

ARH 6797

Spring 2016
Tuesdays, 3-6 PM (Periods 8, 9, 10)
FAC Conference Room 116
3 Credit Hours

Museum Education

Professor: Bonnie Bernau
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Goal of Course

The goal of this course is to engage museum studies students with issues and content related to educational programming in museum settings, resulting in awareness, fluency and the ability to attain professional competence in a chosen subject of concentration.

Course Objectives

By successfully completing this class the student will develop a working knowledge of:

1. the evolving role of museum education
2. different educational philosophies and how they relate to learning in a museum setting
3. the stages of learning in human development and appropriate educational strategies for each stage
4. techniques of interpretation for a variety of audiences
5. strategies for audience development
6. program design from concept to evaluation
7. components of quality educational resources
8. essential aspects of grant writing
9. best practices for working with volunteers
10. professional development resources and opportunities

No Required Text. Suggested recommended readings list will be distributed in class.

Readings will come from various resources, distributed in class or available on-line, UF ARES, AAL.

Attendance Requirements, Expectations and Grading

All students are required to attend every class session and complete all in- and out-of-class assignments for full course credit. Three absences will lower your grade one letter. Always contact the professor as soon as possible in the event you anticipate an absence or via text if an emergency occurs, so that you can arrange for make-up of missed work. It is expected that all students will contribute to a portion of the content within the course, and in doing so, define and develop their individual independent project. Two informal, one-on-one meetings with professor will be scheduled.

10% Class participation with interaction/contributions

10% Typed, on-time, one page responses to all 10 assigned readings, on-line resources, videos

10% Partner research and co-presentation on a selected topic

20% Mid-Term Exam

50% Independent Project with 15 minute Presentation and Complete Program Written Report

A=100%- 93%; A-=92 - 90%; B+= 89%-87%; B=86% - 84%; B-=83% - 80%; C+=79%-77%; C=76%-74%; C-=73%-70%; D+=69%-67%; D=66%-64%; D-=63%-0%; <60=F.

Please note: a grade of C- or below will not count toward major requirements.

Methods of Evaluation

- informal instructor observation of student participation in class discussions & during guest presentations
- typewritten, one page responses to 10 assigned readings which show in-depth understanding of concepts; effective use of concrete examples and illustrations to support key points or arguments; organization and clarity of information, proof-reading and required length
- written mid-term exam covering all content covered in the first half of the class
- well-planned, clear and concise group & individual presentations including appropriate support materials
- independent project will be an educational program; specifics required and evaluation criteria will be collectively defined and reviewed in class

ARH 6797 Course Schedule Detail, Topics, Readings Fall 2015

Session/ Date

1/ January 5

Introductions; Overview of Course Topics and Assignments

Lecture Topic: Excellence and Equity: Education and the Public Dimension of Museums (AAM)

Video & Reading Assignment for Session 2: AAM / Center for the Future of Museums

<http://www.youtube.com/watch?v=I99UyE07cM4&feature=youtu.be> "Museums are the Future of Education" (30 min) Published on Apr 11, 2013. Keynote by Elizabeth Merritt, Founding Director of the American Alliance of Museum's Center for the Future of Museums, at Museums Advocacy Day 2013.

<https://ares.uflib.ufl.edu/docs/137C2226.pdf> The Art of Collecting, Material Culture, and Place-Based Education. pp. 63-73. Mark Graham, in Material Culture, Paul Bolin and Doug Blandy, 2011.

2/ January 12

Due: Typewritten Response (#1) to January 5 Video & Reading Assignment

Lecture Topic: The Evolving Role of Museum Education

Readings for Session 3: Chapter 2: Reflecting on Things and Theory, pp. 99-128. (4 articles + 2 responses) Patterns in Practice: Selections from the Journal of Museum Education Roundtable, Museum Education Roundtable, 1992.

<https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117737>.

3/ January 19

Due: Typewritten Response (#2) to January 12 Reading Assignment

Lecture Topic: Educational Philosophies / Learning Theories

Readings for Session 4: Chapter 5: Techniques of Interpretation, pp. 51-89. The Good Guide, 1985; Forward, Preface and Introduction, pp. 7-34. The Museum Experience Revisited, 2013. John H. Falk and Lynn D. Dierking. <https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117738>.

4/ January 25

Due: Typewritten Response (#3) to January 19 Reading Assignment

Lecture Topic: Techniques and Strategies of Interpretation

Readings for Session 5: Chapter 10: Making Museums Better Learning Experiences, pp.177-204. Learning from Museums: Visitor Experiences and the Making of Meaning, 2000. John H. Falk and Lynn D. Dierking, <https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117772>.

A Model for Teaching in a Museum Setting, pp. 91-108.

<https://ares.uflib.ufl.edu/ares/ares.dll?SessionID=V131620539E&Action=10&Type=10&Value=127865> In Museum Education: History, Theory and Practice, 1989. NAEA.

5/ February 2

Due: Typewritten Response (#4) to January 25 Reading Assignment.

Lecture Topic: Program Development, Design, Evaluation

Readings for Session 6: Museum Education Assessment: Designing a Framework, A. Gorman, pp. 206-212. <https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117834>.; and New Directions in Evaluation, R. Korn, pp.213-219.

