



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.

July 2009

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A Word from the Editor – In Memory of Cheryl Meszaros

We've lost another good one. Dr. Cheryl Meszaros, most recently a faculty member in the Museum Studies Program at the University of Toronto, died suddenly this month. Cheryl was an expert and wrote widely on issues related to interpretation in the museum. Before joining academia, she had a long and successful career in museums, including a decade as head of Public Programs at the Vancouver Art Gallery in British Columbia. In her writing as in her life, she managed to bridge the gap between theory and practice, thereby demonstrating the importance of both to our nascent field. But she had much more to say and those thoughts – and the dynamic personality that supported them – will be sorely missed. I dedicate this issue of *MEM*, with its focus on students and their work (a special joy of hers), to Cheryl. Sadly,

Chris Castle, Editor

Special thanks to Kris Wetterlund (USA), and researchers around the world for their contributions to this issue. Your contributions are welcome, too.

(1) Ongoing Research

eMotion - mapping museum experience (Switzerland)

Research questions: How do visitors to an art exhibition react in front of artworks? While tracking them in the exhibition, their skin reactivity and heartbeat are measured as signs of emotional and cognitive activity. What are the factors influencing their behaviour and their perception of art? Is it the art itself or its context that matters?

Data presentation: The data is processed live into an artwork (sound and visual installation) during the field research. Several articles have already been published to present the project. The results will be published in further articles (most of them according to the discipline of the researchers) as well as in a common report. Whether this report will be online, a published book or a symposium is still open.

Principal researchers: Martin Troendle, Steven Greenwood (both at the University of Applied Sciences Northwestern Switzerland), Wolfgang Tschacher (University of Bern), Volker Kirchberg (Leuphana University Lueneburg), Stéphanie Wintzerith (freelance evaluation and visitor research), Karen van den Berg (Zeppelin University Friedrichshafen), Sybille Omlin (University of Applied Sciences Northwestern Switzerland), Chandrasekhar Ramakrishnan (Federal Institute of Technology Zurich).

Research site: Kunstmuseum St. Gallen (Art Museum St. Gallen), Switzerland

Time span: Field work: June 4th till July 19th 2009, end of project January 2010

Contact: martin.troendle@fhnw.ch and swi@wintzerith.de www.mapping-museum-experience.com

Key words: emotion, perception of art, museum experience, tracking

National Survey: Prevalence of Interdepartmental Collaboration and Constructivism in Art Museums (USA)

Research questions: This research seeks to examine how the collaborative approach to exhibition development affects the visitor experience in art museums. Initially three case studies were examined to understand how collaboration is initiated and its relative advantages and disadvantages as an exhibition development approach. This study will broaden the scope of this research.

Data presentation: The data from this survey will be presented in a summary report. Ultimately I would like this report, along with my masters project and a resource website for constructivist techniques to be presented at an AAM panel discussion in 2010. Additionally, I will be submitting a summary of this content to the NAME Journal for their Spring 2010 issue.

Principal researcher: I will be crafting and evaluating the survey with the assistance of professional evaluator Chris Parsons.

Site: This research project will fulfill my final internship units and is being conducted independent of any museum. It is a companion to my masters research project: Collaborative Constructivism: A Case for Interdepartmental Exhibition Development in Art museums. The research looks at the collaborative and constructivist activities in three case studies.

Time span: The instrument is being crafted now, the survey will go out mid August and a final report will be written in mid September.

Contact: For any questions or to volunteer to receive this survey or contribute your constructivist or other forward thinking educational techniques, I can be reached at matthew.isble@gmail.com

Key words: Interdepartmental collaboration, constructivism, art museum

Internship Projects:

The Sky's The Limit (Canada)

Project: Researching and developing activities connected to the Ontario Elementary & Secondary School Science curriculum to supplement the development of a travelling exhibition on 19th century astronomy.

Presentation: The research will evolve into hands-on activities, games, and teachers' resource materials etc.

