

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:

Class participation	20%
Paper # 1	20%
Paper # 2	20%
Paper # 3	40%

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)

Eisner, E.W., & Dobbs, S.M. (1988). Silent pedagogy: How museums help visitors experience exhibitions. *Art Education*, 41(4), 6-15.

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)

Csikszentmihalyi, M., & Hermanson, K. (1995). What makes visitors want to learn? Intrinsic motivation in museums. *Museum News*, 74(3), 34-37, 59-61.

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)
 Clark, J. (Ed.) (2002). *Looking at art together: Families and lifelong learning. Process catalog.* The Art Institute of Chicago.
Families & Art Museums. Denver Art Museum 2002.
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.
Enriching Visitor Experiences: The Reinstallation of the Denver Art Museum's European and American Collections.
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)
Kotler, N., and Kotler, P. (2004). Can museums be all things to all people? Missions, Goals, and Marketing's Role . In G. Anderson (Ed.), *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. (pp.167-186). Lanham, MD: Altamira Press.
- 8 Final presentations. Paper #3 due.

Books

Available through American Associations of Museums. www.aam-us.org
Books may be available through other book sellers at lower prices.

Cunningham, M.K. (2004). *The interpreters training manual for museums*. Washington, DC: American Association of Museums.

\$25.00 AAM member; \$35.00 non-member

Excellence and equity. (1992). Washington, DC: American Association of Museums.

\$7.00 AAM member; \$8.00 non-member

Falk, J. H., & Dierking, L.D. (2000). *Learning from museums: Visitor experiences and the making of meaning*. Lanham, MD: Rowman and Littlefield.

\$28.00 AAM member; \$31.00 non-member

Hein, G. E. (1998). *Learning in the museum*. New York: Routledge.

\$43.00 AAM member; \$48.00 non-member

Available through National Art Education Association. www.naea-reston.org

Villeneuve, P. (Ed.) (2007). *From periphery to center: Art museum education in the 21st century*. Reston, VA: National Art Education Association.

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.