



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.

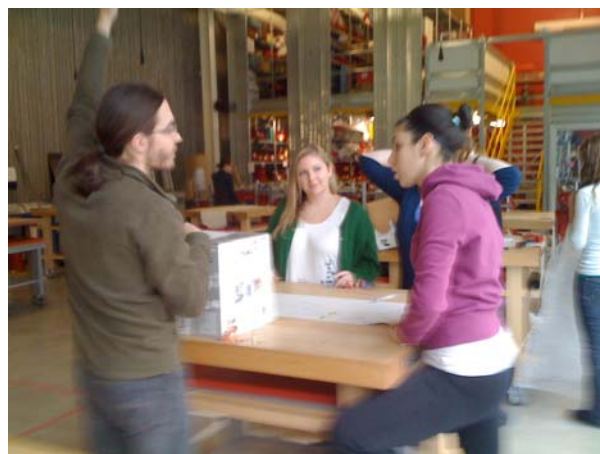
I encourage you to share Museum Education Monitor with others within your immediate organization. Please do not forward the newsletter beyond this boundary.

May 2010

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## A Word from the Editor – MEM & your communities of practice

Just rereading one of Etienne Wenger's books on communities of practice (see *The last word* for reference) and it's made me think. Do you subscribe to the idea of a community of practice (CofP)? Do you consider the *Museum Education Monitor* to be part of that community? Does the MEM contribute in any distinct way to our museum education practice? If so, how? There are so many contributors to our worldwide CofP, after six years does MEM still have a place? If so, how could MEM better engage and support *you* and your development as a museum educator? Finally, a community of practice calls for participation. What can you do to make MEM better?

## Chris Castle, Editor

Special thanks to Kris Wetterlund, Femke Hameetman, Sandra Murriello and researchers around the world for their contributions to this issue! Please note that all links are active using Adobe Acrobat Reader. Free download at <http://get.adobe.com/reader/>

Photo Credit – University of Toronto Museum Studies students at Ontario Science Centre Feb. 2010. Used with permission.  
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## (1) Ongoing Research

### **The Viewing Project (USA)**

Research Questions: How to develop presentations/installation designs that encourage longer looking and looking again at works of art? How to create information architecture that meets the needs of visitors at varying levels of art experience? How to develop a better understanding of aesthetic experience and its measurable signifiers?

Data presentation: Visitor Studies Association Conference presentation, July 2010; Interim and final narratives to funding agency, Art Mentor Foundation Lucerne.

Principal Researchers/Evaluators: Tiffany Leason, Manager of Higher Education Programs and Research Assessment; Aileen Novick, Research and Evaluation Coordinator

Site: Indianapolis Museum of Art <http://www.imamuseum.org/exhibition/viewing-project-wondering-about-space>

Time Span: The three-year series of experimental installations are occurring 2008 through 2011.

Contact: Aileen Novick, Research and Evaluation Coordinator, Indianapolis Museum of Art, (317) 923-1331 x 206 [anovick@imamuseum.org](mailto:anovick@imamuseum.org)

Key words/labels: aesthetic experience, installation design, viewing times, visitor feedback

### **A Case Study of a New Educational Method Using Live Animals and Visual Thinking Strategies for Natural Science Teaching in Museums (USA)**

Research questions:

1. What characterizes the learning experiences of adults during combination live animal and Visual Thinking Strategies presentations?

a. What types of adult social interactions emerge during these presentations?

b. What is the relationship between combination live animal and Visual Thinking Strategies presentations and observation skills?

Date presentation: Doctoral thesis

Principal researchers: Dr. Elizabeth Haslam and Jacqueline Genovesi

Site: At a Natural History museum

Time span: Completed by Fall 2010

Contact: [genovesi@ansp.org](mailto:genovesi@ansp.org)

Key words/labels: live animals, Visual Thinking Strategies, learning in museums

## (2) Online Journals

### **museum and society**

March 2010, volume 8 no. 1

Includes:

- Kate Pahl & Andy Pollard, "The Case of the disappearing object: narratives and artefacts in homes and a museum exhibition from Pakistani heritage families in South Yorkshire"

<http://www.le.ac.uk/ms/museumsociety.html>

### **Tate Papers**

Issue 13, Spring 2010

- Anna Cutler, "What Is To Be Done, Sandra? Learning in Cultural Institutions of the Twenty-First Century"

<http://www.tate.org.uk/research/tateresearch/tatepapers/10spring/cutler.shtm>

## (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/>

March 2010

#### **Topic: Museums and Community Based Organizations**

A student in Museum Education at Tufts University emailed the list to ask for examples of partnerships between museums and community based organizations (CBOs). She also requested information on museums who use satellite locations for educational programs.