Intern: Nicole Reby, Eva Brook Donly Museum

Evaluators: members of the public. These activities will be introduced and tested by the public at various festivals & events in Norfolk County over the summer of 2009.

Contact: Eva Brook Donly Museum, 109 Norfolk St. S. Simcoe, ON N3Y 2W3 519-426-1583

www.norfolklore.com

Key words: astronomy, education program, science, exhibit

Museum Exhibit of Assistive Technology (USA)

Project: The purpose of this exhibit is to visually show a timeline of assistive technology for the past three decades during Easter Seals Crossroads' convention in August. Information presented will explain how assistive technology for people with disabilities such as blindness, autism, or other impairments has significantly improved to make daily living and employment easier.

Presentation: Twenty technology objects will be chosen for the exhibit, which will be shown on August 7, 2009 at the Indianapolis Convention Center. The conference is free and open to the public.

Intern: Sara Croft

Site: Easter Seals Crossroads in Indianapolis, IN

Time Span: June 2009-August 2009

Contact Information: Sara Croft, scroft@eastersealscrossroads.org

Key Words: Technology, Exhibition, Conference

Gorilla Touch Table (Canada)

Project: General Research: Gorillas are different than humans but also alike, how? Research of gorillas, primatology, and life in areas near where gorillas live.

Audience Research: What would you like to learn about Gorillas? What would you like to see in this space? What are some misconceptions about gorillas?

Presentation: Our presentation will be through public interactive activities as well as a volunteer training manual.

Interns: Bonnie Dingwall, Fleming College, Museum Management and Curatorship Program; Cara Culkin, University of Toronto, Masters in Museum Studies

Site: All research and design took place at the Toronto Zoo.

Time Span: May 11, 2009 to August 14, 2009.

Contact: bonnie.dingwall@gmail.com

Key words: Gorilla, Touch Table, Interactive Exhibit, Zoo Visitors, The Gorilla Experience

Collectors' Corner Neighborhood Trading Post (USA)

Project: Research and develop reference materials and teaching tools for volunteers staffing the Collectors' Corner Neighborhood Trading Post, a pilot project of the Science Museum of Minnesota partnering with libraries.

Presentation: Volunteers work with young people coming to the program to trade items from nature for points, based on trader knowledge and type of object. Eric Harkleroad, CCNTP summer intern and U of Minnesota graduate student, is creating materials for volunteers focusing on the most commonly traded natural items. Materials developed include laminated question cards, riker boxes of labeled object samples, and topical e-mails and handouts which are being evaluated by the volunteer facilitators and the CCNTP team:

Interns: Maija Sedzielarz, Project Lead; Julie Marckel, Project Coordinator; and Eric Harkleroad, CCNTP intern.

Intern Project Time Span: June 2009 – August 2009; **Project Time Span:** June 2009 – December 2010

Contact: Maija Sedzielarz, Project Lead, Science Museum of Minnesota, 120 West Kellogg Blvd. St. Paul, MN 55102 651-221-4554 msedzielarz@smm.org www.smm.org/tradingposts

Key words: trading post, nature collections, information science education

Trail of Tears background information (USA)

Project: Working to create a framework in which the Education Dept at The Hermitage will develop an on-site, hands-on education program regarding the Trail of Tears

Presentation: Presented in Word document / Power Point for classroom

Intern: Katie Yenna; **Evaluator:** James Yasko

Site: Conducted at The Hermitage, Home of President Andrew Jackson

Time span: June-August 2009

Contact: James Yasko, Director of Education – The Hermitage, Home of President Andrew Jackson; jyasko@thehermitage.com

Keywords: History, Classroom, Education, Native American

iAfrica: Connecting with Sub-Saharan Art (USA)

Project: This is an exhibition that is experimenting with various ways of displaying and explaining African art, which is sourced from the permanent collection. The exhibition is exploring different methods of display, varying amounts of information, use of various technologies. Integral to the exhibition is feedback and involvement of different audiences about the exhibition.

Intern: Kristen Olsen & Education and Interactive Media department staff.