<https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117835>. Both in From Periphery to Center: Art Museum Education in the 21st Century. 2007.

6/ February 9

Due: Typewritten Response (#5) to February 2 Reading Assignments

Lecture Topic: Grantwriting Essentials (Class prep: view grant videos:

<http://ufdc.ufl.edu/AA00000482/00001>

<http://ufdc.ufl.edu/UF00098830/00001>

Readings for Session 7: Ch. 4 “Beyond Compliance”, pp.59-71. In Museums, Equality and Social Justice, 2012. Heather J.L. Smith, Barry Ginley and Hannah Goodwin.

<https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117837>; and “Enabling Education: Including People with Disabilities in Art Museum Programming”, R. McGinnis, pp. 138-149. In From Periphery to Center: Art Museum Education in the 21st Century, 2007.

<https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117836>

7/ February 16

Due: Typewritten Response (#6) to February 9 Reading Assignment

Topic: Inclusionary Strategies

Identify partners for Partner Assignment (presentations occur March 15)

Assignment: Take-home Mid Term Exam

8/ February 23

Topic: Audience Development

Due for Session 9: Bring in an example of an Educational Resource/Learning Aid

SPRING BREAK: NO CLASS MARCH 1

9/ March 8

Due: Bring in an example of an Educational Resource/Learning Aid

Topic: Educational Resources/Learning Aids

Assignment: Prepare 10-15 minute Partner Presentation on Self-Selected Topic

10/ March 15

Topic: Partner Assignment Presentations

Reading for Session 11: “The Emerging Role of the Educator in the Art Museum”, G. Willumson, pp. 89-94. In From Periphery to Center: Art Museum Education in the 21st Century, 2007.

11/ March 22

Due: Typewritten Response (#7) to March 15 Reading Assignment

Topic: Professional Development

Readings for Session 12: Chapter 3, Evidence and Categories of ISE Impacts, pp.19-43, Framework for Evaluating Impacts of Informal Science Education Projects. Lynn D. Dierking

http://caise.insci.org/uploads/docs/Eval_Framework.pdf; Chapter 2: Theoretical Perspectives, p. 27-53.

Learning Science in Informal Environments: People, Places, and Pursuits, 2009. National Academies Press.

http://caise.insci.org/uploads/docs/Eval_Framework.pdf

Assignment: Prepare three questions on next topic & submit to Bonnie via email

12/ March 29 **NOTE: Meet at Florida Museum of Natural History** 3215 Hull Road, UF Campus

Due: Typewritten Response (#8) to March 22 Reading Assignment

Topic: Informal Science Education

Guest Speakers: Darcie MacMahon, Assistant Director and Betty Dunkel, Director of Education

Readings for Session 13: Museum as Catalyst for Interdisciplinary Collaboration: Beginning a Conversation. 2002. Museum Loan Network Proceedings.

<https://ares.uflib.ufl.edu/ares.dll?Action=10&Form=50&Value=117858>. *The Big Business of Museums*, Francis X. Rocca, (Arrive Magazine, July/August 2012). <http://www.arrive-digital.com/arrive/20110708#pg36>

Assignment: Prepare three questions on next topic & submit to Bonnie via email

13/ April 5 **NOTE: Meet at Matheson Museum** 513 E. University Ave, 32601

Due: Typewritten Response (#9) to March 29 Reading Assignments

Topic: Community Engagement at a History Museum

Guest speaker: Peggy McDonald, Executive Director, Rebecca Fitzsimmons, Curator

Reading for Session 14: "Docents as Meaning Makers: The Frontline of the Museum Learning Experience", B. Z. Sweney, pp. 80-88. In From Periphery to Center: Art Museum Education in the 21st Century, 2007.

Assignment: Prepare three questions on next topic & submit to Bonnie via email

14/ April 12 **NOTE: Meet at Harn Museum of Art** 3259 Hull Road, UF Campus

Optional Due: Typewritten Response (#10) to April 5 Reading Assignment

Topic: Working with Volunteers

Assignment: Prepare for Independent Project Presentations + Peer Review

15/ April 19 **Final Class**

Topic: Independent Project Presentations + Peer Review

Assignment: Prepare Full Program Report on Independent Project with Peer Review Edits

April 25 - Last day to turn in Full Program Report on Independent Projects

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UF Attendance Policy: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>

Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Honesty Policy: The University's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:

Academic Honesty: <http://www.registrar.ufl.edu/catalog/policies/students.html#honesty>

Honor Code: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>;

Student Conduct: <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

Counseling Services Please contact: University Counseling & Wellness Center; 3190 Radio Road; P.O. Box 112662, University of Florida; Gainesville, FL 32611-4100; Phone: 352-392-1575 <http://www.counseling.ufl.edu/cwc/>

Class Demeanor Policy: Students are expected to arrive on time and depart when the class session formally concludes. In order to assure that all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction, unless otherwise approved by the instructor. They should assist in maintaining a classroom environment that is conducive to learning by not using electronic devices unless engaged in activities related to the class topic/activity. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

On-line Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two to three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.