One educator suggested the student look for a list of the recent presentations at NAEA, many of which focused on museum/CBO partnership.

Many museums responded with museum/library partnership examples, including the Gilcrease Museum of Tulsa, Oklahoma, whose program is aimed at 3-6 year olds; the Kam Wah Chung Heritage Site of John Day, Oregon, who sent museum guides to the Libraries of Eastern Oregon to talk about the site; the Museum of Fine Arts Houston, Texas, whose library exhibition series brings artwork to 8-10 libraries in the sprawling Houston metroplex ([www.mfah.org/libraryexhibition](http://www.mfah.org/libraryexhibition)); and the Monterey Museum of Art, California, who offered free admission to library card holders (in addition to other programs) as part of an art of children's books exhibition.

The Education Coordinator of the Tamastlikt Cultural Institute of Pendleton, Oregon brought up the fact that museum/library partnerships work both ways. For example the Libraries of Eastern Oregon received an IMLS grant to distribute "telecommunications equipment so rural libraries can access Smithsonian and Oregon Museum of Science and Industry (OMSI) educational programs." The Tamastlikt Cultural Institute itself also partners extensively with the tribal community.

The Columbus Museum of Art's "Art Around Town" program was started as a way to continue educational programming while the museum itself was being renovated. The educators spend one Saturday a month in a different location in central Ohio. They bring one work of art from the museum's permanent collection (often one that is usually hung in the museum—not the study collection), and use this a starting point to introduce communities to the museum and educational programs for families.

April 2010

## **Topic: Smartboard Curriculum/Creating materials for Smart Boards**

The Assistant Curator for School-Based Learning of the Cincinnati Art Museum of Ohio wrote to ask if any list members had experience developing curriculum for interactive whiteboards (IWBs) or "SMARTboards."

List members responded with a mix of additional questions and experiences to share. The editor of Museum-Ed pointed out that all major interactive whiteboard vendors in the UK have agreed to make their educational content available in a common file format, a step not yet taken in the US. She also recommended a paper written by an educator from the Museum of London on the topic, <http://www.archimuse.com/mw2009/papers/leftwich/leftwich.html>, which includes tips on developing materials for IWBs. The author of that paper, Mariruth Leftwich, wrote as well and offered additional advice. She confirmed that the British government has heavily invested in making IWB technology available in classrooms, leading museums there to adapt their materials to that new media.

Ms. Leftwich recommended the Smart Notebook software and a free website called magicstudio.com < <http://magicstudio.com> >, but pointed out that mastery of it depends on having time to play around. She also recommended saving notebooks a class may have worked on in the museum, and then sending a copy to the teacher.

The Curator of Education from the Fort Caspar Museum, of Casper, Wyoming, wrote to share her experiences with the Promethean-brand boards. She liked "being able to convert the flipcharts into PowerPoint, saving each lesson after I've written on the board, and the option to email or print the flipchart to teachers," as well as being able to review how students interacted with the program's content. She also emphasized the necessity of being familiar with the software.

## **(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]

### **Who's Responsible? Interpreting Surveys**

<http://interpnet.com/interpplan/?p=155>

By Lisa Brochu

One of the simplest ways to gather information from a large constituency would seem to be surveying the group. However, survey results can easily be misinterpreted and may not be the most accurate approach to gathering information ...

[Interpretive Planning - http://interpnet.com/interpplan/](http://interpnet.com/interpplan/)

### **Draft Toolkit for Community Marketing Organizations and Cultural-Heritage Organizations**

<http://afta-dmai.blogspot.com/2010/03/draft-toolkit-for-community-marketing.html>

By Joint Task Force of Americans for the Arts and Destination Marketing Association International

Draft report from project to formulate best practices that explain what destination marketing organizations expect from cultural facilities and events and what these entities should expect from their destination marketing organization in the course of visitor-centric economic and cultural development.

[Task Force Blog - http://afta-dmai.blogspot.com/](http://afta-dmai.blogspot.com/)

## **Seriously ... Outreach Programs**

<http://bit.ly/b3lawv>

By Jennifer Rogers

The following is an attachment of a TAMEC workshop presented by myself in 2008. I believe the information is still relevant. This presentation consists of a PowerPoint, the script and two worksheets that will assist you.

Presentation: "Who, What, How... Different Outreach Programs for Different Audiences"

Script: "Who, What, How..."

Worksheet 1: Which Outreach Method is Right for You?

