

Introduction to Museum Public Education
MUSE 705
Fall 2014 Syllabus
July 1, 2014

Tuesday 5:30 – 8:00 p.m.
Bailey 110

Instructor: Mary Madden
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Office Hours will be immediately after class in Bailey 110 or as requested

Course Description:

This course provides an overview of the role of the museum educator in using professional and academic tools needed to create, implement, promote, and evaluate sound interpretative educational museum programs. The emphasis will be on identifying and understanding audiences and their different needs and expectations; examining learning theories, learning styles and teaching strategies; and investigating museum interpretation theory and practices specifically as they relate to gallery tours and public programs. The course will also examine social media, volunteerism, and evaluation procedures. The assignments will provide students with the opportunity to apply this knowledge and develop their ability to create effective and engaging museum programs.

Class Goals:

1. Understand the importance of identifying the role of the museum audience in all aspects of museum work.
2. Comprehend and apply ways people learn in a museum setting.
3. Realize that museum education comes in many forms and it is as much an art as it is a science.
4. Have the opportunity to apply education theory to museum practice.

Required Readings:

Johnson, Anna. *The Museum Educator's Manual: Educators Share Successful Techniques*. Lanham: AltaMira, 2009. ISBN 978-0-7591-1166-0 Paperback

Falk, John. *Identity and the Museum Visitor Experience*. Walnut Creek, CA: Left Coast Press, Inc., 2009. ISBN 978-1-598874-163-6 Paperback

Marcus, Alan S., Jeremy D. Stoddard, Walter W. Woodward. *Teaching History with Museums: Strategies for K-12 Social Studies*. New York: Routledge Press, 2012, ISBN 978-0-415-89165-3 Paperback

Wells, Marcella, Barbara Butler, Judith Koke. *Interpretive Planning for Museums: Integrating Visitor Perspectives in Decision Making*. Walnut Creek, CA: Left Coast Press, Inc., 2013. ISBN 978-1-61132-157-9 Paperback

Wilkening, Susie, and James Chung. *Life Stages of the Museum Visitor: Building Engagement over a Lifetime*. Washington, DC: AAM, 2009.

Hirzy, Ellen Cochran. (Bonnie Pitman) *Excellence and Equity: Education and the Public Dimension of Museums*. Washington, D.C.: Association, 1992. Reprinted 2008. ISBN 0-931201-14-4 Paperback

There are additional required readings (see Classes and Reading List). These will be available as PDFs on Blackboard. I may also be handing out reading materials in class as appropriate.

Overall expectations

Attendance to every class session and active participation is expected.

Attendance

Students are expected to attend all classes, complete required readings, and participate in class discussions. Three or more unexcused absences will result in a single-letter-grade reduction for the course.

Format for assignments:

1. All assignments are due in writing. You can email the assignment to me ahead of class but I prefer you hand it in in class on the day it is due.
2. Typed, double space, 12 point font, 1” margins
3. Footnotes required on all assignments when you are using someone else’s idea or writing. Use footnote style appropriate for you discipline. End notes may replace footnotes.
4. Site references using full bibliographic information whenever you use a footnote or gain support for your thesis from another author.

Grading Policy

In this course we will be using the new +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

Grades will be based on classroom participation in discussion, group and individual assignments. It is expected that all students will complete all requirements in a timely and professional manner. Students are expected to attend all sessions and participate in all discussions and activities. Your grade is based on your ability to participate, critique, write, evaluate, observe, think and learn.

Schedule

I have office hours the hour after our class at 8 p.m. in the classroom or by appointment. I am also open to emails and phone calls.

Plagiarism

KU and this department have a zero-tolerance policy regarding plagiarism. I expect all members of the class to uphold the highest standards of honesty about their written work. Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased. There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the Museum Studies office, the College of Liberal Arts and Sciences, and the University Provost's Office.

Reference all sources either through footnotes or end notes.

Disability accommodation

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. The DR office is located in 22 Strong Hall; its phone number is 785-864-2620 (V/TTY). Information about DR services can be found at www.disability.ku.edu. Any student who wishes to request accommodation because s/he has a disability must provide me with a letter from Disability Resources no later than 9 September.

Intellectual property

Course materials prepared by Mary Madden, together with the content of all her discussion comments, are her property. Video and/or audio recording of any class meetings without instructor's consent is prohibited.

