



My goal for MEM is to assist the development of theory and practice in museum education by providing a road map to new and current resources. If you like MEM and find it useful, please support my efforts by subscribing at <http://www.mccastle.com> If you are already a subscriber – thank you! Your financial support makes it possible for a freelance worker like me to produce this publication.

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June 2012

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Courtesy Emma King

A Word from the Editor – History sings to me

I feel really guilty about it but ... history is my favourite subject ☺. I know, I know - a good museum education consultant should like all the disciplines equally. But I've studied history, been a costumed interpreter, run a couple of history museums, and still find historical fiction in print or on the screen enormously engaging. A story masterfully woven from the facts & events, whether told by community member or professional historian, sings to me. And so it gives me special pleasure to share (trust me, you wouldn't want me to really sing!) the research and resources compiled for the History + Memory issue of the MEM. Enjoy!

Chris Castle, Editor

Special thanks to Kris Wetterlund, and researchers from around the world for their contributions to this issue! Please note that all links in this document are active using Adobe Acrobat Reader. Free Reader download at <http://get.adobe.com/reader/>

(1) Ongoing Research

Burke and Wills Memorial Fountain: Linking local history to a national story (Australia)

Research questions: The project aimed to collaborate with the local community, particularly schools, to discover if a 150-year-old time capsule was buried in a memorial fountain in Ballarat dedicated to the famous Australian explorers Burke and Wills. On discovery of the time capsule the project shifted to understanding the contents and deciding what should be reinterred to represent the Ballarat community today. Students were involved in the project from the early stages and witnessed the retrieval event. Following the retrieval and an examination of the content they engaged in meaningful discussions on the representation of the past, conservation of artefacts and considered how they would like to be represented in the future. From this they chose many of the final items to be reinterred in the new time capsule. From the projects the students developed a greater understanding of a national story (the Burke and Wills expedition) and its connection to local history. They also developed new understandings of historical through the hands-on participation in examining change over time. This project provided



opportunities for the real-life application of history skills, which was an invaluable experience for students.

Data presentation: This project had a range of publications and presentations throughout the process, these included a research paper on the history of the fountain and time capsule, an education resource for schools, a blog post, articles from Department of Planning and Community Development and Ballarat City Council, and extensive media coverage. The project was also presented to the Victorian Community History Awards where it received a commendation for Best Collaborative/Community Work.

Principal researchers: Stephanie Rosestone and Marion Littlejohn: Sovereign Hill Education
Contact: Tim Sullivan – tsullivan@sovereignhill.com.au

Book Précis: Undeserved Grace: Difficult Knowledge, Curatorial Practice and the Search for Justice (Canada)

Since the year 2000, there have been a series of exhibitions of photographs taken at lynchings that occurred in the United States between 1870 and 1960. Various museums and galleries have drawn from this collection, staging and supplementing the presentation of selected photographs in, at times, quite dissimilar ways. While I discuss the extensive differences between exhibitions held at the Andy Warhol Museum and the Chicago Historical Society, my ambitions are considerably broader. Through this comparative study of the different ways of re-presenting images of deadly violence, this book offers a conceptual language for considering how and why differences among curatorial projects matter, particularly as these differences shape varying pedagogies of public history.

Principal researcher: Roger I. Simon, University of Toronto,

Contact roger.simon@utoronto.ca

Keywords: curatorial practice, difficult knowledge, public history

Question of Loyalty (Canada)

Research Questions: How did the internment of 44 Italian Canadians in Vancouver 1940-1943 affect the internees and their families? Furthermore, while not all Italian Canadians were interned, there remained many more who were designated as enemy aliens. They were required to register with the RCMP once a month. Hence, what impact did this alienation have on the Italian Community and the following generations?

Presentation of Data: Presented in three ways: It is a three-part project including a Play, a Book and a museum exhibition. Play: *Fresco*, written by Lucia Frangione; Book, *Injustice Served* by Ray Culos; Exhibition: *Beyond the Barbed Wire: Experiences of Italian Canadians in World War II*. Following the project a joint panel discussion with the Jewish and Japanese communities will be held at the Vancouver Holocaust Education Centre to address the impact of internment on the following generations.

