

Museum Education Syllabus

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Office: 201 McGuire Hall

Classroom: Harn Museum G053

Meeting time: Tuesdays 11:45 AM - 2:45 PM

Course Prerequisites: None

Course Credits: 3

Office Hours

Tuesday 3:00 pm or by appointment

Course description

This course is part of the core curriculum of Museum Studies. It aims to introduce and familiarize students with the current and emerging practices in museum studies by engaging with a transdisciplinary body of literature on museum education.

According to the [American Alliance of Museums](#), more people visit museums every year than attend professional sports events. For these visitors, museums spend more than \$2 billion on education each year. Museums help teach national, state, and local curriculum standards and more than 55 million students visit museums each year. Museum educators play a vital role in the development and implementation of the educational programs offered by museums. However, there are major shifts taking place in the field of museum education. This class will discuss the history of museum education and explore what the future may hold for the field. The course will examine what it means to be a museum educator as museums are grappling with current social issues and the legacy of museums.

Course Objectives

1. Students will be able to describe museums' roles as sites of learning.
2. Students will be able to describe current trends in museum audiences, programming, and evaluation.
3. Students will be able to describe participatory approaches to developing museum education programs and why these approaches are vital to supporting museum audiences.
4. Students will be able to explain the major issues facing museum education and what these concerns may hold for the future of museum education.

Grading and Attendance Policies:

Students will be graded based on participation, weekly assignments, and a final reflection as described below.

Attendance:

As a seminar, the knowledge and skills you will gain in this course highly depend on your participation in class. Because of that, I expect you to attend all class sessions unless you are ill or have a valid reason for missing. I plan to track class attendance to help me understand how and when students are engaging in the course. If you are ill or have another valid reason for missing, please contact me by email in advance of the absence. Additionally, please inform me at the beginning of the semester of the religious observances of your faith that will conflict with class attendance, tests or examinations, or other class activities so we can make adjustments.

Lectures will not be posted, and discussions and activities completed in class will not be recreated or recorded by the professor, so attending class is the only place to learn key material on which you will be evaluated. If you miss a class, you are responsible for getting notes from a classmate, including any assignments or announcements that were made. The course also requires mandatory attendance at local museum or public heritage sites, in-person when permitted, or online, if not permissible. All course handouts and materials are available on the course's Canvas page.

Grading:

This class will include a wide range of activities over the course of the semester.

Attendance:

- As this course is a seminar, it is imperative that you attend each week. Attendance will be 5 points per day. You may miss one class with no penalties.

Readings:

- Readings will be posted each week. At least one article will be hosted online in Perusall. You will open the reading from Canvas and use Perusall to annotate the article as you read it. Annotations can include questions, comments, related resources, etc. This will be done collaboratively so you can see your classmates' questions and comments. Please see the Perusall section on Canvas to help you get started. Each week's reading is worth 10 points and due by Monday at midnight eastern time. You may opt out of the readings for one week with no penalties.

Discussion Posts:

- At the end of each class we will have a reflective discussion post. In this post you will summarize what you learned in the day's discussion, how you're feeling about the topic, and what you're looking forward to learning next. This post will be worth 10 points. You may opt out of the discussion post for one week with no penalties.

Larger Assignments: **You may not opt out of any of these activities.**

- **Interview with 2-3 museum educators.** For this assignment you will select 2-3 educators from our list of volunteers to interview about their work. The interviews will be due April 13 and reflections shared after the panel presentation. This assignment will be worth 50 points. Please see the assignment and rubric on Canvas for more details.
- **Attend and evaluate two museum education programs.** Over the course of the semester you will select two museum education programs to attend and will evaluate the program using the rubric in Canvas. There will be a list of free museum programs on canvas for the museums in the local area. Please talk to the instructor about other programs you may wish to attend. This assignment will be due April 22 and we will not have class that week to make up for the time you will spend visiting the museums. This assignment will be worth 50 points (15 for each program).
- **Final class reflection.** You will summarize your learnings from the semester and reflect on the future of museum education. You must answer the following questions in your reflection: what is museum education? What are its roles, goals, and challenges? What do you see as the future of museum education? You must cite at least 4 articles from the course in your reflection. You can choose to share your reflection in any format- written, as an infographic, cartoon, powerpoint, video, etc- as long as it covers the required information. This assignment will be due April 27, Noon EST during our assigned exam time. This assignment will be worth 50 points. Please see the rubric on Canvas for more information.

These assignments will be worth 405 points total.

Assignment	Number of assignments	Points per assignment	Total points
Discussion Board	13	10	130
Reading	13	10	130

Large Assignments	3	50	150
Attendance	13	5	65
Total	45		475

Grading Scale

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

F <60%

Note: If you are having any difficulties meeting the requirements for the course and are thinking about dropping, please reach out to me. I would like to have the chance to hear about what you are struggling with to see if there is a way to help you meet the outcomes of the course.

Week	Topic	Assignments DUE
1, Jan 13	Overview of class Establishing Course Expectations Why museum education?	Syllabus quiz on Canvas Reading 1 Reflection Discussion Post
2, Jan 20	Museums as a learning	Readings 2-4

	environment	Reflection Discussion Post
3, Jan 27	Museums as a learning environment part 2	Readings 5-7 Reflection Discussion Post
4, Feb 3	Current issues in museum education	Readings 8-10 Reflection Discussion Post
5, Feb 10	Who are museum visitors?	Readings 11-13 Reflection Discussion Post
6, Feb 17	Learning theories in museums	Readings 14-17 Reflection Discussion Post
7, Feb 24	Skills of museum educators	Readings 18-20 Reflection Discussion Post
8, Mar 3	Skills of museum educators part 2	Readings 21-23 Reflection Discussion Post
9, Mar 10	Programs and Evaluation	Readings 24-28 Reflection Discussion Post
10, Mar 17	Spring Break, no class	
11, Mar 24	School engagement	Readings 29-30 Reflection Discussion Post
12, Mar 31	Community engagement	Readings 31-33 Reflection Discussion Post
13, Apr 7	Careers as a museum educator	Readings 34-36

		Reflection Discussion Post
14, Apr 14	Q&A with Museum Educators	Readings 37-38 Reflection Discussion Post Interview with Educator due April 14 midnight est
15, Apr 21	No class- make up from visiting museums	Museum evaluation due April 21 midnight est
16, Apr 27		Final reflection on Museum Education due April 27, Noon EST

Course Textbook

There will be no required textbook. Weekly reading assignments will be available on Canvas.

Recommended resource:

National Research Council. 2009. Learning Science in Informal Environments: People, Places, and Pursuits. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/12190>.

Links and Policies

To support consistent and accessible communication of university-wide student resources, instructors must include this link to academic policies and campus resources:

<https://go.ufl.edu/syllabuspolicies>.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601, or <https://career.ufl.edu/>. Career assistance and counseling services.

Library Support: <https://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010, to make an appointment 352- 392-6420, or <https://teachingcenter.ufl.edu>. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138, or <https://writing.ufl.edu/writing-studio/>. Help brainstorming, formatting, and writing papers.