Worksheet 2: Developing Your Program

Research: Data

[TAMEC - http://tamec.blogspot.com/](http://tamec.blogspot.com/)

## **Interpretation Preferences: How 40,000 museum-goers prefer to experience museums**

[http://reachadvisors.typepad.com/museum\\_audience\\_insight/2010/05/interpretation-preferences-how-40000-museumgoers-prefer-to-experience-museums.html](http://reachadvisors.typepad.com/museum_audience_insight/2010/05/interpretation-preferences-how-40000-museumgoers-prefer-to-experience-museums.html)

by James Chung

First, we asked respondents how they prefer to experience museums and historic sites.

Respondents were given a list of options, and could choose more than one ... Let's look at this from two angles: which types of experiences have the highest priority within each type of museum, and how do the different types of experiences compare across genres?

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

## **Ask a Curator**

<http://www.museummarketing.co.uk/2010/05/24/ask-a-curator/>

By Jim Richardson

...have been working on a new project which I believe will answer those negative comments and will create a huge buzz around our sector on Twitter, Facebook and in the real world. Ask a Curator will take place worldwide on September 4th 2010, you can read more about it on the Ask a Curator website and sign up to receive more information about taking part.

[Museum Marketing - http://www.museummarketing.co.uk/](http://www.museummarketing.co.uk/)

## **Minnesota Open Idea: Crowdsourcing Contest For Social Change Done Right |**

<http://bit.ly/d8mfqb>

By Beth Kanter

The Minnesota Open Idea is an example of an online social good contest that works. It combines expert judging with popular vote, online strategy with good old fashion off line

organizing, links objectives to a theory of change, and incorporates a fun and engaging way for people to learn about and take action on a timely community problem.

[Beth's Blog - How Networked Nonprofits Are Using Social Media to Power Change - http://www.bethkanter.org/](http://www.bethkanter.org/)

## **Complicity, Intimacy, Community**

<http://museumtwo.blogspot.com/2010/05/complicity-intimacy-community.html>

By Nina Simon

At a recent talk, a colleague from the Exploratorium asked me a very simple question. He noted that many institutions I talk about that successfully foster personal relationships with visitors are small places. How, he asked, could a large museum that serves hundreds of thousands of people per year foster the same sense of personal connection and community that a small one can achieve?

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

## **How Sticky Can A Workshop Be?**

<http://uncatalogedmuseum.blogspot.com/2010/05/how-sticky-can-workshop-be.html>

By Linda Norris

We've all been to workshops or seminars where we left, filled with energy and great intentions, only to sink rapidly back to the details of everyday life only to think about that new idea or project as we shift the workshop folder from one pile to another. And I've also seen my share of workshop regulars, who attend every workshop and never actually implement anything. So as a trainer and presenter, and someone who cares deeply about new ideas percolating out into everyday practice, how can I make new ideas, concepts and practices stickier?

[The uncataloged museum - http://uncatalogedmuseum.blogspot.com/](http://uncatalogedmuseum.blogspot.com/)

## **(5) Recent Reports**

### **The Impact of the Internet on Institutions in the Future**

By Janna Anderson & Lee Rainie, Pew Research Centre, March 31, 2010

"By an overwhelming margin, technology experts and stakeholders participating in a survey fielded by the Pew Research Center's Internet & American Life Project and Elon University's Imagining the Internet Center believe that innovative forms of online cooperation could result in more efficient and responsive for-profit firms, non-profit organizations, and government agencies by the year 2020."

<http://pewinternet.org/Reports/2010/Impact-of-the-Internet-on-Institutions-in-the-Future.aspx>

**L'intégration de l'utilisation des objets d'apprentissage des musées virtuels du Canada chez les enseignants francophones de l'élémentaire et du secondaire : Une recherche pan-canadienne** [Integrating the Use of Learning Objects from Virtual Museums in Canada Amongst Francophone Teachers at the Elementary and Secondary Levels: a Pan-Canadian Research]

by Maryse Paquin, Ph.D., Professor, Canadian Council on Learning, Dec. 22, 2009

"our research aims to discover and understand issues in regards to integrating the use of learning objects provided online by Canadian virtual museums to the various curriculum

subjects, by Francophone teachers in both elementary and secondary schools in Canada. ... The main research question is: What issues affect the integration of French-language learning objects from Canadian virtual museums made freely available online for use by Francophone teachers in both elementary- and secondary-schools in Canada? The secondary questions are: What is the value and importance of learning objects to learning programs? What conditions enable the integration of learning objects for use in teaching? What are the means and purposes of using learning objects for teachers? What are the barriers and obstacles affecting the use of learning objects? What are the teaching philosophy and concept linked to integrating the use of learning objects? Full Report (PDF, in French only 8 MB) <http://www.ccl-cca.ca/pdfs/FundedResearch/Paquin-RapportFinalMPaquinCorr.pdf>

