



My goal for MEM is to assist the development of theory and practice in museum education by providing a road map to new and current resources. If you like MEM and find it useful, please support my efforts by subscribing at <http://www.mccastle.com>. If you are already a subscriber – thank you! Your financial support makes it possible for a free-lance worker to produce this publication.

I encourage you to share Museum Education Monitor with others within your immediate organization. Please do not forward the newsletter beyond this boundary.

February 2011

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## A Word from the Editor – Congratulations, it's our 7<sup>th</sup> anniversary! Let's talk.

On special occasions like anniversaries and birthdays, one of the things I most like to do is remember the highlights (and lowlights – sometimes they're the funniest, *in retrospect*) of the intervening years. But I also like to look ahead with my significant others to dream about what wonderful things lie ahead. (I think I'm an optimist.) It's been 5 years since the MEM community last looked back and forward together. As a special anniversary gift, please take 10 minutes to join me in considering the future for MEM and its related services by completing the survey at <http://www.zoomerang.com/Survey/WEB22BYDH54YEX> (before Mar 18, please.) Thanks for sharing your time and thoughts! Together we can build a better MEM.

Cheers,

Chris Castle, Editor

Special thanks to Kris Wetterlund, Sai Pathmanathan, Cathy Blackbourn, Lexie Smith Kliebe, Sue Dale Tunnicliffe, and researchers around the world for your contributions to this issue. Please note that all links are active using Adobe Acrobat Reader. Free Reader download at <http://get.adobe.com/reader/>

## (1) Ongoing Research

**"I'm doing lovely, important work": A case study of how three and four year old children articulate their aesthetic experiences in an art museum exhibition designed for children (Australia)**

Research questions:

- i. In what ways does a young child respond to an artwork of their choice in a museum setting?
- ii. What is the nature of repeat experiences for a young child with the same artworks or exhibition over time?
- iii. How does each child articulate their experience of viewing and making art?
- iv. How does each participant engage with the museum setting and exhibition design?

Data presentation: Ph.D. dissertation. The research will be presented as a case study of one exhibition, Contemporary Art for Contemporary Kids which ran at the Sherman Contemporary Art Foundation in Sydney, Australia from Oct-Dec 2010. Within the case study, mini-cases of four individual children will be presented through the children's own voices, visions and actions, i.e. direct quotes and conversations, photographs taken by the children themselves and artworks produced by the children at the gallery. Publications - I have co-published a portion of my literature review: Mai, L. & Gibson, R. (2009). The young child and the masterpiece: A review of the literature on aesthetic experiences in early childhood. *International Journal of the Arts in Society*, 4(3), 357-368.

Principal researcher: Lea Mai. Supervisor Dr Robyn Gibson, The University of Sydney

Sites: The Sherman Contemporary Art Foundation in Sydney, Australia

Time span: Exhibition Oct - Dec 2010; data collection Oct 2010 - Feb 2011 (including post-gallery interviews). Aim is for dissertation submission at end of 2012

Contact: Lea Mai, [imai7835@uni.sydney.edu.au](mailto:imai7835@uni.sydney.edu.au) or +61 (0)2 9340 7572

Key words: museum education; young children; aesthetic process; visual research methods; art education

**Using digital technology to capture visitor interpretation to the permanent record (USA)**

Research Questions: This survey will be used to gain a better understanding as to the overarching practice and position of the museum field towards visitor interpretation and the uses of digital media as a tool for audience participation. <http://www.surveymonkey.com/s/L9LDQ3H>

How data will be presented: As an accumulation of data for my thesis.

Principal researcher: Jennifer Miller

Sites where research is being conducted: Linked-in groups from : ICOM, AAM, CAM, WMA; Museum 3.0 (which includes seven group forums); Exhibitfiles; as well as a class distribution from Washington.

Time span: Survey will be open until March 14

Contact: [miller.jennifer759@gmail.com](mailto:miller.jennifer759@gmail.com)

Key words: social media, digital technology, audience participation, museum practice, interpretation

**Bringing the Mayborn Museum Discovery Boxes into the 21st Century (USA)**

Research question: Are the museum's Discovery Boxes meeting the needs of classroom teachers?

Data presentation: Masters Project. I will be giving a formal presentation and defense on April 4th to my committee as well as anyone from the public. This will consist of a power point presentation and a hands on viewing of my redesigned boxes.

