

ARTS 299: Museums in Action: Engaging the Community
Fall 2008 Course Syllabus

Instructors

Elizabeth Delacruz
Associate Professor of Art Education
118 Art + Design
217-333-0855
edelacru@illinois.edu

Anne Sautman
Director of Education
Krannert Art Museum, 2nd floor
217-244-0619
asautman@illinois.edu

Also helping with the course

Andrea Ferber, Education Coordinator
Krannert Art Museum, 2nd floor
217-333-2778
ferber@illinois.edu

Course Meeting Time and Location

Tuesdays and Thursdays 9:00–10:20
Collections Research Laboratory (CRL), Krannert Art Museum
First drop off book bag and jacket/coat in the Giertz Education Center

Office Hours

By appointment

Course Objectives

The purpose of *Museums in Action* is to provide students with opportunities to engage in a scholarly examination of research and practices associated with museum interpretation to diverse audiences; and to lead in the development and implementation of Krannert Art Museum educational programs and outreach activities with selected local audiences.

Course Description

Museums in Action considers how museum audience development perspectives and research are translated into practices that meet the needs and interests of culturally diverse audiences. Course readings, writing assignments, research, inquiry activities, and presentations provide students with opportunities for examination of museum interpretive practices, programming decisions, and public engagement activities, as well as analysis of Krannert Art Museum's presence on the university campus, in the larger community, and on the World Wide Web. Students will develop innovative museum educational approaches that increase the accessibility of the artwork in Krannert Art Museum to culturally diverse audiences. Student research and development will involve study of the museum's multicultural permanent collection and temporary exhibitions; studies of local audiences; and studies of educational programming, and museum curricular materials. New practices developed by students will also explore how new media technologies can be incorporated into museum educational practices.

This course meets twice a week in Krannert Art Museum. Students will utilize the holdings of Krannert Art Museum collections and temporary exhibitions, the University libraries, the World Wide Web, and the Giertz Education Center in their curriculum research and development projects. Implementation activities will take place in the museum on specific dates, and students will be required to schedule times for participation in these activities, outside of our regularly scheduled class time.

University of Illinois attendance policies are in full effect for this course.

In accordance with the guidelines published in your UIUC student handbook, punctual attendance at all classes and required additional scheduled sessions associated with this course is mandatory. Tardiness or absenteeism is not acceptable in the professional world, and all institutions and organizations expect attendance, preparedness, participation, and punctuality. In particular regard to this course, your professionalism impacts the ability of your peers to fulfill their goals, and impacts the reputation of the museum in the eyes of its multiple audiences. In keeping with these expectations, any tardiness or unexcused absences will result in an automatic lower grade in this class. Continued unexcused absences or excessive tardiness will result in a recommendation that you be dropped from the class. Please also understand that attendance and punctuality will also impact the professional development portion of your grade. You must request IN WRITING to be excused from any class, ON OR BEFORE THE DAY that you are absent. If you have a personal emergency or family crisis and need to be excused from more than one class, we may also ask you to contact your academic advisor or the emergency dean of your college for assistance.

Elizabeth and Anne are here to assist you, and we will do everything possible to help you work through emergencies or special needs.

Grading (Assessment strategy)

Museums in Action provides a unique opportunity for students to put theory into practice in ways that serve and enrich local communities. This course presents opportunities for students to both build on their strengths and improve in targeted areas of their own aesthetic, creative, and professional growth. This includes the development of an *engaged* disposition toward one's own inquiry and learning, development of leadership skills and professionalism in working with peers, professionals, and diverse audiences, and meaningful public engagement with the larger community.

Grading in this course is based on the philosophy that students are rightly the best judge of the nature and quality of their work, and that the value and impact of their work reaches well beyond grades on a transcript. Therefore, tools for the assessment and evaluation of the quality of student work in this course will include objectives-based assessments that combine student self-reflection and evaluation of their own work, in combination with instructor assessments and feedback to students designed to assist students in meeting the goals of both this course and Krannert Art Museum.