## **Exploring Relevance: Museums & Galleries Marketing Day**

Prepared by Sarah Bedell for Arts Marketing Association, UK, 16 March 2010

Includes:

- Heather Maitland, "Exploring relevance: current and emerging trends"
- Virginia Tandy and Kate Farmery, "Making sure your organisation is relevant"
- Charlotte Sexton and Jenny Brown, "Integrating new media into your marketing plan"
- Sam Evans, "Developing a marketing strategy with impact"

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

## **Demographic Transformation and the Future of Museums**

Prepared by Betty Farrell et.al., Center for the Future of Museums, American Association of Museums, Washington, DC 2010

"CFM asked the Cultural Policy Center at the University of Chicago, under the direction of Dr. Betty Farrell, to search out and summarize the existing research on demographic trends in the U.S. and the (much rarer) data on patterns of museum use by ethnic and racial groups."

<http://futureofmuseums.org/reading/publications/upload/Demographic-Transformation.pdf>

## **Sounding Out Your Heritage**

Group for Education in Museums, UK, 2010

Project Book detailing case studies of work being done to improve health and well-being in older adults in the UK.

<http://www.gem.org.uk/home.html>

## **(6) Online Resources**

### **The Grand Race**

By Christian G. Carron, Grand Rapids Public Museum, Grand Rapids Michigan, 2010

AAM Brookings Prize #1 Winner

"Loosely based on the popular reality TV show The Amazing Race, in which teams compete by flying to various destinations and experiencing different cultures around the world, the Grand Rapids Public Museum's "Grand Race" is a collaborative diversity training program that allows corporate employees to "travel the world" without ever leaving Greater Grand Rapids."

<http://aam-us.org/getinvolved/nominate/upload/Brooking-Grand-Race.pdf>



## **Beyond Science: Broadening the Reach of Collaborative Practice**

Video clip, Toronto Artscape, posted March 27, 2010

“focuses on the Open-Access Science panel, where Aled Edwards, Pekka Sinervo, Ilse Treunicht discuss the challenges of collaborating in the public domain and how new ground rules for generating and sharing knowledge are aiding scientific innovation.”

<http://bit.ly/a5RiYN>

## **Educational toys: Learning to play or playing to learn?**

Canadian Council on Learning – Lessons in Learning, May 5, 2010

“What does the evidence indicate about the educational value of toys bearing that designation?” Written for parents but has some interesting insights that may be of use to those designing for young children in museums.

<http://www.ccl->

[cca.ca/CCL/Reports/LessonsInLearning/LinL20100505EducationalToys.htm?Language=EN](http://www.ccl-cca.ca/CCL/Reports/LessonsInLearning/LinL20100505EducationalToys.htm?Language=EN)

## **500 Voices: The Meaning of Community Survey Process**

Paul Born, Tamarack Institute, Canada, May 2010

“And so, the goal of the Meaning of Community survey was to seek input from this pool of individuals, gather a lot of information about the meaning of community and then “boil” it down to more easily understood ideas and concepts.” Backgrounder to the development of survey. Analysis to follow.

[http://tamarackcommunity.ca/downloads/index/Background\\_500\\_voices\\_survey.pdf](http://tamarackcommunity.ca/downloads/index/Background_500_voices_survey.pdf)



## **Webcasts of 2010 WebWise Conference – Libraries & Museums in the Digital World**

March 3-5, 2010 Denver, CO, USA

Includes webcasts of:

- Patty Williams & Alex Martinez, “Digital Resources for Learning Spaces”
  - Liz Keating & Shimelis Assefa, “21<sup>st</sup> Century Learners”
  - Elizabeth Babcock et. al. “Creating Connections & Promoting Networks”
- and many more!

<http://www.tvworldwide.com/events/webwise/100303/>

## **Teacher’s TV**

“The series, ‘Great Lesson Ideas - learning outside the classroom, Primary History’ shows children visiting three prestigious museums. The learning styles are all very different but the excitement and inspiration generated by the visits is overwhelming. This programme is part of a series about visiting museums; it’s worth a look to see how different museums approach their teaching sessions.” [Thanks to Jane Allnutt, GEM News] [www.teachers.tv/series/using-museums](http://www.teachers.tv/series/using-museums)

