

ARH 6797
MUSEUM EDUCATION
SPRING 2018

Seminar: Wednesday | Periods 4-6 (10:40-1:40)
FAC 116A

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Office Hours: Thursday 1:00-2:00 or by appointment

Course Description:

Museum Education is part of the core curriculum of Museum Studies. It aims to introduce and familiarize students with the current and emerging practices and critical literature of museum education. This course will include guest speakers and visits to local museums with opportunities to meet and discuss the praxis of museum education.

Course Objective:

Students will:

- Understand how the role of museum education and museum educators have changed and how this have constructed current practices;
- Appropriately apply learning theory and pedagogy for different museum audiences and museum experiences;
- Demonstrate engagement with current debates and literature in the field of museum education, and the ability to conduct research in the field to support program development;
- Develop professional writing and presentation skills;
- Develop programs for specific exhibitions and work collaboratively with curators and group members.

Required Texts:

There are no required textbooks for this course. There will be reading from a variety of sources that will be available on reserve in the library or PDFs on Canvas.

Evaluation and Grading:

Participation 30%

- In the News
- Twitter Posting/Chat Participation
- In class participation

Case Study Paper and Presentation 30%

Program Development Group Project 40%

Participation (30%)

IN THE NEWS

Students will present current events relating to museums, museum education, community engagement in class. They will begin by summarizing the event or issue, briefly present the major ethical stakes, preferably connecting the issue to current or past class readings, and/or professional concern and practices in museum education. Presentations should be 10-15 mins, not including discussion. Students will distribute their article for the class to read and familiarize themselves with by noon on the Monday prior to their class presentation. Articles will be posted to Canvas AND on Twitter with #MusEd6797.

TWITTER POSTING/CHAT PARTICIPATION

Social media, particularly Twitter is an important platform for building professional networks and engaging with current practice. Students will be required to engage in professional conversation and extend classroom discussions via Twitter, using #MusEd6797.

IN CLASS PARTICIPATION

This course is based the weekly reading assignments and the discussion of the readings in class. Thus, each student must do the reading and annotate them each week (see the annotation format described below). Students will prepare annotations of ALL the assigned readings. During class students will be called upon to share their summary of readings.

For each class you should prepare questions and comments about the reading and be prepared to contribute to class discussion, respond to questions posed to the class, and demonstrate engagement with the material through active class participation. Furthermore, it is your responsibility to incorporate the knowledge acquired from the readings into your course assignments.

Case Study Paper and Presentation (30%)

MARCH 14

Researching current and past practices in museum education and education more broadly is an important component of program development for museums. Students will each research a museum education program relating to the final project they are developing. Each student will write-up a four-to-five-page discussion of their case study.

Students will present their case studies as a cohesive presentation with their group partners. As a whole the presentation should offer an overview of recent and current practices in the program area that they are developing. Presentations should include a PowerPoint (or similar) presentation and include all individual cases studies as well as a summarizing discussion. Presentations should be approximately 30 mins.

Program Development Group Project and Presentation (40%)

FINISHED PRODUCT	APRIL 23
PRESENTATIONS	APRIL 25

Students will work collaboratively in groups on a project or program for a local museum. They will be assigned to their groups and organizations. As a group students will meet with their

assigned organization on February 21st. During this meeting they will learn more about the content and project, as well as generate possible paths the project will take. The group should check back in the update the organization on the progress of the program development and gain feedback. The particular product that each group produces will be determined by the organization.

The group must be submitted to their 'client' no later than Sunday April 22. This will allow them to review your final product before the final presentation on April 25th. The final presentations will be attended by the local organizations that collaborated with us on these projects. Each group presentation should last approximately 30 mins plus discussion. Grades will be determined by a combination of the presentation and final product, as well as input from the 'client' organizations, and peer feedback.

Plagiarism and the Honor Code:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

This includes plagiarism, which includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

For more on plagiarism and the honor code see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Attendance and Conduct:

Attendance and participation are critical components of this course and your success. Students are expected to be on time to every class meeting. If, for some reason, you are unable to be in class please let me know in advance via email. Absences can impact your participation grade.

Students are expected to be in class, seated and prepared to begin at the time class commences. Students should consider the class to be a professional environment and dress, behave, and treat their fellow

students and instructor with professionalism. This includes giving them your attention when they are speaking, not speaking over others, and respectfully responding to others ideas or comments.

Museums are places for debate and conversations about important issues facing us today and in the past. The class will also be a place for similar debate and discussion. At times we will be discussing sensitive topics. It is essential that students are respectful of each other's viewpoints and comments. Similarly, I encourage students to speak with me if they feel upset, unsafe, and unheard based on the discussions or atmosphere in class.

When the class is meeting at a museum or other site other than the classroom please be at least 10 minutes early so that we are all gathered and ready when we are met by our hosts. Students should also familiarize themselves with the institutions we are visiting and the biographies or careers of the people that we will be meeting with or the guest speakers that will be joining us. Students should also prepare and write down questions for the speakers in advance of these classes.

Basic Needs Security:

Any student who faces challenges securing their food or housing and believes this may affect their performance in this course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Online Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or 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/>.

Course Schedule ARH 6797
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*Schedule is subject to change. Always check Canvas for most current schedule.

Week One	January 10	Introduction to Museum Education What is Museum Education? Library Resources and Research	
Week Two	January 17	Histories of Museum Education and the Evolving Role of Museum Educators Organization and Responsibilities of Education Departments Politics of Museum Education	
Week Three	January 24	Object-based Learning + Knowledge Theory Education Philosophy Presentations	
Week Four	January 31	Planning and Teaching for Museum Audiences Learning Theory Cognitive Development	
Week Five	February 7	Experiential Learning @ the Cade Museum	Meet at the Cade Museum
Week Six	February 14	Planning and Developing Museum Education Programs Guest Speaker: Seema Rao, Principal, Bright Idea Studio	
Week Seven	February 21	Meet with Project 'Clients'	Meet with group at client location
Week Eight	February 28	NO CLASS Museum Studies Washington D.C. Study Trip SPRING BREAK	
Week Nine	March 14	Case Study Group Presentation	
Week Ten	March 21	Teaching in Museums Visual Thinking Strategies Conversation-Based Learning Guest Speaker: Cecilia Slesnick, Manager of School Programs, Coral Gables Museum	Meet at Harn Museum

Week Eleven	March 28	<p>School and Teacher Audiences State and National Learning Standards Working with Teachers</p> <p>Guest Speakers: Jennifer Reid, Special Education Teacher, Mary Bethune Middle School, LAUSD (VC) and Rachel Stark, Interim Director of Education, Skirball Cultural Center (VC)</p>
Week Twelve	April 4	<p>Working with Focus and Advisory Groups</p> <p>Guest Speakers: Dr. CC Suarez, Assistant Professor, Agricultural Education and Communications, UF, and Dr. Deidre Houchen, Postdoctoral Fellow, Center for the Study of Race and Race Relations, UF</p> <p>Schedule a group meeting with Project ‘Clients’</p>
Week Thirteen	April 11	<p>Managing Museum Volunteers</p> <p>Assessment and Evaluation of Education Programs</p> <p>Guest Speaker: Laura Spears, Assessment Librarian, George A. Smathers Libraries, UF</p>
Week Fourteen	April 18	<p>Inclusion and Critical Race Theory for Museum Practice</p> <p>Guest Speaker: Dr. CC Suarez, Assistant Professor, Agricultural Education and Communications, UF</p> <p>Send Final Product to Project ‘Clients’ by Sunday April 22</p>
Week Fifteen	April 25	<p>Presentation of Education Project to ‘Clients’</p>