Principal researcher: Maria Buonafede, Museum Studies Graduate Student, Baylor University  
Site: Mayborn Museum Waco, TX

Time Span: September to December 2010, with the data and recommendations being compiled from January to March 2011.

Contact: Maria Buonafede [Maria\\_Buonafede@baylor.edu](mailto:Maria_Buonafede@baylor.edu)

Key words: Museum and School Partnerships, Community outreach, Meeting teacher needs, Collaborating with teachers

## **Museums and Social Change: Supporting Community Goals Equals Stronger Partnerships (USA)**

Research questions: How can museums act as strong community partners? The study aims to demonstrate the Mayborn Museum's value to the community by partnering with a local literacy tutoring program. Field trips to the museum act not only as motivating tool, but as a mechanism to evaluate progress through fun, gallery-based activities

Data presentation: To be presented and published as a Master's Project April 2011

Principal researcher: Allie Hewlett, Museum Studies Graduate Student, Baylor University  
Site: Mayborn Museum, Baylor University, Waco, TX

Time span: Fall 2010-Spring 2011

Contact: [allie\\_hewlett@baylor.edu](mailto:allie_hewlett@baylor.edu)

Key words: social change, literacy, community, programs

## **A Touching Experience: A History of Learning from Objects in Toronto Museums and Exhibitions, 1900-1960 (Canada)**

Research questions: This research examines the history of tactile education in Canadian museums and exhibition spaces. I explore how learning from objects promoted particular historical, cultural and national narratives; how hands-on education was used to support multisensory knowledge, as well as women's roles in hands-on education. This study is also buttressed by an oral history component, with museum staff and docents as key informants.  
Principal Researcher: Kate Zankowicz, supervised by Dr. Cecilia Morgan (OISE/University of Toronto)

Data Presentation: PhD Thesis

Sites: The Royal Ontario Museum (Toronto), The Art Gallery of Ontario (Toronto) and the Canadian National Exhibition (Toronto).

Time span: 2011-2012

Contact: [Kate.zankowicz@utoronto.ca](mailto:Kate.zankowicz@utoronto.ca)

Keywords: museum education, history of museums, Canadian cultural history

## **An evaluation of the Between the Stars Experiential Theatre at Science North (Canada)**

Research question: The main objective of this study was to assess what Science North visitors, who have not experienced Between the Stars, know and understand about dark matter and

compare this to the knowledge and understanding of visitors who have experienced Between the Stars.

Data Presentation: Responses to open-ended interview questions were coded for emergent themes. The results were used by the science centre to evaluate the impact of the experiential theatre. The results will also be used to recommend additions to the experience and to inform the development of other similar projects.

Principle Researchers: Chantal Barriault, Katrina Pisani

Site: Science North, Ontario, Canada

Time Span: March 2010 - January 2011

Contact: [Barriault@sciencenorth.ca](mailto:Barriault@sciencenorth.ca) , [pisani@sciencenorth.ca](mailto:pisani@sciencenorth.ca)

Key words: visitor studies, informal learning, evaluation, dark matter

## **Live Animal Habitats and the Effectiveness of Signage** (Canada)

Research questions: Do live animal habitats engage visitors in a learning experience? In addition, what types of signage or graphic panels increase visitor engagement at these animal habitats?

Data Presentation: Results were presented to the concept and design teams working on the renewal of the animal habitats and the signage to inform the development of the visitor experience. The data will also be used internally for live animal exhibit development in the future.

Principle Researchers: Chantal Barriault, Katrina Pisani

Site: Science North, Ontario, Canada

Time Span: March 2010 - July 2010

Contact: [Barriault@sciencenorth.ca](mailto:Barriault@sciencenorth.ca) , [pisani@sciencenorth.ca](mailto:pisani@sciencenorth.ca)

Key words: visitor studies, informal learning, evaluation, live animal exhibits, visitor engagement

## **Assesment of needs and expectations of teachers from elementary and high schools** (Canada)

Research question: The aim of the study is to better understand the teachers to develop new educational programs that fit their needs (ex. Which activity would you like?) and also to know the reasons of their visit or their non-visit (ex. If it was free for teachers, would you come more often?).

Data Presentation: Into an internship report and as recommendations for the Museum

Principal researchers: Claudine Bertrand, intern and Maryse Paquin, supervisor professor at Université du Québec à Trois-Rivières in Leisure, Culture and Tourism.

