

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ETYΠ705	SEMESTER	7th
COURSE TITLE	Museum education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT COURSE, which is addressed to all students of the Department. It constitutes one of the four courses through which students acquire pedagogical competence.		
PREREQUISITE COURSES:	no		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes. Tytorials in English		
COURSE WEBSITE (URL)	http://www.arts.uoi.gr/files/STDGuide.pdf		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course is an introduction to the educational role and activities of museums. It aims at the educational utilization of museum objects and collections. Theories of learning and communication are developed, elements from cultural and audiovisual education, art and history teaching are developed, while analyses, design and implementation of museum educational programs are carried out.

Upon successful completion of the course, students will:

- have become familiar with educational activities of museums in Greece and abroad

and will have learned to:

- utilize museum exhibits, landscapes, buildings and historical sites for educational purposes, while
- will be able to plan and implement museum educational activities through group projects.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

Autonomous and group work, planning and implementation of projects, demonstration of social and professional sensitivity towards special audiences (people with disabilities, special school groups, socially excluded groups), promotion of creative thinking.

(3) SYLLABUS

Learning and communication theories.

- Art teaching in the museum.
- History teaching in the museum.
- Museum pedagogical activities.
- Design of educational materials.
- Reaching different audiences (school audiences, adults, visitors with disabilities, intercultural programs and other outreach programs).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom and in museums and galleries																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In teaching (projection ppt and videos) and in communication with students																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th>Activity</th><th>Semester workload</th></tr> <tr> <td></td><td></td></tr> <tr> <td>Presentations and analyses of videotaped educational programs.</td><td>3</td></tr> <tr> <td>Attending educational programs in museums of Ioannina.</td><td>6</td></tr> <tr> <td>Museum-pedagogical exercises during educational trips to Athens and Thessaloniki.</td><td>9</td></tr> <tr> <td>Design and implementation of an educational program by students for the school community</td><td>11</td></tr> <tr> <td>Weekly lectures</td><td>21</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course total</td><td>50</td></tr> </table>	Activity	Semester workload			Presentations and analyses of videotaped educational programs.	3	Attending educational programs in museums of Ioannina.	6	Museum-pedagogical exercises during educational trips to Athens and Thessaloniki.	9	Design and implementation of an educational program by students for the school community	11	Weekly lectures	21							Course total	50
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Summative evaluation based on the measurement of learning outcomes and includes the design of a museum educational program (3 hours).																						

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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

-Νικονάνου Νίκη, 2010. *Μουσειοπαιδαγωγική. Από τη θεωρία στην πράξη*. Αθήνα: Πατάκης.

-Θεανώ Μουσούρη, 2002. Μουσεία και κοινότητες ερμηνευτών στο Κόκκινος, Γ. & Αλεξιάκη, Ε. (επιμ.), 2002. *Διεπιστημονικές προσεγγίσεις στη μουσειακή αγωγή*. Αθήνα: Μεταίχμιο, σελ. 77-92.

-[Μαρία Ρούσσου](#) (2008) Ο Ρόλος της Διαδραστικότητας στη Διαμόρφωση της Άτυπης Εκπαιδευτικής Εμπειρίας στο *Η Τεχνολογία στην Υπηρεσία της Πολιτισμικής Κληρονομιάς*, επιμ. Αλεξάνδρα Μπούνια, Νίκη Νικονάνου, Μαρία Οικονόμου. Αθήνα: Καλειδοσκόπιο σελ. 251-261.

-Βελιώτη-Γεωργοπούλου Μ. και Τουντασάκη Ε. (επιμ.), 1997, Μουσεία και άτομα με ειδικές ανάγκες: εμπειρίες και προοπτικές, Πρακτικά ημερίδας, Πάντειο Πανεπιστήμιο Κοινωνικών και Πολιτικών Επιστημών, 27 Μαΐου 1993, Κέντρο Κοινωνικής Πολιτικής, ΥΠΠΟ διεύθυνση Λαϊκού Πολιτισμού, Αθήνα, Gutenberg.

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-Σ. Γκότσης, «Εμείς και οι άλλοι» στη μουσειακή εκπαίδευση: αναφορά σε εκδοχές της διαπολιτισμικότητας μέσα από παραδείγματα ελληνικών μουσείων. Πρακτικά Συνεδρίου «Η άνοιξη των μουσείων 2009. Συνάντηση για τα μουσειακά προγράμματα και τη μουσειακή Αγωγή», επιμ. Ειρήνη Γαβριλάκη. Ρέθυμνο 2011.

-Θ.Μουσούρη, Μουσεία για όλους; Προγράμματα προσέγγισης στο διεθνές χώρο, *Αρχαιολογία και Τέχνες*, 73, 1999, σ.65-69.

-Τσιτούρη, Α. Καθολική πρόσβαση ατόμων με αναπηρία σε χώρους πολιτισμού: πραγματικότητα ή ουτοπία;, *Τετράδια Μουσειολογίας* 2, 2005.

-Συναφή επιστημονικά περιοδικά:

- **MuseumEdu**
- **Journal of Museum Education**