



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

1AE12U Kurs 2: Museipedagogisk kommunikation, 7,5
högskolepoäng

Course 2. Museum learning and communication, 7.5 credits

Main field of study

Archaeology

Subject Group

Archaeology

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by Faculty of Arts and Humanities 2014-05-05

The course syllabus is valid from autumn semester 2014

Prerequisites

General entry requirements or equivalent prior knowledge.

Objectives

After completing the course, the student should be able to:

- identify, discuss and analyse forms of communication within museum education,
- exemplify and discuss educational theories and concepts,
- assess possibilities and limitations of different educational perspectives in relation to daily work within museum education.

Content

The course focuses on the meeting between the visitor and the museum. The course discusses actual and possible outcomes of such meetings, with regard to interaction, narration, education, exhibition and learning. Educational theories, perspectives and concepts are used to deepen and develop communication in and about these meetings. Six communicative course steps are discussed and communicated at the university's online learning environment. The course steps are: Identify, Respond, Plan, Implement, Reflect and Evaluate. Steps 4–6 are based on a minor study conducted by the student, in which observations and interviews are used in another course participant's work in museum education.

Type of Instruction

Teaching is in the form of lectures, seminars and individual supervision. All teaching is web-based.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

The course is examined through documentation and discussion of the six communicative course steps in the online study environment, and through submission of a critical analysis with a clear connection to the course literature. In order to receive the grade of Pass, the intended learning outcomes must be achieved.

Course Evaluation

At the end of the course, a written course evaluation is conducted and compiled into a report, which is filed at the department. Results and possible measures made are communicated to the person responsible for the course and made available to the students.

Required Reading and Additional Study Material

Required Reading

Black, Graham (2012). *Transforming Museums in the Twenty-First Century*. London: Routledge. ISBN 0415615720 (247 p.)

Forsell, Anna (ed.) (2011). *Boken om pedagogerna*. Stockholm: Liber. [6th revised edition] ISBN 978-91-47-10000-2 (200 p.)

Ljung, Berit (2009) *Museipedagogik och erfارande*. Avhandling i pedagogik. Pedagogiska institutionen: Stockholms universitet. Chapters. 1-3, 5 and 7. ISBN 9789171559111 (ca 100 p.) (Available as an electronic resource at libris.kb.se)

Museipedagogiskt kompendium 2014 with articles (100 p.) (Electronic resource in the online study environment)

Additional literature, 350 pages chosen from the following:

Anderson, Gail. (ed.) (2012) *Reinventing the museum : the evolving conversation on the paradigm shift*. Lanham, Md.: AltaMira Press. (432 p.)

Aure, Venke, Illeris, Helene & Örtengren, Hans (2009) *Konsten som läranderesurs: syn på lärande, pedagogiska strategier och social inklusion på nordiska konstmuseer*. Skärhamn: Nordiska akvarellmuseet (280 p.)

Borgström, Britt-Marie (2003) *Tidsresan. Lek och fantasi som pedagogisk metod*. Jamtli/Nordiska museet. Stockholm. (144 p.)

Carlgren, Ingrid (2012) "Kunskap för bildning?" in Englund, Tomas et al. (2012) *Vad räknas som kunskap? Läroplansteoretiska utsikter och inblickar i lärarutbildning och skola*. Liber (12 p.)

Falk, John H, Dierking, Lynn D. & Foutz, Susan (eds.) (2007) *In principle, In Practice: Museums as Learning Institutions*. Lanham: AltaMira Press. (315 p.)

Pumpian, Ian, Fischer, Douglas & Wachowiak, Susan (eds.) (2005). *Challenging the Classroom Standard Through Museum-based Education: School in the Park*. Lawrence Erlbaum Associates. (160 p.)

Frøyland, Merethe & Håberg, Kirsten Røvig (2007). *Barn og unges meninger om museer*. Oslo: ABM-utvikling. (Available as electronic resource. (111 p.)

Hein, George E. (2012) *Progressive Museum Practice: John Dewey and Democracy*. Walnut Creek, Left Coast (252 p.)

- Hooper-Greenhill, Eilean (2007). *Museums and Education. Purpose, Pedagogy, Performance*. London. Routledge. (selected pages, ca 100 p.)
- Illeris, Knud (2007). *Lärande*. Lund: Studentlitteratur. Chapters. 1–2 and 8. (selected pages, ca 60 p.)
- Leinhardt, Gaea & Knutson, Karen (2004): *Listening in on Museum Conversations*. Walnut Creek, Calif, Altamira Press. (199 p.) (selected pages, ca 150 p.)
- Långström, Sture & Viklund, Ulf (2010) *Metoder: undervisning och framträdande*. Lund: Studentlitteratur (194 p.)
- Curricula for the Swedish school: www.skolverket.se/laroplaner-amnen-och-kurser
- Karp, Ivan, Kratz, Corinne A, Szwaja, Lynn & Ybarra-Frausto, Tomás (eds.) (2006). *Museum Frictions: Public Cultures/Global Transformations*. Durham: Duke University Press. (selected pages of 602 p.)
- Knell, Simon J. Macleod, Suzanne & Watson, Sheila (eds.) (2007) *Museum Revolutions: How Museums Change and are Changed*. London and New York: Routledge. (selected pages of 385 p.)
- Macdonald, Sharon (ed.) (2006) *A Companion to Museum Studies*. Malden, Mass.: Blackwell. (selected pages of 570 p.)
- Malm, Magdalena & Wik, Annika (eds.) (2012) *Imagining the Audience. Viewing Positions in Curatorial and Artistic Practice*. Stockholm: Art and Theory Publishing. (239 p.)
- Simon, Nina (2010) *The Participatory Museum*. Museum 2.0, CA. (352 p.) (Electronic resource: www.participatorymuseum.org)
- Utbildningsradion (2013) *Lärandets idéhistoria* (film/video) (www.ur.se/Produkter/177075-Larandets-idehistoria-Vad-ar-skolans-roll-i-samhallet)