Sites: Musée du Fjord in Saguenay–Lac-Saint-Jean, Québec and elementary and high schools from La Baie and Saguenay City.

Time span: Winter 2011

Contact: Claudine Bertrand [clau\\_bert@hotmail.com](mailto:clau_bert@hotmail.com)

Key words: Saguenay–Lac-Saint-Jean, educational programs, teachers, assessment, needs and expectations.

## **(2) Online Journals**

## Arts Research Monitor

Vol. 9 #8 February 2011

In this issue: A focus on the performing arts, including a statistical summary of the situation of Canadian performing arts organizations, statistics on Canadian consumer spending on live performances, *as well as Canadian and American reports on audience engagement and development.*

[http://www.artsresearchmonitor.com/arm\\_details.php?armUID=1164](http://www.artsresearchmonitor.com/arm_details.php?armUID=1164)

## University Museums and Collections Journal

Vol 3, 2010

Includes, among others:

- Soubiran, Sébastien: Is research and teaching a key for preserving university collections and museums?
- Livingstone, Phaedra; Hartz, Jill: Reaching out and reaching across: Collections and social inclusion
- Butler Palmer, Carolyn: Creating metaculture: Community-based work with the University of Victoria's Williams Bequest
- Tomiya, Susumu; Swartz, Brian A.; Batavia, Mariska: The educational values of the University of California Museum of Paleontology

<http://edoc.hu-berlin.de/browsing/umacj/>

## (3) Electronic List Discussions

### MUSEUM-ED

[Thanks to Kris Wetterlund for supplying these summaries. For more info see the museum-ed archives at <http://www.museum-ed.org/content/blogcategory/32/66/> ]

January 2011

#### Topic: Requirements for Older/Retired Docents and Guides

A Museum-Ed Discussion List member at a sculpture park and museum in Massachusetts wrote to the list in January asking what other institutions' requirements are for older docents. The post garnered several replies from other list members. Some of the museums require that older docents not lead tours if they become unable to interpret the institution's collection, but these docents receive rewards that honor them for their service and maintain a connection between them and the institution they served. Those rewards include lifetime access to the institution and guide resources, participation in field trips and other guide events. One museum educator in Houston discussed her museum's levels of commitment for docents, with seniority contingent on the number of years of service. That allows docents who are not able to keep up a regular touring schedule to continue to participate in the institution.

#### Topic: Viewer Discretion Advised

A Chicago museum educator wrote to the Museum-Ed Discussion List asking how other institutions notify patrons that they may find some things in the exhibits offensive. A museum educator in North Carolina said that her museum has used signs stating that "Some artworks in

this exhibition feature nude figures” and “Adults with children may wish to preview the artwork before viewing with children.” One concern from another list member was that parents might not be able to leave their children outside a gallery while they preview an exhibit. A Philadelphia museum educator discussed her museum’s strategy of positioning graphically sexual images and videos so that visitors do not need to encounter them in order to make their way to other parts of the exhibit. The institution’s security guards are also coached to try to make parents and teachers aware of signs posted about adult subject matter. A museum educator in Houston remembered a sign at the Denver Art Museum stating, “The Denver Art Museum is a forum for a broad range of ideas, perspectives, and images. These galleries contain art that may evoke strong reactions.” She enjoyed the sign, because rather than it being a warning, it makes visitors aware of what they might encounter while sharing a bit of the museum’s philosophy.

## (4) Blog Postings

How many museum educators does it take ...

<http://futureofmuseums.blogspot.com/2011/01/how-many-museum-educators-does-it-take.html>



By Barbara Palley

....to respond to Elizabeth Merritt’s “Call to Action” issued in Museum related to the CFM’s Demographic Transformation report? Apparently, 40 is a good start. New York City Museum Educators Roundtable (NYCMEER) recently convened an afternoon program for its members and colleagues on the topic.

[Center for the Future of Museums -  
http://futureofmuseums.blogspot.com/](http://futureofmuseums.blogspot.com/)

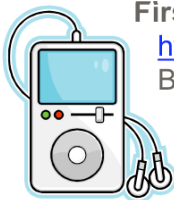
Greater Philadelphia Cultural Alliance to increase collaboration, make beautiful data with Metropolitan Philadelphia Indicators Project

<http://bit.ly/gfxhu5>

By Christopher Wink

By cross-listing social indicators and staff outreach, a Temple University-housed data shop is going to give the Greater Philadelphia Cultural Alliance a tool to determine areas within this region where partnerships between arts organizations working on social issues and other activist groups are most likely to be successful.