Principal Researchers: Ray Culos, community historian and author of 3 books on the Italian community in Vancouver. Julia Murray, MA project co-ordinator and curator. Angela Clarke, Ph.D., Museum curator and research historian.

Site: Il Museo at the Italian Cultural Centre in Vancouver, Canada

Time Span: Began: May 2011. The exhibition opened on March 8, 2012 and closes August 31, 2012. However, research on internment will be ongoing and part of a permanent museum display.

Contact: Angela Clarke museum@iccvancouver.ca

Keywords: Italian-Canadian, World War II, Internment, Enemy Alien, Internment camp

Memories of Niagara (Canada)

Research questions: This is an oral history project by the Niagara Historical Society and Museum in partnership with the Niagara-on-the-Lake Library involving the collection and exhibition of stories and memories spanning from the 1930s to 1970s. The Niagara Historical Society and Museum wanted to know more about the changes people living in the Town of Niagara-on-the-Lake (an area bordered by the Niagara River, the QEW and Welland Canal which was amalgamated in 1970) have seen in their lifetimes and through their own words. This covered a variety of topics including labour, recreation, education, tourism, and agriculture.

Data presentation: The stories will be presented through a digital exhibit hosted by wordpress.com called *Memories of Niagara* <http://memoriesofniagara.wordpress.com/> QR codes will also be used to augment existing permanent displays in the museum; allowing smart phone users to access oral history stories from the digital exhibit that are relevant to the displayed artifacts.

Project funding was provided through the Museum and Technology Fund from the Ontario Ministry of Tourism, Culture and Sport.

Principal researcher: Heather George assisted by a group of 40 volunteers trained to collect and transcribe interviews coordinated the project.

Sites: Niagara-on-the-Lake, Ontario, Canada

Time span: December 2011-July 2012

Contact: Heather George contact@niagarahistorical.museum

Keywords: Oral History, Digital History, Niagara-on-the-Lake

City History Museum Evaluation (UK)

Research question: What makes great history in a city history museum and can you evaluate it?

Data presentation: Published article, conference papers (1st at CAMOC conference, October 2012, Vancouver), blog (starting July 2012)

Principal researcher: Graham Black

Sites: To be confirmed. Initial focus in UK

Time span: Initial work July 2012 – September 2013

Contact: graham.black@ntu.ac.uk

Keywords: History, museums, memory, multiple perspectives, evaluation

[Background: This short term project is part of a larger study on the construction and presentation of history in museums, in this case using city history museums as a case study – timely in that over £150 million has been spent on creating city history museums in the UK alone over the last three years. It is not expected to produce a definitive means of evaluation, but to focus wider attention and concern on the quality of history involved. A blog will be maintained and the opinions of others sought throughout the process. Viewpoint article: Graham Black (2011) 'Museums, Memory and History' in *Cultural and Social History* 8(3), September 2011, pp. 415 – 427]

Sharing European Memories at School (EU)

Research questions: The project will develop a cross-curricular methodology to make students



aware of historical memory. Through active learning, students will become familiar with the concept of historical memory and will develop transferable skills such as critical thinking, team working, decision-making and creativity. They will develop a sense of European citizenship and a better knowledge of how the past has influenced the present.

Data presentation: A theoretical framework for the project and an overview of how memory and identity fit with the secondary school curricula in partner countries are available to

download via the project website <http://www.memoriesatschool.eu/lang/en/resources/>. There is also a prototype of the methodology. The project outputs will include a cross-curricular methodology aimed at teachers and an analytical report comparing the experiences of pilot schools and assessing the learning outcomes from the pilot project.

Principal researchers: The project is a partnership between six EU partners: Aranzadi Society of Sciences, Spain; Futura Spa, Bologna, Italy; Stifetlsen Arkivet, Kristiansand, Norway; Adam Mickiewicz University, Poznan, Poland; Kranj City Library, Kranj, Slovenia, and the Royal Armouries Museum, Leeds, UK

Sites: As above

Time span: The project began in January 2011 and will finish in December 2012

Contacts: Project lead and Spanish partner contact: Rosa Martinez, rosamr.07@gmail.com . UK partner: Emma King, info@emmakingconsultancy.co.uk
Keywords: History, memory, Europe, citizenship, identity

Healing Histories through Memory Work (USA)

Research Questions: I will show how therapeutic techniques in the museum can offer reconciliation of the impacts of national and global occurrences upon its wounded communities. By utilizing history and memory together, as seen in sites of conscience, my research will uncover a new direction for museum education and development.