- Separate handouts with specific guidelines will be provided for major assignments with requirements clearly specified, and work completed will be evaluated in terms of fulfillment of the objectives and criteria for evaluation stated on those handouts.
- Each requirement / assignment is to be thoughtfully completed and professionally presented for evaluation on the due dates as described in course materials and given on the course calendar.
- Participants are required to obtain pre-approval for museum curriculum research and development projects. Some original written work turned in will not be returned. Material produced may be retained by Krannert Art Museum for future use. Participants should keep a separate copy of their original work completed in this course.
- Full, on-time attendance, adequate and timely preparation for each class, and constructive participation in class inquiries is expected of all professionals associated with Krannert Art Museum.

Course Requirements and Grading

See *Assignment Guidelines* for instructions on the various assignments. **Please note that your grade will be lowered due to unexcused absences from class, continued tardiness, or handing in homework late.** To help you keep track of your progress, check off the assignments as you have completed them.

Events – 43%

Plan, implement, and staff 3 **public events**.

- **Kids@Krannert 1:** Sat. Oct. 4; 10am–12pm (8 pts) _____
- **ARTzilla:** Fri. Nov. 14; 7–11pm (8 pts) _____
- **Kids@Krannert 2:** Sat. Dec. 6; 10am–12pm (8 pts) _____

Complete an **Audience Study** for the following events. Audience Studies are due at the next class meeting after the event.

- **Kids@Krannert 1:** Sat. Oct. 4; 10am–12pm (4 pts) _____
- **ARTzilla:** Fri. Nov. 14; 7–11pm (4 pts) _____

Attend the following KAM events and complete an **Event Response** for each. Event Responses are due at the next class meeting after the event.

- Faculty exhibition opening: Thurs. Aug. 28; 5–7pm (2 pts) _____
- 1 open choice KAM event (see KAM calendar of events) (2 pts) _____

By searching the Web, find an exciting public program at another museum and write a **Website Review** (due Oct. 9) (3 pts) _____

Conduct **Student Audience Development** interviews with 5 college students about their perceptions and experience at KAM and summarize your findings (due Oct. 14) (4 pts) _____

School Tours and Resource Development – 35%

Write 1 **Art Exploration** (due Sept. 9) and present to the class using VTS (2 pts) _____

Research and write:

- **1 Object Guide** and **1 Annotated Question Plan** (due Sept. 23) (10 pts) _____
- **1 Tour Stop** (due Sept. 30) and present to the class (5 pts) _____

With a partner, lead 1 **School Tour** (5 pts) and conduct 1 **Art-to-Go** (5 pts) visit. In addition,

- Before each School Tour and ATG, turn in a **Tour Plan** and discuss it with the Education Coordinator. (due Tuesday before School Tour or ATG) Tour _____ ATG _____
- After each School Tour and ATG, complete a **Self-Evaluation** (due at the next class meeting) Tour _____ ATG _____

With a partner, write and record an **Audio Guide** for 1 artwork in the permanent collection.

- Written script (due Nov. 4) (8 pts) _____

Readings – 12%

Do the assigned readings and turn in 6 written **Reading Responses** (2 pts each). Due dates are:

- Sept. 2 _____
- Sept. 4 _____
- Oct. 21 _____
- Oct. 28 _____
- Nov. 11 _____
- Dec. 2 _____

Final Paper – 10%

Write a 10-page final paper... (due Dec. 9) (10 pts) _____

Readings

Readings are listed below in order of due dates. Readings are available on e-reserves.

September 2

Mühlberger, R. (1985). After art history, What? A personal view of the shaping of art museum education. *Journal of Aesthetic Education*, (19)2, 93-103.

Myers, S. (1988). In search of aesthetic experience: Are museums getting in the way? *Journal of Aesthetic Education*, (22)2, 102-108.

September 4

Chung, S. K. (2003). The challenge of presenting cultural artifacts in a museum setting. *Art Education*, (56)1. 13-18.

Kan, K. H., & Chung, S. K. (2003). Artifacts. Copyrights. Museums. Whose art? Whose facts? Whose copy? Whose rights? *Art Education*, (56)5, 5 and 24.

September 9

Beach Museum of Art. "Looking at Art."

Housen, A., & Yenawine, P. (2001). *Visual Thinking Strategies: Understanding the Basics*. Visual Understanding in Education, 2001. Downloaded from www.vue.org/download.html.

Inquiry with Art (n.d.). *Learning Through Art*, Guggenheim Museum. www.learningthroughart.org/inquiry_art.php (link to this site)

September 18 (included in Assignment Guidelines)

Krannert Art Museum. "School Tour Logistics."

Krannert Art Museum. "School Tour Format."

Krannert Art Museum. "School Tour Plan."

Krannert Art Museum. "Art-to-Go Logistics."

Krannert Art Museum. "Art-to-Go Format."

Krannert Art Museum. "Art-to-Go Plan."

Krannert Art Museum. "Touring Tips."

Krannert Art Museum. "Gallery Activity Ideas."

October 9

Australian Museum Audience Research Centre. *A Brief Introduction to Audience Research for Small Museums*. Downloaded from www.amonline.net.au/amarc/resources/info_sheets.htm.

October 21

Hein, George E. (1999). Ch. 6: The constructivist museum. In E. Hooper-Greenhill (Ed.) *The educational role of the museum, 2nd Edition* (pp. 73-79). London & NY: Routledge.

Falk, J. H., & Dierking, L. D. (2000). Ch. 8: The contextual model of learning. In J. H. Falk & L.D. Dierking (Eds.), *Learning from Museums: Visitor Experiences and the Making of Meaning* (pp. 177-204). Walnut Creek, CA: AltaMira Press.

October 28

Goldman, K. H. (2007). Cell phones and exhibitions 2.0: Moving beyond the pilot stage. In J. Trant & D. Berman (Eds.), *Museums and the Web 2007: Proceedings*. Toronto: Archives & Museum Informatics.

www.archimuse.com/mw2007/papers/haleyGoldman/haleyGoldman.html

Proctor, N. (2007). When in roam: Visitor response to phone tour pilots in the U.S. and Europe. In J. Trant & D. Berman (Eds.), *Museums and the Web 2007: Proceedings*. Toronto: Archives & Museum Informatics.

www.archimuse.com/mw2007/papers/proctor/proctor.html

www.moma.org/visit_moma/audio.html (link to this site)

mod.blogs.com/art_mobs/ (link to this site)

November 11

Lankford, E. Louis. "Aesthetic Experience in Constructivist Museums." *Journal of Aesthetic Education*, Vol. 36, No. 2. (Summer, 2002), pp. 140-153. (14)

December 2

Falk, J. H., & Dierking, L. D. (2000). Chapter 10: Making museums better learning experiences. In J. H. Falk & L.D. Dierking (Eds.), *Learning from Museums: Visitor Experiences and the Making of Meaning* (pp. 177-204). Walnut Creek, CA: AltaMira Press.

Course Calendar

Subject to modification

**Indicates required event outside of class time is noted in the assignment section.*

Date	In-class activities	Assignments due this day
Aug. 26	<p>Overview of course</p> <ul style="list-style-type: none"> • What is museum education? • Course format • Syllabus, requirements, readings • KAM events and resources (calendar, Educator) • Big questions • Introductions <p>Overview of KAM</p> <ul style="list-style-type: none"> • Quick tour of museum • Education Center • Behind the scenes • Museum rules 	
Aug. 28*	<p>Gallery Activity</p> <ul style="list-style-type: none"> • Discuss <i>Steen's Castle</i> <p>Discuss</p> <ul style="list-style-type: none"> • Ethnography of the University Initiative (EUI) • Institutional Review Board (IRB) • Moodle • Ethnographic methods <p>Next week's assignments</p> <ul style="list-style-type: none"> • Event Response • Readings 	Attend Exhibition Opening: Aug. 28, 5–7pm