[Technically Philly - http://technicallyphilly.com/](http://technicallyphilly.com/)



First impressions on entering and leaving the cultural institution sector

<http://museum3.podbean.com/>

By Angelina Russo

Well, we’ve finally made it! Our first podcast! It might not be the most professional editing, but, the interview with Courtney Johnston and Jay Gattuso from Wellington New Zealand is insightful and informative. I’m very interested in your feedback and if you have suggestions for interviews, please do send them along.

[Museum 3 - http://museum3.org/](http://museum3.org/)

## **Back to basics**

<http://wellcomecollection.wordpress.com/2011/02/16/back-to-basics/>

By Danny Birchall

Last year at a conference in Copenhagen, Wellcome Collection's Head of Public Programmes Ken Arnold and Director of Copenhagen's Medical Museion Thomas Söderqvist proposed a new way of looking at science exhibitions. This month, Museums Journal published their manifesto in full, and with their permission we reproduce it here on the blog.

[Wellcome Collection - http://wellcomecollection.wordpress.com/](http://wellcomecollection.wordpress.com/)

[Thanks to Sai Pathmanathan for this link.]

## **Strategies for Survival**

<http://www.preservationnation.org/issues/heritage-tourism/survival-toolkit/strategies-for-survival.html>

When it comes to helping your organization survive and thrive in a bad economy, remember the golden rule: Don't Panic, and Don't Forget the Basics. While the economic downturn has hit some cultural and heritage sites hard, many of the same principles for cultural heritage tourism development that worked well in good times will continue to work well in challenging times. (Example: Our five basic principles for successful and sustainable cultural heritage tourism.)

[National Trust for Historic Preservation - http://www.preservationnation.org/](http://www.preservationnation.org/)

[Thanks to Cathy Blackburn for this link]

## **50 Best Blogs for Non-Profit Leaders**

<http://www.bschool.com/blog/2011/50-best-blogs-for-non-profit-leaders/>

[B-School - http://www.bschool.com/](http://www.bschool.com/)

## **Museums are Fun! Museums are NOT Fun!**

[http://reachadvisors.typepad.com/museum\\_audience\\_insight/2011/02/museums-are-fun-museums-are-not-fun.html](http://reachadvisors.typepad.com/museum_audience_insight/2011/02/museums-are-fun-museums-are-not-fun.html)

By Susie Wilkening

Fun has been on our minds lately. Why? Because, for some people, "fun" is a loaded word. For others it is an extrinsic motivation. And for some, it is an intrinsic motivation. Let's pick this apart.

[Museum Audience Insight - http://reachadvisors.typepad.com/museum\\_audience\\_insight/](http://reachadvisors.typepad.com/museum_audience_insight/)

## **Quick Hit: How Do You Follow Up with Participants?**

<http://bit.ly/gkpgnB>

By Nina Simon

When someone leaves a comment, makes a sculpture, or writes a poem at your institution, is that the end of their participation? This email from TripAdvisor is a great example of the simple power of getting back in touch with participants--to thank them, and more importantly, to demonstrate that their participation mattered to other visitors.

[Museum 2.0 - http://museumtwo.blogspot.com/](http://museumtwo.blogspot.com/)

## **The Word from 8th Grade: That was Awesome!**

<http://uncatalogedmuseum.blogspot.com/2011/02/word-from-8th-grade-that-was-awesome.html>

By Linda Norris

The term focus group often seems scary or off-putting to some groups I work with--but really, it's just a term for listening to what visitors--and potential visitors--have to say. Last week, as part of a new IMLS-supported project at the Ontario County Historical Society, staff members and I spent two days listening to community members talk about the museum and about the concept for the new exhibition, "Greed and Other Human Desires: The Early History of Western New York." You can check out the project blog here to learn more.

[The Uncatalogued Museum - http://uncatalogedmuseum.blogspot.com/](http://uncatalogedmuseum.blogspot.com/)

## **Are hospitals becoming the new museums?**

<http://bit.ly/eVGsjP>

By Jennifer Souers Chevaux

I am not suggesting that museums are going to be replaced by hospitals any time soon. Certainly, I don't think that will ever happen. Rather, the question I want to answer is what can we learn from these incredible hospitals about making our visitors' experiences more meaningful?

[MuseoBlogger - http://museoblogger.blogspot.com/](http://museoblogger.blogspot.com/)

## **(5) Recent Reports**

**Sing Me Your Story Community Connections Project: Perspectives & Tools for Museum Professionals** Edited by Lexie Smith Kliebe, California Exhibition Resources Alliance (CERA), January 2011

To enhance the meaning of the Sing Me Your Story

<http://www.ceraexhibits.org/exhibits/art/singmeyourstory/index.htm> traveling exhibit, CERA developed the Community Connection Project to connect museum professionals working at exhibit host museums with Native people featured in the exhibit and in their own communities. As a result of this project and with funding from IMLS, CERA produced this publication that documents the experiences had by the Native advisors and lessons learned by the host museums. This report serves as a resource on engagement between Native communities and museums. [Thanks to Lexie Smith Kliebe for this link!]

<http://www.ceraexhibits.org/exhibits/art/singmeyourstory/documents/CERASMSToolKitFINAL.pdf>

## **(6) Online Resources**

### **Reading Bias, Writing Tolerance: Using History's Powerful Stories [Replication Guide]**

A collaborative partnership between the Missouri History Museum and the Anti-Defamation League's A WORLD OF DIFFERENCE© Institute, St. Louis, Missouri, 2010

"Our ultimate goal with the IMLS funded Reading Bias/Writing Tolerance: Using History's Powerful Stories is that other museums in cities with active ADL chapters will develop similar programs using the artifacts/objects in their collections as the catalyst for involving students in



learning about issues of bias and patterns of oppression, deepening students' knowledge and understanding of history, increasing literacy skills, and creating a more inclusive community. The replication guide serves as the template for developing both the content of such a program and also a guide for the timeline, processes, and procedures necessary for implementation."

[http://biasandtolerance.org/images/imls\\_replication\\_guide.pdf](http://biasandtolerance.org/images/imls_replication_guide.pdf)

## **Teaching for Creativity through the Arts: Why, What, and How**

By Lynne B. Silverstein and Sean Layne, The John F. Kennedy Center for the Performing Arts, 2010

Interesting 9-page article. Well worth a click! Thanks to Arts Watch for this link.

<http://bit.ly/teachingcreativity>.

## **How to found a new art workshop**

The art teacher of the Kettuki Art Centre, Finland's nationwide art centre for people with learning disabilities, Saara Piispa has collected advices and hints for founding a new art workshop. The guide is in Finnish.

<http://www.kettuki.fi/images/materiaalit/perustetaantaidetyopaja.pdf>

## **Building Capacity in Evaluating Outcomes: A teaching and facilitating resource for community-based programs & organizations**

University of Wisconsin-Extension, USA, n.d.

Provides 93 activities and materials for practitioners working in and with community-based programs to use in building the capacity of individuals, groups, and organizations in evaluating outcomes. It provides, in one place, a complete set of practical resources that can be readily used or modified when working with community-based programs.

<http://www.uwex.edu/ces/pdande/evaluation/bceo/index.html>

## **(7) Print Journals**

[Editor's Note: An URL listed in this section provides a link to the journal, not to the article itself. Articles in print journals are available by subscription to that journal, by online purchase of the article, or through museum and university libraries. I encourage you to subscribe. I provide an abstract wherever possible to assist MEM readers in your choices. Many journals offer a free sample if you check the website. CC]

### **CURATOR: THE MUSEUM JOURNAL**

Vol. 54 #1 January 2011

Includes:

- Sherri Wasserman, "Beyond Information: Ritual, Relationship, and Re-encounter through Mobile Connectivity" <http://onlinelibrary.wiley.com/doi/10.1111/j.2151-6952.2010.00061.x/full#leftBorder>

- Elizabeth Merritt, "How to Forecast the Future of Museums" <http://onlinelibrary.wiley.com/doi/10.1111/j.2151-6952.2010.00062.x/full>

- .Hallie Preskill, "Museum Evaluation without Borders: Four Imperatives for Making Museum Evaluation More Relevant, Credible, and Useful"

<http://onlinelibrary.wiley.com/doi/10.1111/j.2151-6952.2010.00072.x/full>

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)2151-6952](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)2151-6952)