Data Presentation: Dissertation to satisfy PhD requirements; long term desire to publish as a book or separate articles.

Principal Researcher: Victoria Sargent, Arizona State University, Arizona

Sites: Various Sites for Comparison (proposed sites: Museum of Tolerance, Los Angeles, CA.; The International Civil Rights Center & Museum, Greensboro, NC; District Six Museum, Cape Town, South Africa; and others)

Time Span: Ongoing

Contact: Victoria Sargent at vsargent@cox.net

Keywords: Memory, Healing, Museums, Sites of Conscience

(2) Online Journals

(3) Electronic List Discussions

MUSEUM-ED

[Thanks to Kris Wetterlund for supplying these summaries. For more info see the museum-ed archives at <http://www.museum-ed.org/content/blogcategory/32/66/>]

May 2012

Topics: Looking for hands-on engineering workshop inspiration, Ideas for Blind Visitors to Astronomy Photo exhibition, Hands-On Immigration Program

“Hands-on” was the catchphrase for May on the Museum-Ed Discussion List! The Discussion List delivered plethora of ideas to keep visitors actively engaged with fun and smart projects

The Tsongas Industrial History Center found for new ideas for its engineering/technology workshop. Makers of all kinds of fantastic gadgets and gizmos got together for a massive show-and-tell at The Children’s Museum of Pittsburgh. A video of their Mini Maker Faire can be viewed at <http://makeshopshow.com/2011/12/06/96/> . The Spark!Lab <http://sparklab.si.edu/> at the National Museum of American History has a variety of activities for a variety of ages. The Spark!Lab is currently closed while the museum undergoes renovation, but the online

component is still active. The HP Catalyst Initiative <http://www.computerhistory.org/education/getinvested/> challenges high school students to use technology and historical to find solutions to contemporary problems.

The Bates College Museum of Art in Lewiston, MA discovered resources to include elements for interpretation for blind visitors for an upcoming exhibition.

The non-profit Art Beyond Sight (<http://www.artbeyondsight.org/>) offers online and print resources that help develop programming for blind and visually impaired visitors. Art Beyond Sights accessibility tools, including guidelines for verbal description, are especially helpful. The National Building Museum recommended a workshop offered by Joel Snyder titled the Visual made Verbal (<http://www.audiodescribe.com/about/snyder.php>) which was funded and sponsored in part by their Disability and Communication Access Board. Don't miss the updated chapter in AAM's Mobile Apps for Museums has an updated chapter on using iPads for visitors with impaired vision. http://iweb.aam-us.org/Purchase/ProductDetail.aspx?Product_code=E2012

Finally, Swell paper is a specialty paper that creates tactile objects http://www.rnib.org.uk/professionals/accessibleinformation/accessibleformats/accessibleimages/tactilegraphics/productionmethods/pages/swell_paper.aspx .

The Baltimore Museum of Industry is looking for hands-on activities about immigration for field trips. Many history museums contributed their projects to the Discussion List. The Lower Eastside Tenement Museum has incredible programs and talks about immigration issues for students (and adults) of all ages. Many are tied to specific stories of the residents incorporating both oral histories and objects from the domestic settings. The Lake Shore Museum offers mini lessons on what it was like to go through Ellis Island with first hand video accounts, then the students are given fake passports with real names and countries have to go through the medical exam, luggage inspection, and other stops. Others use "mystery boxes" and trunks to highlight the tactile objects for students.

(4) Blog Postings

The Night Circus and The Fusion Museum

<http://blog.orselli.net/2012/06/night-circus-and-fusion-museum.html>

By Paul Orselli

Fusion is a great concept --- the idea of taking a number of different things and combining them into one entity. It's no surprise then that "fusion" can meaningfully turn up whether you're talking about music, art, cooking, or science. And notions of "fusion" and Erin Morgenstern's brilliant novel "The Night Circus" might actually both point toward new ways of thinking about what museums can do, and how.