Site: Minneapolis Institute of Arts

Time span: As an intern, I will be working in the development from June 09 through the end of August 09. The exhibition, however, opens Saturday, October 3, 2009 and runs through Monday, April 5, 2010.

Contact: Kristen Olson, kristen.olson@gmail.com (intern) and Kate Johnson, Chair, Education Division, kjohnson@artsmia.org

Key words: Interactive Media, Exhibition Design, Education, Visitor Studies

The Synagogue Speaks! (USA)

Project: What exhibits can we create to engage children of various ages and backgrounds in the varied history of the Lloyd Street Synagogue? How can we differentiate exhibit activities to ensure that people of all ages are enjoying their museum experience at all times?

Presentation: exhibit interactives on display: walls, discovery tables, games, artifacts, audio and visual displays, manipulatives, scavenger hunt.

Interns: Anita Kassof, Deb Weiner, Jennifer Vess, Deborah Cardin, Lauren Silberman.

Site: The Jewish Museum of Maryland, Baltimore MD.

Time span: planning: July-August 2009, exhibit to open March 21, 2009.

Contact: Heather Lirette, intern, (517) 414-8913 or heatherlirette@hotmail.com .

Key words: Education, interactive, history, Jewish, synagogue

Leo Burger Immigrant's Trunk, Early Childhood Education (USA)

Project: Creating early childhood lesson plans using the existing materials in the Leo Burger Immigrant's trunk along with developing new age appropriate activities.

Presentation: The trunk will be used in preschool and pre-kindergarten classrooms in Baltimore, Maryland.

Intern: Amanda Schubert

Contact: Amanda Schubert, Jewish Museum of Maryland: Education Department Intern
aschube1@jhu.edu

Key Words: Immigration, Early Childhood Lesson Plans

UPDATE on research listed in earlier MEMs:

Philip Stevenson writes:

"This is an update on a project we are currently developing involving UK museum and gallery education departments offering **placements for trainee teachers as an integral part of their professional training**. This is done in close partnership with the Initial Teacher Training (ITE) institutions and their associated partnership schools where the trainee teachers undertake the lion's share of their 'teaching practise'. I have already submitted an outline of the research based elements of this project to MEM ('On-going Research February 2009)

Apart from the obvious immediate benefits to the trainee teachers themselves, there have been some real additional bonuses in terms of museum educator professional development and audience access.

As we come to the end of the initial 'pilot' year, to get a snapshot of what we've been up to, go to: <http://alternative-settings.educ.cam.ac.uk>

I've attached some briefing notes with two crucial web-links. . . these teacher training partnerships between museums and ITE providers are taking on increasing importance in the UK and may well be of interest to colleagues beyond these shores. [For a copy of these briefing notes, please contact Philip Stevenson, University of Cambridge, Faculty of Education directly ps233@cam.ac.uk]

(2) Online Journals

Animations Online

Edition 27: Summer 2009

Includes:

- Fay Tsitsou, "Breaking out of the Box"

Considers the differences and similarities between museum and puppet theatre audiences.

http://www.puppetcentre.org.uk/animationsonline/aotwentyseven/feat_breakingout.html

(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/>

June 2009

Topic: **Multi-Visit Programs**

An intern from the Bob Bullock Texas State History Museum, of Austin, wrote the list asking for input on how to implement multi-visit educational programming for Elementary Schools. Four educators replied with their experiences:

For twenty years, the Philadelphia Museum of Art has offered a two-visit program to the 5th graders of a nearby school district. The format is somewhat fixed, with the first visit being a creative journal exercise, and the second a survey of American Art. With feedback from their Teacher Advisory Committee, they recently updated the classroom materials to include a PowerPoint presentation and a wider variety of lesson plans.

The Walker Art Center of Minneapolis offers a writing program consisting of four monthly visits, a schedule which allows teachers to integrate the follow-up activities into their classroom lesson plan. Having the same tour guide for each visit is important for continuity for the students.