## **(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. 53 #2 April 2010

*Special Issue on Science*, includes

- David A. Ucko: "The Learning Science in Informal Environments Study in Context"
- Andrew Shouse, Bruce V. Lewenstein, Michael Feder, Philip Bell: "Crafting Museum Experiences in Light of Research on Learning: Implications of the National Research Council's Report on Informal Science Education"
- Marsha L. Semmel: "The LSIE Report and IMLS: Supporting Learning in the Informal Environments of Museums and Libraries"
- Dennis Bartels, Robert Semper, Bronwyn Bevan: "Critical Questions at a Critical Time: Reflections on the Contributions of LSIE to Museum Practices"
- James Kisiel, David Anderson: "The Challenges of Understanding Science Learning in Informal Environments"
- Jon D. Miller: "Adult Science Learning in the Internet"
- Era Vera Michalchik, Lawrence Gallagher: "Naturalizing Assessment"
- Nancy Ross Dribin, Angelique Rickhoff: "Media and the Museum: A Response to Learning Science in Informal Environments"
- Jessica J. Luke, Karen Knutson: "Beyond Science: Implications of the LSIE Report for Art Museum Education"
- Mary Alexander: "What are the "Six Strands" for History Museums?"

<http://www.curatorjournal.org/about>

## **ENGAGE: THE INTERNATIONAL JOURNAL OF VISUAL ART & GALLERY EDUCATION**

Vol. 25, 2010

Theme – Family Learning

Includes, among several interesting articles:

- Emily Pringle, "Families and Creative Learning in Art Galleries"
- Marianna Adams, Jessica Luke & Jeanine Ancelet, "Family Learning in Art Museum Interactive Spaces: A Literature Review"
- Simon Taylor, "Intergenerational Learning & the Challenges of Outreach"

<http://www.engage.org/publications/ejournals.aspx>

## **HISTORY NEWS**

Vol. 65, #2 Spring 2010

Includes:

- Scott Wands, Erica Donniss, Susie Wilkening, "Do Guided Tours and Technology Drive Visitors Away?"

Description of a visitor study done by Reach Advisors for the Connecticut Humanities Council and discussion of findings with emphasis on technology and guided tours and alternatives to same.

[https://www.aaslhnet.org/aaslhssa/ecssashop.shopping\\_page](https://www.aaslhnet.org/aaslhssa/ecssashop.shopping_page)

## **INFORMAL LEARNING: THE INFORMAL LEARNING REVIEW**

# 101, March-April 2010

Includes

- Steve E. Jones, "Implementing an Informal Education Distance Learning Program"  
Discussion of video conferencing program at Toronto Zoo.
- Justine Roberts, et. al, "Emerging Trends in Children's Museums: A Survey of the Association of Children's Museums Membership, 2008-1009"
- Jason Hews, "Participatory Programs: Giving Visitors a Voice and Supporting Our Community"  
<http://www.informallearning.com/ilr-about.htm>

## **JOURNAL OF COMPUTER ASSISTED LEARNING.**

Vol 26 #2, Apr 2010,

- Sung, Y; Hou, H.; Liu, C.; Chang, K., "Mobile guide system using problem-solving strategy for museum learning: A sequential learning behavioural pattern analysis" pp. 106-115  
"To gain a deeper understanding of the features and limitations of these guide systems in a museum-learning context and also to provide new designs that better guide learners in interacting with peers and exhibitions, in-depth exploration of learners' actual visits and analyses of their behavioural patterns is crucial. This study was based on empirical observation and analysis of the learning behaviours (recorded on video) of 65 elementary-school students who were placed into three groups: mobile guide with problem-solving strategy, audio-visual mobile guide and paper-based learning-sheet guide. By coding and analysing the video and conducting sequential analysis and frequency analysis of learning-related discussion content, behavioural interaction patterns were determined by which the features and limitations of the different types of guides were compared. Among the findings, it was discovered that the students in the problem-solving mobile guide group showed a higher level of two-way interactions with their peers and the exhibits, as well as more learning-related discussions. Relevant suggestions for teachers, researchers and guide-systems developers are also given."  
<http://www.jcal.info/>

## **JOURNAL OF RESEARCH IN SCIENCE TEACHING**

Vol. 47 #2, February 2010

- John H. Falk ; Martin Storksdieck, "Science learning in a leisure setting" pp. 194-212  
"Over a 3-year period the authors collected in-depth data on a random sample of visitors to a large recently opened, hands-on, interactive science center; collecting information on why people visited, what they did within the science center, what they knew about the subject presented upon entering and exiting, and what each individual's long-term self-perceptions of their own learning was. Presented is a qualitative analysis of visitor interviews collected roughly 2 years after the initial visit. Although there was evidence for a range of science learning outcomes, outcomes did appear to be strongly influenced by visitor's entering identity-related motivations. However, the data also suggested that not only were the motivational goals of a science center visit important in determining outcomes, so too were the criteria by which visitors judged satisfaction of those goals; in particular whether goal satisfaction required external or merely internal validation. The implications for future informal science education research and practice are discussed."  
<http://www3.interscience.wiley.com/journal/31817/home?CRETRY=1&SRETRY=0>

