COURSE SYLLABUS

MST 515: Introduction to Museum Education
Western Illinois University (Fall 2008)

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Course Description

Public education is at the core of the service that museums provide. This course focuses on all aspects of the educational role of museums from the mission through an exploration of museum learning, the use of new technologies, and the development of public programs and evaluation.

Objectives

In this course, students will:
• Read and apply content about museum education
• Understand the scope of education programs in museums
• Become aware of exemplary museum education programs

Student Responsibilities

Assignments, Projects, and Papers: Students will read assigned articles, participate in class discussions, prepare outlines and lead presentations on two articles, and write three papers. All parameters will be presented in class. Additional readings may be assigned in class. Students will conduct individual research for class discussions and papers.

Course Requirements

The grading for the class breaks down as follows:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td>Paper # 1</td>
<td>20%</td>
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<td>Paper # 2</td>
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<td>Paper # 3</td>
<td>40%</td>
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AUGUST

25 Introduction to the Course

SEPTEMBER

1 NO CLASS – LABOR DAY

8 Introduction to Education in Museums
   Reading for today:
   Villeneuve (V), Preface (3-9)
   V, Six Themes in the History of Art Museum Education (12-20)
   V, The Emerging Role of the Educator in the Art Museum (89-94)
   V, A Day in the Life: The Qualifications and Responsibilities of an Art Museum Educator (68-73)

15 Museum Education and Learning Theory
   Reading for today:
   Hein (H), chapter 1, The Significance of Museum Education (1-13)
   H, chapter 2, Educational Theory (14-40)
   Falk & Dierking (F & D), chapter 11, Museums in the Larger Society (205-18)
   Paper #1 on educational theory assigned (due October 6)

22 The Museum Experience
   Reading for Today:
   F & D, chapter 1, Learning from Museums: An Introduction (1-14)
   F & D, chapter 2, The Personal Context (15-35)
   F & D, chapter 3, The Sociocultural Context (37-52)
   F & D, chapter 4, The Physical Context (53-67)
   F & D, chapter 8, The Contextual Model of Learning (135-148)

29 The Museum as Context
   Reading for today:
   F & D, chapter 7, A Place for Learning (113-34)

OCTOBER

6 The Learners
   Reading for today:
   F & D, chapter 5, Museums and the Individual (69-89)
   F & D, chapter 6, Communities of Learners (91-112)
   Paper #1 due
13 Evaluating Learning – Guest Lecturer: Ann Rowson Love

Reading for today:
- F & D, chapter 9, Documenting Learning from Museums (149-175)
- H, chapter 3, Early Visitor Studies (41-53)
- H, chapter 4, The Countenance of Visitor Studies (54-77)
- H, chapter 5, Ladder and Network Theories (78-99)
- H, chapter 6, Studying Visitors (100-34)
- Paper #2 on contextual analysis assigned (due November 3)

20 Improving Museum Learning

Reading for today:
- V, Reconsidering Learning: The Art Museum Experience (180-87)
- F & D, chapter 10, Making Museums Better Learning Experiences (177-204)
- H, chapter 7, Evidence for Learning in the Museum (135-54)
- H, chapter 8, The Constructivist Museum (155-79)

27 Museums and Schools

Reading for today:
- V, Beyond the Field Trip (110-16)
- V, Working Together: Collaboration Between Art Museums and Schools (129-37)

NOVEMBER

3 Family Audiences

Reading for today:
- V, Family Learning in Art Museums (110-16)
- http://www.denverartmuseum.org/discover_the_dam/museum_resources
- Paper #2 due

10 School and Family Audiences

Write a one-page summary and be prepared to report on each of the following:
- (1) museum-school offering
- (2) educational museum website that teachers should know about
- (3) family program
- Paper #3 assigned (topics to be determined)

17 Signage and Labeling

Reading for today:
- V, Enabling Education: Including People with Disabilities in Art Museum Programming (138-39)
- New Angles on Interpretation in the DAM’s New Hamilton Building.
- http://www.denverartmuseum.org/discover_the_dam/museum_resources
24 Interpretation and the Docent Program

*Reading for Today:*

V, Docents as Meaning Makers: The Frontline of the Museum Learning Experience (80-88)

DECEMBER

1 Looking Ahead

*Reading for today:*

F & D, chapter 12, The Future of Museums (219-35)


8 Final presentations. Paper #3 due.

**Books**

Available through American Associations of Museums. [www.aam-us.org](http://www.aam-us.org)

Books may be available through other book sellers at lower prices.


$25.00 AAM member; $35.00 non-member


$7.00 AAM member; $8.00 non-member


$28.00 AAM member; $31.00 non-member


$43.00 AAM member; $48.00 non-member

Available through National Art Education Association. [www.naea-reston.org](http://www.naea-reston.org)


Cost: $32.00 NAEA member; $39.00 non-member
Attendance Policy

If you miss more than two class periods, your grade will be lowered by a whole letter grade.

Late Work

Late work of any kind, unless also accompanied by proper explanation of your absence, will not be accepted.

Accommodations

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.