

**Course Syllabus**  
Fall 2011/Spring 2012

**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 are used 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

### 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	25%
Quizzes/Tests	25%
Projects	40%