The Bradbury Science Museum of Los Alamos, New Mexico found itself to be an ad-hoc science classroom for several small private schools. The museum offers nine different programs, of which the schools typically sign up for a series of six. The museum's educator admitted it was a complex scheduling situation, and found it best to schedule groups for the more elaborate programs first, and then "fill-in" with the simpler ones, since they can be staffed more flexibly.

Tudor Place Historic House and Garden, of Washington, D.C., recently conducted an eight-visit program with 5th-graders. They met monthly throughout the school year, both at the museum and at the grade school. The teachers and educators developed the program together, and it integrated lessons in math, history, theatre, writing, and science. Due to the project's success, they are expanding it to include more grade levels and other schools.

June 2009

Topic: **Facebook**

An educator from the Stark Museum of Art in Orange, Texas wrote to the list asking for advice regarding museum Facebook pages.

List members pointed out that museums used Facebook pages for different purposes: some to keep in touch with a particular group (such as home-school students), others as a general

audience marketing tool. In the latter case, one educator recommended that staff members from other departments be involved, to ensure the entire museum gets coverage.

The typical approach to developing a network of fans was to invite staff and interns, and they in turn would invite their Facebook friends. An educator from the Fort Wayne Museum of Art, Indiana, found success by posting photos from a "College Night," then notifying the event's mailing list where they could find the pictures. About 100 of the attendees became fans, she said. Most educators agreed that what draws people to a page is a variety of content, including photos of themselves or their art, succinct research tidbits about the museum's collection, or things that illuminate the backstory on upcoming events.

Educators found the interface easy to use, and easy to keep updated. Some only updated once a week, while others more frequently, depending on events at the museum. Initial reservations by museum leadership gradually became encouragement in most cases. Inappropriate postings by fans were found to be extremely uncommon, and can be deleted when they occur. In general, Facebook was recommended as a marketing tool.

A Facebook group called Museums on Facebook was suggested as a good place to discuss Facebook on Facebook (<http://www.facebook.com/home.php?ref=home#/group.php?gid=8173798651>).

Examples of museum Facebook pages:

Fort Wayne Museum of Art

<http://www.facebook.com/pages/Fort-Wayne-IN/Fort-Wayne-Museum-of-Art/20592692355>

Carlyle House Historic Park

<http://www.facebook.com/pages/Alexandria-VA/Carlyle-House-Historic-Park/13670919317>

The Maltz Museum of Jewish Heritage

<http://www.facebook.com/pages/Beachwood-OH/Maltz-Museum-of-Jewish-Heritage/22338421629>

Schwenkfelder Library & Heritage Center

<http://www.facebook.com/pages/Pennsburg-PA/Schwenkfelder-Library-Heritage-center/21293856113>

(4) Blog Postings

[Editor's Note: I monitor blogs that I believe may contain something of professional interest to readers. Please get in touch if you have a suggestion for a blog I should take a look at. CC]

Digital storytelling: "Inside the Vault @ Powerhouse Museum

<http://keystone.collectionsaustralia.net/publisher/Outreach/?p=1312>

by Collections Australia Network

Rita Orsini talks about how the Powerhouse Museum is using digital storytelling to bring museum objects to life. Not only are these pieces of the collection rarely seen but their stories have not had the opportunity to be shared in so much detail.

[Can Outreach Blog - http://keystone.collectionsaustralia.net/publisher/outreach/](http://keystone.collectionsaustralia.net/publisher/outreach/)

Public Engagement

<http://fort.tumblr.com/post/129560461/public-engagement>

by Sally Fort

... put a quick call out to the GEM (Group for education in Museums) list which came up trumps with a wealth of resources streaming in from some kind people who took a minute out to share what they knew.

[Fort Ponderings - http://fort.tumblr.com/](http://fort.tumblr.com/)

Blog Potomac offers ideas for Historic Sites

<http://historicsites.wordpress.com/2009/06/15/blog-potomac-offers-ideas-for-historic-sites/>

by Max van Balgooy

Blog Potomac brings together many of the leaders in the field, including consultants, industry specialists, and international businesses, so here are the five most relevant comments, observations, and recommendations for historic sites...

