



Course Syllabus

COURSE NUMBER: EDUC 5750.01	COURSE TITLE: Informal Learning and learning in informal settings	TERM: Spring 2006
SITE: Webster Groves	INSTRUCTORS CONTACT INFORMATION: Dr. James M. Bradburne jamesbradburne22@webster.edu phone: 961-2660 ext. 7945 Dr. Brenda Fyfe fyfebv@webster.edu phone: 968-6913	CREDIT HOURS: 3 hrs.

1. **COURSE DESCRIPTION:** This course is designed to introduce students to the world of learning outside the formal setting, and to allow them to gain hands-on experience in informal settings such as museums, science centres and children’s museums. Practical work will be supplemented by readings in learning theory, developmental psychology and sociology.

2. **LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<ol style="list-style-type: none"> Evaluate concepts from learning theory, developmental psychology and museology that help to explain learning in informal settings. Use action research techniques of observation, documentation, and reflection to study informal contexts of learning. Apply understandings from observational research and study of informal learning concepts to the design and analysis of adaptations to exhibits. Engage in critical analysis of 	<p>This course is a possible elective for many MAT programs. Check with your advisor about its application and relevance to your program goals.</p>	<p>SoE goal #1 is addressed by course outcomes # 1 and #2</p> <p>SoE goal #2 is addressed by course outcomes #2, 3 and 4</p> <p>SoE goal #3 is addressed by course outcomes # 2, 3 and 4</p> <p>SoE goal #4 is addressed by course outcomes #3 and #4</p>

individual and group learning as processes of participation in socio-cultural activities.		
---	--	--

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

WEEK 1/January 23rd: Introduction – what is informal learning?

- Hour 1 Introduction to course structure
- Hour 2 Discussion: participant expectations
- Hour 3 JMB lecture: what is informal learning?
- Hour 4 Discussion, questions, next week's assignment

Required readings: A.E Housman, Frank Oppenheimer

Class preparations: none

Assignments: next week's readings

Lectures: JMB 'Figures in an informal landscape'

Discussions: Goals of course/expectations of participants

Student presentations: individual introductions

Out-of-class assignments: Exercise #1: Observe how people watch television, use computers

WEEK 2/January 26th: What does learning look like?

- Hour 1 Student presentations: looking at learning
- Hour 2 JMB lecture: observation, documentation and reflection
- Hour 3 Discussion: learning in groups and group learning
- Hour 4 Discussion, questions, how to document group learning

Required readings: James Gee, Rogoff, Rinaldi, von Lehn et al.

Supplemental reading: Cziksentsmihalyi, Hein

Class preparations: assigned reading

Assignments: next week's readings

Lectures: JMB 'observation, documentation and reflection'

Discussions: what does learning look like in different cultures?

Student presentations: reports on observations

Out-of-class assignments: Exercise #2: Visit two museums and observe visitor behaviour

WEEK 3/January 30th: Settings for informal learning – 'learning in the wild'

- Hour 1 Discussion of group learning, questions
- Hour 2 Student presentations: comparing museum behaviours
- Hour 3 JMB lecture: learning in the wild
- Hour 4 Discussion, questions, next week's assignment

Required readings: Falk & Dierking, Opie, Marilyn Hood

Supplemental reading: Julian Sefton-Green/NESTA, Rogoff

Class preparations: assigned readings
Assignments: next week's readings
Lectures: JMB 'Learning in the wild'
Discussions: what are the characteristics of learning in different settings
Student presentations: Comparison of different museums/behaviours
Out-of-class assignments: Visit a 'wild' setting (mall, playground, arena etc.)

