

ARTD 7184G Museum Education I**45 hours, 3 credits****Website:** <https://bcmuseumed.commons.gc.cuny.edu>**Dr. Maria Ann Conelli****Dr. Christopher Richards****Email:** mconelli@brooklyn.cuny.eduC.Richards66@brooklyn.cuny.edu**Office Hours: By Appointment****Prerequisite:** matriculation for MA in art history or MFA

Course Description: This course explores a variety of methodological approaches to object-based learning in a museum setting. Topics include art education, visual thinking strategies, contextual models of learning and other teaching/learning processes. Through class discussions and site visits with presentations by museum educators, students will expand their knowledge of how museums address education for diverse communities through public programs, technology, conferences and outreach. Students will have the additional opportunity of observing onsite teaching and learning how programs are developed.

Objectives of Course:

1. To gain a better understanding of the diversity of museum institutions in New York City and how these institutions educate the city's diverse communities.
2. To critically evaluate the various methods used in the teaching/learning processes and to understand how to appropriately employ these methods for particular groups/communities.
3. To practice utilizing a specific museum educational approach by creating a program/activity centered on a single art object.

Outcomes for Course:

At the conclusion of this course, students should be able to:

1. Develop a written critique of a museum education method that will assess the student's ability to describe and summarize the educational program, address its organizational clarity, evaluate the learning outcomes and justify its application.
2. Prepare and present an educational program/activity that will assess the student's ability to conceptualize a project, determine why a particular method of teaching was selected, and effectively communicate this idea through a written proposal and oral presentation.

3. Be able to engage with discussions on contemporary issues facing museums, specifically in relation to education and community engagement.

Methods of assessment:

1. A final project will be used to assess students' knowledge of museum education methods and critical thinking skills.
2. Oral presentations will assess students' research skills and allow them to develop their oral and rhetorical skills.
3. Class discussions, journals and short response papers will be used to evaluate students' writing skills, knowledge of historiography and critical thinking.
4. Visits to museums will be required to engage with museum professionals to assess the different methods of museum educators.

Attendance:

Students are required to attend all classes and museum visits. Students who miss two classes will have the final grade lowered by a full letter grade (i.e. A to B, or B to C). Students who miss three classes will automatically fail the class, regardless of project grades.

Academic Integrity:

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at www.brooklyn.cuny.edu/bc/policies. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

Center for Student Disability Services:

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at (718) 951-5538. If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

Course Requirements:

- Public Program Review: Students are required to attend an education program at a NYC museum and prepare a 3-4 page review of the program. Prepare a short summary of the event and answer the following questions: how did the program fit the mission of the museum (mission statements are available on the museum's website)? Did the program enhance the visitor's museum experience? What was the general audience member's response? What was your response? **(Due October 21st)**

- Museum Education Journal: Students will visit six museums (Prospect Park Zoo, New Museum, International Center of Photography - ICP, el Museo del Barrio, the Studio Museum in Harlem, the Tenement Museum) and write journal entries that describe their thoughts of the entire experience. Focus particularly on how the institution facilitates learning and if you find their approach effective. Additionally, copy one label from each museum and rewrite that label from an educator's perspective. You will be responsible for paying the entry fee for these institutions (although pay the student fee whenever possible) **(Due: first three museums [PPZ, NM, ICP] on October 7th; second three museums [MB, SM and TM] on November 18th)** .
- Blog post: Students will be assigned a specific museum from one of our weekly meetings and will be required to write a blog post reflecting on their experiences and what they learned from the museum educator. These posts will be uploaded onto our Museum Education website, so the post should be generally positive and emphasize the interesting educational strategies employed by their specific institution. Students should also include at least one photograph to accompany the post **(Due: the week following your assigned museum)**.
- Instagram: If students do not already have an Instagram account, they will need to establish one for this course (if you do not have a smartphone, please speak to Professor Richards). You will be required to post five photographs that relates to museum educational techniques, which range from methods of display to object labels. You can post your images at any time and they can be taken at any museum in NYC. You will need to hashtag *bcmuseumed* on all of your posts so that instructors may review your images. Additionally, you are required to comment on five posts made by the *bcmuseumed* account, responding to specific prompts. **(Due December 16th, the final day of class)**
- Final Project: Visit the Brooklyn Museum's Visual Storage Study Center and select one object that you find particularly interesting. Develop an educational activity or program based on your chosen object, illustrating how it can be used to explicate one or more narratives. You will be required to present your final project in class. A sample presentation will be given by Profs. Conelli and Richards. **(Due December 9th/16th)**
- Students must attend all lectures, site visits and actively participate in class.

Method of Evaluation:

Students will be assessed by written assignments and formal presentations: 20% for Public Program Review, 15% Journal and Blog post, 15% Instagram, 40% Presentation, 10% Class Discussion and Participation.

Course Outline:**Week 1****August 26**

Introduction to the Course: “What is Museum Education?”

5313 Boylan

Week 2**September 2**

Teaching within the Art Museum: Metropolitan Museum of Art

Maria Conelli: Installation as Education

Fifth Avenue at 82nd Street - Meet at Central Information Desk at 2pm

Week 3**September 9**

Teaching within the Area Specific Art Museum: The Rubin Museum

17th Street off 7th Avenue - Meet in entrance hall at 2pm

Week 4**September 16**

Teaching within the Area Specific Art Museum: American Folk Art Museum

- meet inside by gift shop 2pm

Week 5**September 23**

Teaching within the Area Specific Art Museum: the Museum at FIT

West 27th Street and 7th Ave - Meet in foyer at 2pm

Week 6**September 30**

Assessing Museums and Educational Success – Jackie Armstrong, MOMA

Meet at the education entrance: 4 West 54th Street

Week 7**October 7**

Teaching within the Area Specific Art Museum and Museum Assessment: Reflections and Discussion

on campus, 5313 Boylan

Journals Part 1 Due**October 14**

No Class - Conversion Day (Tuesday schedule)

Week 8

October 21

Education at a “Non-traditional” Museum: Brooklyn Botanic Garden
Eastern Parkway Entrance - meet outside at 2pm

Public Program Review Due

Week 9

October 28

Education at a “Non-traditional” Museum: Brooklyn Historical Society
Clinton and Pierrepont St, near Court Street metro stop - meet in foyer at 2:00pm

Week 10

November 4

Education at a “Non-traditional” Museum: Central Park Zoo
Central Park, 5th Ave and East 64th Street - meet outside at 2pm

Week 11

November 11

Education at a “Non-traditional” Museum: Reflections and Discussions

Week 12

November 18

Museums and Community Engagement: Museum of Art and Design Artists in Residency
Program
Columbus Circle, West 58th Street and 8th Ave, meet in foyer at 2pm

Journals Part 2 Due

November 24-25 - THANKGIVING

Week 13

December 2

The Frick
5th Ave and East 70th Street, meet inside at 2pm

Week 14

December 9

Final Presentations Part 1

Week 15

December 16

Final Presentations Part 2 and Closing Remarks

Selected Bibliography:

Villeneuve, Pat, ed. *From Periphery to Center: Art Museum Education in the 21st Century*. Reston, VA: National Art Education Association, 2007.

Further Reading

Csikszentmihalyi, M., & Hermanson, K. "What makes visitors want to learn? Intrinsic motivation in museums." *Museum News* 74, no. 3 (1995):34-37, 59-61.

Excellence and equity. Washington, DC: American Association of Museums, 1992.

Falk, J. H., & Dierking, L.D. *Learning from museums: Visitor experiences and the making of meaning*. Lanham, MD: Rowman and Littlefield, 2000.

Kotler, N., and Kotler, P. "Can museums be all things to all people? Missions, Goals, and Marketing's Role." In *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*, ed. G. Anderson, 167-186. Lanham, MD: Altamira Press, 2004.

Moffat, Hazel, and Vicky Woollard. *Museum & Gallery Education – A Manual of Good Practice*. AltaMira Press, 1999.

Websites:

www.nycmer.org

NYC Museum Educators Roundtable

www.aam-us.org

American Alliance of Museum

www.aamd.org

Association of Art Museum Directors

www.metmuseum.org

Metropolitan Museum of Art

www.cooperhewitt.org

Cooper-Hewitt National Design Museum

www.brooklynmuseum.org

Brooklyn Museum

www.rubinmuseum.org

Rubin Museum of Art

www.mcny.org

Museum of the City of New York

www.frick.org

The Frick Collection

www.fitnyc.edu/museum

The Museum at FIT