[National Trust Historic Sites Blog - http://historicsites.wordpress.com/](http://historicsites.wordpress.com/)

10 Examples of Useful Second Life Resources for Educators

<http://www.emergingedtech.com/2009/07/10-examples-of-useful-second-life-resources-for-educators/>

by K. Walsh

This week I will wrap up the series of posts I published throughout June, focused on Internet based Virtual World technologies as they are being used in Education today. As I researched current VW tech options for education, it became apparent to me that Second Life ...

International Spaceflight Museum (web site): Features virtual models of various spacecraft, and links to wiki pages that provide an overview of the crafts and their missions, in a multitude of languages. ...

[Emerging Internet Technologies... - http://www.emergingedtech.com/](http://www.emergingedtech.com/)

Artichoke: What can recommendation systems in museums teach us ...

<http://artichoke.typepad.com/artichoke/2009/07/what-can-recommendation-systems-in-museums-teach-us-about-underachievement-in-school.html>

By Artichoke

How can a museum offer each visitor suggestions for exhibits and experiences that will uniquely serve their interests? There are many lovely examples of museums providing quirky tours based on particular interests. ... Above all, the compulsory education system needs re-engineering. Information systems in schools should be tracking the educational journeys of students, identifying the strengths and potentials of individual students ...

[Artichoke - http://artichoke.typepad.com/artichoke/](http://artichoke.typepad.com/artichoke/)

Happy Birthday Nina Simon | newcurator

<http://newcurator.com/2009/07/happy-birthday-nina-simon/>

By Pete

Maybe I should be thinking in marketing/business terms and getting better with more users is dependent upon the goals and objectives of the museum? We want 2000 local schoolchildren to do our education program. ...

[newcurator - http://newcurator.com/](http://newcurator.com/)

(5) Recent Reports

Walker Art Center – Summative Evaluation of Interpretive Experiences Newly Installed within the Permanent Collection

Prepared by Jessica Luke & Jill Stein, Institute for Learning Innovation, 2006

In July 2003, the Walker Art Center (Walker) was awarded a 3-year grant from the Bush Foundation to support artistic and educational programming designed to broaden, deepen, and diversify audience engagement with contemporary art. This report describes results from a summative evaluation of visitors' engagement with five interpretive experiences newly installed within the Walker's permanent collection. A mixed-methods approach was used to assess visitors' experiences, including visitor tracking, focused observations, and semi-structured interviews. Download it now at the Museum-Ed Web site, in the Research area in the left hand menu. Thanks to Sarah Schultz, Director of Education at the Walker, for sharing this report.

<http://www.museum-ed.org/>

Cell Phone Snapshot: Results of a 2009 Cell Phone Audio Tour Survey

By Editors of Museum-Ed, June 2009

In May of 2009 several members of the Museum-Ed Discussion List (talk@museum-ed.org) posted questions to the list about cell phone audio tours. The Editors of Museum-Ed offered to create an online survey to streamline collection of information about museum cell phone audio tours. The resulting survey was based on questions generated by the members of the Museum-Ed Discussion List and was offered on the Museum-Ed Web site (www.museum-ed.org) from May 21 to July 1, 2009. <http://www.museum-ed.org/content/view/106/53/>

Making the environmental grade: The benefits of going green in the classroom

By Canadian Council on Learning, June 24, 2009

“Research conducted in the past several decades suggests that participation in environmental education helps students develop knowledge about the environment, positive environmental attitudes and environmentally friendly behaviours. In addition to these outcomes, some forms of environmental education have also been shown to be associated with learning advantages, such as: improvements in achievement, critical thinking, attitudes toward learning, and motivation to learn and achieve in school.” For full report

<http://www.ccl->

[cca.ca/CCL/Reports/LessonsInLearning/LinL20090625EnvironmentalEducation?Language=EN](http://www.ccl-cca.ca/CCL/Reports/LessonsInLearning/LinL20090625EnvironmentalEducation?Language=EN)

Report and recommendations on strategies for engaging young adults in the historic environment

By Historic Environment Advisory Council for Scotland, May 2009

'What strategies could be developed for attracting young adults to get engaged in protecting, conserving, understanding and enjoying the historic environment?'