<p>Sept. 2</p>	<p>Discuss</p> <ul style="list-style-type: none"> • Who are museums for? • What have been some personal positive / negative museum experiences? • Exhibition Opening • Readings <p>Tour of <i>World of Yugen, Modern Japanese Prints</i>, and Asian gallery</p>	<p>Event Response: Exhibition Opening (Moodle)</p> <p>Readings</p> <ul style="list-style-type: none"> • Mühlberger – After Art History (11) • Myers – Search of Aesth Exp (4) <p>Reading Response</p>
<p>Sept. 4</p>	<p>Discuss</p> <ul style="list-style-type: none"> • How do museums present art? • How do visitors perceive multicultural art? • Readings <p>Project 1: Kids@Krannert (K@K1)</p> <ul style="list-style-type: none"> • Description of event • Previous K@Ks <p>Next week's assignments</p> <ul style="list-style-type: none"> • Art Exploration • VTS Presentation • Readings 	<p>Readings</p> <ul style="list-style-type: none"> • Chung – Present Cult Obj (6) • Kan-Chung – Whose Art? (2) <p>Reading Response</p>
<p>Sept. 9</p>	<p>Discuss</p> <ul style="list-style-type: none"> • Art Exploration • Readings • VTS Model <p>Project 2: Object Research</p> <ul style="list-style-type: none"> • Object Guide • Annotated Question Plan <p>VTS student presentations using Art Explorations (split group in half)</p>	<p>Readings</p> <ul style="list-style-type: none"> • Beach – Looking at Art (8) • Housen – VTS Basics (8) • Sample object guides (handout) • Inquiry with Art (watch Inquiry in Action videos) <p>No reading response due</p> <p>Art Exploration (Moodle)</p>
<p>Sept. 11</p>	<p>VTS student presentations using Art Explorations (split group in half)</p> <p>Discuss</p> <ul style="list-style-type: none"> • Object selections and resources for Object Guides 	<p>Determine which objects you want to research for your Object Guide</p> <p>Identify and check-out resources in Education Center for Object Guide.</p>

Sept. 16	<p>Discuss</p> <ul style="list-style-type: none"> Resources for Object Guides <p>K@K1 brainstorming and planning</p> <ul style="list-style-type: none"> Brainstorm in small groups Reconvene to share ideas, determine activities, assign tasks Groups work more to further develop ideas 	<p>Identify, examine, and retrieve 2 additional usable art history texts for Object Guide research.</p> <p>Bring annotated bibliography in MLA format to class.</p> <p>Start thinking about K@K1 activity ideas</p>
Sept. 18	<p>K@K1 planning</p> <p>Project 3: School Tours and Art-to-Go (ATG)</p> <ul style="list-style-type: none"> Tours Stops Tour Plans Logistics ATG PowerPoint presentation 	<p>K@K1 activities</p> <ul style="list-style-type: none"> Activity description Title Supply list Studio sample <p>Readings (included in Assignment Guidelines)</p> <ul style="list-style-type: none"> KAM School Tour Logistics, Format, and Plan KAM ATG Logistics, Format, and Plan KAM Touring Tips KAM Gallery Activity Ideas <p>No reading response due</p>
Sept. 23	<p>K@K1 status report</p> <p>Develop Tour Stop ideas in small groups</p>	<p>Object Guide due (Moodle)</p> <p>Annotated Question Plan due (Moodle)</p>
Sept. 25	<p>Discuss</p> <ul style="list-style-type: none"> Interview and ethnographic observation methods IRB rules and consent forms Audience Study 	

Sept. 30	<p>K@K1 status report</p> <p>Tour Stop student presentations</p>	Tour Stop due (Moodle)
Oct. 2*	<p>K@K1 preparations</p> <ul style="list-style-type: none"> • Poster • Supplies • Copies • Samples <p>Next week's assignments</p> <ul style="list-style-type: none"> • Museum Website review • Readings • Audience Study 	Attend K@K1: Oct. 4, 10am-12pm
Oct. 7	<p>Discuss K@K1</p> <p>Tour Stop student presentations</p>	Audience Study: K@K1 (Moodle)
Oct. 9	<p>Tour Stop student presentations</p> <p>Discuss</p> <ul style="list-style-type: none"> • Museum Website review • Reading <p>Next week's assignment</p> <ul style="list-style-type: none"> • Student Audience Development 	<p>Reading</p> <ul style="list-style-type: none"> • Australian Mus – Brief Intro Audience Research (6) <p>No reading response due</p> <p>Museum Website review</p>

Oct. 14	<p>Update on School Tours and ATG</p> <p>Discuss</p> <ul style="list-style-type: none"> • Student Audience Development • What do young adults think of museums? • How can museums be relevant in the 21st century? <p>Project 4: ARTzilla</p> <ul style="list-style-type: none"> • Ideas from other museums • Activities from previous ARTzilla 	Student Audience Development (Moodle)
Oct. 16	<p>Intro to <i>Out of Sequence</i> exhibition</p> <p>Next week's assignment</p> <ul style="list-style-type: none"> • Readings 	Start thinking about ARTzilla activities
Oct. 21	<p>Update on School Tours and ATG</p> <p>ARTzilla brainstorming and planning</p>	<p>Readings</p> <ul style="list-style-type: none"> • Hein – Constructivist Mus (6) • Falk – Contextual Model (13) <p>Reading Response</p>
Oct. 23	<p>ARTzilla planning</p> <p>Discuss</p> <ul style="list-style-type: none"> • How do people learn in a museum? • How does the museum context influence the meanings of objects? • Readings <p>Next week's assignment</p> <ul style="list-style-type: none"> • Readings 	<p>ARTzilla activities</p> <ul style="list-style-type: none"> • Activity description • Title • Supply list • Studio sample

Oct. 28	<p>Update on School Tours and ATG</p> <p>Project 5: Audio Guides</p> <ul style="list-style-type: none"> • How can technology facilitate the museum experience? • Opinions of audio tours • Discuss readings • Reactions to various podcasts 	<p>Readings</p> <ul style="list-style-type: none"> • Goldman – Cell Phones (10) • Proctor – When in Roam (8) • MoMAudio website • Art Mobs website <p>Reading Response</p>
Oct. 30	<p>ARTzilla status report</p> <p>Audio Guide planning</p>	<p>Select partner and object for Audio Guide</p>
Nov. 4	<p>Update on School Tours and ATG</p> <p>Project 6: K@K2</p> <ul style="list-style-type: none"> • Brainstorming and planning 	<p>Audio Guide script (Moodle)</p> <p>Start thinking about K@K2 activity ideas</p>
Nov. 6	<p>K@K2 planning</p> <p>ARTzilla status report</p> <p>Discuss Final Paper requirements</p> <p>Present Audio Guide scripts</p> <p>Next week's assignment</p> <ul style="list-style-type: none"> • Reading 	<p>Further develop K@K2 activities</p> <ul style="list-style-type: none"> • Activity description • Title • Supply list • Studio sample
Nov. 11	<p>Update on School Tours and ATG</p> <p>Discuss</p> <ul style="list-style-type: none"> • What is the nature of the aesthetic experience in a museum? • Reading <p>ARTzilla status report</p> <p>K@K2 status report</p>	<p>Reading</p> <ul style="list-style-type: none"> • Lankford – Aesth Exp (14) <p>Reading Response</p> <p>Proposal for Final Paper</p>
Nov. 13*	<p>ARTzilla preparations</p>	<p>Attend ARTzilla: Nov. 14, 7-11pm</p>

Nov. 18	<p>Update on School Tours and ATG</p> <p>Discuss ARTzilla</p> <p>K@K2 status report</p> <p>Discuss Final Paper</p>	Audience Study: ARTzilla (Moodle)
Nov. 20	<p>Recording of Audio Guides at WILL</p> <p>Next week's assignment</p> <ul style="list-style-type: none"> • Reading 	
Nov. 25	Fall break	
Nov. 27	Fall break	
Dec. 2	<p>Update on School Tours and ATG</p> <p>Discuss</p> <ul style="list-style-type: none"> • In what ways does KAM following the Contextual Model of learning? • How can museums be better? • Reading <p>K@K2 status report</p>	<p>Readings</p> <ul style="list-style-type: none"> • Falk – Museums Better (27) <p>Reading Response</p>
Dec. 4*	<p>K@K2 preparations</p> <ul style="list-style-type: none"> • Poster • Supplies • Copies • Samples 	Attend K@K2: Dec. 6, 10am-12pm

Dec. 9	Update on School Tours and ATG Share Audio Guide Discuss <ul style="list-style-type: none">• K@K2• Big questions• Course summary	Event Response: K@K2 (Moodle) Final Paper (Moodle)
--------	--	---