**Lincoln University**

**Department of Visual and Performing Arts / Museum Studies Major**

**Master Syllabus**

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| **COURSE TITLE:** | Museum Education and Interpretation | **COURSE NUMBER:** | MSM 320 |
| **CREDIT HOURS** | 3 | **PREREQUISITE (S):** | MSM211 |
| **TERM:** |  | **CO-REQUISITE (S)** |  |
| **COURSE METHOD** | Lecture | **MEETING DAY AND TIME:** |  |
| **INSTRUCTOR:** |  | **CLASSROOM/LAB/STUDIO LOCATION:** |  |
| **OFFICE LOCATION:** |  | **E-MAIL:** |  |
| **OFFICE HOURS:** |  | **PHONE EXTENSION:** |  |

**COURSE DESCRIPTION:** Museum Education is about enabling people, from all backgrounds and circumstances, to have unique and affirming experiences with collections and institutions. This course introduces students to best practices, trends, and innovation in the Museum Education field. Using case studies and publications, students will gain valuable skills in conceptualizing and collection based education programs and other opportunities for public engagement. Specific topics include promoting diversity, inclusion and equity; and developing museum-community partnerships.

**REQUIRED TEXTS:** *The Museum Educator's Manual: Educators Share Successful Techniques*, Anna Johnson, Kimberly A. Huber, Nancy Cutler, Melissa Bingmann, Tim Grove, American Association for State and Local History), AltaMira Press (February 16, 2009), ISBN-10: 0759111677 ISBN-13: 978-0759111677

*In Principle, In Practice: Museums as Learning Institutions*, John H. Falk Lynn D. Dierking Susan Foutz, Rowman Altamira 2007, ISBN-13: 978-0759109773, ISBN-10: 075910977X

*Excellence in Equity: Education and the Public Dimension of Museums*, Ellen Hirzy, AAM, 2008, ISBN-13: 978-0931201141, ISBN-10: 0931201144

*Exhibit Labels: An Interpretive Approach* Second Edition, Beverly Serrell, Rowman & Littlefield 2015, ISBN-10: 144224903X, ISBN-13: 978-1442249035

*The Participatory Museum*, Nina Simon, Publisher: Museum 2.0; First Edition (US) First Printing edition 2010, ISBN-10: 0615346502, ISBN-13: 978-0615346502

**REQUIRED MATERIALS:** none

**ASSESSMENT CRITERIA & ALIGNMENT**

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| --- | --- | --- | --- |
| **CSLO** | **PSLOs** | **ILOs** | **Direct and Indirect Assessment Methods** |
| CSLO 1 | 4, 5, 7 | 1 | Pre and post examination |
| CSLO 2 | 4, 5, 7 | 1, 3 | Rubric evaluation of in-class exercises, quizzes, presentations, and writing assignments |
| CSLO 3 | 5, 7, 8 | 3 | Evaluation of student presentation and projects |

**COURSE STUDENT LEARNING OUTCOMES (CSLO):**

Upon successful completion of this course the student will be able to:

1. Analyse and comprehend core concepts in museum education; gain fluency in the discipline specific vocabulary
2. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to education and interpretation.
3. Through coursework and student projects, demonstrate a clear understanding of interpretive strategies employed in museums.

**PROGRAM STUDENT LEARNING OUTCOMES (PSLO):**

PSLO 4: Apply concepts, techniques and skills employed within a museum setting that are integral to effectively running all operations within a museum setting.

PSLO 5: Evaluate museum concepts, techniques and products (exhibitions, programs, print materials, digital materials, etc.), in terms of content, design and context, and demonstrate an ability to analyze the formal elements of museum operations.

PSLO 7: Summarize and critique the history and organizational structure of different museum types, including their respective mission, goals, collection theories and processes and educational philosophies.

PSLO 8: Produce a digital and/or hard copy portfolio of writing samples and presentation portfolios for career-related purposes.

**INSTITUTIONAL LEARNING OUTCOMES (ILO):**

1. Effective Communication Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts Outcome: students will integrate cross-cultural understanding in the disciples and develop an appreciation for music, art and other forms of cultural expression

**CALCULATION OF FINAL GRADES**:

Attendance and participation (in-class exercises / assignments) 25%

Completion of Reading/Writing Assignments 25%

Mid-term Examination 25%

Final Project 25%

**GRADING SCALE:** (Should follow Department and/or College Template)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

**SCHEDULE OF LEARNING TOPICS COVERED**

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| --- | --- |
| **CLASS MEETS:**  **•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•** | |
| **Week 01:** | Overview: Theory and practice in object-based museum education |
| **Week 02:** | The History of interpretation techniques and styles |
| **Week 03:** | Understanding the Education toolkit |
| **Week 04:** | Exhibition labels, theater and storytelling |
| **Week 05:** | Targeting your audience, age-appropriate programming and publications |
| **Week 06:** | Interpretation for Special Needs Audiences/Universal Design |
| **Week 07:** | Pre and post evaluation strategies |
| **Week 08:**  **Midterm** | Mid-term Week |
| **Week 09:** | K-12 education resources and support  Professional development for K-12 educators |
| **Week 10:** | Community Outreach: Coherence of ideas and objects |
| **Week 11:** | Planning and Managing education programs |
| **Week 12:** | Controversies in object-based education |
| **Week 13:** | Digital education tools |
| **Week 14:** | Creating effective tours: Docent training and retention |
| **Week 15:** | **FINAL** |

#### **UNIVERSITY ATTENDANCE POLICY:**

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

**STUDENTS WITH DISABILITIES STATEMENT:**

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University.  In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.  The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

Any student with a documented disability should contact the Office of Student Support Services.

**UNIVERSITY ACADEMIC INTEGRITY STATEMENT:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

**TITLE IX STATEMENT:**

The following person has been designated to handle inquiries regarding the non-discrimination policies: Gerard Garlic, Title IX Coordinator/Director of the Health and Wellness Center, room 126B, Lincoln University, 1570 Baltimore Pike, Lincoln University, PA 19352  (p) 484-746-0000 or Office of Civil Rights, U.S. Department of Education, The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107-3323, phone 215-656-8541, fax 215-656-8605, email: [ocr.philadelphia@ed.gov](mailto:ocr.philadelphia@ed.gov)

**POLICY ON ELECTRONIC DEVICES IN CLASSROOM:**

Use of wireless devices is not permitted in the classroom. Students must keep such equipment turned off or in a silent mode and put away during class time. If you are expecting an emergency phone call, you must notify your instructor prior to class beginning. Students violating the wireless device policy will be asked to leave the classroom and will be noted as absent for the day.