<http://www.heacs.org.uk/documents/2009/youngadults.pdf>

(See also **Engaging Young Adults in the Historic Environment: Case Studies** By AppleJuice Consultants, December 2008 <http://www.heacs.org.uk/documents/2009/applejuice.pdf>)

Volunteering in Museums: A research study into volunteering within museums

By Laura M. Baird & Lesley Greenaway, Museum Galleries Scotland, May 2009

"purpose of the study was to provide robust evidence to support the existing and proposed work that Museums Galleries Scotland does in relation to volunteers, and to demonstrate the ways in which volunteering in the sector contributes to the 15 National Outcomes in the Scottish Government's National Performance Framework."

<http://www.museumsgalleriesscotland.org.uk/publications/publication/168/volunteering-in-museums>

Partnership for a Nation of Learners: Joining Forces, Creating Value

By Dan Kulpinski for Institute of Museum & Library Services and Corporation for Public Broadcasting, USA. June 2009

Provides success stories that can guide local organizations who would like to collaborate on behalf of their communities.

<http://www.imls.gov/pdf/PNLReport.pdf>

The Qualities of Quality: Understanding Excellence in Arts Education

By Steve Seidel, Shari Tishman, Ellen Winner, Lois Hetland, and Patricia Palmer, Project Zero, Harvard Graduate School of Education, n.d.

"What do arts educators and others think are the key attributes of "quality" in arts learning in K-12? Researchers at Harvard's Project Zero explore this question through interviews, case studies and a literature review. Excellent arts education, they conclude, is "not simply a matter of adopting a research-proven set of 'best practices.'" Rather, it requires educators and others to reflect deeply about a range of issues, including the many possible purposes of arts education, from helping students develop aesthetic awareness to helping them grow as individuals. The report includes a set of tools that can assist in making decisions about achieving and sustaining quality arts education."

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/ArtSParticipation/Documents/Qualities-of-Quality-Understanding-Excellence-Arts-Education.pdf>

(6) Online Resources

Digital Storytelling Resources

- Centre for Digital Storytelling <http://www.storycentre.org> .

- Centre for Oral History and Digital Storytelling at Concordia University - <http://storytelling.concordia.ca> (click on digital history lab icon).

Digital storytelling in the classroom www.teachingteachers.com

[Courtesy Cal Martin calvert.martin@pc.gc.ca]

Website of Assessment Tools for Informal Science Learning

A new resource designed to help practitioners, evaluators, researchers, and policymakers select instruments to assess science learning and child outcomes in out-of-school programs is now available on a searchable website. <http://atis.pearweb.org/>

Data Collection Instruments for Evaluating Family Involvement

By Helen Westmoreland, Suzanne Bouffard, Kelley O'Carroll, Heidi Rosenberg, Harvard Family Research Project, May 2009

"provides stakeholders with some commonly used and standardized data collection instruments on family involvement. This resource can help stakeholders learn about and choose rigorous family involvement instruments to assess impact and ensure quality. By reviewing these and other instruments, program and policy leaders can also think about which measures are most appropriate for their work and how to adapt or develop tools to assess it."

<http://www.hfrp.org/family-involvement/publications-resources/data-collection-instruments-for-evaluating-family-involvement>

Family Learning Forum – A resource for museum professionals to explore family learning

Website developed by USS Constitution Museum, 2009

"Families are a highly desired museum audience, but the one museums know the least about. We're trying to change that. To learn how families learn. And share it all with you:

What is Family Learning? What can we learn from family group visitors? How do we design exhibits for Family Learning?"

<http://familylearningforum.org/>

(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]

JAM (Journal of Arts Marketing, UK)

#35 July 2009

Includes:

- Heather Maitland, "Has anyone seen the business plan?"