[ExhibiTricks: A Museum/Exhibit/Design Blog](http://blog.orselli.net/ExhibiTricks: A Museum/Exhibit/Design Blog) – <http://blog.orselli.net/>

Our Broken Economic Model

<http://futureofmuseums.blogspot.ca/2012/06/our-broken-economic-model.html>

By Center for the Future of Museums

Every so often I realize I am having the same conversation so frequently I might as well write it down and share it with everyone. Today's conversation is "How Museums Are Like Newspapers and What We Can Learn from That." I haven't come to any firm conclusions, yet, but it is an important topic and I would like to rope you into the discussion.

[Center for the Future of Museums - http://futureofmuseums.blogspot.ca/](http://futureofmuseums.blogspot.ca/)

Inclusion Through Simplifying or Dumbing Down?

<http://www.authenticinclusion.org/2012/06/no-one-can-achieve-their-best-without.html>



By Lisa Jo Rudy

As a writer, I'm often asked to make concepts simpler so that lay readers can understand them. Instead of writing about "pelagic marine life" or a "hematoma," therefore, I write about the animals that live in the open ocean, and about bruises. When I do this, some people I work with feel I'm "dumbing down" the content I produce. I beg to differ.

[Lisa Jo Rudy on Authentic Inclusion - http://www.authenticinclusion.org/](http://www.authenticinclusion.org/)

Can mobile interpretation be social when it comes to museum content?

http://earprint.com.s96126.gridserver.com/?page_id=1841&goback=%2Egde_3865171_member_120881743

By Jennifer Miller

The immediate answer that might come to mind is "yes!" But is it really? This is the question that the panel explored during this year's AAM conference. Moderated by Earprint Productions the panel was led by Peter Samis, SFMOMA; Nancy Procter, Smithsonian Institute; and Caroline Goeser, Cleveland Museum of Art.

[Earprint Blog - http://earprint.com.s96126.gridserver.com/](http://earprint.com.s96126.gridserver.com/)

Pinterest Nonprofit Benchmarking with Pinerly

<http://www.bethkanter.org/pinerly/>

By Beth Kanter

Last week, I wrote a post that summarized some tips, resources, and tools for using Pinterest. I took a look at a couple of the measurement tools available for Pinterest and got on the waiting list for Pinerly after reading this analysis from the Poynter Blog based on stats provided by Pinerly. I was curious about what I could learn if I did an informal benchmark study of a few nonprofit Pinterest users. Rick Kats kindly sent me a spreadsheet of metrics for 7 nonprofits that were early adopters and are using it consistently.

[Beth's Blog - http://www.bethkanter.org/](http://www.bethkanter.org/)

17 Ways We Made Our Exhibition Participatory

<http://museumtwo.blogspot.ca/2012/06/17-ways-we-made-our-exhibition.html>

By Nina Simon

After a year of tinkering, the Santa Cruz Museum of Art & History is now showing an exhibition, All You Need is Love, that embodies our new direction as an institution. It is multi-disciplinary, incorporates diverse voices from our community, and provides interactive and participatory

opportunities for visitor involvement. The exhibition is far from perfect, but it's a big step towards reflecting the "thriving, central gathering place" of our strategic vision.

<http://museumtwo.blogspot.ca/>

What Tells Your Community Story?

<http://uncatalogedmuseum.blogspot.ca/2012/06/what-tells-your-community-story.html>

By Linda Norris

If you're on a board of directors, you probably spend more time than you would like in meetings talking about things that aren't so fun...about the roof leaking, or the need to raise more money, or how to get more volunteers. In those conversations, it seems that we often forget the why of our voluntary involvement.

[The Uncataloged Museum - http://uncatalogedmuseum.blogspot.ca/](http://uncatalogedmuseum.blogspot.ca/)

Experimenting in Museums: What do you need most today?