WEEK 4/February 6th: Museums and other conceits: the institutions of informal learning

Hour 1	Discussion of group learning, questions
Hour 2	JMB lecture: a brief history of everything
Hour 3	Report on all informal sites (Weeks 2 + 3)
Hour 4	Introduction to major assignment, questions

Required readings: Hooper Greenhill, Hudson, Dana

Class preparations: assigned reading
Assignments: Select site for practical project
Lectures: JMB 'a brief history of everything'
Discussions: what are the characteristics of the informal environment?
Student presentations: none
Out-of-class assignments: Exercise #3: Visit the selected site – what could be improved?

WEEK 5/February 13th: Creating effective informal learning experiences

Hour 1	Discussion of group learning, questions
Hour 2	Student presentation of project proposals
Hour 3	JMB lecture: labels and (user) languages
Hour 4	Introduction to observation exercise

Required readings: JMB, Serrell, Oppenheimer, McManus

Supplemental reading: Bourdieu
Class preparations: assigned reading
Assignments: select museum object; write a label for it
Lectures: JMB lecture 'issues, labels and languages'
Discussions: what role does the label play in a museum?
Student presentations: Museum critiques
Out-of-class assignments: Exercise #5: install label, observe visitor reactions, evaluate

WEEK 6/February 19th: Evaluating informal learning in the museum

Hour 1	Discussion of group learning, questions
Hour 2	Student presentations of project observations
Hour 3	JMB lecture: Issues in exhibition evaluation
Hour 4	Discussion, questions

Required readings: McManus, Borun, Falk & Dierking

Supplemental reading: Hooper Greenhill
Class preparations: assigned reading

Assignments: rewrite label based on evaluation; experiment with different languages

Lectures: JMB 'Issues in exhibition evaluation'

Discussions: What are the measures of informal learning?

Student presentations: Results of initial experiments

Out-of-class assignments: Exercise #6: re-test label, observe visitor reactions, evaluate

WEEK 7/February 26th: Learning from Reggio Emilia: enhancing the museum experience

Hour 1 Discussion of group learning, questions

Hour 2 Student presentations

Hour 3 JMB lecture: learning from Reggio Emilia

Hour 4 Discussion, questions

Required readings: Project Zero, Rogoff

Supplemental reading: Rodari

Class preparations: assigned reading

Assignments: none

Lectures: JMB lecture 'learning from Reggio Emilia'

Discussions: How is the museum not a school? Why and how does it matter?

Student presentations: Results of retested labels

Out-of-class assignments: none

WEEK 8/March 6th: The exhibition as a performing art

Hour 1 Discussion of group learning, questions

Hour 2 JMB lecture: the exhibition as a performing art

Hour 3 Discussion, questions

Hour 4 Course evaluation

Required readings: Greenberg et al., Karp et al.

Supplemental reading: Kosuth, Fred Wilson, Peter Greenaway, JMB

Class preparations: assigned reading

Assignments: none

Lectures: JMB lecture 'The exhibition as a performing art'

Discussions: How can we reveal the constructed nature of the museum?

Student presentations: Self evaluation/Course evaluation

Out-of-class assignments: none

4. RECOMMENDED READING LIST:

Bourdieu, Pierre, L'amour de l'art, Paris: Minuit; 1969

Borun, M. The Visitor and the Museum. Washington DC: ASTC; 1977

Borun, M. Measuring the unmeasurable, Washington: ASTC;1977

Bradburne, James M. Interaction in the museum, Hamburg: Alibris; 2000

Cziksentsmihalyi, M. Flow New York: Harpers; 1990

Dana, John Cotton, The New Museum, Washington, D.D.: AAM; 1999

Falk, J. and Dierking, L. The Museum Experience, Washington: Whalesback Books; 2002

