UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Didactic Design in Museum Settings

2526-2-F5702R018

Course title

Educational design in museums

Topics and course structure

The course intends to promote a focused attention towards museum contexts, tangible and intangible heritage, with a view to improving their use, activating participation, encouraging interpretation. An essential aspect will be the analysis of the history of museum institutions and their transformations, addressing issues of museography and museology. Starting with the search for a definition of this institution, the proposals of ICOM will be considered. In the historical development the following steps will be emphasised: from the focus on collections, to the focus on users, to the enhancement of communities of interpretation and participation. Special attention will be paid to the role of the public, as highlighted by international research. The declination on different audience types will be highlighted through case studies (national and international). A second point will be devoted to design, highlighting the necessary characteristics, with a specific focus on the principles of accessibility and the concept of usability, through Universal Design and Design for all, for inclusive design. A further point will be devoted to museums, non-museums, and the creation of a cultural community. A second point will be devoted to design, highlighting the necessary characteristics, with a specific focus on the principles of accessibility and the concept of usability, through Universal Design and Design for all, for inclusive design. A further point will be devoted to museums, non-museums, and the creation of a cultural community. Special attention will be devoted to the analysis and creation of tools and materials dedicated to mediation, with characteristics of effectiveness and coherence. Punctual reflection will be devoted to the evaluation of interventions. An integral part of the course will be meetings with experts from various cultural venues and museum institutions.

Objectives

The teaching aims to enhance the ability to observe, conceptualise and design educational programmes in both museum and non-museum settings. The focus is on renewing practices through constant reflection on work, and being open to research, experimentation and innovation.
This teaching is intended to develop the following learning:
Knowledge and understanding
Understand and master expressive, performative and participatory art-based languages in the educational professions;
Acquire knowledge regarding models of coordinating services, events, and training pathways;
Acquire knowledge regarding theories, methodologies, tools and procedures of training, management and development of human resources in the arts and culture settings;
Acquire knowledge regarding models of cultural and environmental heritage enhancement.
Application of knowledge and understanding
Apply knowledge and skills to solve problems in both concrete contexts and unexpected situations, demonstrating an understanding of the relationships between theory and practice
Identify and read educational and training needs in different contexts
Design and coordinate responses to needs, using and enhancing the power of the arts
Know how to apply acquired knowledge to design, implement and evaluate educational activities in cultural and artistic contexts
Autonomy of judgement
Develop original reflections and projects in response to the needs of work contexts
Promote innovative research based on the synergy between educational and artistic skills
Communication skills
Knowing how to use artistic-expressive languages as fundamental communications media
Learning skills
Ability to use personal methods of self-advocacy and tools to support one's professional growth
Reflective and metacognitive skills to monitor the suitability of one's knowledge and skills and identify any areas that need further study
The acquisition of the expected learning outcomes is supported through the solicitation of reflection from the discussion of content, experiences, contexts and materials, as well as through the proposal of opportunities for observation, research and documentation.

Methodologies

The teaching approach will be featured by lecture type interactive lessons, in-presence and remote mode, consisting of:
• dialogical lessons,
• discussions and group works,
• case analysis,
• observation and critical anaylsis of videos and movies,
• presence of insider witnesses.
More precisely, the hours of teaching activities are indicatively organised 30% as lecture and 70% as interactive teaching (classroom discussions, case presentations, group work, exercises, etc.).

About 40% of the teaching activity, corresponding to approximately 7 lectures, will take place remotely, through e-tivity aimed at promoting participation and active learning, both individual and group, in asynchronous mode. The e-tivity will take different forms: recorded lessons, reading and work materials, exercises, co-constructed pages, forums, “after-hours” meetings...

The course is held in Italian.

Online and offline teaching materials

In the lectures, articles, video recordings, photographs, transcripts, and other documentation and research materials are used.
The professor provides additional and alternative materials to support all students, particularly so-called non-traditional students, in their study and exam preparation, including:
• full recordings of in-person lectures;
• recordings of supplementary asynchronous lectures;
• lecture slides.

Programme and references

The programme consists of an in-depth study of the topics and content covered in the course.
The bibliography consists of two texts, the first of which is:
De Nicola A., Zuccoli F., *Paesaggi culturali. Paesaggi Culturali. Nuove forme di valorizzazione del patrimonio: dalla ricerca all'azione condivisa*, Maggioli.

