

**EDLF 5500 Visual Education: The Intersection of Museums and Education**

3 Credit Hours

Leadership, Foundations and Policy Spring 2014

Registration Requirements – None

March 14 through May 3, 2014

Friday & Saturday Classes: 3/14 – 3/15; 4/4 – 4/5; 4/25 – 4/26; 5/2 – 5/3

Fridays – 5:00 PM – 9:15 PM

Saturdays – 9:00 AM – 4:00 PM

**Instructor**

Sharon Shaffer Adjunct Instructor

Office Hours: Upon Request

Email: sharonshaffer.consulting@gmail.com Phone: 571.236.2349

**Description**

Exploration of historic timeline, social influences, and evolution of visual education in museums and schools with analysis of formal and informal learning

Learning Objectives

* Develop an understanding of visual education and its place within learning theory
* Compare formal and informal learning environments with a focus on theories of learning
* Examine the evolution of visual education and noteworthy influences on the practice
* Demonstrate knowledge and application of visual education strategies
* Critique visual education strategies as methods for advancing knowledge in formal and informal settings

**Instructional Methods**

The course will be structured around lectures, extensive readings, class discussions, small group projects, presentations, analysis papers, and fieldtrips to Washington museums. Learning will focus on theory and practice with application of visual education strategies in classroom and museum settings.

Visual education reflects an approach to learning where the senses are privileged and the notion of hands-on minds-on engagement encouraged. It was born out of the early ideas of Pestalozzi and developed during the social progressive movement of the twentieth century and the work of John Dewey. It was popularized further by WPA [Works Progress Administration] following the Great Depression. While the concept of visual education has changed over the past 150 years, it is stronger today than in the past with new strategies being advanced by educators in both formal and informal learning environments.

The course emphasizes object-based methodologies and visual education strategies effective in classrooms as well as museum environments. Strategies encourage critical thinking and construction of knowledge through collaborative and interactive experience.

**Course Texts**

Required

Ansbacher, T. (1998), John Dewey's experience and education: Lessons for museums. *Curator: The Museum Journal*, 41: 36–50.

Durban, G., Morris, S. & Wilkinson, G. (1990) *Learning from objects*. English Heritage

Findlay, J.A. & Perricone, L. (2009). *WPA Museum Extension Project 1935-1943: Government created visual aids from the collections of the Bienes Museum of the Modern Book.*  Fort Lauderdale, FL: Broward County Libraries Division.

Hein, G.E. (2006). Progressive education and museum education: Anna Billings Gallup and Louise Connolly. *The Journal of Museum Education*, 31(3): 161-173.

Hein, G.E. (1998). *Learning in the museum*. New York, New York: Routledge. (chapters 1-2; 7-8)

Tishman, S. (2008). The object of their attention. *Educational Leadership*, 25(5): 44-46.

Yenawine, P. (1997). Thoughts on visual literacy. In Flood, E.J., Heath, B. & Lapp, D. *Handbook of Research on Teaching Literacy through the Communicative and Visual Arts*. MacMillan Library Reference.

**Course Outline**

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| --- | --- | --- | --- |
| Date(s) | Topic / Goals | Assessment / Method | Student Work outside of class |
| March 14 | Introduction and Overview Intro to Learning Theory  Formal & Informal Learning The Power of Objects Defining Visual Education | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Required Reading: Learning in the Museum [Hein] Read Chapters 1-2; 7-8Submit preference for Theorist /  Visual Education Topic |
| March 15 | Learning Theories in Education Formal & Informal LearningEarly History of Visual EducationVisual Education in SchoolsTeaching with Objects | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Required Reading: Learning from Objects [English  Heritage]Comparison Paper on Formal and  Informal Learning - Due 4/4Prepare Theorist/Visual  Education Presentation - Due 4/4 |
| April 4 | Visual Education & CurriculumMuseums as Places of LearningTeaching with Primary SourcesTheorists / Visual Education  Presentations  | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Required Reading: The Object of Their Attention  [Tishman] John Dewey’s Experience and  Education [Ansbacher] Primary Sources [Smithsonian] |
| April 5 | Visual Education in Practice National Museum of American  History; National Museum of  Natural History; African Art  Museum; National Archives | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Required Reading: Progressive Education and  Museum Education [Hein] WPA Museum Extension ProgramPrepare Object Lesson – Due 4/25 |
| April 25 | Progressive Education  Movement & Visual EducationWPA Museum Extension  ProgramObject Lessons | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Required Reading: Thoughts on Visual Literacy  [Yenawine] Thinking Routines [Project Zero  website]Complete Research Paper – Due 4/26 |
| April 26 | Visual Literacy Strategies – VTS, Object-Based Learning, Inquiry, Artful Thinking  National Gallery of Art; The  Portrait Gallery; Smithsonian  Museum of American Art   | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Required Reading: Student Choice of Article on  Visual Education [current  application in schools]Curriculum Unit Development |
| May 2 | Visual Literacy Strategy CritiqueVisual Education in the 21st  CenturyRedefine Visual Education | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Complete Curriculum Unit Display & Presentation |
| May 3 | Curriculum Unit Displays & Presentations | See rubric attached in Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center | Curriculum Unit Due [5/3] |