Thinking behind integrated marketing communications

- Robert Jones, "Museum next"

Museums and brands are changing – even the arts need brands

- Kim Gowland, "Reinventing Manchester Art Gallery"

Explains what it takes to create a clear and compelling brand

<http://www.a-m-a.org.uk/publications.asp>

(8) Recent Theses, Dissertations & Major Papers

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

Barosso, Elisa Maria. 2009. **From "no go" to "Yo Co": Smithsonian administrators' perceptions of Public Affairs strategies to create relationships to attract, educate, & retain Young Cosmopolitans** Ed.D. University of the Pacific, AAT 3356557.

Latham, Kiersten Fourshe. 2009. **Numinous experiences with museum objects** Ph.D. Kansas: Emporia State University; 2009. AAT 3357980.

Horn, Michael S. 2009 **Tangible computer programming: Exploring the use of emerging technology in classrooms and science museums.** Ph.D. Massachusetts: Tufts University; 2009. AAT 3354695.

(9) New Books & Media

(10) Calls

Call For Papers

The Science Exhibition: Curation, Design, Communication

We invite papers for a forthcoming book which will explore three related themes in relation to science exhibitions in museums:

- * the processes involved in developing new science exhibitions in and for museums;
- * the issues involved in transforming scientific ideas or events into exhibitions;
- * the challenges faced by museums in communicating science to a wide audience.

We are particularly interested in new, innovative and successful initiatives in this field.

Please submit an abstract (up to 400 words) and a biographical note (up to 250 words) by email to both:

- Dr Anastasia Filippopoliti, Museologist and Historian of Science, Democritus University of Thrace, Greece afilipp@gmail.com

- Graeme Farnell, Publisher, MuseumsEtc Ltd, UK graeme@museumsetc.com

Deadline for abstracts and bio 30 September 2009

(11) Professional Development / La Formation Professionnelle

August 23-27, 2009

Museum Theatre On the Edge

6th Biennial Global IMTAL Conference

Monterey, CA, USA

<http://www.imtal.org>

August 27-28, 2009



American Association of State & Local History – Online Conference

In conjunction with Annual Conference – several education-related sessions

<https://www.aaslhnet.org/online09.htm>

September 9, 2009 - 2-3:30 p.m. (Eastern)



Planning for Exemplary Visitor Experiences

In collaboration with the AAM Museum Assessment Program (MAP) and the AAM Committee on Education (EdCom)

<http://www.aam-us.org/getinvolved/learn/museumessentialsseries.cfm>

September 10, 2009

Not Museum Pieces: the developing role of Archivists and Librarians in Museums

London Museums Librarians and Archivists Group 2009 Conference

National Gallery, London, UK

<http://www.nationalgallery.org.uk/whats-on/calendar/lmlag-conference-10-september-2009>

September 23, 2009 - 2-3:30 p.m. (Eastern)



Audience Research and Evaluation: Why it Matters Now More Than Ever

In collaboration with the Museum Assessment Program (MAP) and the AAM Committee on Research and Evaluation (CARE)

<http://www.aam-us.org/getinvolved/learn/museumessentialsseries.cfm>

4-6 November 2009

Future Perfect : Art, Gallery Education and Regeneration

engage/enquire International Conference,

Toynbee Studios and venues across London, UK

<http://www.engage.org>

November 3th-6th, 2009

Paris 2009 – High Tech! High Touch!

The Hands On! Europe 2009 Conference [Children's Museums]

Paris, France

<http://www.hands-on-europe.net/pages/conference.asp?p=2-0-0>

(12) The Last Word

Death loves a shining mark.

Paul Herbert, Sarah Binks, 1947, 180

Museum Education Monitor

M. Christine Castle, Museum Education & Interpretation

July 2009 Issue page 14/14

Disclaimer: Although every effort is made to check links, websites and other material referred to in this publication the editor takes no responsibility for the content of external materials or websites that link to or from Museum Education Monitor.

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Questions, concerns, comments, or contributions? Please contact the editor, Dr. M. Christine Castle mem@mccastle.com