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

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:

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

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

Sachatello-Sawyer, Bonnie, et. al. *Adult Museum Programs: Designing Meaningful Experiences*, Altamira Press, 2002

Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. Interp Press (for the National Association of Interpretation), 2002

Falk, John H., Lynn Dierking, Susan Foutz, Eds., *In Principle, In Practice: Museums as Learning Institution*, Altamira Press, 2007.

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.

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:

January 19: Martin Luther King, Jr. Holiday (No Class)

January 26: Introduction & Course Overview

Defining Museum Education

February 2: How People Learn / Education and Learning Theory

- Jeffery, K.R. "Constructivism in Museums: How Museums Create Meaningful Learning Environments," *Transforming Practice: Selections from the Journal of Museum Education, 1992-1999*, Eds. Joanne S. Hirsch and Lois H. Silverman, Washington, D.C.: Museum Education Roundtable, 2000. "A Multiplicity of Intelligences." and "Multiple Lenses on the Mind." pp. 1-10. Howard Gardner, available at: <http://www.howardgardner.com/Papers/papers.html>
- Hein, George A. and Mary Alexander. *Museums: Places of Learning*. Education Committee, American Association of Museums, Washington D.C., 1998. pp. 29-46.
- Grinder, Alison L. and E. Sue McCoy. *The Good Guide: A Sourcebook for Interpreters, Docents and Tour Guides*, Ironwood Publishing, 1985, pp 22-39.
- Falk, John H. and Lynn D. Dierking. *Lessons Without Limit: How Free Choice Learning is Transforming Education*. Altamira Press, 2002., pp. 1-59.

February 9: How People Learn in Museums/ What People Learn in Museums

- Rennie, Leonie J. and David J. Johnston, "Research on Learning from Museums," from *In Principle, In Practice*, pp. 57-73
- Falk, John H. "Toward an Improved Understanding of Learning from Museums: Filmmaking as Metaphor," from *In Principle, In Practice*, pp. 3-16.
- Falk, John H. "Calling All Spiritual Pilgrims: Identity in the Museum Experience." *Museum*, Jan/Feb 2008, pp. 62-67.

February 16: Program Planning & Evaluation

- Falk, John H. and Lynn D. Dierking. *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Altamira Press, 2002, pp. 133-161.
- Sachatello-Sawyer, Bonnie, et. al. *Adult Museum Programs: Designing Meaningful Experiences*, Altamira Press, 2002, pp. 137-170.
- Weil, Stephen. "Beyond Big & Awesome: Outcome-Based Evaluation." *Museum News*, Nov/Dec 2003.

February 23: Museum Audiences: Adults & Seniors

- Sachatello-Sawyer, Bonnie, et.al. *Adult Museum Programs: Designing Meaningful Experiences*. Altamira Press, 2002, pp. 1-70, 115-135.
- Taylor, Edward W. and Amanda C. Neill. "Museum Education: A Nonformal Education Perspective." *Journal of Museum Education*, Volume 33, No. 1, Spring, 2008, pp. 23-32.
- McRaine, D. Lynn. "New Directions in Adult Education." *Journal of Museum Education*, Volume 33, No. 1, Spring 2008, pp. 33-42.
- Falk, John H. and Dierking, Lynn D. *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Altamira Press, 2002, pp. 101-130.

Observations from first museum program due.

March 2: Museum Audiences: Youth & Family

- Henderson, Anne and Susy Watts. "How They Learn: The Family in the Museum." *Museum*

- News*, November/December (2000): 41-45, 67.
- Dierking, Lynn D., Jessica J. Luke, Kathryn A. Foat, and Leslie Adelman. "The Family & Free-Choice Learning." *Museum News*, November/December (2001): 38-43, 67-69.
- Chung, James and Tara May. "X Tended Family: Attracting the Post-Boomer Audience." *Museum News*, November/December (2005): 54-55, 62.
- Ellenbogen, Kirsten M., Jessica J. Luke, and Lynn D. Dierking, "Family Learning in Museums: Perspectives on a Decade of Practice." From *In Principle, In Practice*, pp. 17-30.
- Vukelich, Ronald. "Time Language for Interpreting History Collections to Children." *Museum Studies Journal*, Fall (1984): 43-50.
- Shelnut, Stacey L. "Long-Term Museum Programs for Youth." From *Transforming Practice: Selections from the Journal of Museum Education, 1992-1999*. Washington, D.C.: Museum Education Roundtable, 2000, pp. 141-147.
- Falk, John H. and Dierking, Lynn D. *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Altamira Press, 2002, pp. 63-98.

March 9: Spring Break (No Class)

March 16: Facilitating Museum Learning: Interpretive Techniques & Methods of Delivery, Part I

Carson, Barbara G. "Interpreting History Through Objects." from *In Principle, In Practice: Selections from the Journal of Museum Education*. Washington, D.C.: Museum Education Roundtable, 1992, pp. 129-133.

Levy, Barbara Abramoff. "Historic House Tours that Succeed: Choosing the Best Tour Approach." *Interpreting Historic House Museums*, Edited by Jessica Foy Donnelly, AltaMira Press, 2002, pp. 192-209.

Lloyd, Sandra Mackenzie. "Creating Memorable Visits: How to Develop and Implement Theme-Based Tours." *Interpreting Historic House Museums*, Edited by Jessica Foy Donnelly, AltaMira Press, 2002, pp. 210-230.

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

March 23: Facilitating Museum Learning: Interpretive Techniques & Methods of Delivery, Part II

Piatt, Margaret. "Engaging Visitors Through Effective Communication." *Interpreting Historic House Museums*, Edited by Jessica Foy Donnelly, AltaMira Press, 2002, pp. 231-250.

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

Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. Interp Press (for the National Association of Interpretation), 2002, pp. 11-84.

Class Activity: Opening Doors DVD and accompanying group activities

March 30: Education Policy & School Partnerships

Marcus, Alan S. "Rethinking Museums' Adult Education for K-12 Teachers." *Journal of Museum Education*, Volume 33, No. 1, Spring 2008, pp. 55-78.

Griffin, Janette, "Students, Teachers, and Museums: Toward an Intertwined Learning Circle," *In Principle, In Practice*, pp. 31-42.

Peter S. O'Connell. "Decentralizing Interpretation: Developing Museum Education Materials with and for Schools," *Patterns in Practice*, Museum Education Roundtable, 1992, pp. 286-293.

Griffin, J. and D. Symington. 1997. "Moving from Task-Oriented to Learning-Oriented Strategies on School Excursions to Museums." *Science Education*, 81(6): 763-779.

Falk, J. H. and L.D. Dierking. 1997. "Assessing the Long-Term Impact of School Field Trips." *Curator*, 40(3): 211-218.

"No Child Left Behind at a Glance: The Law that Ushered in a New Era." available at: http://www.ed.gov/teachers/nclbguide/toolkit_pg4.html#glance

"Four Pillars of NCLB." Available at: <http://www.ed.gov/nclb/overview/intro/4pillars.html>

NC ABC's School Improvement Program. Available at: <http://www.ncpublicschools.org/docs/accountability/reporting/abc/2007-08/backgroundpacket.pdf>

"Opening the Box of AYP: An Outline of How a School's AYP Status is Determined." Available at: <http://www.ncpublicschools.org/docs/nclb/news/2008/200805-insert.pdf>

"NC Standard Course of Study." Available at: <http://www.ncpublicschools.org/curriculum/ncscos>

"No Child Left Behind: Words & Terms to Know." Available at: <http://www.ncpublicschools.org/nclb/glossary#nclb>

"Education Acronyms." Available at: <http://www.ncpublicschools.org/acronyms/>

Observations from second museum program due.

April 6: Community Partnerships & Collaborations

Schrage, Michael. "Collaboration and Creativity." *Museum News*, March/April 2004, pp.

Conwill, Kinshasha Holman and Alexandra Marimon Roosa. "Cultivating Community Connections." *Museum News*, May/June 2003.

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.

April 13: Use of Technology in Museum Education

Yasko, James. "Museums and Web 2.0." *Museum News*, July/August, 2007 pp. 42-47, 72.

Selected readings from Museums and the Web Conference:

<http://www.archimuse.com/mw2008/papers/greenfield/greenfield.html>

<http://www.archimuse.com/mw2007/papers/schaller/schaller.html>

MacArthur, James. "Web 2.0 and Museums." *History News*, Autumn 2007, pp. 5-6.

Yasko, James. "A Podcasting Primer." *Museum News*, January/February 2007, pp. 37-39, 73.

Review of museum education technology program due.

April 20: Ethics and Best Practices in Museum Education

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

"Code of Ethics for Museums," Committee on Ethics, American Association of Museums, 2000.

Class Activity: Applying Best Practices

April 27: Role of the Museum Educator / Planning for a Career in Museum Education

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.

Dragatto, Erin, Christine Minerva and Michelle Nichols. "Is Museum Education 'Rocket Science'?" *Journal of Museum Education*, Vol. 31, No. 3, Fall 2006, pp. 215-222.

Aukerman, Greg. "So You Want to Work in a Museum?: Confessions of an Art History Major." *Museum News*, March/April 2007, pp.

Observations from third museum program due.

Professional Development Fact sheets due.

3-5 page personal museum education philosophy due

May 4: Present Final Projects

Further Reading:

Martinello, Marian L. and Gillian E. Cook. *Interdisciplinary Inquiry in Teaching and Learning, Second Edition*. Prentice-Hall, 2000.

Levy, Barbara Abramoff, Sandra MacKenzie Lloyd and Susan Porter Schreiber. *Great Tours! Thematic Tours and Guide Training for Historic Sites*. Altamira Press and The National Trust for Historic Preservation, 2001.

Bridal, Tessa. *Exploring Museum Theatre*. AltaMira Press, 2004.

Weisberg, Shelley Kruger. *Museum Movement Techniques: How to Craft a Moving Museum Experience*. AltaMira Press, 2006.

Weaver, Stephanie. *Creating Great Visitor Experiences: A Guide for Museums, Parks, Zoos, Gardens, & Libraries*. Left Coast Press, 2007.

Jones, Dale. "Theater 101 for Historical Interpretation."
<http://www.makinghistoryconnections.com/resources.html>