

Museum Education (ARH 6797)
Spring 2005

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Seminar: Tuesdays 2:00 – 5:00

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Course Objectives: Museums offer a unique encounter with objects and ideas for people of many ages, interests, and backgrounds. Museum education strengthens that encounter by building bridges between visitors' experiences and expectations and the experiences and ideas that emanate from a museum's collection. It involves knowledge (of audience, resources, and techniques), communication, collaboration, advocacy, and evaluation. This course will provide an introduction to museum education and critical issues facing the field, and an opportunity for discussions with other museum professionals.

Textbook: Hazel Moffat and Vicky Woollard, *Museum & Gallery Education – A Manual of Good Practice*, AltaMira Press, 1999. Readings from this book are listed on the syllabus and should be completed prior to coming to class.

Supplementary reading assignments: as noted on syllabus. These will be given to you in class and should be completed prior to the next class. Additional readings may be added and prompts for writing will be sent out via e-mail.

Evaluation:

Class Participation: Class attendance is required of all students. All in- and out-of-class assignments must be completed for full course credit. This is a graduate seminar and discussion is a vital part of the class. All participants are expected to express their opinions and listen to alternative views of the issues raised in this class. Always contact the professor as soon as possible in the event you anticipate an absence, or an emergency occurs, in order to arrange for make-up of missed work.

Program Observations and Presentations (30%): You will be expected to observe three different types of programs being offered at the Florida Museum, write a brief report about each (1-2 pages), and present your observations to the class. A program schedule and an outline for the reports will be given out in class.

Class Journal (10%): Your class journal will consist of a weekly accounting of you and your group's activities while you organized your final project. All relevant information and materials (i.e. group meetings, informational pieces from other museums, appointments/visits to museums, etc.) should be included. Your journal should also contain a weekly, 1-2 page reflection about your progress toward completing your proposal and any challenges or breakthroughs your team encounters.

Class Assignments (20%): One-two reaction papers will be assigned based on our readings and guest lectures. Be prepared to discuss your paper in class. Additional class assignments will be made during class.

Final Project (40%): All students will be assigned to a group that will complete an education program proposal. Your group will select a topic and program type (in consultation with the instructor) and present their proposal during the last week of class. April 26, the final written education program proposal must be turned in. Each proposal will include: an interpretive program write-up that includes the type of program, target audience, program topic, learning objectives, program theme and messages, and key questions; a list and photographs of interactive/illustrative tools; a list of four potential collaborators/partners and five funding sources, an evaluation plan, and a short summary describing the program from beginning to end. Your class notebooks will also be collected at that time.

A= 90%-100%, B= 80%-90%, C= 70%-80%

Academic Honesty: As a result of completing the registration form at the University of Florida, every student has signed the following: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University”. The instructor of this course fully supports the intent of the above statement and will not tolerate academic dishonesty.

The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XI of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017).

Students with Special Needs: 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.

Class Outline:

January 4 – Course Introduction (by instructor)

January 11 – Education in Museums: History and Significance

Claudine K. Brown, “The Museum’s Role in a Multicultural Society,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 3-8.

Barbara Franco, “Evolution of the Field: Historical Context,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 8-11.

George E. Hein, “The Significance of Museum Education,” *Learning in the Museum*, London: Routledge, 1998, pp. 1-13.

“Excellence and Equity: Education and the Public Dimension of Museums,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 79-94.

January 18 – Education in Museums: Theory and Interpretation

Moffat and Woollard, pp. 11-26.

George Hein and Mary Alexander, *Museums: Places of Learning*, American Association of Museums, 1998, pp. 29-46.

Alison Grinder and E. Sue McCoy, “How People Learn”, *The Good Guide*, Ironwood Publishing, 1985, pp. 22-39.

George E. Hein, “Evidence for Learning in the Museum” *Learning in the Museum*, London: Routledge, 1998, pp. 135-154.

Guest Speaker: Bonnie Bernau, Education Director, Harn Museum of Art

January 25 – Exhibitions for Learning

Moffat and Woollard, pp. 27-42.

George Hein and Mary Alexander, *Museums: Places of Learning*, American Association of Museums, 1998, pp. 11-28.

Lisa Roberts, “Museums and Knowledge: The Responsibility to Open Minds”, from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 153-158.

Minda Borun, “Naive Notions and the Design of Science Museum Exhibits”, from *What Research Says about Learning in Science Museums*, Association of Science and Technology Centers, 1990, pp. 1-3.

Guest Speaker: Darcie MacMahon, FLMNH Assistant Director of Exhibits

February 1 – Audience: Schools, Students and Teachers

Moffat and Woollard, pp. 43-55, 77-88.

Joseph H. Suina, “Museum Multicultural Education for Young Learners,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 179-184.

Peter S. O’Connell, “Decentralizing Interpretation: Developing Museum Education Materials with and for Schools,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 251-261.

Marian L. Martinello and Mauricio Gonzalez, “The University Gallery as a Field Setting for Teacher Education,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 286-293.

“Farther Afield: The Changing School Visit,” *ASTC Dimensions*, (Sept./Oct. 2004), pp. 3-15.

Guest Speaker: Deb Dipietro, FLMNH School Programs Coordinator

Project context, topics, theme, messages, and audience due

February 8 – Audience: Adults, Families and Kids

Moffat and Woollard, pp. 89-99.