## **MUSEUMS JOURNAL**

Vol. 110 #1, January 2010

- Felicity Heywood, "Learning Questions"

“addresses a range of issues regarding museums' responses to the British government's advocacy of learning outside the classroom for elementary schools. It highlights the opinions of a number of experts on the matter, as well as some collaborative initiatives between schools and museums.”

<http://www.museumsassociation.org/museums-journal>

## TEACHERS COLLEGE RECORD

Volume 110 #8, 2008, p. 1677-1705

- Karen Strobel, Ben Kirshner, Jennifer O'Donoghue & Milbrey Wallin McLaughlin, “Qualities That Attract Urban Youth to After-School Settings and Promote Continued Participation”

Available online at <http://www.tcrecord.org/Content.asp?ContentID=15155>

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

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

### **The effect of parents' conversational style and disciplinary knowledge on children's observation of biological phenomena**

by Eberbach, Catherine, Ph.D., University of Pittsburgh, 2009, 187 pages; AAT 3400488

## (9) New Books & Media

### **Narratives of Community: Museums and Ethnicity**

MuseumsEtc, UK 2010

“brings together a collection of essays on the revolution taking place in museums around the world as they look anew at the ways communities are represented. It highlights a fundamental shift occurring in 21st century museums: how they confront existing assumptions about people, and the pioneering ways they work with specific groups to narrate oral histories, tell ancestral stories and keep memories from the past alive.”

<http://www.museumsetc.com/?p=3012>

### **Get Out, Explore, and Have Fun! How Families of Children with Autism or Asperger Syndrome Can Get the Most Out of Community Activities**

By Lisa Jo Ruddy, Jessica Kingsley Publishers, 2010

“a guide to what's out there, how to find it, and how to make it work for your family. The book includes hints and tips for involving your family in the right community activities, from sport to science; *information on museums, arts organizations and science institutions as venues for an enjoyable and enriching day out for the family*; and resources and ideas for helping your child build on their strengths, interests, and preferred learning styles to explore life in the community. Handouts about autism are included, as well as handouts suggesting ways in which organisations and institutions can successfully include young people with autism in their activities.”[See also informative video clip on website]

<http://www.lisarudy.com/getoutexplore.htm>

## **Culture, Heritage and Representation: Perspectives on Visuality and the Past**

By Emma Waterton and Steve Watson, eds, Ashgate, 2010

“the production, use and consumption of visual imagery as an integral part of heritage. Drawing on case studies from around the world, it provides a multidisciplinary analysis of heritage representations, combining complex understandings of the 'visual' from a wide range of disciplines, including heritage studies, sociology and cultural studies perspectives. In doing so, the book provides a comprehensive overview of the theoretical and methodological tools necessary for understanding visual imagery within its cultural context.” <http://bit.ly/cY1xow>

## **Interpretive Design and the Dance of Experience**

By Steve Van Matre, Institute for Earth Education, Cedar Grove, West Virginia, 2008

“For all those who aim to enrich visitors experience in a meaningful and memorable way at galleries, gardens, museums and monuments. It is not just a book about Interpretive Design but contains practical exercises and useful pointers and tools for leaders and guides everywhere.” <http://www.eartheducation.org/>

## **(10) Calls**

### **Call for Contributing Authors – Journal of Museum Education**

The Journal of Museum Education is planning a two-volume issue entitled, Mission, Money & Authority for fall 2010 publication. In these difficult financial times it is more important than ever to manage money carefully. Educators who don't do so are vulnerable, for despite a thirty-year history of increasing authority and status within and without the museum, education departments are still more expendable than curatorial or collections departments in some museums. But more than money management, museum educators need to learn to wield the power bequeathed by money. Imagine what museums could do if more were guided by trustees tapped for their dedication to lifelong learning, or if development departments cultivated donors eager to fund K – 12 programs. Imagine how museum educators might shape state and federal education policies if their museums could afford to underwrite staff time to participate in education reform initiatives. In this issue, practitioners and theorists from a variety of museums and beyond will analyze the relationship money, mission, and authority.

This two-volume issue will be organized into five sections, each anchored in the idea that mission and money are inextricably entwined in a relationship where money supports mission, and not the other way around.