## **INTERNATIONAL JOURNAL OF SCIENCE EDUCATION**

Vol. 33 #2 Jan 2011

- Cheng, Meng-Tzu; Annetta, Leonard; Folta, Elizabeth; Holmes, Shawn Y., "Drugs and the Brain: Learning the Impact of Methamphetamine Abuse on the Brain through a Virtual Brain Exhibit in the Museum"

"Drugs and the Brain: A Serious Game," a prototype museum exhibit, was designed to employ virtual models of the brain into a video game format. It was done to create a fun and engaging way of conveying knowledge and concepts about neuroscience, as well as the impact of methamphetamine abuse on the brain. The purpose of this study is to evaluate this prototype exhibit that promises to educate participants from various age, ethnicity, and gender backgrounds, and to establish a stronger concept of drug abuse prevention among children. A quantitative methodology using the pre- and post-experimental designs was conducted on 175 museum visitors. A series of two-sample paired "t"-tests and subsequent ANOVAs were performed to examine the difference between pre- and post-tests and to determine if there was a difference in the results in age, gender, ethnicity, and race. Results showed that both the understanding and attitudes of the participants toward the impact of methamphetamine abuse on the brain improved significantly (p less than 0.01)."

<http://www.informaworld.com/smpp/title~content=t713737283~link=cover>

## **MUSEUM MANAGEMENT AND CURATORSHIP**

Vol. 26 #1 February 2011

Includes

- Kevin Coffee, "Disturbing the eternal silence of the gallery: a site of dialogue about hunger in America"

"The social importance of the museum centers on the social practice of narrative construction. Museums tend to structure their narratives from the perspective of those who administer and govern them. Audiences construct narratives dialogically with their peers, as well as in response to museum texts. Table of Contents, an exhibition at the Witte Museum in San Antonio about the causes of hunger, presented a series of compelling visual and audio narratives to which hundreds of visitors responded with their own written narratives in a comment book. Comment books can be an important dialogic activity in which social discourse takes shape. Analysis of that dynamic also shows how narrative co-construction acts as an important social function of museums." Keywords: museum exhibition; visitor studies; food insecurity; hunger; social responsibility; community engagement; dialogic

- Rebecca Reynolds, "Reinventing the forum: multiple perspectives, information transmission and new technology"

"The museum's role as a forum for debate has been augmented by the increasing popularity of new technologies, which allow visitors to generate interpretive content. This paper explores visitor responses to curatorial and non-curatorial content. Twenty-one university students' responses to audio downloads containing multiple perspectives on galleries at the Victoria and Albert Museum, London, were sought. The students appreciated different perspectives for reasons such as preference for opinion over fact, and valuing of information which would not be likely to be found on labels. Through analysis of the audio content, the author argues that multiple perspectives offer valuable ways of understanding the museum environment which

cannot be obtained solely through either curatorial or non-curatorial interpretation. It is argued that multiple perspectives are a way of introducing alternative viewpoints into the museum alongside authoritative curatorial expertise, but that such material needs to be carefully selected and used." Keywords: museums; visitor experience; multiple perspectives; forum/temple; higher education; audio tours; mobile learning technology

<http://www.informaworld.com/smpp/title~content=t770943820~link=cover>

## **SPORT, EDUCATION AND SOCIETY**

Vol. 16, #1 Jan 2011

- Phillips, Murray G.; Tinning, Richard, "Not Just "a Book on the Wall": Pedagogical Work, Museums and Representing the Sporting Past"

"Historians often evaluate sport exhibitions as simply transplantations from the pages of books to the walls of a museum. Not surprisingly, on this basis many sport exhibitions fall short of the criteria demanded by historians. This paper specifically explores this issue by examining the exhibition, "Between the Flags", that traveled around Australia as part of the centenary celebrations of Surf Lifesaving Australia. Pedagogy, and more specifically the concept of pedagogical work, is utilized to understand representations of the past in museums and to compare and contrast with written history. Pedagogy and pedagogical work reveal that the "Between the Flags" exhibition, like many other museum displays, was purposely and explicitly linked to educational curricula, unlike the written history of Surf Lifesaving Australia which was not aligned to formal education. Equally importantly, museum exhibitions primarily provide tacit knowledge through objects and artifacts while, in contrast, written history mostly relies on verbal knowledge through the written word. In the "Between the Flags" exhibition, tacit experiences were amplified by specific displays which engaged the senses--visual, tactile, auditory and kinesthetic--to create a sensory and bodily experience far removed from reading words on a page. Understanding these differences challenges historians to consider exhibitions through the complex systems of representations that define museums rather than those which characterize written history." <http://www.informaworld.com/smpp/title~content=t713445505~link=cover>

