

COURSE SYLLABUS

MST 515 Museum Education
Western Illinois University (Fall 2009)

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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
- Complete projects that could be added to one's graduate portfolio

Student Responsibilities

Students will read assigned articles, participate in class discussions, facilitate group discussions, write two papers, complete a final project, and give a brief presentation to the class on their final project. All requirements for papers and projects will be presented in class. Additional readings may be assigned. Students will conduct individual research for class discussions and papers.

Course Requirements

PAPER #1: Silent Pedagogy Paper (25% of final grade)
Assigned: September 15
Due: October 6
Length: 8-10 pages (includes 3-5 references), APA style

PAPER #2: Designing a Program for a Target Audience (25% of final grade)

Assigned: October 13

Due: November 3

Length: 8-10 pages (includes 3-5 references), APA style

FINAL PROJECT: Student Choice (40% of final grade)

Assigned: November 10

Due: December 8

Length: 15 pages (includes 3-5 references), APA style

ESSAY QUIZZES (10% of final grade)

Two essays to be completed in class (open book)

AUGUST

25 Introduction to the Course

SEPTEMBER

1 Introduction to Education in Museums

Reading for today:

Hein (H), chapter 1, The Significance of Museum Education (1-13)

Falk & Dierking (F & D), chapter 11, Museums in the Larger Society (205-18)

Excellence and equity: Education and the public dimension of museums. (1992). Washington, DC: American Association of Museums.

8 Silent Pedagogy

Reading for today:

Rand, J. (2004). The visitors' bill of rights. In G. Anderson (Ed.),

Reinventing the museum: Historical and contemporary perspectives on the paradigm shift (pp.158-159). Lanham, MD: AltaMira Press.

F & D, chapter 7, A Place for Learning (113-34)

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

Carr, D. (2003). Museums, educative: An encyclopedic entry. *The promise of cultural institutions*. Walnut Creek, CA: AltaMira Press.

Paper #1 assigned (due October 6)

15 Museum Education and Learning Theory

Reading for today:

H, chapter 2, Educational Theory (14-40)

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 (37-52)

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 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.

Wilkening, S., & Chung, J. (W & C), Top Ten- No, Top 14- List of Interpretation Preferences (25-28)

OCTOBER

6 School Audiences

Reading for today:

W & C, "We've Outgrown Museums": Middle School Students (69-82)

Villeneuve (V), Beyond the Field Trip (103-09)

V, Working Together, Collaboration Between Art Museums and Schools (129-37)

Grenier (G), Rethinking Museums' Adult Education for K-12 Teachers (55-78)

Paper #2 assigned (due November 3)

13 Youth and Family Audiences

Reading for today:

V, Family Learning in Art Museums (110-116)

Patchen, J.H. (2004). Defining our museum audience: An extraordinary opportunity. In H. Genoways (Ed.), *Museum philosophy for the twenty-first century* (pp. 247-254). Lanham, MD: AltaMira Press.

W & C, The Challenge of Moms (51-64)

Jensen, N. (2004). Children, teenagers and adults in museums: A developmental perspective. In E. Hooper-Greenhill (Ed.), *The educational role of the museum* (2nd ed.) (pp.110-117). London: Routledge.

20 Adult Audiences

Reading for today:

G, Nonformal and Informal Adult Learning in Museums: A Literature Review (9-22)

G, Museum Education: A Nonformal Education Perspective (23-32)

G, New Directions in Adult Education (33-41)

G, Self-Directed Learning: Implications for Museums (43-54)

Gunther, C. F. (2004). Museum-goers: life-styles and learning characteristics. In E. Hooper-Greenhill (Ed.), *The educational role of the museum* (pp.118-130). London: Routledge.

W & C, various chapters

27 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)

NOVEMBER

3 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 (135-154)

Roberts, L. C. (2004). Changing practices of interpretation. In G. Anderson (Ed.), *Reinventing the museum: Historical and contemporary perspectives on the paradigm shift* (pp. 212-231). Lanham, MD: AltaMira Press.

Final project assigned (due December 8)

10 The Constructivist Museum

Reading for today:

H, chapter 8, The Constructivist Museum (155-79)

Lankford, E. L. (2002). Aesthetic experience in constructivist museums. *Journal of Aesthetic Education*, 36(2), 140-153.

17 Volunteers

Reading for today:

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

G, Out on the Floor: Experiential Learning and the Implications for the Preparation of Docents (79-93)

24 FALL BREAK - NO CLASS

DECEMBER

1 Education for All

Reading for today:

V, Enabling Education: Including People with Disabilities in Art Museum Programming (138-49)

Brown, C. K. (2004). The museum's role in a multicultural society. In G. Anderson (Ed.), *Reinventing the museum: Historical and contemporary perspectives on the paradigm shift* (pp.143-149). Lanham, MD: AltaMira Press.

8 Final projects due.

Final presentations.

15 Final presentations.

Books

Excellence and equity: Education and the public dimension. (1992). Washington, DC: American Association of Museums.

\$7.00 American Association of Museums (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

Grenier, R. S. (Ed.) (2008). Adult Learning in Museums. *Journal of Museum Education.* Vol.33, No.1.

(\$25.00)

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

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

Villeneuve, P. (2007). *From periphery to center: Art museum education in the 21st century.* Reston, VA: National Art Education Association.
(recommended, not required)

\$39.00 NAEA member; \$32.00 non-member

Wilkening, S., & Chung, J. (2009). *Life stages of the museum visitor: Building engagement over a lifetime.* Washington, DC: The AAM Press.

\$27.95 AAM member; \$37.95 non-member

Attendance Policy

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

Academic Integrity

Western Illinois University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Students have rights and responsibilities (<http://www.wiu.edu/provost/students/>) and students should realize that deception for individual gain is an offense against the members of the entire community, and it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity.

Plagiarism, cheating, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonesty in any form shall be charged with academic dishonesty.

It is a duty of faculty members to take measures to preserve and transmit the values of the academic community in the learning environment that they create for their students and in their own academic pursuits. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage student academic dishonesty, to adjust grades appropriately if academic dishonesty is encountered, and, when warranted, to recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of the faculty; administrative sanctions are under the authority of the Director of Student Judicial Programs. This document provides policies and procedures to be followed when academic dishonesty is encountered.

For additional information: www.wiu.edu/policies/acintegrity.php

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.