Museum Education Syllabus

Instructor: Megan Ennes
Email: megan.ennes@ufl.edu
Phone: 352-273-2006
Office: 201 McGuire Hall

Classroom: McGuire 302
Meeting time: Thursdays 10:40-1:40
Course Prerequisites: None
Course Credits: 3

Office Hours
Thursday 1:40 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.

Please Note: In this course, we will read and discuss materials that often deal with difficult, painful, and politically charged subjects. It is inevitable that these materials will evoke a personal response, therefore it is important to be aware that our responses to certain course material may prove to be unsettling or challenging to come to terms with. The success of the course thus depends, in large part, on our striving to be aware of and sensitive to our emotional responses to the assigned texts, as well as those of our colleagues, and to be curious with ourselves as to why we are responding as we are. We must encourage ourselves to therefore read and discuss the course materials in ways that produce more truthful dialogues about our shared pasts, without reproducing harm unto each other and ourselves in the present, while also remaining

empathically attuned to each other in ways that actively create decolonial, anti-racist, and gender- inclusive space. (Borrowed from Dr. Jacque Micieli-Voutsinas)

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 underserved 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, 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 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 **Wednesday** 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 and due by **Thursday** at midnight eastern time. 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 a museum educator**. For this assignment you will identify an educator to interview about their work. The interviews will be due April 13 at midnight eastern time and shared after the panel presentation. This assignment will be worth 30 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 20 at midnight eastern time. We will not have class that week to make up for the time you will spend visiting the museums. This assignment will be worth 30 points (15 for each program).

- **Writing assignment for the Alachua County Remembrance Project**. We will work with Dr. Jacque Micieli-Voutsinas to think critically about how to write up information for the Alachua County Remembrance Project. We will discuss this project in March and it will also be due April 20th at midnight eastern time. More information on this assignment will be located in Canvas and shared during our class in April. This assignment will be worth 40 points.
- **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 Thursday, May 4th by the end of our assigned exam time (7:30 pm). 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	4	Varies see above	150
Attendance	13	5	65
Total	46		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.

Course Outline- subject to revision

Week	Topic	Readings Due	Assignments DUE
1, Jan 12	Overview of class Establishing Course Expectations Why museum education?	Syllabus Prottas, N. (2019). Where does the history of Museum Education begin?. *Journal of Museum Education*, *44*(4), 337-341.	Syllabus quiz on Canvas Due Jan 11 Reading 1 Reflection Discussion Post
2, Jan 19	Museums as a learning environment	Hooper-Greenhill, E. (2007). Museums: Learning and culture. In *Museums and education: Purpose, pedagogy, performance*. Routledge. Kristinsdóttir, A. (2017). Toward sustainable museum education practices: confronting challenges and uncertainties. *Museum Management and Curatorship*, *32*(5), 424-439. Vallance, E. (2004). Museum education as curriculum: Four models, leading to a fifth. *Studies in Art Education*, *45*(4), 343-358.	Readings 2-4 Reflection Discussion Post
3, Jan 26	Museums as a learning environment part 2	Eppley, H. (2021). Museums as Partners in PreK-12 Social-Emotional Learning. *Journal of Museum Education*, *46*(4), 509-518. Munley, M. E., & Roberts, R. (2006). Are museum educators still necessary?. *Journal of Museum Education,* 31(1), 29-39. Falk J. & Dierking, L. (2018). Museums as spaces and places for learning. In *Learning from museums.* Rowman & Littlefield.	Readings 5-7 Reflection Discussion Post

		P. 121-132	
4, Feb 2	Current issues in museum education	Dewhurst, M., & Hendrick, K. (2016). Dismantling racism in museum education. *Journal of Folklore and Education*, *3*, 25-30. Dawson, E. (2014). Equity in informal science education: Developing an access and equity framework for science museums and science centres. *Studies in Science Education*, *50*(2), 209-247. Richardson, J. E., & Kletchka, D. C. (2022). Museum Education for Disability Justice and Liberatory Access. *Journal of Museum Education*, 47(2), 138-149. Optional: Ng, W., Ware, S. M., & Greenberg, A. (2017). Activating diversity and inclusion: A blueprint for museum educators as allies and change makers. *Journal of Museum Education*, *42*(2), 142-154.	Readings 8-10 Reflection Discussion Post
5, Feb 9	Who are museum visitors?	Falk, J. H. (2006). An identity-centered approach to understanding museum learning. *Curator: The Museum Journal*, *49*(2), 151-166. Price, C. A., & Applebaum, L. (2022). Measuring a Sense of Belonging at Museums and Cultural Centers. *Curator: The Museum Journal*, 65(1), 135-160. Anderson, A., & Mileham, M. A.	Readings 11-13 Reflection Discussion Post