<http://artmuseumteaching.com/2012/06/25/experimenting-in-museums-what-do-you-need-most-today/>

By Mike Murawski

Taking the spark of motivation from Yang's inspiring and ongoing "Need" project, I recently decided to develop an experimental prototype that would explore how museums might interact with this idea of personal/universal needs — real, sincere needs that could build toward new forms of public engagement. For the second year in a row, I am facilitating the Summer Museum Teaching Internship Program at the Saint Louis Art Museum, a unique program that brings together a diverse group of undergraduate and graduate students to explore and create different types of museum teaching and learning experiences.

[Art Museum Teaching - http://artmuseumteaching.com/](http://artmuseumteaching.com/)

Increasing Museum Transparency Through Social Media at the Levine Museum

<http://museumcommons.blogspot.ca/2012/06/increasing-museum-transparency-through.html>

By Kevin Caldwell, Educational Department Intern

Often one of the most overlooked assets to a museum is its viewership and consequently, the space in which its viewership is comfortable engaging challenging material. In the 21st century, this forum exists in Cyberspace through various forms of social media. I believe that social media is something of an "uncharted territory" that is just now being explored and utilized.

[Museum Commons - http://museumcommons.blogspot.ca/](http://museumcommons.blogspot.ca/)

(5) Recent Reports

Social Impact Games: Do They Work?

BattleStorm & Macon Money Program Evaluation, Knight Foundation, USA. 4/29/12

In 2010, Knight Foundation funded two social impact games as pilot projects in two cities – Macon Money, in Macon Ga., and Battlestorm, in Biloxi, Miss. Unlike past foundation support for digital games, these took place in real-time with real people in the real world and they supported ongoing efforts to tackle local issues. There is already an existing body of research about how

digital games have the potential to improve learning and influence behavior. But less attention has been paid to the effects of real-world games – i.e., games that are played out in the physical world. Knight wanted to explore which aspects of real-world games were most effective in addressing community issues.

<http://www.knightfoundation.org/publications/games-and-community-building-final-report>

Outdoor recreation trends and futures

By Ken H. Cordell, U.S. Department of Agriculture Forest Service, 2012

The objectives are to review past trends in outdoor recreation participation by Americans, to describe in detail current outdoor recreation participation patterns, and to compare patterns across regional and demographic strata. Further objectives include describing recreation activity participation on public and private lands and providing projections of outdoor recreation participation out to the year 2060. One overriding national trend is quite evident: the mix of outdoor activities chosen by Americans and the relative popularity of activities overall have been evolving over the last several decades. <http://www.srs.fs.usda.gov/pubs/40453>

(6) Online Resources

Opening Minds to Science: The Saint Louis Science Center's Reports to the Community, 2007-2011

"At the Saint Louis Science Center we produce an annual report to the community called, "Opening Minds to Science", which is focused on reporting about participant experiences in our educational programs. The data presented in this report comes from both external evaluators and our internal evaluation staff who conduct evaluations of specific programs and also from a tool we developed in-house - our System for Assessing Mission Impact (aka SAMI), which we use to collect broad information about Impact across all of our educational programs. The reports include a description of SAMI."

<http://www.slsc.org/GeneralInfo/MediaRoom/FinancialInformationandReports.aspx>

After-School Data: What Cities Need to Know

By Jennifer Gill, The Wallace Foundation, June 2012

Data, smartly employed, can help after-school decision-makers with everything from allocating resources fairly to improving program quality. But what information is needed? How should it be collected? And what are the best ways to put it to use? A set of easy-to-read tip sheets answers these questions and more, giving city agencies, after-school program providers, intermediary organizations, and others a jump-start on making the most of data in after-school programming.

<http://www.wallacefoundation.org/knowledge-center/after-school/collecting-and-using-data/Pages/After-School-Data-What-Cities-Need-To-Know.aspx>

(7) Print Journals

[Editor's Note: An URL listed in this section provides a link to the journal, not to the article itself. Articles in print journals are available by subscription to that journal, by online purchase of the article, or through museum and university libraries. I encourage

you to subscribe. I provide an abstract wherever possible to assist MEM readers in your choices. Many journals offer a free sample if you check the website. CC]

CULTURAL AND SOCIAL HISTORY

Vol. 8 #3, September 2011

- Graham Black, "Museums, Memory and History"