For those of you with experience developing and managing budgets, we invite you to share your models and/or tools in two areas: Zero-based budgeting model: a.k.a. the budget-building approach. What is this model, how does it work, and how has it impacted museum education budgets? Further, what would it really take for museum educators to align and measure all program and exhibit outcomes with museum mission or purpose, and how might this impact the zero-based budgeting approach? Tool for outcomes-based budget analysis: What tools exist for museum educators to begin to align all their program outcomes with their program budgets? Who is doing this work, and how?

If you are interested in submitting an article please contact: Tina Nolan, Associate Director of Partnerships, National College of Education at National-Louis University 847-947-5022 office phone & fax [Tina.Nolan@nl.edu](mailto:Tina.Nolan@nl.edu) or Cynthia Robinson, Director of Museum Studies, Tufts University 617-627-3022 [Cynthia.robinson@tufts.edu](mailto:Cynthia.robinson@tufts.edu)

The deadline for submitting articles for publication is June 30, 2010.

## **Call For Papers - 2nd International Research Forum on Guided Tours**

University of Plymouth, UK  
7-9 April 2011

For many, a guided tour is a 'natural' and often keenly sought after feature of their touristic experiences. In the last half-century, training for and licensing of tour-guiding has greatly increased. Yet, there is no single model for the guided tour; and any tour can be made up from numerous, sometimes incongruous elements: signposting, interpretation, entertainment, cultural-brokerage, aesthetics, even subversion. Tours take place in a wide range of contexts. They emerge from divergent traditions. The motivations and qualifications of guides and guiding organisations are diverse, and as a metaphor, the guided tour has been used to explore ideas across a wide range of disciplinary and theoretical perspectives.

The 1st International Research Forum on Guided Tours in Halmstad in 2009 gathered researchers and practitioners in vivid discussions on the guided tour: its history, its present practice and its future. Numerous perspectives were represented and a dialogue between practice and criticism begun. We would like to invite contributors and delegates to the 2nd International Research Forum on Guided Tours, where we hope to develop the discussions, encouraging new dialogues and together driving the arguments further. Contributions are welcome from both practitioners and researchers.

Papers concerning guiding, being guided, co-guiding, touring, giving tours, producing and consuming tours, and papers addressing the relation between guided tours and theories of place and space, literature and art, and business and management, are all welcome. We particularly invite papers that take an interdisciplinary approach to tour guiding.

Deadline:

Submission of abstracts by 31st October 2010. Please send your abstract of 500 words (maximum), plus a brief biographical statement (250 words) to [irfgt2011@gri.gu.se](mailto:irfgt2011@gri.gu.se)

For more information please see:

<http://www.gri.gu.se/guidedtours2011/>

## **(11) Professional Development / La Formation Professionnelle**

June 7, 2010

## **Bring On the Drama-Costumed Interpretation & Theatrical Performance at Historic Sites**

Connecticut League of History Organizations, Hartford, Connecticut, USA

<http://www.clho.org/programs.htm>



June 9 at 9 a.m.

### **The Participatory Museum - Ask the Expert with Nina Simon**

Experienceology Live Webinar

<http://www.experienceology.com/>

June 9, 2010

### **Seeing is Believing: New technologies for cultural heritage**

London, UK

[http://www.iskouk.org/cultural\\_heritage\\_jun2010.htm](http://www.iskouk.org/cultural_heritage_jun2010.htm)

June 11, 2010

### **Memory Loss, Creative Engagement, and Museum-Based Programming**

AMM and EdCom

Art Institute of Chicago, Chicago, IL, USA

[http://www.midwestmuseums.org/pdfs/memoryloss\\_registration.pdf](http://www.midwestmuseums.org/pdfs/memoryloss_registration.pdf)

11 - 13 June 2010

### **III Encuentro CECA Argentina**

Bahía Blanca, Buenos Aires, Argentina

[cecaargentina@gmail.com](mailto:cecaargentina@gmail.com) [www.cecaargentina.com.ar](http://www.cecaargentina.com.ar)

15 June 2010

### **Masterclass: Leadership, Women & Museums**

Museums Australia Victoria

Melbourne, Australia

[http://www.mavic.asn.au/assets/Leadership\\_Masterclass\\_Program.pdf](http://www.mavic.asn.au/assets/Leadership_Masterclass_Program.pdf)

16 June 2010

### **DS5 Digital Storytelling Festival**

Aberystwyth Arts Centre, Wales, UK

<http://www.dscymru.org.uk/>



June 16, 2010

### **Mobile Learning Institute Leadership Summit on Digital Media**

The Smithsonian Center for Education and Museum

Hirshhorn Museum and Sculpture Garden

To register send an email with "SUMMIT" in the subject line to [learning@si.edu](mailto:learning@si.edu).