## **(8) Recent Theses, Dissertations & Major Papers**

[To order, try UMI ProQuest Dissertation Express <http://disexpress.umi.com/dxweb> ]

### **Museumsundervisning og Museumsfaglighed – konfliktforhold eller fredelig sameksistens?**

[Museum education and museum values - conflict or peaceful coexistence] (Denmark)

By Louise Dam Vildbrad, Institut for Æstetiske Fag, Aarhus Universitet, 2010

Contact: [ldvi@horsens.dk](mailto:ldvi@horsens.dk)

Abstract: The purpose of the study is to analyze whether museums are capable of doing the administrative and pedagogic work with museum education and still being able to preserve and spread their core values or if the combination will lead to a compromise in values... The question is, if the museums are willing to follow this advice or if it leads to a conflict, because the museums regard it as political control. The analysis is conducted on the basis of two empirical studies: ... sent to all Danish art and cultural museums, and afterwards a qualitative interview study conducted with six museum directors from different parts of the country.

## **Designing Exhibits For Gender Equity**

by Dancu, Toni Nicole Ph.D., Portland State University, 2010, 199 pages; AAT 3439173

## **(9) New Books & Media**

### **Applied Theatre: International Case Studies and Challenges for Practice**

Edited by Monica Prendergast and Juliana Saxton, Intellect Books, 2009

“Theatre practice and applied theatre are areas of growing international interest. Applied Theatre is the first study to assist practitioners and students to develop critical frameworks for planning and implementing their own theatrical projects. This reader-friendly text considers an international range of case studies in applied theatre through discussion questions, practical activities and detailed analysis of specific theatre projects globally.” [Includes section on museums]

<http://www.intellectbooks.co.uk/books/view-Book,id=4646/>

### **Environmental Description for visually and dual sensory impaired people**

By Riitta Lahtinen, Finland, 2010

“Environmental Description enables sensory impaired people to perceive spontaneous qualitative information in real time, through everyday life experiences. This handbook analyses how we can describe the environment. It presents different techniques which can be developed and applied to each individual user's perspective, ranging from life activities to artistic interpretations. Environmental Description can be applied to the needs of a wide range of visually and dual sensory impaired people of various ages, their family members and friends. It provides a basic educational study book for professionals wishing to supplement their knowledge of how to apply different techniques including audio description for museums and art exhibitions.” [riitta.lahtinen@kolumbus.fi](mailto:riitta.lahtinen@kolumbus.fi) or [www.russpalmer.com](http://www.russpalmer.com)

### **Using Museums as an Educational Resource: An Introductory Handbook for Students and Teachers (Second Edition)**

By Graeme K. Talboys, Ashgate, Surrey, England, 2010

“The second edition ... takes account of the ongoing changes in both museums and education to provide a comprehensive introduction for student teachers, practising teachers and other educators to all that is required to make good educational use of museums. It explores what a museum is, their value in primary and secondary education and why they require special teaching skills. It then goes on to look at the practicalities of planning, preparing and conducting a visit, including risk assessment. Next, it introduces the basic skills involved in working with the resources that are required to make the best educational use of museums, including online and digital resources. Finally, the author considers ways of following-up work done outside the classroom, including some of the longer term strategies that teachers should consider.”

<http://bit.ly/h3jTUu>

## (10) Calls

Call for Papers – New Journal

**The Journal of Emergent Science** focuses on science (including health, technology and engineering) for young children from birth to 8 years of age. The key features of the journal are that it:

- is child-centred;
- focuses on scientific development of children from birth to 8 years of age, considering the transitions from one stage to the next;
- contains easily accessible yet rigorous support for the development of professional skills;
- focuses on effective early years science practice and leadership;
- considers the implications of research into emergent science practice and provision;
- contains exemplars of good learning and development firmly based in good practice;
- supports analysis and evaluation of professional practice. The Editorial Board of the journal is composed of Association for Science Education members, including teachers and academics with national and international, experience. Contributors should bear in mind that the readership is both national UK and international and also that they should consider the implications of their research on practice and provision in the early years. For more information

[janehanrott@ase.org.uk](mailto:janehanrott@ase.org.uk)

[Thanks to Sue Dale Tunnicliffe for this link]

Call for Papers – New Journal

**Chronicle of Art Museum Education Online. A new kind of journal for a new kind of educator.**

Current Deadline for submissions is May 1, 2011. The first issue will be published July 1st, 2011. Submissions are accepted from 1000 - 5000 words about theory, practice, original research, and other articles concerning of art museum education. Please use the online submission form found at [www.artmuseumeducation.org](http://www.artmuseumeducation.org) . Email [editors@artmuseumeducation.org](mailto:editors@artmuseumeducation.org) with any questions about submissions.

