

Museumedu 4

Museum Education
Educational material, activities, experiences

INTRODUCTION

*Museumedu 4, Museum Education: Educational material, activities, experiences, is the fourth issue of the online, open access, peer-reviewed international journal **Museumedu** that was published by the University of Thessaly Museum Education and Research Laboratory in June 2017. It includes papers in English as well as in Greek, accompanied by abstracts in both languages.*

The rationale

***Museumedu 4, Museum Education - Educational material, activities, experiences**, presents articles that focus on museum education praxis, and, more specifically, on educational activities and tools that aim at the enhancement of the educational and social role of museums. It has been designed so that it mainly addresses the following 4 central themes: the connection of museum education with crucial issues that challenge contemporary societies and, more generally, demand a new social role for museums; the further upgrading of museum-school links; the enforcement of teachers' role in the planning and realization of museum education activities; the development and use of new, innovative educational methods and tools.*

In this fourth issue of the Journal ***Museumedu***, we wish to underline the importance of establishing close links between museum education practices and contemporary social challenges, with special reference to the social and educational inclusion of migrants and refugees.

The structure

***Museumedu 4** includes 9 articles that construct 3 thematic parts. The 4 articles of the first part discuss the planning, the realization and the evaluation of educational material and tools. The 3 articles of the second part present educational activities that have addressed school students, post-graduate students and teachers, respectively, while the 2 articles of the third part present educational activities that relate museum education with contemporary social challenges.*

More specifically, *MuseumEdu 4* includes the following articles:

- ***Part A. Educational material and tools***

SOFIA AIDONI, SAPFO MORTAKI, EUGENIA OIKONOMIDOU, CHRYSANTHI SIMANDIRAKI
Traces of writing. A polymorphic educational tool

In this article, the authors present, in Greek, a prototype educational tool implemented by the Ministry of Culture Directorate of Museums, Exhibitions and Educational Programmes, in the context of the European Operational Programme (NSRF) "Education and Lifelong Learning". This polymorphic tool mainly addresses teachers of primary and secondary education, with the aim to offer them several types of printed material and digital applications that could help them to approach, with their students, the development of the Greek language and writing in time, and, thus, better understand the importance of language for culture.

ANASTASIA SOTIRIOU

In the streets of Resistance. An educational activity board game at the National Resistance Museum of Volos

The article presents, in Greek, the planning, the realisation and the evaluation of an educational activity board game designed for use in the National Resistance Museum of the City of Volos, in Greece. This activity board game is based on contemporary approaches to history and museum education, with the scope to help visitors and, especially, school students to approach and interpret the Museum's material and intangible exhibits in order to better understand the challenging topic of National Resistance during the German Occupation (1941-1944). Sotiriou designed it in the context of her MA dissertation at the University of Thessaly, Department of Early Childhood Education (2015).

MARIE-CLAUDE LAROUCHE, PIERRE-LUC FILLION, NORMAND ROY & MARIE-EVE PAILLE
Learning from visual arts in social sciences, with digital resources and mobile technologies at the Montreal Museum of Fine Arts

In this article, the authors present a research project conducted with the Montreal Museum of Fine Arts and Montreal elementary schools, to design, test and evaluate a prototype mobile technology application. School students were asked to use this app and interpret artworks for their documentary value with regard to past realities. The iPad served as an instrument of inquiry and exploration for the targeted works and was used by the students as a production tool during the workshop at the museum and to upload their videos to Vimeo. The evaluation of the project, based on the videos that the students created, demonstrates both the resource's value and certain weaknesses in the contextualization of the artworks.

IRINA GREVTSOVA

The city as an open-air museum: An educational mobile application for the historic centre of Barcelona

In this paper, Irina Grevtsova presents the implementation and evaluation of the experimental educational application *Open-Air Museum Barcelona*. The whole project was part of her doctoral PhD research and was developed in the framework of the 13th International Congress of Educating Cities held in Barcelona in November 2014. This educational mobile application was designed to help people, either inhabitants or visitors, to connect the several unconnected single cultural elements of the city, and, thus, conceive and explore the city as an open-air museum. The application was tested and evaluated by different research instruments that led to a number of conclusions about the design of relevant mobile applications.