**Grading**

Students in Visual Education: The Intersection of Museums and Education are expected to complete all assignments and attend class, and will be graded according to the following scale:

**Grading Scale:** A+ 100%

 A 96%

 A- 92%

 B+ 88%

 B 84%

 B- 80%

 C below 80%

**Weighting Scale:**

* Comparison Paper on Formal and Informal Learning 20%
* Visual Education Presentation & Research Paper 25%
* Object Lesson – Presentation & Lesson Plan 15%
* Curriculum Unit – Presentation, Display, Written Unit 30%
* In-Class Participation 10%

Total 100%

**Due Dates**

* Comparison Paper on Formal and Informal Learning April 4
* Visual Education Presentation See Schedule
* Object Lesson – Presentation & Lesson Plan April 25
* Visual Education Research Paper April 26
* Curriculum Unit Presentation, Display, Written Unit May 3

**Assessments**

* **Comparison Paper on Formal and Informal Learning**: Each student will write a 750 – 1,000 word analysis comparing formal and informal learning (not to exceed four pages, 12 pt. double-spaced). Hein acknowledges museums as places of learning but sees a challenge in how education in cultural institutions is viewed by society. Hein (1998) states …

… despite much convincing testimony, the nature of learning in museums has long proved hard to measure, and, lacking coherent theory, it has continued to be difficult to describe, let alone defend. (p,10)

In *Learning in Museums* Hein examines educational theory as a framework for looking at experiences in the informal learning environment. According to the text, what do formal and informal learning experiences have in common and what are the differences? Are learning theories specific to one place or do we need to think broadly about learning theory across all environments? How is the educational field to understand learning in museums where the experience is often referred to as informal? Students are free to accept, reject, modify, or disagree with the author’s main points, but the response should be analytical, fact-based, and demonstrate a pattern of reasoning or logic flow in response to the author. In addition to this objective analysis, include a brief personal reflection that describes the potential role that you see for broadening student experiences through formal and informal learning. What is the potential impact on student learning?

 **Paper Due April 4**

* **Visual Education Presentation & Research Paper**: Each student will select one topic or theorist [from a predetermined list related to visual education] to research and present in class. Student presentations will be informal and conversational, serving as introductory material for class discussion on the history and influences of visual education. A more fully developed research paper [750 – 1,000 words, 12 pt. double-spaced] will be due later in the semester. The paper should include a description and analysis of the theory, events, or organization [topic]; specific timeframe; historical context; contributions to visual education; and relevance to education today. As concluding remarks, offer a brief personal reflection on what you have learned from your research and the relevance for you with possible applications to your work.

**Presentations by Schedule; Research Paper Due April 26**

* **Object Lesson**: Plan an object lesson that is relevant to your teaching or personal interests. Object lessons will be discussed and modeled in class prior to this assignment. In addition to the presentation, a written plan for the lesson is required that includes a 1) unit of study, 2) description of the object lesson, 3) objective(s), 4) standards, 5) essential question / higher order questions, 6) materials, and 7) essential vocabulary. Presentations are to be 10 to 15 minutes with 5 minutes for discussion with classmates. This object lesson can become part of the Curriculum Unit assignment or stand as an independent exercise.

 **Object Lesson Presentation & Plan Due April 25**

* **Curriculum Unit Presentation, Display, and Written Plan**: Students may work independently or collaborate with a partner to develop a curriculum unit that is rich in visual and object-based experiences. Identify opportunities for teaching with primary sources, objects, art prints, photographs, and other sensory-rich materials and integrate examples into your unit plan.

