

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POL215	SEMESTER	5 th
COURSE TITLE	Museum Education and Communication		
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	
Lectures	3	5	
<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>	Core Course/General Background/Skills Development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>After the completion of this course students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the communication process as this develops during a museum visit along with the parameters that affect it. ● Understand the different forms of direct and indirect communication that can be used by a museum ● Discuss critically the communication strategy of a museum ● Design specific learning and communication events taking into consideration the specific aims of the institution ● Manage different groups of visitors and non-visitors ● Combine museum activities with social phenomena and demands ● Evaluate the possibilities offered by new technologies to improve museum actions and museum communication. ● Use new media to achieve specific learning and communication aims.

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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

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

(3) SYLLABUS

Museum communication is a well-organized and carefully controlled communication relationship that develops between producers and consumers of museum exhibitions and other activities through museum collections. When museum or heritage visitors encounter museum objects and the interpretative suggestions prepared for them by heritage professionals, they develop (consciously or unconsciously) their own ideas about them and therefore construct their own understanding about the past, history, art, archaeology, nature, etc. These personal ideas affect in a way the creation of social community ideas, contribute to the creation of identities; they are often conflicting, or they recreate national or other narratives.

During this course, we are going to discuss different forms of direct or indirect communication, inside and outside museum spaces, the design of learning programs, as well as methodologies and tools for their critical evaluation.

Lectures	
1.	Introduction – presentation of the main ideas of this course – Structure of the course
2.	Museum Communication – Models of museum communication
3.	Direct and in-direct communication inside the museum
4.	Direct and in-direct communication outside the museum
5.	Social Media and Communication
6.	Exercise 1: Presentation by students
7.	Museum learning: main principles
8.	Designing learning activities in museums
9.	Designing learning activities in museums
10.	Design of educational material for museums
11.	Exercise 2: Presentation by students
12.	Evaluation of museum learning and communication activities
13	Summing up – preparation of final exams

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face														
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, communication with students														
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><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></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">13*3 H = 39 H</td> </tr> <tr> <td>Preparation for lectures</td> <td style="text-align: center;">13*3 H = 39 H</td> </tr> <tr> <td>Exercises</td> <td style="text-align: center;">2*6 H = 12 H</td> </tr> <tr> <td>Study for final exams</td> <td style="text-align: center;">13*3 H = 39 H</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total</td> <td style="text-align: center;">129 H</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	13*3 H = 39 H	Preparation for lectures	13*3 H = 39 H	Exercises	2*6 H = 12 H	Study for final exams	13*3 H = 39 H			Total	129 H
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation of the course consists of: two exercises that will be prepared during the term under the supervision of the course tutor. Each of them provides 20% of the final mark for this course (summative evaluation). The final written exam (conclusive evaluation) will provide 60% of the final mark.</p> <p>The exercises will be evaluated by their presentation. They are group assignments (each group will consist of 2-3 students). The final exam consists of a few discussion questions – students will be able to choose among a small selection. 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 lectures, and they will be uploaded in the course's e-class. (eclass.aegean.gr).</p>														

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Bantimaroudis, F. 2011, *Cultural Communication*, Kritiki Publications, Athens. (in Greek)
- Nikonanou, N., Bounia, A., Filippoupoliti, A., Chourmouziadi, A., Yiannoutsou, N. 2015. *Museum Learning and experience in the 21st century* [e-book] Athens: In Greek. Available: <http://hdl.handle.net/11419/712>
- Nikonanou, N. 2010, *Museum Education*, Athens: Patakis Publications (in Greek)
- Sylaiou, St. 2020, *Museums and Museum Education in the Digital Era*, Thessaloniki: Barbounakis Publications. (in Greek)