Call

**Museums & Social Issues**, a peer-reviewed journal published by Left Coast Press, is pleased to share a sneak peek at several potential themes for future issues of the journal (below). We welcome your feedback and invite you to contact MSI's editor, Kris Morrissey, if you are interested in submitting, reviewing or helping with any of these topics: [Morriss8@uw.edu](mailto:Morriss8@uw.edu) or [journaleditor@me.com](mailto:journaleditor@me.com) .

Future Topics:

- Being Human: How does current research shape and inform what it means to be human? How is "being human" studied and viewed today in the fields of philosophy, cognition, computer science, biology and others? How are we as individuals, museums and a society connecting with and grappling with changing ideas of our human-ness?
- Prisons & US: The United States has the highest proportion of our population in prison. What does this reflect about our society? How are prisons experienced by those within? How has the concept and practice of prison shaped our music, literature, identity? How have museums reflected life in prisons or served populations within prisons?

- Aging: How does aging affect the way we live in the 21st century? What are the implications of aging on government, relationships, and family structures? How is research changing our assumptions about aging? What are the implications of an aging population on museums and other cultural and educational institutions?
- Homelessness: Who are the homeless and what is the path to homelessness? What is the daily life and culture of the homeless? What are the rights, hopes and future for those without homes? How do museums connect with and tell the stories of these audiences?
- Exhibit, Book or Program Reviews: The journal is always interested in reviews of exhibit, books and museum projects that address these or any other questions or issues of concern to society.

Call for Papers

**The Museum 2011. Building Identity: The Making of National Museums and Identity Politics**

16-18 November 2011

Taipei, Taiwan

<http://s27.ntue.edu.tw/THEMUSEUM2011/en/en-call%20for%20papers.html>

Calls For Papers

**Playing to the Galleries and Engaging New Audiences: The Public Face of Conservation.**

Colonial Williamsburg, Virginia, USA

November 13-17, 2011; submit abstracts by March 25.

<http://emergingconservator.blogspot.com/2011/02/playing-to-galleries-and-engaging-new.html>

## (11) Professional Development / La Formation Professionnelle

5 March 2011

**Starting Conversations: A day long, free conference about conflict resolution**

Imperial War Museum North, Manchester, UK

[aryall@iwm.org.uk](mailto:aryall@iwm.org.uk)

March 24 & 25, 2011

**iMuseum Symposium: New Tools for New & Traditional Audiences**

Ontario Museum Association & Ontario Association of Art Galleries

Toronto, Ontario, Canada

<http://bit.ly/hw0QLz>

25 March 2011

**Playing with Drama and Story: using dramatic enquiry with families and early years**

Shipleigh Art Gallery, Gateshead, UK

[hubblearning@twmuseums.org.uk](mailto:hubblearning@twmuseums.org.uk)

5 April 2011

## **Learning from the past to shape a future: Transforming the lives of adult learners and communities**

London, UK

<http://bit.ly/flyB3u>

April 6-9, 2011

### **Museums and the Web 2011**

the international conference for culture and heritage online

Philadelphia, Pennsylvania, USA

<http://conference.archimuse.com/mw2011/>

Our Tag: #mw2011

May 16-18 2011

### **Evaluating Community Impact: Capturing & Making Sense of Community Outcomes**

Tamarack Institute

Kitchener, Ontario, Canada

[http://tamarackcommunity.ca/EI\\_index.html](http://tamarackcommunity.ca/EI_index.html)

## **(12) The Last Word**

Studying the future isn't all that different from studying history. We start with what we know (the present), and things get increasingly uncertain as we move forward or backward in time.

*Elizabeth Merritt, "How to Forecast the Future of Museums." Curator: The Museum Journal, 54 (1) Jan 2011, 27.*

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Questions, concerns, comments, or contributions? Please contact the editor, Dr. M. Christine Castle [chris@mccastle.com](mailto:chris@mccastle.com)