

FIELD TRIPS TO CULTURAL FACILITIES

Spring Session 1978.

Editha Stephens

Monday 4:30 - 8:30

Prerequisite: Permission of the Instructor.

30% three short papers/participation/presentation
50% unit project
20% take home exam.

No text required: see reading list.

Description:

The course will emphasize the use of specific community resources in the teacher's own curriculum: field trip planning, teaching strategies in museums, art galleries, aquariums, etc., evaluation of field trip activities.

Staff from various institutions will participate in planning and teaching the course. Course presentation will stress an interdisciplinary approach to each facility, and the development of appropriate research and planning skills.

There will be a series of student exercises and one major project based on one facility at the student's chosen level. Course content will include information on facilities, collections, and accessible information; practice in research and organization of field trips; techniques for using real objects and exhibits as teaching aids; concepts and theory in museum education.

- January 9 Introduction to the participating facilities and the course. Preparation and teaching approaches for S.F.U. Museum of Archaeology and Ethnology.
- 16 Project ideas and discussion - Planning techniques.
- 23 at Delta Museum (Ladner): teaching approaches to local history - finding resources (people) in the community.
- 30 at Burnaby Heritage Village and Burnaby Art Gallery.
- February 6 at M.Y. William Geological Museum, U.B.C.
- 13 at Richmond Arts Centre
- 20 at U.B.C. Museum of Anthropology
- March 2 at Vancouver Public Aquarium
- 6 at Vancouver Centennial Museum and Planetarium
- 13 at Fort Langley and Fort Langely Centennial Museum
- 20 at Van Dusen Gardens: teaching approaches - Questioning techniques.
- 27 back on campus.

Objectives

Participants should be able to:

- research background info on exhibits
- define unit theme and concepts
- organize field trip
- plan unit lessons: pre-teaching field trip activities and follow up (plan object lesson and evaluation based on student outcomes what the kids should learn and how to test this without spoiling the trip).

Evaluation

- assemble, organize, hand in outline (includes contacting museum/other staff if needed)
- hand in single sheet outline
- design field trip checklist
- major project due March.

Required Reading

Schools Council, Pterodactyls and Old Lace, London, Evans Bros, 1972

One or more of:

Tilden, Freeman, Interpreting Our Heritage.
Harrison, Molly, Museum Adventure.
Marcouse, Renee, The Listening Eye.
Sanders, N.M., Classroom Questions: What Kinds ?

Important References:

Wittlen, A. Museums In Search of a Usable Future.
Noble, Joseph. "Museum Manifesto", Museum News, Vol. 48, #8, April 1970 pp. 16-20.
Mager. Preparing Instructional Objectives.