This essay seeks to explore the complex relationship between history museums, memory, history and audiences. I have focused on museum practice rather than the theoretical discussions of, for example, Benjamin, Foucault or Nora, because it is through practice that history and memory in the museum is constructed, mediated, communicated and responded to.
<http://www.bergpublishers.com/?TabId=522>

JOURNAL OF COGNITION AND DEVELOPMENT

Vol. 13 #2 2012

Maureen A. Callanan, "Conducting Cognitive Developmental Research in Museums: Theoretical Issues and Practical Considerations"

Increasingly, cognitive developmental researchers are forming partnerships with museums as a way to achieve both overlapping and distinctive goals. Such partnerships can further our understanding of cognitive development by providing opportunities to study children's learning within social contexts. At the same time, these collaborations can support the design of effective informal learning experiences for children and families. This article presents three distinct models for doing research in museums; they are presented in the context of both theoretical and practical concerns. Examples of research-museum partnerships are described, practical problems and potential solutions are discussed, and suggestions are provided for developmental researchers with an interest in developing museum partnerships.
<http://www.tandfonline.com/loi/hjcd20>

JOURNAL OF EDUCATIONAL PSYCHOLOGY

[Upcoming TBA]

- Christine Baron, "Understanding Historical Thinking at Historic Sites"

This article describes the interpretive processes historians engage in when "reading" historic buildings and examines what qualifies as historical thinking about historic buildings and sites. To gather evidence of what historical thinking looks like as it pertains to buildings, 5 practicing historians were recorded as they toured the Old North Church in Boston, Massachusetts. From these protocols, 5 heuristics were identified: origination, intertextuality, stratification, supposition, and empathetic insight. The heuristics described here provide the means through which a wider range of historic materials can be brought into the discussion of what it means to think historically. Publication info available from the author cbaron24@bu.edu

TEACHERS COLLEGE RECORD

Vol. 112 #9 2010

- Lee Anne Bell & Rosemarie Roberts, "The Storytelling Project Model: A Theoretical Framework for Critical Examination of Racism Through the Arts"

This article describes the evolution of a theoretical model for teaching critically about racism and racial stories utilizing the arts. We reflect on the collaborative theory-building process used to develop the model, our use of the arts to create spaces of learning where racial stories can be

unsettled and reexamined, and the potential of this model to guide educational projects in which participants construct alternative stories geared toward social justice.

<http://www.tcrecord.org/Content.asp?ContentID=15787>

VISITOR STUDIES

Vol 15 #1 2012

Includes:

- Bonnie M. Perdue, Tara S. Stoinski & Terry L. Maple, "Using Technology to Educate Zoo Visitors About Conservation"

- Marc J. Stern, M. Elizabeth Wright & Robert B. Powell, "Motivating Participation in National Park Service Curriculum-Based Education Programs"

- Pieter A. Van Dijk, Liam D. G. Smith & Betty Weiler, "To Re-Enact or Not to Re-Enact? Investigating the Impacts of First- and Third-Person Interpretation at a Heritage Tourism Site" The purpose of this study was to investigate the impacts of first-person street theatre reenactments versus third-person interpretation at a recreated 1850s gold-rush heritage tourism site. Data collected from 357 visitors following 7 different interpretive activities indicated that third-person interpretation produced significantly higher mean respondent ratings than those activities that used first-person interpretation on 6 of 10 cognitive, affective, and behavioral indicators. Further scrutiny revealed that third-person interpretation resulted in higher levels of cognitive and affective outcomes for some visitor audiences when compared to first-person interpretation, but that there was no difference between first- and third-person interpretation on most behavioral outcomes. Both types of interpretation may be needed in order to achieve a full range of visitor outcomes. A multivariate analysis of covariance illustrated the potential implication of activity length in determining visitor outcomes; that is, the longer the activity, the greater impact of interpretation on measured outcomes. Isolating the effect of type of interpretation versus duration requires further research.