Gee, James Paul, What video games have to teach us about learning and literacy, New Hein, H. The Greenberg, R., Ferguson, B., Nairne, S. Thinking about exhibitions, London: Routledge; 1996
 Hooper-Greenhill, E. Museums and the Shaping of Knowledge, London: Routledge; 1992
 Housman, A.E. Introductory Lecture (1892) in Selected Prose, Cambridge: CUP; 1961
 Hudson, K. Museums of Influence, Cambridge: Cambridge University Press; 1987
 Karp, I. and Levine, S.D. eds. Exhibiting Cultures, Washington: Smithsonian ;1990
 Opie, I. The People in the Playground, Oxford: Oxford University Press;1994
 Oppenheimer, F. et al. Working Prototypes, San Francisco: Exploratorium; 1986
 Project Zero, Reggio Children, Making Learning Visible, Reggio Emilia; 2003
 Rogoff, Barbara, The Cultural Nature of Human Development, Santa Barbara: UCSC; 2004
 Sefton-Green, Julian, Informal Learning, NESTA FutureLab Report #7, 2003
 Seymour Papert, Mindstorms, New York, Basic, 1980
 Serrell, B. ed. What research says about learning in science museums, Washington: ASTC; 1990
 Wertsch, James V. Vygotsky and the Social Formation of Mind,

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Class participation/ discussion		20
Written assignment/ essay		30
On-site project/ evaluation		50

6. GRADING SCALE: to be distributed in class

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty include:

- possible dismissal from program
- possible failure of course
- possible failure on assignment in question

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

3. ACCESSIBILITY/ACCOMODATIONS POLICY:

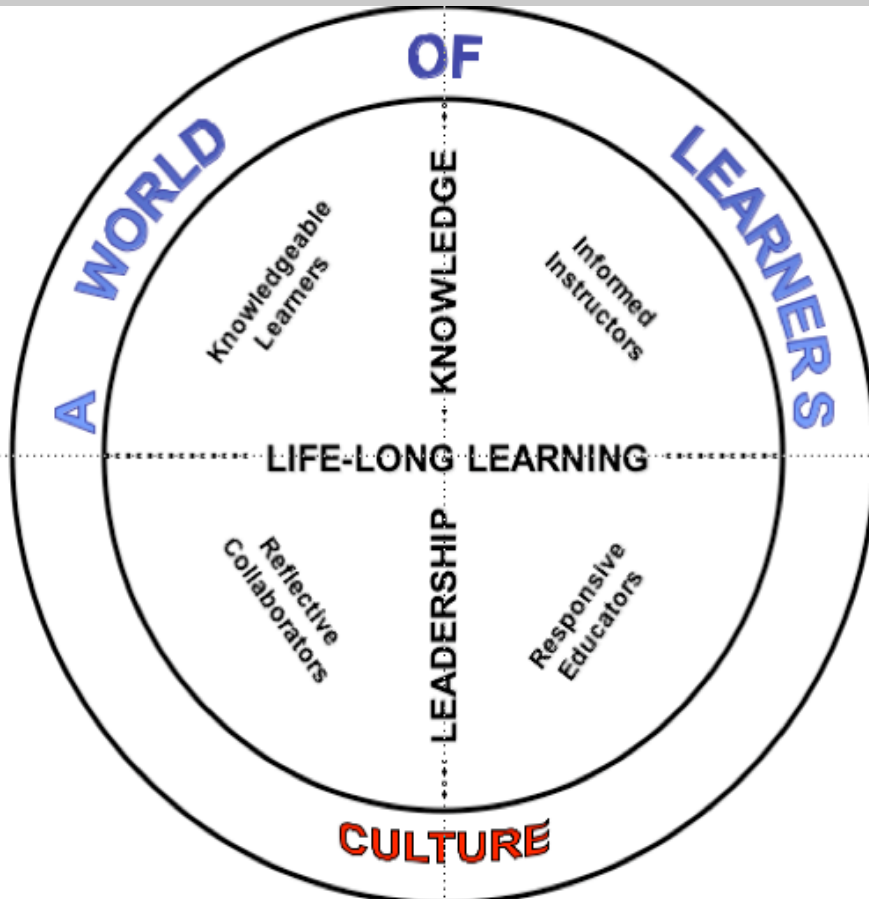
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence