

Spring 2018

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**EDCS 627: Teaching and Learning with Art Objects, Museums, Collections
and Site Visitations (3)**

Day of the Week and Time
Building and Room Number
Lecture and Laboratory Class

I. Catalog Course Description:

Students will examine the role of objects in teaching and learning incorporating people, places and things with museums and collections. Participants will explore how the use of physical things engages learners through interdisciplinary inquiry.

II. Course Information:

A) Professional Dispositions Framework

Knowledge and Understanding

1. Demonstrate comprehensive knowledge in one or more general subject areas related to, but not confined to, a specific area of interest.
2. Demonstrate understanding of research methodology and techniques specific to one's field of study.

Intellectual and Applied Skills

3. Apply research methodology and/or scholarly inquiry techniques specific to one's field of study.
4. Critically analyze, synthesize, and utilize information and data related to one's field of study.

Communication Skills

5. Proficiently communicate and disseminate information in a manner relevant to the field and intended audience.

Professional Responsibility

6. Conduct research or projects as a responsible and ethical professional, including consideration of and respect for other cultural perspectives.
7. Interact professionally with others.

B) Attendance and Participation

Attendance is mandatory and will be taken at the beginning of each class period. Unexcused absences, tardies or leaving class early will lower a final grade by one whole letter grade. It is the student's responsibility to find out about missed assignments. After an absence please contact (a minimum of) two other students before returning to class. If a class is missed, the student must call and email the instructor, documenting the situation ASAP. If you enter the classroom later than the start time, the agenda for that session will not be covered again by the instructor. Reading and writing assignments should be prepared in advance

of the session they are due and to be discussed. Please take extensive notes on all the readings and on your visits to museums. Demonstration of involvement in the weekly class agenda and completion of studio assignments is mandatory. Each student is expected to actively participate in discussions, group activities and all assigned projects. Make sure you listen in class and read the board for announcements, reading assignments and notification of upcoming events on a regular basis. The instructor is available for help during office hours and by appointment. Please discuss any problems you may have in doing assignments as soon as they become apparent. Make sure you keep up with current projects and turn work in on time.

C) Use Of Computers and Cell Phones During Class

Laptop computers brought to class may only be used for taking notes, researching the web related to issues directly connected with class topics and for power point type presentations with the consent of the instructor. No personal e-mail, watching movies, doing other school work, playing computer games, or other computer related distractions or privileges will be allowed in class. Please prevent cell phone disturbances during class time.

D) Statement on Disability:

KOKUA Program -- If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili'uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.

E) College of Education Conceptual Framework

COE Mission Statement: *A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society.* The College of Education envisions a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society. The College aims to enhance the well being of the Native Hawaiian people and others across the Pacific Basin through education.

F) Academic Integrity and Ethical Behavior

Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Failure to meet this expectation will result in failure of the course and possible dismissal from the program. Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Although I encourage collaboration with peers, all work that candidates ultimately submit in this course must be their own in their own words. If you are in doubt about whether your work is paraphrased or plagiarized, see the UH General and Graduate Information Catalog under "Student Regulations" and the UH Student

Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/) for specific guidelines related to ethical behavior.

G) Title IX:

Title IX will be distributed in class the first session.

H) Course Content and Learning Objectives:

Course Content: Museums, collections, objects and site visitation offer students unique opportunities to acquire new viewpoints and understanding about themselves and the world, while building a foundation for lifelong learning. The primary mission of museums and related sites that house collections, as defined by the American Association of Museums, is education followed by research and preservation. Education experiences are greatly enhanced when the community and its resources are tied to curricula and serve as places for site visitation. As educators, we are constantly asked to reconsider not only our content areas but also the methods of instruction and evaluation employed. The success of introducing new ideas to students ultimately depends on teacher participation, (both pre-service and in-service) a through the organization of collaborations, professional developing and networking. Teachers and all sorts of educators, including docents are crucial to the success of museum school partnerships because of their insights about the different learning styles, and special needs and concerns of their audiences on an individual and group basis.

Objects whether they be nature-based, made by someone, or machine made are intrinsically tied to people, places, times and ideas. This course will foster student involvement in the participation and observation of objects through teaching and learning in museums, with collections and visitation to related sites. Participants will explore how the study of people, places and things can serve as the impetus for professional development and engaging learners. This course includes site visitation both in and out of class, looking carefully at individual and groupings of objects, assigned readings, hands-on activities, written and oral assignments, lectures, discussions, and small and large group projects.

Questions to be asked are: What is involved with learning from objects? What methods and designs have been successfully and unsuccessfully employed in terms of teaching and learning about objects, collections, sites and museums? Students will participate in object-based activities in museums, sites, and in the classroom and in museums to gain a first-hand understanding of these forms of learning. The culminating assignment in the course requires participants to develop an inquiry paper about a topic of their choice and implement an object-based learning experience for an audience of their choice. This course is designed for students with an interest in critical and creative thinking about teaching and learning using objects in general as well as those interested in museum, collections and sites nature or culture based, or both.

Advanced Degree Institutional Learning Objectives:

Everyone associated with the University of Hawai'i at Mānoa should understand that it is a Hawaiian Place of Learning. Institutional learning objectives (ILOs) encompass the University of Hawaii at Mānoa graduate experience as a whole, academic and co-curricular. It is through the combined effort of faculty, staff, students, and administrators that students achieve the ILOs. ILOs are a way to envision what graduate programs want students to know, do, and value by the time they graduate. They provide a means to promote the education that underlies an advanced degree and our desire for student success in their graduate experience.

Knowledge and Understanding

1. Demonstrate comprehensive knowledge in one or more general subject areas related to, but not confined to, a specific area of interest.
2. Demonstrate understanding of research methodology and techniques specific to one's field of study.

Intellectual and Applied Skills

3. Apply research methodology and/or scholarly inquiry techniques specific to one's field of study.
4. Critically analyze, synthesize, and utilize information and data related to one's field of study.

Communication Skills

5. Proficiently communicate and disseminate information in a manner relevant to the field and intended audience.

Professional Responsibility

6. Conduct research or projects as a responsible and ethical professional, including consideration of and respect for other cultural perspectives.
7. Interact professionally with others.

Program Learning Objectives:

Curriculum Studies supports curricular leaders who are committed to collaborating with their communities, particularly in Hawai'i and the Pacific, to build a more socially just, sustainable, and equitable society. Remember the invitation, for it gives you the privilege of coming here. A person feels welcome when accepting an invitation and friendly promises. The Department's mission is to (1) foster and engage communities in respectful dialogue and critical examination of curriculum, with Hawai'i's multiple histories at its core and (2) develop and implement programs supporting the Pacific's diverse communities, with special emphasis placed on Hawaiian language, culture, and people.

Course Learning Objectives:

- 1) Connect with the American Association of Museums' (AAM) goals and objectives as outlined in *Excellence and Equity: Education and the Public Dimension of Museums* (1992) and *Mastering Civic Engagement: A Challenge to Museums* (2002).
- 2) Understand and create curriculum, instruction and evaluation tied to schools and museums for all grade levels and age learners.
- 3) Increase fluency in pedagogy, andragogy and the learning curve adapting educational experiences to individual age and stage of the learner/s.
- 4) Focus on the exchange between museums, collections, objects and educational settings.
- 5) Foster the development and fluency of utilizing collections for teachers, docents, librarians and archivists and their audience/s and promote life long learning.
- 6) Teach and learn how to be comfortable in museums and with collections and increase participation in these settings among audiences.
- 7) Include interdisciplinary connections in order to put concepts in context, which is fundamental to all learning.
- 8) Encourage people of any age, but particularly children, to the habit of going to museums, sites and places to enjoy, learn and observe.
- 9) Connect current learning to previous learning and scaffold experiences through collections and site visitation.
- 10) Incorporate hands-on learning and multisensory connections to objects and sites.
- 11) Demonstrate the connection/s between objects, people, places and things and encourage participants to contribute to this effort.
- 12) Observe the way in which museums and exhibitions are organized and arranged and the institutional message that sends regarding collections and objects.
- 13) Help to inspire careers relating to museums, sites and collections.
- 14) Engage in regular field trips to accessible museums, sites and places in and out of class time.

15) Become familiar with the extent literature on museum education related to the course foci.

I) Required Course Reader:

Please note that as newer publications become available, older titles may be deleted.

Chapters in Books:

Falk, J.H., Dierking, L. E., & Foutz, S. (2007). *In Principle, In Practice: Museums as Learning Institutions*. Lanham, MD: AltaMira Press.