June 21st, 22nd and 23rd, 2010

### **Beyond the Classroom Conference**

[Intriguing and enriching sites (including museums, civic venues and nature preserves) welcome an entire class of children to use their site as a classroom for an entire week.]

Edmonton, Alberta, Canada

<http://beyondclassroomedmonton.wordpress.com/>

28-30 June 2010

**Museums, participation & society: a dialogue between European practices**

XIII International Workshop MINOM/ICOM

Amsterdam, Netherlands

<http://www.minom-icom.net/>

29 June 2010 (Repeated 30 June)

**Words that sing & dance**

Association for Heritage Interpretation

Hatton Locks, Warwick, UK

[http://www.ahi.org.uk/www/events/event\\_details/56/](http://www.ahi.org.uk/www/events/event_details/56/)

July 5-10, 2010

**Benchmarks of Historical Thinking**

Summer Institute for History Teachers, Curriculum Leaders, and Educators in Museums and Historic Sites

Ottawa Canada

<http://eplt.educ.ubc.ca/programs/institutes/bht.php>

July 5-10 & 16, 2010

**Borders and Transitions: New Approaches to Art and Education in the Museum**

Ninth Annual Teachers' Art Institute

Museum of Anthropology - UBC Campus, Vancouver

<http://eplt.educ.ubc.ca/programs/institutes/arted-2010.php>

8-9 July 2010

**Museums & Restitution: International Conference**

University of Manchester, Manchester, UK

<http://www.arts.manchester.ac.uk/museology/museumsandrestitution/>

13th July 2010

**Love it or Hate it! Controversies in Museum Theatre**

IMTAL Seminar

Historic Royal Palaces Kensington Palace, London, UK

[www.imtal-europe.net](http://www.imtal-europe.net)

July 22, 2010

**Creating Collections with Young Children**

Smithsonian Early Enrichment Center, National Museum of Natural History, Washington, DC'

<http://www.seec.si.edu/education.htm>

August 2010

## **Maestría En Ciencia, Tecnología E Innovación - Orientación Divulgación De La Ciencia, La Tecnología Y La Innovación**

[This Master includes a seminar about Science Museums]

Bariloche, Río Negro, Argentina

[maestriacti@unrn.edu.ar](mailto:maestriacti@unrn.edu.ar) <http://unrn.edu.ar/blogs/mcti/>

August 11-14, 2010

### **Symposium and Conference - Civic Tourism III**

National Association for Interpretation

Fort Collins, Colorado, USA

[www.interpnet.com/civic](http://www.interpnet.com/civic)

August 16-20, 2010

### **Reading Artifacts – Summer Institute in Material Culture Research**

Canada Science & Technology Museum, Ottawa, Canada

<http://bit.ly/a9Wksz>

7-10 September 2010

### **Young People & Heritage**

Group for Education in Museums Annual Conference

Hampton Court Palace and St Mary's College, Strawberry Hill, London, UK

<http://www.gem.org.uk/home.html>

23-24 sep 2010

### **Museums meet Adult Educators - MumAE**

Vartov, København K.

<http://www.dkmuseer.dk/arrangementer/museumsmeetadulthoodeducators-mumae/>

13-14 October 2010

### **In Touch with Art: International perspectives on equal access to museums for vision impaired people,**

Victoria and Albert Museum London, UK

[http://www.st-dunstons.org.uk/about\\_us/in\\_touch\\_with\\_art/](http://www.st-dunstons.org.uk/about_us/in_touch_with_art/)

18-19 October 2010

### **Linking data, linking people - National Digital Forum 2010 Conference**

Museum of New Zealand Te Papa Tongarewa, Wellington

<http://ndf.natlib.govt.nz/about/2010-conference.htm>

21- 23 October 2010

### **1º Congreso Argentino De Museos Universitarios**

Red de Museos Universidad Nacional de La Plata

La Plata, Buenos Aires, Argentina

[red.museos@presi.unlp.edu.ar](mailto:red.museos@presi.unlp.edu.ar) / [www.congresodemuseosuniversitarios.blogspot.com](http://www.congresodemuseosuniversitarios.blogspot.com)



## (12) The Last Word

### *Rethinking learning*

- For *individuals*, it means that learning is an issue of engaging in and contributing to the practices of their communities
- For *communities*, it means that learning is an issue of refining their practice and ensuring new generations of members
- For *organizations*, it means that learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization

*Etienne Wenger, Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press: New York, 2006, p.9*

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