

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POL213	SEMESTER	4 <sup>th</sup>
	Museums and Exhibitions		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Core Course/General Background/Skills Development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>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.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<b>After the completion of this course students should be able to:</b> <ul style="list-style-type: none"> <li>• Understand the broad role and social responsibility of museums</li> <li>• Have a good knowledge of the history of collections and museums</li> <li>• Have realized the basic elements of a museum and how the institution has developed through time</li> <li>• Have a broad knowledge of issues that are currently at the heart of museological discourse</li> <li>• Have the ability to recognize the ideological and political role of museums in the past but also in the present</li> <li>• Understand how new technologies can be combined with issues of documentation, interpretation, protection and promotion of cultural goods in museums and exhibitions.</li> </ul>



### 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

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Others...

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- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Transfer of know-how in other environments
- Working independently
- Practice Critical Thinking
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Respect for difference and multiculturalism
- Criticism and self-criticism

### (3) SYLLABUS

Why do we have museums and galleries? Why societies create such institutions? What is the purpose of their existence? Do they affect, and in what ways, the way people understand the past, the present and the future? What kind of responsibility does this mean? How do museums and galleries communicate ideas and values through their collections, their exhibitions and all other activities? What is – and what should be – their public role? For whom are they established? Who do they represent and, most importantly, who they do not represent? And why? Does it matter if they do not represent everybody and they do not include all cultures and histories? Is it possible to include everybody? Are, at the end, museums "neutral spaces" that consist of "objective truths"?

This course will aim to answer to some of the above questions but also to pose a more general problematization about what exactly is a museum today, what is its role and its relationship to society, but also what exactly is museology and how is it relevant today.

Lectures	
1.	Introduction – Aims of the course – Presentation of curriculum
2.	Museums, exhibitions and museology: basic terms and definitions
3.	History of museums and museology
4.	Museums and Audiences: main principles
5.	Interpretation and Exhibitions I
6.	<i>Field trip to local museum</i>
7.	Interpretation and Exhibitions II
8.	Museums and Local Communities
9.	From museum education to museum learning: basic principles of museum education
10.	<i>Presentations by the students and discussion</i>
11.	Museums and Climate Change
12.	Museums management/finances/marketing
13.	Summary – Discussion – Preparation for exams



#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	13*3 H = 39 H
	Preparation for lectures	13*3 H = 39 H
	Exercises	13*4 H = 52 H
	Total	130 H
<b>STUDENT PERFORMANCE EVALUATION</b> <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>	<p>The evaluation of the course consists of a presentation that will be prepared during the term under the supervision of the course tutor. It provides 20% of the final mark for this course (summative evaluation). The final written exam (conclusive evaluation) will provide 70% of the final mark. 10% will be provided by participation and contribution in the class.</p> <p>The presentation will be evaluated by oral examination and a short report (500 words). It will be a group assignment (each group will consist of 3-4 students). The final exam consists of open-ended questions – students will be able to choose the ones they prefer to answer. Students will be evaluated against the acquisition of the learning aims of this course, but also taking into consideration their synthetic and critical skills.</p> <p>The evaluation criteria will be presented during the first lecture, and they will be uploaded in the course's e-class. (eclass.aegean.gr).</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>○ Sharon McDonald, (ed.) <i>Museums and Museum Studies</i>, Piraeus Bank Cultural Foundation, 2012 (in Greek).</li> <li>○ Desvallées, André και François Mairesse, <i>Basic Principle of Museology</i>, ICOM &amp; Arman Colin, 2009.</li> <li>○ Mason, Rhiannon, Alistair Robinson and Emma Coffield, <i>Museum and Gallery Studies: The Basics</i>, London: Routledge, 2018.</li> <li>○ Gray, Clive and Vikki McCall, <i>The Role of Museums Today</i>, London: Routledge, 2020.</li> </ul> <p>Additional resources will be made available to students via the course's eclass.</p>
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