- Noreen M. Breakey, "Studying World Heritage Visitors: The Case of the Remote Riversleigh Fossil Site"

- Jessica J. Luke & Dale McCreedy, "Breaking Down Barriers: Museum as Broker of Home/School Collaboration"

Parents have a major influence on children's learning, yet parent involvement remains weak in many communities. This article addresses the role of a museum in bringing home and school together, describing results from 2 complementary studies of a museum-designed and -implemented parent involvement program. The first study was an exploratory, mixed-methods investigation designed to understand the program's impact on parents' engagement in their children's learning. The second study used a grounded theory approach to develop theoretical hypotheses about the programmatic mechanisms that facilitated parents' engagement. In terms of impact, the program gave parents a platform through which to create new and more meaningful spaces for connecting to their children's learning, including conceptual spaces, social spaces, and physical spaces. In terms of mechanisms, the program first helped parents to build relevant capital and then to author new and relevant ways of engaging with their children's schooling. Taken together, study results broaden current thinking about the spaces in which

parent engagement occurs and emphasize the important community-based role that museums can play to bring parents and schools together in support of children's development.

<http://www.tandfonline.com/loi/uvst20>

(8) Recent Theses, Dissertations & Major Papers

[To order, try UMI ProQuest Dissertation Express <http://disexpress.umi.com/dxweb>]

The Contemporary Identities of Art Museum Educators as Told Through their Life Histories

By: Natasha S. Reid, PhD, Concordia University, 2012

This dissertation examined art museum educators' personal and professional lived experiences to develop a more holistic understanding of museum educators' identities. Five participants were engaged in two life history interviews—the first focused on their experiences as museum visitors and artists and the second explored their lives as museum professionals. Their stories were examined individually and through a process of cross-case analysis. This dissertation concludes with suggestions for the professional development of museum educators.

Contact: natashareid.arted@gmail.com

Museum-Based Teacher Education: Teacher Meaning-Making at a Jewish Heritage Museum

By David Russell Goldberg. PhD, Columbia University, 2012.

At any museum, each representation of the Holocaust conveys particular messages and mediates Holocaust history through a particular lens. This study reveals insights about how intended aims are interpreted in Holocaust professional development. Three categories emerged of meanings teachers made, namely (1) the hopeful narrative, (2) identity, and (3) the emotional narrative of the Holocaust. This study contributes to the larger field of professional development by partially filling in an area of missing scholarship on Holocaust professional development. Findings from this study may be used to plan future professional development programs on the Holocaust, as well as on other topics, through a deeper understanding of the meanings teachers make of multiple programs at one site.

(9) New Books & Media

Critical Pedagogy in Uncertain Times: Hopes and Possibilities (Education, Politics, & Public Life)


By Sheila Macrine, ed, USA: Palgrave Macmillan, 2012

"This book provides comprehensive analyses of issues related to the struggle against the forces of imperial-induced privatization, not just in education, but in all of social life. It situates Critical Pedagogy in the twenty-first century and offers not only critiques but also practical applications, suggestions, and strategies on how attacks can be collectively resisted, challenged, and eradicated especially by those teaching in schools and universities."

<http://us.macmillan.com/criticalpedagogyinuncertaintimes/SheilaMacrine>

Present on Site. Transforming Exhibitions and Museums

By Bruno Ingemann, Lejre: Visual Memory Press, 2012 [Free online version]

 Transforming exhibitions is not just something you do, it is something that gets better the more you do it. This book looks at the intersection of the visitor or user, who gets personal and cultural meaning from their visit and the museum as it appears in the design of the exhibition. It examines on-site communication for intentional and hidden content and messages, and reveals possible relations to the visitor, his or her world and society in general. This investigation also focuses on the processes involved in interpretation and design and takes a closer look at the practices of exhibiting rather than the objects on display.

<http://www.present-on-site.net/index.html>

Ethnotheatre: Research from Page to Stage

By Johnny Saldaña, Left Coast Press, 2011

Ethnotheatre transforms research about human experiences into a dramatic presentation for an audience. Johnny Saldaña, one of the best-known practitioners of this research tradition, outlines the key principles and practices of ethnotheatre in this clear, concise volume. He covers the preparation of a dramatic presentation from the research and writing stages to the elements of stage production. Saldaña nurtures playwrights through adaptation and stage exercises, and delves into the complex ethical questions of turning the personal into theatre. Throughout, he emphasizes the vital importance of creating good theatre as well as good research for impact on an audience and performers. The volume includes multiple scenes from contemporary ethnodramas plus two complete play scripts as exemplars of the genre.

