Goal of Course
The goal of this course is to engage museum studies students with issues and content related to education in museum settings, resulting in awareness, fluency and the ability to attain professional competence in a chosen topic of concentration.

Course Objectives
By successfully completing this class the student will develop a working knowledge of:
1. the evolving role of museums in the community
2. various educational philosophies and how they relate to learning in a museum setting
3. the stages of learning in human development and appropriate educational strategies for each stage
4. techniques of interpretation for a variety of audiences
5. strategies for audience development
6. program design from concept to evaluation
7. components of quality educational resources
8. essential aspects of grant writing and fund raising
9. professional development resources and opportunities

No Required Text.
Readings will come from various resources, distributed in class or available on-line, UF ARES, AAL or Harn Museum’s Bishop Study Center library.

Attendance Requirements, Expectations and Grading
All students are required to attend every class session and complete all in- and out-of-class assignments for full course credit. Three absences will lower your grade one letter. Always contact the instructor as soon as possible in the event you anticipate an absence or if an emergency occurs in order to arrange for make-up of missed work. It is expected that all students will contribute to a portion of the topics for content within the course, and in doing so, define and develop their individual independent project.

10% Class participation with interaction/contributions
10% Typed, on-time, one page responses to all 10 assigned readings, blogs or videos
10% Partner research and presentation on a selected topic
20% Mid-Term Exam
50% Independent Project Presentation and Written Report

A=100%-93%; A-=92-90%; B+=89%-87%; B=86%-84%; B-=83%-80%; C+=79%-77%; C=76%-74%; C-=73%-70%; D+=69%-67%; D=66%-64%; D-=63%-0%; <60=F.

Please note: a grade of C- or below will not count toward major requirements.

Methods of Evaluation
- informal instructor observation of student participation in class discussions/guest presentations
- typewritten responses to assigned readings which show in-depth understanding of concepts; effective use of concrete examples and illustrations to support your points or arguments; organization and clarity of information, proof-reading and required length
- written mid-term exam will cover all content covered in the first half of the class
- well-planned, clear and concise presentations including appropriate support materials
- independent project evaluation will be defined and reviewed in class
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<thead>
<tr>
<th>Session/Date</th>
<th>Detail, Topics, Readings</th>
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| 1/ January 9 | **Introduction and Overview of Course Topics and Assignments**  
**Topic:** Excellence and Equity: Education and the Public Dimension of Museums (AAM)  
**Reading for Session 2:** Watch video from AAM / Center for the Future of Museums  
“Museums are the Future of Education” (30 min) Published on Apr 11, 2013. Keynote by Elizabeth Merritt, Founding Director of the American Alliance of Museum's Center for the Future of Museums, at Museums Advocacy Day 2013. |
| 2/ January 16 | **Due:** Typewritten Response (#1) to Jan. 9 Video Assignment  
**Topic:** The Evolving Role of Museums  
| 3/ January 23 | **Due:** Typewritten Response (#2) to January 16th Reading Assignment  
**Topic:** Educational Philosophies / Learning Theories  
| 4/ January 30 | **Due:** Typewritten Response (#3) to January 23th Reading Assignment  
**Topic:** Techniques and Strategies of Interpretation  
| 5/ February 6 | **Due:** Typewritten Response (#4) to January 30 Reading Assignment.  
**Topic:** Program Evaluation  
| 6/ February 13 | **Topic:** Program Development, Design, Evaluation  
**Due:** Typewritten Response (#5) to Feb. 6th Reading Assignment  
February 20
Due: Typewritten Response (#6) to Feb.13th Reading Assignment
Topic: Educational Resources; Mid-Term Review; ID Partner Assignment-presentations occur 3/20
Assignment: Prepare for Mid Term

February 27
Topic: Mid Term Exam

Spring Break – no class March 6

March 13 Note: Meet at FLMNH, side entrance
Topic: Supported Interpretation, A Model for Visitor-Centered Exhibitions
Guest Speaker: Dr. Betty A. Dunckel, Program Director, Center for Science Learning, Florida Museum of Natural History
Assignment: Prepare Partner Presentations

March 20
Due: Typewritten Response (#7) to March 13 Reading Assignment
Topic: Partner Assignment Presentations

March 27
Due: Typewritten Response (#8) to March 20 Reading Assignment
Topic: Inclusionary Strategies

April 3 Note: Meet at Matheson Museum
Due: Typewritten Response (#9) to March 27th Reading Assignment
Topic: Fundraising, Development and Keeping your Museum Relevant
Guest Speaker: Alicia A. Antone, Executive Director, Matheson Museum
13/ April 10  Note: Meet at Harn Museum
Due: Typewritten Response (#10) to April 3rd Reading Assignment
Topic: Career Discussion/ Professional Development /Collegiality
Guest speaker: Dr. Rebecca Nagy, Director Harn Museum of Art

14/ April 17
Topic: Independent Project presentations.

April 24 - Last day to turn in Final Written Independent Projects

Suggested Inspiration for Partner Assignments; Presentations due March 20
   “TrendsWatch 2013: Back to the Future” Published by the Center for the Future of Museums of AAM
   http://futureofmuseums.blogspot.com/2013/03/cfm-returns-to-future-with-trendswatch.html
   http://futureofmuseums.blogspot.com/2013/10/reflections-on-mooc-one-museum.html


   AAM Center for the Future of Museums by Dr. Jane McGonigal. 4 things identified in “science of happiness” research. Should museums be in the business of making people ‘happy’?


UF Attendance Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences

Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Honesty Policy: The University’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:
Academic Honesty: http://www.registrar.ufl.edu/catalog/policies/students.html#honesty ; Honor Code:
http://www.dso.ufl.edu/scr/honorcodes/honorcode.php ; Student Conduct:
http://www.dso.ufl.edu/scr/honorcodes/conductcode.php

Counseling Services: Please contact: University Counseling & Wellness Center; 3190 Radio Road; P.O. Box 112662, University of Florid; Gainesville, FL 32611-4100; Phone: 352-392-1575 http://www.counseling.ufl.edu/cwc/

Class Demeanor Policy: Students are expected to arrive on time and depart when the class session formally concludes. In order to assure that all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction, unless otherwise approved by the instructor. They should assist in maintaining a classroom environment that is conducive to learning by not using electronic devices unless engaged in activities related to the class topic/activity. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Because the class meets at the Harn Museum, all museum rules apply.