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

Dr. Briley Rasmussen  
Email: brasmussen@arts.ufl.edu  
Office: FAC 116B  
Office Hours: Thursday 2:00-3:00 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, including museum learning theories, audiences, and evaluation and research of museum learning. 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;
- Create digital resources for museum education;
- 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

Assignments

- Participation 30%
  - Emerging Research Presentation
  - In class participation
- Imaginative Education 20%
- Archive of Museum Education Project 50%

**Grade Scale:**

- 93.4-100=A;
- 90.0-93.3=A-;
- 86.7-89.9=B+;
- 83.4-86.6=B;
- 80.0-83.3=B-;
- 76.7-79.9=C+;
- 73.4-76.6=C;
- 70.0-73.3=C-;
- 66.7-69.9=D+;
- 63.4-66.6=D;
- 60.0-63.3=D-;
- 0-59.9=E

At the end of the term students will meet and complete an assessment of their work in the course and meet to discuss this with Dr. Rasmussen during the week of December 2nd. Students are responsible for scheduling their meetings with Dr. Rasmussen.

**Participation (30%)**

**Emerging Research**

Students will present an article from a peer reviewed journal published in the last three years about museum learning or museum audiences. They will begin by summarizing the essay. 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 must also be posted to Canvas with an annotated bibliography of the article/essay.

**In Class Participation**

This course is based on 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). During class students will be called upon to share their summary of readings and contribute to the discussion.

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.

Excellent in class participation means that each student will be on time to class, prepared, and contribute to the discussion in class.

**Imaginative Education Group Project and Presentation (20%)**

This semester we will be learning about Imaginative Education theory. Students will work in teams to develop interpretive plans for exhibition content based on an assigned stage of Imaginative Education Frameworks. These projects will be presented to the class and museum staff.

**Archive of Museum Education Profile and Collective Contributions (50%)**

**Completed Profiles + Presentations**
The University of Florida is creating a digital Archive of Museum Education. Students will work collaborative to build the archive by creating profile for individual museum educators, including conducting oral history interviews, research the careers and activities of educators, as well as contributing to collective date gathering for the project. Each student will create the profile and enter data. At the end of the term the class will present the Archive of Museum Education to library staff.

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](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/](https://evaluations.ufl.edu/results/).
Course Schedule ARH 6797  
Museum Education  
Thursday | Periods 4-6 10.40-1.40 | FAC 116 A  
FALL 2019  

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

| Week One | August 22 | Introduction to Museum Education |  
| Week Two | August | Histories of Museum Education and the Evolving Researching Museum Education—AFA Library |  
| Week Three | September 5 | Introduction to Archive of Museum Education digital project | Meet in Library West—Nygren Studio |  
| Week Four | September 12 | Introduction to Theories of Museum Learning |  
| Week Five | September 19 | Thinking about Audiences + Programs Adult Learners + Museum Volunteers |  
| Week Six | September 26th | Thinking about Audiences + Programs Children + Family Audiences School + Teacher Audiences  
*Guest Speaker: Dr. Megan Ennes, Assistant Curator of Museum Education, Florida Museum* |  
| Week Seven | October 3 | Research and Evaluation of Museum Learning  
*Guest Speaker: Dr. Megan Ennes, Assistant Curator of Museum Education, Florida Museum* |  
| Week Eight | October 10 | Archive of Museum Education--workshop | Meet in Library West—Nygren Studio |  
| Week Nine | October 17 | Wild Card Week |  
| Week Ten | October 24 | *Guest Speakers: Kelly McKinley, Deputy Director of Oakland Museum of California*  
*Ana-Lucia Araujo, Howard University, Department of History,*  
Museums and Slavery: Engaging the Past and the Present in the Public Sphere | 2pm Smathers 100  
<p>|  | |  | 4pm Smathers 100 |</p>
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<thead>
<tr>
<th>Week Eleven</th>
<th>October 31</th>
<th>Introduction to Imaginative Education</th>
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<tr>
<td>Week Twelve</td>
<td>November 7</td>
<td>Working with Imaginative Education</td>
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<td>Week Thirteen</td>
<td>November 14</td>
<td>Imaginative Education Presentations</td>
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<td>Week Fourteen</td>
<td>November 21</td>
<td>Present Archive of Museum Education profiles</td>
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<td>FINAL</td>
<td>Week of Dec. 2</td>
<td>Meet Individually with Dr. Rasmussen Prepare final assessment of your coursework</td>
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