<http://www.lcoastpress.com/book.php?id=365>

Museum Gallery Interpretation and Material Culture

Edited by Juliette Fritsch, Routledge, 2011.

...the proceedings of the first annual Sackler Centre for Arts Education conference at the Victoria and Albert Museum (V&A) in London. The conference launched the annual series by addressing the question of how gallery interpretation design and management can help museum visitors learn about art and material culture. The book features a range of papers by leading academics, museum learning professionals, graduate researchers and curators from Europe, the USA and Canada. <http://www.routledge.com/books/details/9780415885751/>

(10) Calls

Call For Papers

Digital co-curation and public participation

International Journal of Heritage in the Digital Era

The International Journal of Heritage in the Digital Era is inviting papers for a special issue on the theme 'Digital co-curation and public participation' guest edited by Dr Kalliopi Fouseki of the Centre for Sustainable Heritage of University College London and Dr Kalliopi Vacharopoulou, Independent Researcher.

For queries about the content of this issue, please contact Dr Kalliopi Fouseki at Kalliopi.fouseki@ucl.ac.uk or Dr Kalliopi Vacharopoulou at kalliopi.vacharopoulou@gmail.com

Call for Papers

INTERCOM 2012 - #museumchallenges

25-29 November 2012, Sydney, Australia

Museums have always operated in times of change, yet the challenges and pace of change over the last five years has been unprecedented. Globalisation, environmental issues and climate change, relationships with Indigenous and creator communities, diversity of audiences, different employee mindsets, new skill sets, new media and technologies and the global financial crisis, have placed increasing pressure on the ways museums are managed and led.

The conference will address these issues using a mix of conference/meeting formats designed to encourage conversation, learning, intellectual stimulation and exchange of ideas.

Call for papers extended until 15 July 2012

<http://www.intercom.museum/>

Call for Contributors and Articles

for an edited volume, **Agricultural Reenactment: Re-staging Rural Life**. Proposals are invited for an edited volume on "agricultural reenactment", to be included in a series on Reenactment History published by Palgrave Macmillan UK. See more on the ALHFAM site

<http://alhfam.org/index.php#642> or contact Laura Sayre at laura.sayre@dijon.inra.fr or lbsayre@mac.com. Initial abstracts of 300-500 words are due August 1, 2012.

Call for Submissions

Contribute to the engage journal

The Past in the Present: working with the historical

For more info visit <http://www.engage.org/about/newsitem.aspx?id=1603>

If you are interested in contributing to this issue, please send a short, informal proposal of no more than 100 words, and your contact details to laura.cherry@engage.org by 10am on 13 July 2012.

<http://www.engage.org/journal>

(11) Professional Development / La Formation Professionnelle

17 July 2012

Mobile Culture 2

University of the Arts, London

<http://www.culturelabel.com/blog/mobileculture-2/>

2-5 August 2012

Inclusive Museum Conference

University of the West Indies, Cave Hill, Barbados

<http://onmuseums.com/the-conference>

12-14 September 2012

Commodifying Culture? Cultural Villages and Living Museums

ICME Annual Conference

Namibia

<http://icme.icom.museum/index.php?id=118#c250>

October 11, 2012

Creativity, Lifelong Learning and the Ageing Population

3rd International Conference of the LEM Project

Östersund, Sweden

<http://cm.regione.emilia-romagna.it/lemproject/in-focus/news/3rd-international-conference-of-the-lem-project>

October 26-28 2012

4th Multimodal Approaches to Learning International Conference

Organized by Art Beyond Sight and the Metropolitan Museum of Art, NYC, NY

[http://artbeyondsightconference.blogspot.ca/?ct=t\(November_3_201110_28_2011\)](http://artbeyondsightconference.blogspot.ca/?ct=t(November_3_201110_28_2011))

(12) The Last Word

History will speak well of me because I will write it.

Joseph R. (Joey) Smallwood, one-time Newfoundland Premier and sometime historian, quoted by Barbara Yaffe in The Globe & Mail, 24 Dec. 1985.

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Questions, concerns, comments, or contributions? Please contact the owner/editor, Dr. M. Christine Castle chris@mccastle.com

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