Classes, Readings, and Assignments

August 26: Introduction

Topics and Essential Questions:

- Overview of course
- Review syllabus and assignments
- Reading lists on Blackboard
- Pick a museum for Tour Manual project and submit information by September 9 class
- Visit Watkins

Assignment for next class: Personal reflection paper and interview activity, 3 pages.

September 2: What is the role of museum educators?

Topics and Essential Questions:

- What is the role of museum educators?

Readings:

Johnson, Anna. "Chapter 1: Museum Education and Museum Educators." *The Museum Educator's Manual: Educators Share Successful Techniques*. Lanham: AltaMira Press, 2009. 7-14.

Hirzy, Ellen Cochran. (Bonnie Pitman) *Excellence and Equity: Education and the Public Dimension of Museums*. Washington, D.C.: Association, 1992. Reprinted 2008. Blackboard

Wilkening, Susie, and James Chung. *Life Stages of the Museum Visitor: Building Engagement over a Lifetime*. Washington, DC: AAM, 2009.

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*, Volume 37, Number 2, Summer 2012. 13-24. Blackboard

Ledbetter, Erik. "Let Us Now Praise Museum Authority." *MUSEUM*. Nov-Dec. 2011. Blackboard

Assignment for September 9: Essay, 4 pages. How useful is Falk's model for predicting visitor needs in *Identity and the Museum Visitor Experience* for museums? In your opinion is Falk's motivation theory or audience demographics (Wilkening and Chung) a better tool for understanding museum audiences?

September 9: Audience **Meet at Watkins Museum**

Topics and Essential Questions:

- How important is the audience to your museum?
- How can we best serve our audiences?
- Program planning for December 6 event at Watkins Museums

Readings:

Bingmann, Melissa, Tim Grove, and Anna Johnson. "Chapter 6: Families and More." *The Museum Educator's Manual: Educators Share Successful Techniques*. Lanham: AltaMir Press, 2009. 75 – 86.

Falk, John. *Identity and the Museum Visitor Experience*. Walnut Creek, CA: Left Coast Press, Inc., 2009.

“The New Destination Visitor: Travel Motivations in the Post-Recession Era.” *Destinology: The Art & Science of Destinations*, Volume 10, Issue 02, May 2013, 6 pages. Blackboard

Shaffer, Sharon. "Chapter 1: Never Too Young to Connect to History." *Connecting Kids to History with Museum Exhibitions*. By D. Lynn. McRaney and John Russick. Walnut Creek, CA: Left Coast, 2010. 31-47. Blackboard

Assignment for September 23 and October 7: Pick educational theorist for research paper, 5 – 7 pages.

September 16: Interpretive Planning for Public Programs and Family Audience

Topics and Essential Questions:

- Why do I need an interpretive plan?
- Should family time in museums be online or unplugged?

Readings:

Huber, Kimberly A. and Anna Johnson. “Chapter 8: Planning and Managing Museum Programs.” *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 95-108.

Huber, Kimberly A. “Chapter 11: Financing Museum Education Programs.” *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 131-140.

Huber, Kimberly A. “Chapter 13: Collaboration.” *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 151-158.

Wells, Marcella, Barbara Butler, Judith Koke. *Interpretive Planning for Museums: Integrating Visitor Perspectives in Decision Making*. Walnut Creek, CA: Left Coast Press, Inc., 2013.

Assignment for September 23: Students to teach Dewey, Gardner, and Vygotsky

September 23: Learning Theory 1

Topics and Essential Questions:

- What can we learn from other academic disciplines that apply to our work in museums?
- How do people learn?
- How do we tap into extrinsic motivations?

Readings:

Hooper-Greenhill, Eilean. "Conceptualising learning in cultural organisations." *Museums and Education: Purpose, Pedagogy, Performance*. 31-43.

Hein, George E. "Educational Theory." *Learning in the Museum*. New York City, NY, Routledge, 1998. 14-40. Blackboard

Assignment for October 7: Students to teach Bloom, Csikszentmihalyi, Bruner, and McCarthy

September 30: No Class. MPMA

October 7: Learning Theory 2

Topics and Essential Questions

- What can we learn from other academic disciplines that apply to our work in museums?
- How do people learn?
- How do we tap into extrinsic motivations?