- ***Part B. Educational activities for school students, post-graduate students and teachers***

DESPINA KALESOPOULOU

The educational drama as an exploration tool for solidarity in culture

This article discusses, in Greek, the implementation of a pilot educational project entitled “Life Stories, Solidarity stories: The museum objects as a field of exploration into the concept of solidarity in culture”, that was organized by the National Archaeological Museum in Athens in collaboration with the participating secondary schools (2014-2015). Based on drama-education techniques, it let students explore the complex issue of the protection of cultural heritage through a series of classroom and museum activities, experience how the concept of solidarity intertwines with aspects of cultural heritage management, and get actively involved in the subject, by expressing their own views over it. The experience gained from this pilot programme is valuable for designing other educational programmes that similarly serve social objectives and motivate participants to get actively involved in and critically place themselves on the subject.

KATERINA GIOFTSALI, KONSTANTINOS KARADIMITRIOU, MYRSINI LANTZOURAKI

Movement and expression techniques in the museum. An experiential workshop for post-graduate students at the Ethnological Museum of Thrace

The article presents, in Greek, an experiential workshop that used movement and body expression techniques in order to let post-graduate students explore and define time and space, the history, the dynamics and the internal structures of the museum objects exhibited at the Ethnological Museum of Thrace. By connecting imagination to emotional awareness, while encouraging the use of rhythm and music, participants did recognize the intensity of different artistic styles and gave life to their characteristics through movement. Moreover, by representing museum objects in space, by improvising stories and forming images, they indicated that the use of movement and body

expression techniques in a museum could be an alternative learning process that helps visitors to discover and understand the museum world.

XANTHIPPI VASILIOU, IRENE DELIDAKI, OLGA SAKALI, EUMORFIA TSAMANGA

Promotion of the dialectic relation of museums and schools on the basis of teachers training

The article presents, in Greek, a pilot educational project entitled “*Visual dialogues with objects and works of art in museums*” that the Directorate of Secondary Education of Western Thessaloniki Department of Cultural Programmes designed, with the aim to train secondary teachers in museum education and enhance their collaboration with museum educators. The project was conducted in 3 phases, in 6 museums of Thessaloniki. Museum educators, artists and schoolteachers collaborated effectively in planning educational activities that aimed at exploring the interpretative dynamics of artworks and other museum objects. In this paper, the educational work conducted at the Archaeological Museum and the Cinema Museum of Thessaloniki is presented, together with the relevant evaluation results.

- ***Part C. Museum education and social challenges***

NELLI ASKOUNI, STEFANIA VOVOUSIRA, AIMILIA FAKOU

Zooming-in on the museum: The pedagogical and social parameters of an educational programme in the kindergarten

The paper presents, in Greek, the educational programme “Zooming-in on the museum”, which was implemented in two public kindergartens of Athens (2014-2015) with the participation of 37 children from lower social strata, the majority of whom had no prior experience of visiting a museum and lacked any relevant knowledge. The museums of reference are the National Archeological Museum and the Museum of Keramikos in Athens. The authors discuss the pedagogical rationale of this educational intervention and emphasize the importance of such an approach for children who lack the opportunity to acquire such experiences in the sociocultural environments in which they grow up.

CHRISTINA NAKOU

Mapping desire - The experience of place and routes, in shelters for unaccompanied migrant-refugee minors and public schools of Athens

This final part presents, both in English and Greek, paintings that were created by children and youngsters who participated in the art workshop, *Mapping desire - The experience of place and routes*, that the artist Christina Nakou organized in shelters for unaccompanied migrant-refugee minors and public schools in Athens. The youngsters’ paintings call us to approach the issue of migration and, especially, the reality of unaccompanied migrant-refugee minors from an open to several alternative perspectives point of view, while, at the same time, they shed light on the dynamics and hopefulness of youth. The project was presented at the Benaki Museum in Athens

(May-June 2016), in relation to the theme of the International Day of Museums (2016), *Museums and Cultural Landscapes*, and in the context of the “What is Home?” project of the European Cultural Exchange Programme - *Tandem Europe*.

Acknowledgments

Many deep thanks go to our colleagues who acted as Reviewers. Namely, to Anna Chronaki, Despina Kalesopoulou, Kostas Kasvikis, Kostas Magos, Katerina Michalopoulou, Maria Tsouvala, Maria Vlachaki and Nikoleta Yiannoutsou.

The *Museumedu 4* Editors

Irene Nakou Niki Nikonanou Panagiotis Kanellopoulos