		(2020). Welcome to the museum: Reflecting on representation & inclusion in museum evaluation. *Curator: The Museum Journal*, 63(4), 597-603.	
6, Feb 16	Learning theories in museums	"Key Ideas from the Literature: How people learn" "Five foundational ideas on learning" Jeffery-Clay, K. R. (1998). Constructivism in museums: How museums create meaningful learning environments. *Journal of Museum Education*, 23(1), 3-7. Rennie, L. J., & Johnston, D. J. (2004). The nature of learning and its implications for research on learning from museums. *Science Education,* 88(S1), S4-S16. Optional: Falk, J., & Storksdieck, M. (2005). Using the contextual model of learning to understand visitor learning from a science center exhibition. *Science education*, *89*(5), 744-778.	Readings 14-17 Reflection Discussion Post
7, Feb 23	Skills of museum educators	Busch, K. C., Kudumu, M., & Park, S. (2022). Pedagogical Content Knowledge for Informal Science Educators: Development of the ISE-PCK Framework. *Research in Science Education*, 1-22. Bonanno, A., Ennes, M., Hoey, J. A., Moberg, E., Nelson, S. M., Pletcher, N., & Tanner, R. L. (2021). Empowering hope-based	Readings 18-20 Reflection Discussion Post

		climate change communication techniques for the Gulf of Maine. *Elementa, 9*(1), 00051. Ash, D., & Lombana, J. (2013). Reculturing museums: Working toward diversity in informal settings. *Journal of Museum Education*, *38*(1), 69-80.	
8, Mar 2	Skills of museum educators part 2	Yosso, T. J. (2016). Whose culture has capital?: A critical race theory discussion of community cultural wealth. In *Critical race theory in education* (pp. 113-136). Routledge. Habig, B., Gupta, P., & Adams, J. D. (2021). Disrupting deficit narratives in informal science education: applying community cultural wealth theory to youth learning and engagement. *Cultural Studies of Science Education*, *16*(2), 509-548. Will, M. & Najarro, I. (2022, April 18). What is culturally responsive Teaching? EducationWeek. Optional: Lee, N. (2012). Culturally responsive teaching for 21st-century art education: Examining race in a studio art experience. *Art Education*, *65*(5), 48-53. Optional: Morales, S. E. (2018). *Strengthening the Roots: Culturally Responsive Museum Education* (Doctoral dissertation).	Readings 21-23 Reflection Discussion Post
9, Mar 9	Programs and evaluation	Rice, D., & Yenawine, P. (2002). A conversation on object-	Readings 24-28

		centered learning in art museums. *Curator: The Museum Journal*, 45(4), 289-301 Piscitelli, B., & Penfold, L. (2015). Child-centered practice in museums: experiential learning through creative play at the Ipswich Art Gallery. *Curator: The Museum Journal*, *58*(3), 263-280. Deringer, S. A. (2017). Mindful place-based education: Mapping the literature. *Journal of Experiential Education*, *40*(4), 333-348. Ennes, M., Wagner-Pelkey, A., & McVey, M. (2021). Museum-Based Online Learning One Year After Covid-19 Museum Closures. *Journal of Museum Education*, *46*(4), 467-480. Diamond, J., Horn, M., & Uttal, D. H. (2016). Thinking through an evaluation study. In *Practical evaluation guide: Tools for museums and other informal educational settings*. Rowman & Littlefield. Optional: Heimlich, J. E. (2015). The ethics of evaluation in museums. *Journal of Museum Education*, *40*(1), 20-26. Optional: MacPherson, A., Hammerness, K., & Gupta, P. (2019). Developing a set of guidelines for rigorous evaluations at a natural history museum. *Journal of Museum Education*, *44*(3), 277-285.	Reflection Discussion Post