Fortney, K. & Sheppard, B. (Eds). (2010). *An Alliance of Spirit: Museum and School Partnerships*. Washington, DC: American Association of Museums.

Hein, G. E. (1998). *Learning in the Museum*. London: Routledge.

Hooper-Greenhill, E. (2007). *Museums and Education: Purpose, Performance and Performance*. London: Routledge.

Melber, L.M. (Ed). (2014). *Teaching the Museum: Careers in Museum Education*. Washington, DC: American Association of Museums.

Paris, S. G. (2002). *Perspectives on Object Centered Learning in Museums*. Mahwah, NJ: Lawrence Erlbaum Associates.

Stone, D. (2001). *Using the Art Museum*. Worcester, MA: Davis Publications.

Villaneuve, P. (2007). *From Periphery to Center: Art Museum Education in the 21st Century*. Reston, VA: National Art Education Association.

Wilkening, S. & Chung, J. (2009). *Life Stages of the Museum Visitor: Building Engagement Over a Lifetime*. Washington, DC: American Association of Museums.

American Association of Museums Policy Mandates (Entire Contents)
Excellence and Equity: Education and the Public Dimensions of Museums. (1992). Washington, DC: American Association of Museums.

Mastering Civic Engagement: A Challenge to Museums. (2002). Washington, DC: American Association of Museums.

Chapters in Annual Reports published by American Alliance of Museums

Merritt, E. E. (2017). Trendswatch 2017. Washington, DC: American Alliance of Museums.¹

Merritt, E. E. (2016). Trendswatch 2016. Washington, DC: American Alliance of Museums.

Merritt, E. E. (2015). Trendswatch 2015. Washington, DC: American Alliance of Museums

Merritt, E. E. (2014). Trendswatch 2014. Washington, DC: American Alliance of Museums

J) Course Structure, Assignments, Assessment, Outcomes and Grading
Course Structure:

The class will include brief lectures, in-depth discussions of the reading assignments, field trips to museum sites, and guest lectures by museum professionals. Students are expected to attend all field trips. Primarily structured as a lecture and laboratory the course encourages a collaborative investigation of problems and issues relevant to the study of museum education, teaching and learning with objects, collections and site visitation. Prior to each session, students are expected to read through the assigned chapters or essays, complete designed papers, or visit relevant museums in preparation for active participation in the class discussions.

Assignments: Writing assignments are due at the beginning of each class. All work must be original and all sources, citations and references must be disclosed and identified. Written assignments are required to be computer-printed, approximately 250 words/page, 12 pt. type, 1" margins, double-spaced. Please carefully proofread your work for both form and content and spell check before submitting. Form and content will both be taken into consideration for grading. Students may be asked to attend special lectures, exhibitions, and field trips during the semester. Specific information will be provided in advance of the event.

DISCUSSION MODERATION: All students will be asked to lead the class discussion for one session. Students need to be prepared to sign up to moderate two class sessions by the first session. Please have alternative sessions in mind (second, third, and fourth choices). Discussion moderators will be expected to read the required materials thoroughly and facilitate an in-depth discussion of the ideas and issues, and assist the class to link their discussion to previous material covered in class. Discussion moderators will be expected to read the required materials thoroughly and prepare a one-page handout that highlights important

¹ When it becomes available.

vocabulary terms, concepts, and issues. You must include an outline of the reading with a set of guiding questions to accompany your discussion. Available sessions have an asterisk next to the date on the Calendar.

LOCAL MUSEUM REPORTS -- PERSONAL VISIT:

Students are asked to visit two museums on their own and submit a 3-page report (minimum) about their experiences as a visitor. Please focus your report on a particular subject (a specific exhibition or special program) and include reference to the material covered in class or in the readings. The first report is due by session #7 and the second report by session #12.

MUSEUM REPORT -- PUBLIC PROGRAM: Each student should research, describe, and analyze an educational or outreach program offered by a local museum (with specific guidelines offered by the instructor) in a 3-5 page report. The program in question should involve the public in some manner (e.g., docent tour, special educational program for children, public lecture, marketing campaign, etc.) Students should use the material from the class to assist their analysis especially on the relationship of the museum to its visitors and different local communities. Please note that this report cannot be used as part of the final research paper for the course. Due by session #10.

RESEARCH PAPER: Each student is required to research a specific topic/issue relevant to the ideas and material covered in the course. This topic should not be identical to the subjects covered in your other papers (especially the “museum report”) but may be related to or informed by it. The results of this research should be formally written in a 6-8 page paper with proper citations and a bibliography (page count does not include the latter). A brief description of your research project is due by session #6. Students will be asked to give an oral presentation of their research material at the end of the semester during the final session.

LESSON PLAN UNIT: In conjunction with the research paper, a 3 part lesson plan unit is required for a subject, audience, setting and (museum) visitation of your choice. The unit will consist of three sequential parts: a pre-visit, a visit and a post visit. Further details about this assignment and the format to be used will be discussed during class time during session 3.

CURRICULUM CALENDAR and POSTER SESSION: In conjunction with the poster session a simple matrix containing the topics of 6 lesson plans or instructional units based on museum, and object/site will be assigned. This is known as the curriculum calendar. Keep in mind that you are not actually writing any lesson plans for this particular assignment, but you are identifying the themes and subjects you might wish to develop at a later date on your own. In the poster session, students will share their resources based on actual museums

and collections, and or individual objects. Materials need to be 50% online and 50% physical.

SHOW AND TELL: What do you like to collect? This activity doesn't necessitate any written requirement, but it might be helpful to organize your thoughts about what you collect, why you collect, how you collect, what got you started as a collector, where your collection is going in the future, and what you know about what you collect. Only one item per person is required for show and tell.

ART CRITICISM PAPER: You will be given a format to use which contains prompts that lead you through an inquiry process about simple to complex questioning in response to an object from a museum. This paper (which is 5 pages minimum) must be conducted outside of class time at a local museum. It can not be done from a photograph, nor from internet viewing. It might be useful if the subject of this assignment is linked with your final research paper.

Assessments:

Advanced Degree Institutional Learning Objectives

Learning Outcome	Potential Indicator/Evidence
1. Comprehensive knowledge	<ul style="list-style-type: none"> • visitation to museums, exhibitions, collections and sites • oral presentations • written review of the literature
2. Understanding of research methodology	<ul style="list-style-type: none"> • art criticism method • (art) historical research • research proposal • written review of the literature • research paper • poster session
3. Research methodology and/scholarly inquiry techniques	<ul style="list-style-type: none"> • original research project • written and oral critiques of journal articles (e.g., journal clubs) • research and reaction
4. Critically analyze and synthesize information and data	<ul style="list-style-type: none"> • written review of the literature • written analysis and discussion of data • critical thinking, speaking and writing
5. Communicate appropriately	<ul style="list-style-type: none"> • written projects • oral presentations • related online resources • drawing as a visual language

6. Responsible, ethical, professional conduct of research	<ul style="list-style-type: none"> • observation of students' adherence to timelines, ability to set appropriate priorities, ability to follow through on commitments • written description of ethical considerations in students' research, approval of students' proposals to conduct research • critique of research designs' adherence to ethical principles • appropriate conclusions drawn from data; appropriate use of data and treatment of participants • written policy of and application of the ethical responsibilities of authors, including issues concerning ghost authorship, collaborative research, and conflicts of interest • observation of students' sensitivity to cultural values (such as <i>kuleana</i> and <i>aloha</i>).
7. Interact professionally	<ul style="list-style-type: none"> • observation of student performance and audience behavior during poster presentation Q&A • evaluation of professional performance • evaluation of students' cultural competence during professional interactions • observation of students' sensitivity to cultural values (such as <i>kuleana</i> and <i>aloha</i>).

Student Learning Outcomes: By the end of the semester, students will have gained: 1) Broad knowledge of the field of American museum education, site and object-based teaching and learning; 2) Recognize teaching and learning methods used in these types of settings as well as the classroom; 3) Comprehension of current and best practices of teaching and learning from people, places and things; 4) Similarities and differences in the ways museums and related institutions conduct educational experiences for audiences, 5) To foster critical and creative thinking about teaching and learning from objects and demonstrate a sense of fluency in written, oral, hands-on, group, and individual assignments and activities; 6) A sense of competency in structuring a research paper in conjunction with a lesson plan unit, including evaluation components.

Grading:

Final grading will be based on the following percentages:

- Preparation/Participation and Listening to Class Discussions.....10%
- Moderation of Class Discussion and Handout.....10% (2 x 5 points each)
- Local Museum Reports – Personal Visits.....10% (2 x 5 points each)
- Museum Report – Public Program.....5%
- Show and Tell – Short Paper and Oral Presentation.....10% (2 x 5 points each)
- Art Criticism Paper.....10%
- Curriculum Calendar.....10%

Poster Session: Showcasing and Sharing Museum Education and Learning From Objects Resources and Materials (50% digital 50% actual).....	10%
Presentation of Final Research Topic.....	5%
Final Research Paper.....	10%
Lesson Plan Unit Including Museum Component (pre-visit, visit and post visit).....	10%
	100 points total

LATE WORK: Any late work will result in the lowering of the final grade.

For all assignments grading will be based on the following: 50% Form and 50% Content based on the following criteria worth 10% each (10 X 5 X 2):

Form

- 1) Adhere to a college writing style and tell me which one you are using. In the COE we adhered to APA style.
- 2) Employ correct grammar and spelling – use words properly *ie*: complementary colors not complimentary colors. Also check noun/verb agreement, plural/singular agreement and tense agreement. Use proper punctuation.
- 3) Organize all writing assignments and oral presentations with an introduction, body and conclusion.
- 4) Include citations, references and sources. Writing and oral assignments must contain paragraph flow and transitions must be logical and easy-to-follow.
- 5) Written assignments are required to be computer-printed, approximately 250 words/page, 12 pt. type, 1” margins, double-spaced.

Content

- 1) Demonstrate original and critical thinking.
- 2) Use readings, discussions and points of view as support for arguments and opinions. Refer to previous readings and discussions when relevant.
- 3) Contribute original thought, analysis, logic and opinions.
- 4) Adhere to specified criteria for each assignment which will be augmented during the semester through handouts, examples and review of the syllabus.
- 5) Refrain from the use of tautologies such as maybe it will and maybe it won't in one sentence, position, or argument. Other examples of this are the use of everyone and no one, always and never.

L. Class Schedule – Weekly Sessions:

The class meets once a week for 2 ½ hours.

Please note that all reading assignments can be found in the Required Course Reader.

PLEASE NOTE: *Sessions 5, 6, 7 and 11 will be held in the specified museums listed below and not in our regular classroom.*

Session 1) Greeting, General Introduction and Course Overview.

Due: Students will sign up as a discussion leader for one of the sessions noted with an *, consisting of Sessions 2, 4 and 12.

Session 2) Examining the Central Mission of American Museums and American Education.*

Session 3) Introduction to Lesson Plan Unit Format Including a Museum Component (Pre-Visit, Visit and Post Visit).

Session 4) Ages and Stages. Types of Learners.*

Session 5) Connecting Contemporary Art with Interdisciplinary Curricula: Visit to Spaulding House. Meet the Curator of Education. Showcase of Best Practices and Activities.

**Session 6) Fur, Feathers, Scales, Shells, and Skin: Visit to the Honolulu Zoo. Drawing Animals in Motion Based on Observation.
Due: Research Proposal.**

**Session 7) Education and Research: Visit to the Honolulu Museum of Art. Educational Focus: Meet the Director of Education. Examine the Ambassador Program, Family Sundays and Teacher In-Service Programs. Meet a Curator and Learn About Research that goes into Preparing an Exhibition. Meet a Conservator and See How Objects are Cared for.
Due: Local Museum Report: Personal Visit #1**

Session 8) Methodologies of (Art) Historical Research.

Session 9) Evaluation Methods Relevant to the Museum and Classroom Connection.

**Session 10) Art Criticism and Aesthetics for all Ages.
Due: Local Museum Report: Public Program.**

**Session 11) Connecting Pacific Culture and Nature: Visit to the Bishop Museum.
Due: Art Criticism Paper.**

Session 12) Show and Tell*

Due: Local Museum Report: Personal Visit #2.

Class 13) Curriculum Calendar and Poster Session: Share your Resources.

Class 14) Activities Connecting the Museum with the Classroom for all Ages and Subjects.

Class 15) Final (oral) presentations. All Research Papers and Lesson Plans must be handed in at this time.