The second book may be chosen by students on topics consistent with the course. Please share your choice with the professor A list of texts that may be relevant is also provided.
S. Bodo, A.C. Cimoli, *Il museo necessario. Mappe per tempi complessi*, Nomos.
M. C. Ciaccheri, *Musei e accessibilità: Progettare l'esperienza e le strategie*, Editrice Bibliografica.
G. Gaia, *Il museo immediato. Digitale per la cultura da Arpanet all'intelligenza artificiale,* Editrice Bibliografica.
G. Grechi, *Decolonizzare il museo. Mostrazioni, pratiche artistiche, sguardi incarnati,* Mimesis.
A. Romano, *Didattica e pedagogia del patrimonio culturale e dei musei*, Edizioni ETS.
M. Rota, *Musei per la sostenibilità integrata*, Editrice Bibliografica.
L. Raicovich, *Lo sciopero della cultura. Arte e musei nell'epoca della protesta*, Nomos.
F. Zuccoli, *Didattica tra scuola e museo. Antiche e nuove forme del sapere*, Junior Spaggiari.

In addition to the two texts, students are asked to prepare a paper on museums to be discussed during the oral examination. The paper can be in the form of a PowerPoint presentation, a written text, or another type of assignment (in this case, to be agreed upon). The specifications are published on the e-learning page. Students are asked to submit their papers a few days before the examination.

Erasmus students
Students from foreign universities can contact the lecturer to agree on the programme and bibliography in English.

Assessment methods

The examination is conducted in the form of an oral interview in italian that will focus on the analysis of the key concepts of educational design in museums presented in the various texts and materials offered.
This is a colloquium in which topics proposed in class and the contents of the texts are discussed. Students may use supports such as maps or pictorial aids if they wish.
The oral test is chosen to allow for more in-depth and direct discussions with students, leading to reasoned arguments embedded in a constructive and dialogical approach.
No in itinere tests are planned.
The test can also be taken in English or French at the request of students.
In order to ensure a transparent assessment, the criteria adopted and shared with students for the evaluation of the exam are outlined here:
• Knowledge and ability to conceptualize, understand, and establish connections between texts.

• Expository and argumentative skills.
• Ability to apply knowledge to the comprehension and analysis of observed and documented cases, examples, or practices.
• Capacity for critical reflection.
The evaluation will be in thirtieths, based on the following grading scale:
0–17/30;
18–21/30;
22–24/30;
25-27/30
28–30/30 (with honors).
Not sufficient (0-17/30): insufficient preparation on the main topics covered in the programme and in the course bibliography; very limited and poorly independent ability to argue, analyse and critically elaborate; insufficient ability to connect theory and practice and to identify relevant links between the texts and the course topics; incorrect presentation skills and specific vocabulary of the discipline.
Sufficient (18-21/30): general preparation and, in some respects, uncertain or incomplete on various topics covered in the course programme and bibliography; limited and not very independent ability to argue, analyse and critically evaluate; difficulty in connecting theory and practice and in identifying relevant links between the texts and topics covered in the course; only partially correct presentation skills and specific vocabulary for the discipline.
Fair (22-24/30): adequate preparation on the main topics covered in the course programme and bibliography, but lacking depth on some more specific topics; ability to argue, analyse and critically evaluate present, but not always accurate and independent; fair ability to connect theory and practice and identify relevant links between the texts and topics covered in the course; presentation skills and subject-specific vocabulary mostly correct.
Good (25-27/30): comprehensive and in-depth preparation on almost all topics covered in the course programme and bibliography; generally articulate and independent ability to argue, analyse and critically evaluate; good ability to connect theory and practice and identify relevant links between the texts and topics covered in the course; good presentation skills and mastery of the specific vocabulary of the discipline.
Very good - Excellent (28-30/30): exhaustive and in-depth preparation on all topics covered in the course programme and bibliography; ability to argue, analyse and critically evaluate in a well-structured and independent manner; very good/excellent ability to connect theory and practice and to identify relevant links between the texts and topics covered in the course; very good/excellent presentation skills and complete mastery of the vocabulary specific to the discipline.

Students with a PUOI are invited to write to the professor in advance to agree on the most coherent examination mode.

Office hours

The professor receives on line or in presence. You are asked to book by email: franca.zuccoli@unimib.it
By previous appointment via e-mail in the room https://unimib.webex.com/meet/franca.zuccoli or in presence in the studio of building U6 fourth floor, room 4113.

Programme validity

Programme validity is two years.

Course tutors and assistants

Alessandra De Nicola
Alessia Trivigno
Corinne Mazzoli

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES