
STUDY MODULE

LECTURE 5 - WORKING MATERIAL



EuroVision
**Museums
Exhibiting
Europe**

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1	National Museum of Contemporary History	01/10/2016

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1. Activity Stylesheet

1.1 Material for Homework /Activity 2, Lecture 5

Lecture 5, homework stylesheet for the purpose of Activity 2, Lecture 5

At the beginning of Lecture 5 ask the participants to fill in the stylesheet in order to collect the necessary information (the selected local community, topic and museum the pairs decided to work upon), demanded during the homework filed activity, for the purpose of Activity 2, Lecture 5.

Proposed stylesheet/ PPT slide:

<i>Names of the team partners</i>	Selected community/ Target group	Topic	Museum
1.			
2.			
3.			
4.			
...			

1.2 Material for Activity 2, Lecture 5: Exhibition structure and fragmentation

Lecture 5, Activity 2: Worksheet – Exhibition structure and fragmentation

Please use this worksheet as a guideline – you can choose a different fragmentation and structure if you want.

Programme Title of the exhibition and selection of the Museum you wish to work with (a short title of the exhibition to be developed and what kind of the museum will coordinate it)	
Aims and objectives (list of the aims and objectives exhibition plans to achieve)	
Content of the exhibition/ synopsis	
Kinds of Collaboration (e.g. associations, artists, group representatives,...)	

<p>Length of the Exhibition and the Programme</p> <p>(duration in weeks/ months/ years)</p>	
<p>Activities</p> <p>(e.g. hands-on/minds-on activities, user generated content, workshops, conferences, demonstrations by artists, training of the operators,...)</p>	
<p>Evaluation of the Programme</p> <p>(define how will you evaluate the success of the exhibition, how will evaluation be like for different people/groups involved in the programme)</p>	
<p>Strong and Weak Points</p> <p>(define your strengths regarding the programme, identify possible weak points and <i>think of a solution how to overcome them</i>)</p>	

1.3 Material for Activity 2, Lecture 5: Evaluation sheet

Lecture 5, Activity 2: Evaluation form for cross-group evaluation of the presented exhibition programmes

Please prepare the sheets in advance and distribute them to the participants upon Activity 2.

Strong points	Weaknesses	What would you do differently?

2. List of literature to read (supportive literature) for students

Ames, M. M. (2015) 'De-schooling the Museum: a Proposal to Increase Public Access to Museums and their Resources', *Museum International Special Issue: Key Ideas in Museums and Heritage (1949–2004)*, 66(261-264), 98-106.

Barrett, J. (2011), *Museums and the Public Sphere*, Malden and Oxford: Wiley-Blackwell.

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Falk, J. H., Dierking, L. D. (2013), *The museum experience revisited*, Walnut Creek: Left Coast Press.

Glaser, R. J., Zeneton, A. A. (eds) (2013), *Museums: A Place to Work: Planning Museum Career*, New York: Routledge.

Golding, V., Modest, W. (2013), *Museums and communities: curators, collections and collaboration*, London, etc.: Bloomsbury.

Handler, R. (1997), *The New History in an Old Museum: Creating the Past at Colonial Williamsburg*, Durham: Duke

Knell, S. J., MacLeod, S. and Watson, S. (eds) (2010), *Museums Revolutions. How Museums Change and are Changed*, 2nd ed., New York: Routledge.

MacFarlane, J. R. (2015) 'Museums as Community Centres', *Museum International Special Issue: Key Ideas in Museums and Heritage (1949–2004)*, 66(261-264), 31-34.

Marstine, J. (2011) 'The Contingent Nature of the New Museum Ethics', in Janet Marstine (ed) *The Routledge Companion to Museum Ethics: Redefining Ethics for the Twenty-First-Century Museum*, 3-25.

Mensch, van P., Meijer-van Mensch, L. (2011), *New Trends in Museology*, Celje: Muzej novejšje zgodovine.

Skartveit, H.-L., Goodnow, K. (eds) (2010), *Changes in Museum Practice: New Media, Refugees and Participation*, New York: Berghahn Books.

Širok, K. (2016) (ed) *Integrating a Multicultural Europe. Museums as Social Arena* (EMEE Toolkit series, vol. 2), Vienna: edition mono/monochrom, available online: <http://www.museums-exhibiting-europe.de/wp-content/uploads/2015/09/EMEE-Toolkit-2-Integrating-multicultural-Europe.pdf>

Tranter, D. (2012), *Museums and communities: changing dynamics*, Champaign: Common Ground.

Varine-Bohan, H. (2015) 'The Modern Museum: Requirements and Problems of a New Approach', *Museum International Special Issue: Key Ideas in Museums and Heritage (1949–2004)*, 66(261-264), 76-87.

Watson, S. (2007) 'History museums, community identities and a sense of place. Rewriting history', in Simon J. Knell, Suzanne MacLeod and Sheila Watson (eds) *Museum Revolutions. How museums change and are changed*, 160-172, New York: Routledge.

Online relevant museum posts/ blogs/ sites:

Blakemore, E. (2016) 'How Museums Are Helping People with Memory Loss', *Smithsonian.com*
<http://www.smithsonianmag.com/smart-news/how-museums-are-helping-people-memory-loss-180957768/?no-ist> Accessed 14 January 2016.

N.N. (n.d.) *Learning at Manchester Museum* <https://learningmanchester.wordpress.com> Accessed 14 January 2016.

N.N. (n.d.) *Tenement Museum* <https://www.tenement.org> Accessed 14 January 2016.

Rampoldi, P. (2016) 'A ciascun museo le sue comunità', *Musei senza Barriere*
<http://museisenzabarriere.org/2016/01/14/a-ciascun-museo-le-sue-comunita/> Accessed 14 January 2016.

Serota, N. (2016) 'The 21st-century Tate is a commonwealth of ideas' *The Art Newspaper*
<http://theartnewspaper.com/comment/comment/the-21st-century-tate-is-a-commonwealth-of-ideas/> Accessed 14 January 2016.

Simon, N. (n.d.) *Museum 2.0* <http://museumtwo.blogspot.si> Accessed 14 January 2016.