Readings:

Cassels, Richard. "Chapter 7: Learning Styles." *Developing Museum Exhibitions for Lifelong Learning*. By Gail Durbin. London: Stationery Office, 1996. 38-45. Blackboard

Gunther, Charles F. "Museum-goers: life-styles and learning characteristics." *The Educational Role of the Museum, Second Edition*. Hooper-Greenhill, Eilean. Editor. London, Routledge Taylor & Francis Group, 1999. 118 -130. Blackboard

Csikszentmihalyi, Mihaly and Kim Hermanson. "Intrinsic motivation in museums: why does one want to learn?" *The Educational Role of the Museum, Second Edition*. Hooper-Greenhill, Eilean. Editor. London, Routledge Taylor & Francis Group, 1999. 146 – 160. Blackboard

Johnson, Anna. "Chapter 5: Professional Development for Teachers." *The Museum Educator's Manual: Educators Share Successful Techniques*. Lanham: AltaMira Press, 2009. 61- 74.

Assignment: None

October 14 Fall Break

October 21: Interpreting Collections

Topics and Essential Questions:

- What is the difference between “telling” and “teaching”?

Readings:

Rand, Judy. "Chapter 12: Write and Design with the Family in Mind." *Connecting Kids to History with Museum Exhibitions*. By D. Lynn. McRainey and John Russick. Walnut Creek, CA: Left Coast, 2010. 257-284. Blackboard

Rice, Danielle, and Philip Yenawine. "A Conversation on Object-Centered Learning in Art Museums." *Curator* 45.4 (2002): 289-301. Blackboard

Villeneuve, Pat, and Ann Rowson Love. "Rethinking the Gallery Learning Experience Through Inquiry." *From Periphery to Center: Art Museum Education in the 21st Century*. By Pat Villeneuve. Reston, VA: National Art Education Association, 2007. 194-204. Blackboard

Leftwich, Mariruth. "Welcome to My World: Personal Narrative and Historic House Interpretation," *Museum Gallery Interpretation and Material Culture*. Edited by Juliette Fritsch. Routledge, New York. 2011. 123-135. Blackboard.

Levy, Barbara Abramoff, Sandra Mackenzie Lloyd, Susan Porter Schreiber. *Great Tours!* "Chapter 5: Material Culture: The Physical Evidence." Lanham: AltaMira Press, 2001. 67 - 83. Blackboard

Assignment: None

October 28: Curriculum Development

Topics and Essential Questions:

- Why do museums need to develop lesson plans?
- What is Common Core and why should I care?

Readings:

Rose, Julia. "Shared Journeys: Curriculum Theory and Museum Education." *Journal of Museum Education* 31.2 (2006): 81-93. Blackboard

Burchenal, Margaret, and Michelle Grohe. "Thinking Through Art: Transforming Museum Curriculum." *Journal of Museum Education* 32.2. (2007): 111-122. Blackboard

Marcus, Alan S., Jeremy D. Stoddard, Walter W. Woodward. *Teaching History with Museums: Strategies for K-12 Social Studies*. London: Routledge, Taylor & Francis Group. 2012.

Assignment due November 11: Pre-visit lesson plan (part of Tour Manual).

November 4: Gallery Tours

Topics and Essential Questions:

- How do I create a tour my visitors will want to take?
- What do teachers need to make the tour a learning experience?
- What do students need to make the tour a learning experience?

Readings:

Durbin, Gail. "Improving Worksheets." *The Educational Role of the Museum, Second Edition*. Hooper-Greenhill, Eilean. Editor. London, Routledge Taylor & Francis Group, 1999. 92 -98. Blackboard.

Johnson, Anna. "Chapter 3: Docent Training Guidelines." *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira, 2009. 29 -45.

Johnson, Anna. "Chapter 4: Building Effective Tours." *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira, 2009. 47 – 57.

Wands, Scott, Erica Donnis, and Susie Wilkening. "Do Guided Tours and Technology Drive Visitors Away?" *History News* 2010, Spring. 21-25. Blackboard

Assignment due December 2: Tour and Post-visit assessment (part of Tour Manual)

November 11: Kansas Museum of History visit

Topics and Essential Questions:

- How can we use static exhibits to create engaging tours?