Lynn Dierking, “The Family Museum Experience: Implications from Research,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 215-221.

Marcia Brumit Kropf, “The Family Museum Experience: A Review of the Literature,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 222-229.

Bonnie Sachatello – Sawyer et al., “Introduction” and “Adult Learners: Unique Audience, Unique Opportunity,” *Adult Museum Programs: Designing Meaningful Experiences*, AltaMira Press, 2002, pp. xvii – 20.

“Lifelong Learners: Reaching Adult Audiences,” *ASTC Dimensions*, (July/Aug. 2003), pp. 3-15.

Class Presentations – program observation

February 12 (Saturday) – Audience: Youth and Diversity

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience, Association of Science and Technology Centers Incorporated, 2001.

Fieldtrip to Lowry Park Zoo

Guest lecturer Nestor Ortiz, Youth Program Coordinator

Meet at Florida Museum, Powell Hall, at 8:30 a.m.. – Please be prompt.

February 22 – Audience: Youth and Diversity cont.

Moffat and Woollard, pp. 56-76.

Diversity in Science and Technology Centers, Washington: Association of Science and Technology Centers, 1996.

“A Common Vision: ASTC’s Equity and Diversity Initiative,” *ASTC Dimensions*, (Jan./Feb. 2002), pp. 3-17.

“On Becoming an Inclusive Science Center,” *ASTC Dimensions*, (Nov./Dec. 2004), pp. 3-18.

Reaction Paper Due

Project context, topics, theme, messages, audience, objectives, perceptions, times, tools and questions due

March 1 – SPRING BREAK

March 8 – Museum Educators: Paid and Volunteer Staff

Moffat and Woollard, pp. 136-147.

Patterson B. Williams, “Museums Standing Professional Committee on Education: Preface,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 60-65.

“Volunteer Power,” *ASTC Dimensions*, (July/Aug. 2001), pp. 3-17.

“Focus On the Front Line: The Role of Floor Staff in Science Museums,” *ASTC Dimensions*, (Jan./Feb. 2003), pp. 3-14.

Ron Chew, “Community Roots,” from *Mastering Civic Engagement: A Challenge to Museums*, Washington: American Association of Museums, 2002, pp. 63-64.

Guest Speakers: Sally Wazny, FLMNH Volunteer Coordinator; FLMNH Volunteer Panel

March 15 – Museums and Community: Outreach

Moffat and Woollard, pp. 100-120.

Ann Treadwell, “Addressing Community Needs: The Pontiac Art Center,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 299-306.

“Points of View: Reimagining Museums’ Civic Potential” from *Mastering Civic Engagement: A Challenge to Museums*, Washington: American Association of Museums, 2002, pp. 57-85.

Guest Speakers: Jeanne Chamberlin, MESS Coordinator, FLMNH

March 22 – Museums and Community: Collaboration, from Local to National Initiatives

Moffat and Woollard, pp. 148-159.

Maria-Rosario Jackson, “Coming to the Center of Community Life,” from *Mastering Civic Engagement: A Challenge to Museums*, Washington: American Association of Museums, 2002, pp. 29-37.

Pacific Science Center, “Learned Wisdom: Keys to Success and Obstacles to Success,” *Collaboration: Critical Criteria for Success*, Washington: Association of Science-Technology enters, 1997, pp. 23-40.

“What are the Steps to Developing A Successful Educational Partnership,” from *A Guide to Developing Educational Partnerships*, Washington: U.S. Dept. of Education, Office of Educational Research and Improvement, pp. 1-16.

Guest Speaker: Dr. Betty Dunckel, Program Director for Informal Science Education and Outreach, FLMNH

March 29 – Museum Research and Evaluation

Moffat and Woollard, pp. 121-135.

George E. Hein, “The Countenance of Visitor Studies,” *Learning in the Museum*, London: Routledge, 1998, pp. 54-77.

Minda Borun, “Front-end Evaluation: A Tool for Exhibit and Program Planning,” in *Introduction to Museum Evaluation*, Washington: American Association of Museums, Technical Information Service, 1999, pp. 43-46.

Mary Korenic and Allen Young, “Case Study: The Rain Forest in Milwaukee,” in *Introduction to Museum Evaluation*, Washington: American Association of Museums, Technical Information Service, 1999, pp. 79-88.

Patricia A. McNamara, “Visitor Participation in Formative Exhibit Evaluation,” from *Patterns in Practice*, Museum Education Roundtable, Inc., 1992, pp. 204-208.

Guest Speaker: Dr. Jennifer Blessing, Adjunct Professor of Psychology, University of Tampa

Reaction Paper Due

April 5 – Fundraising: Grants and Gifts

Lynn Miner and Jeremy Miner, *Proposal Planning and Writing*, Greenwood Press, 2003, pp. 3-47.

David G. Bauer, *The “How To” Grants Manual*, Praeger Publishers, 2003, pp. 3-45.

Guest Speaker: Teresa Gonzalez-White, Grants Manager, Lowry Park Zoo
Lists of collaborators and funding sources, and evaluation plan due

April 12 – Final Class Presentations – program observation; program proposal consultations with instructor

April 19 – Final Project Presentations

April 26 – Final projects due: short narrative, interpretive program write-up, list and photographs of interactive/illustrative tools, funding sources w/one grant proposal and an evaluation plan.