10, Mar 16	Spring Break, no class		
11, Mar 23	School engagement	Garcia, B. (2012). What we do best: Making the case for the museum learning in its own right. *Professionalizing Practice: A critical look at recent practice in museum education* (pp. 47-54). Routledge. Hooper-Greenhill, E. (2007). The pattern of school use of museums. In *Museums and education: Purpose, pedagogy, performance*. Routledge.	Readings 29-30 Reflection Discussion Post
12, Mar 30	Community engagement	Santos, S., & Scipio, D. (2022). Beginning with the end in mind: Meaningful and intentional endings to equitable partnerships in science education. *Science Education*, 106(5), 1214-1231. Filipovic, Y. (2013). Necessarily cumbersome, messy, and slow: Community collaborative work within art institutions. *Journal of Museum Education*, *38*(2), 129-140. Long, S. (2013). Practicing civic engagement: Making your museum into a community living room. *Journal of Museum Education*, *38*(2), 141-153.	Readings 31-33 Reflection Discussion Post
13, Apr 6	Careers as a museum educator	Tran, L. U., Halversen, C., Werner-Avidon, M., & Trahan, L. N. (2019). Reflecting on Practice: Moving from Professional Development to a Field-Wide Community of Practice. In *The Reflective Museum Practitioner* (pp. 95-106). Routledge.	Readings 34-36 Reflection Discussion Post

		Bevan, B., & Xanthoudaki, M. (2008). Professional development for museum educators: Unpinning the underpinnings. *Journal of Museum Education*, *33*(2), 107-119. Rende, K., Fromson, K., Jones, M. G., & Ennes, M. (2021). The Privilege of Low Pay: Informal Educators' Perspectives on Workforce Equity and Diversity. *Journal of Museum Education*, *46*(4), 430-440.	
14, Apr 13	Q&A with museum educators	Bailey, E. B. (2006). Researching museum educators' perceptions of their roles, identity, and practice. *Journal of Museum Education*, *31*(3), 175-197. Tran, L. U., & Gupta, P. (2021). Rebuilding Our Teams to Be Critically Conscious in Our Educational Work. *Journal of Science and Environmental Learning*, 1(1.6), 41-62.	Readings 37-38 Reflection Discussion Post Interview with Educator due April 13 midnight est
15, Apr 20	No class- make up from visiting museums		Museum evaluation due April 20 midnight est Remembrance Project due April 20 midnight est
16 Apr 27	Reading Day, No Class		
May 4	Final reflection		Final reflection on Museum Education due May 4 **7:30 pm 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

Class Demeanor

Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in discussions. Please review the discussion etiquette document on Canvas prior to engaging in the discussion forum. Additionally, **emails sent to the instructor must follow professional etiquette** (e.g. https://www.indeed.com/career-advice/career-development/how-to-write-a-professional-email).

Class Recording

Please refer to the publication portion of the University's recording policy below:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads, The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act. If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

Diversity Statement

The Museum Studies Program at UF is committed to an engaged, responsive practice. We embrace intellectual rigor and center principles of Equity, Inclusion, Access, and (Social) Justice in our curricula and learning. As such, our ongoing approach to curricula prioritizes expansive intersectionality, exemplifying the diversity of identities present in the world. In addition, we embrace diverse ideologies of thought and ask that our students respect the fluidity of ideas and exchange that occurs in and outside of the classroom. We hold deep regard and respect for the positionality and lived experiences of others. As agents of change, we practice and encourage on-going personal assessment of bias and create compassionate learning and space-making for educational and intellectual growth.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

UF Honesty Code

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. I will use TurnItIn to check all materials for plagiarism.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

All students must conform to UF's Honesty Code regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Plagiarism includes but is not limited to:
1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their

Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Technical Help

Coursework will require ongoing use of a computer and a broadband connection to the Internet. Please see the university's student computing requirements here: https://it.ufl.edu/policies/student-computing-requirements/

For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | http://elearning.ufl.edu
- Library Help Desk support http://cms.uflib.ufl.edu/ask

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

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.

Student Complaint Process

If you have an urgent concern, your first point of contact should be the Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course.

You may also submit a complaint directly to UF administration:

- Students in online courses: http://www.distance.ufl.edu/student-complaint-process
- Students in face-to-face courses: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/