

Course Syllabus
Fall 2009/Spring 2010

Instructor: Marta Reid Stewart
Course: Museum Education and Interpretation
Credit: One Carnegie Unit

Course Description

The Museum Education and Interpretation course is a requirement for graduation. The focus of the course is an overview of the educational responsibility of the museum and the role of the museum educator. Students will also have opportunities to put theory into practice through the development of educational tools that would be utilized in a museum setting.

Course Standards

Public responsibility of museums
Skills of museum educators
Museum Educational interpretive tools
Development of museum lesson plans
Gallery and Classroom Teaching Presentations
Object-based learning Storytelling as teaching tool
Evaluation to improve educational programs
Education theorists and learning styles

Course Outline

In general the Museum Education and Interpretation course is designed for juniors in the Museum Studies Department to use the exhibitions they produce in the Ellington Gallery and exhibitions in the Washington area as a source of inspiration to develop interactive tours, self- guided tours, and teacher packets. Student responsibility extends to the organization, scheduling and overseeing of art talks and lectures in the Ellington Gallery.

- I. Define of museum education and the role of the museum educator within the Museum.
 - A. Discuss museum's public responsibility/ mission**
 - B. Practice skills of a museum educator**
 - C. Review the functions of a museum education department?**

- II. The museum visitor
 - A. Analyze statistics on museum visitation
 - B. Identify the museum audience, the constituency, and develop appropriate programs for identified audience.
 - C. Explore various methods broadening your constituency base

Attendance 10%

III. Museum as a Learning Environment

- A. Develop lesson plan for interactive tour
- B. Conduct an object lesson placing the object in a historical and/or cultural context.
- C. Apply learning theories and styles to the development of museum lessons

IV. Discussion of cannon of theorists in education/learning

- A Study Howard Gardner (Nine Intelligences)
- B Jean Piaget (Schemas)
- C. B. F. Skinner (Reinforcing Stimuli)

V Evaluation

- A Create an evaluation instrument
- B Collect data
- C. Analyze data and write evaluation report.

Materials

Selected articles from professional periodicals, museum educational materials and brochures, selected readings and activities from To Color America: a Teacher's Packet by Marta Reid Stewart and Joan J. Foster, Museums: A Place to Work, Planning Museum Careers by Jane R. Glaser with Artemis A. Zenetou

Requirements

- 1. Attendance is required. Any absences must be supported by a note from the student's parent or guardian. Five unexcused absences may result in failure.**
2. Arriving on time for class is mandatory.
3. Students must take all tests and quizzes.
4. Students must complete at least three projects that demonstrate their understanding of the museum as an informal learning environment and their role as a museum educator.

Grading

Attendance/ Decorum	10%
Classwork/Participation	20%
Quizzes/Tests	20%
Projects	50%