Requirements for the Curriculum Unit Plan: Section 1) 3-5 lesson plans describing visual education strategies that support the unit of study and include appropriate standards; use the template for lesson; Section 2) written discussion of visual education strategies [350 – 750 words, 12 pt. double-spaced] integrated into the unit and the benefits for advancing student learning and engagement. In addition to the unit plan and written analysis, write a reflection [350 – 450 words, 12 pt. double-spaced] on personal learning and your understanding of visual education and its role in schools. Partners collaborate on Section 1; each partner is required to work independently on Section 2 and the Personal Reflection. Students will display unit plans with examples of primary sources, art prints, and objects that are central to unit lesson plans and present the unit, providing an overview and brief discussion of strategies used in lessons. Presenters will have 20 to 30 minutes per presentation.

 **Curriculum Unit Presentation, Display, Written Unit Due May 3**

**Evaluation Standards:**

See attached Recommended Grading Criteria for Social Foundations Master’s Program at the Northern Virginia Center.

**Resources**

For each class section an outline for that session to include discussion topics are prepared and posted on the UVaCollab web site. In addition the required readings provided by the instructor are also posted on the course’s Collab site a week in advance of when they are required. Finally, as information becomes available throughout the course of the seminar, it is posted on the UVaCollab web site.

**University Email Policy**

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**University of Virginia Honor System**

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge must be signed by the students. For more information visit http://www.virginia.edu/honor/.

**Special Needs**

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the U.Va. Special Needs website at <http://www.virginia.edu/studenthealth/lnec.html>.

**Recommended Grading Criteria for Social Foundations Master’s Program**

**at Northern Virginia Center**

**(the grading process remains within the purview of the instructor)**

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| --- | --- | --- | --- | --- | --- |
| **Grade** | **Quality of Assignments** | **Completeness of Assignments** | **Timeliness of Assignments** | **Attendance** | **Participation** |
| **A+/ A****[96 – 100]** | Exceptional insight valuable contributiongoes beyond assignment  | 100% complete | 100% on time | 100% or excused in advance by instructor  | Outstanding / facilitates & promotes conversation |
| **[92 – 95]** | On target/logical with evidence, application, & understanding | Accurate, clear and concise / no grammar / spelling errors | Almost always on time; rare but forgivable tardiness | Absent one time | Above average; active; moves discussion toward goal; insightful questions |
| **B+****[88 – 91]** | Competent, credible evidence; some lapses in organization and clarity in writing | Moderate shortcomings; minor elements missing; but generally on target | Late enough or often enough to attract notice | Absent one time, but lateness attracts notice | Reliable steady workerQuestions/comments reveal thought/reflectionunderstanding of material |
| **B****[84 – 87]** | Competent in basic material; shows some evidence how to apply basic material; clarity of writing is adequate | Covers basic material; fails to convey depth of understanding or application | Lateness detracts from quality of work | Absent two times | Quiet but alert / makes few comments but those are on target and thoughtful |
| **B-****[80-83]** | Competent in basic material; just passing for graduate credit enough to get by | Barely sufficient; little evidence of revision or proofreading; lacks clarity or precision | Lateness is problematic | Absent two times with some lateness | Few meaningful contributions to class or group |
| **C****[79 and below]** | Quality of work not graduate level; writing/grammar of poor quality; lack of clarity in writing and understanding | Important elements missing or not explained well; evidence of understanding weak | Excessive and repeated lateness and unexplained absences | Absent three times | Passive; sidetracks group with inappropriate comments / does not share responsibilities in the group |

List of Topics Related to Visual Education – Research Papers

Topic & Dates for Presentations

Class II Introduction to Visual Education

Johann Comenius

Johann Pestalozzi

Friedrich Froebel

Class III

Brooklyn Children’s Museum

Discovery Rooms & Discovery Carts [museums]

Primary Sources & Visual Education

John Dewey & Visual Education

Maria Montessori & Visual Education

Jean Piaget & Visual Education

Class V

WPA Museum Extension Project

Albert Bickmore – The Visual Method

John Cotton Dana – Early Exhibitions in Libraries; A New Way of Thinking about Museums

Henry Watson Kent – Museum Education

Lantern Slides & Stereographs

Class VI

VTS – Visual Thinking Strategies [Philip Yenawine & Abigail Housen]

Project Zero’s Thinking Routines

Class VII

Arts Education as Visual Education [Elliot Eisner]

Howard Gardner & Visual Education

21st Century Skills & Visual Education

Technology & Visual Education

\*Other topics of interest related to Visual Education can be explored with Instructor.

Object Lesson Template

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| --- | --- |
| Unit of Study: |  |
| Objective(s): |  |
| Standards: |  |
| Description of Object Lesson: |  |
| Materials: |  |
| Essential Question: |  |
| Higher Order Questions: |  |
| Essential Vocabulary: |  |