Readings:

"Indian Homes" Tour (handout)

Hein, George H. "Progressive Museum Practice in the Twenty-first Century." *Progressive Museum Practice: John Dewey and Democracy*. Walnut Creek, California: Left Coast Press, Inc. 2012. 177 – 200.

Assignment: None

November 18: Outreach and Collaboration

Topics and Essential Questions:

- How do I serve an audience that can't come to my museum?
- What role does social media play in collaboration?
- How can participation become collaboration?

Readings:

Davidoff, John. "Social Butterfly." *Museum*, March-April 2012. 5 pages. Blackboard

Simon, Nina. *The Participatory Museum*. Chapters 1-3. 2009. Read online
<http://www.participatorymuseum.org/>

Long, Stephen. "Practicing Civic Engagement: Making your Museum into a Community Living Room." *Journal of Museum Education* 38.2 (2013): 141-153. Blackboard

Cutler, Nancy. "Chapter 7: Reaching Out into the Community." *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 87-94.

Assignment: None

November 25: Educators and Exhibit Planning**Topics and Essential Questions:**

- Who is in charge of exhibit development today?
- What is so attractive about interactive museum exhibits?

Readings:

Simon, Nina. *The Participatory Museum*. Chapter 4 – 11. 2009. Read online
<http://www.participatorymuseum.org/>

Tim Grove. "Chapter 12: Educators on Exhibit Teams." *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 141 – 150.

Russick, John. "Chapter 10: Making History Interactive." *Connecting Kids to History with Museum Exhibitions*. By D. Lynn. McRainey and John Russick. Walnut Creek, CA: Left Coast, 2010. 219-240. Blackboard

Assignment: None

December 2: Evaluation, Management, and Volunteers**Topics and Essential Questions:**

- When should I do evaluations?
- How important are volunteers to my museum?
- Why do all museum professionals need management skills?

Readings:

Diamond, Judy. "Chapter 1: Planning an Evaluation Project" *Practical Evaluation Guide: Tools for Museums and Other Informal Educational Settings*. New York: AltaMira Press, 2001. 15-24. Blackboard

Diamond, Judy. "Measuring Learning" *Practical Evaluation Guide: Tools for Museums and Other Informal Educational Settings*. New York: AltaMira Press, 2001. 115-132. Blackboard

Cutler, Nancy. "Chapter 10: Evaluation." *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 117-127.

Dierking, Lynn D. and Wendy Pollock. "Chapter 5: Common Research Methods: Questionnaires, Interviews, and Focus Groups." *Questioning Assumptions: An Introduction to Front-end Studies in Museums*. 1998. 43-56. Blackboard

Cutler, Nancy. "Chapter 2: Working with Volunteers." *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 15-28.

Assignment due December 9: Locate an **online game OR APP** created by a museum to share with the class. Evaluate game based on level or inclusion of challenge, curiosity, control, fantasy, and learning. Evaluate App on how it enhances or creates a unique educational experience. There is not a written component for this assignment.

December 6: Holiday Program

December 9: Museum education in the digital age

Topics and Essential Questions:

- How are our audiences needs changing and how are we meeting them through technology?
- Are games the future of museum education?
- Is being "unplugged" more important than being "plugged in" for museums?
- What does the Pew Internet & American Life Project have to say about online audiences?

Readings:

Smithsonian Institution Web and New Media Strategy, Version 1.0. July 30, 2009. Blackboard

Edwards, Susan E. and David T. Shaller. "The Name of the Game: Museums and Digital Learning Games." *The Digital Museum: A Think Guide*. By Din, Herminia and Phyllis Hecht, editors. Washington, D.C.: American Association of Museums. 2007. 97-108. Blackboard

Grove, Tim. "Chapter 9: Education Online." *The Museum Educator's Manual: Educators Share Successful Techniques*. By Anna Johnson, Kimberly Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. Lanham: AltaMira Press, 2009. 109-116.

Schaller, David T. "The Meaning Makes it Fun: Game-Based Learning for Museums." *Journal of Museum Education*, Volume 36, Number 3, Fall 2011, 261-268. Blackboard

Assignment: Find an article (online or in print) dealing with a museum topic that was written in November or December 2014 to share with the class on December 16.

December 16: Future of Museums

Topics and Essential Questions:

- What is the future of museums?