

<b>SCHOOL</b>	MUSEUM EDUCATION
<b>ACADEMIC YEAR</b>	THREE-YEAR PROGRAM I - 2025/2026
<b>SUBJECT</b>	1805 Didattica per il museo I
<b>TYPE OF SUBJECT</b>	Theoretical-Practical
<b>NUMBER OF HOURS PER LESSON</b>	3
<b>NUMBER OF ECTS CREDITS</b>	6
<b>DISTRIBUTION OVER THE ACADEMIC YEAR</b>	II SEMESTER

### EDUCATIONAL OBJECTIVES AND EXPECTED RESULTS

This course aims to equip students with the necessary tools to comprehend the essence of a museum: its historical evolution, its current state, and its potential future trajectory. Initially, the students' levels of knowledge and understanding will be assessed in relation to their prior experiences. During the course, students will delve into the topic of mediating educational activities for museum audiences. The objective of the course is to encourage students to develop their critical judgment regarding the diverse realities of museums, their various target audiences, and museum education. To develop communication skills, exercises will be conducted in the classroom and in the museum. The objective of the course is to facilitate a shared experience that fosters knowledge and personal growth for all participants.

<b>Knowledge and understanding</b>	At the commencement of lessons, we endeavor to assess the students' level of knowledge and comprehension, drawing upon their prior educational experiences, family background, or personal choices.
<b>Applying knowledge and understanding</b>	The lessons aim to present the complexity of museums and the variety of opportunities they offer (social, communicative, learning, solidarity), particularly through the mediation of educational activities directed at the public, or more precisely, the publics that may visit the museum.
<b>Making judgements</b>	Students should develop their own capacity for judgment regarding the various realities of museums, the activities proposed for different levels of the public, and the current professional situation in the field of museum education.
<b>Communication skills</b>	To develop both written and verbal communication skills, as well as playful communication (the latter two are particularly required for compulsory schooling), exercises are planned in the classroom in front of peers and in the museum with prepared or improvised activities.
<b>Learning skills</b>	While learning capacity is an individual prerogative, the objective of the course is to make the shared experience an opportunity for knowledge and growth for all.

<b>CONTENTS</b>	The museum, as a complex cultural institution, and its constituent aspects (acquisition, conservation, exhibition, and communication of the value of its assets). This is the definition of the ICOM (International Council of Museums), the MIBACT (Ministry of Cultural Heritage and Activities and Tourism), and the MiC (Ministry of Culture). Methodologies for museum education: from the educational section to educational services and new trends in public activities and communication. Digital media: The relationship between museums and temporary exhibitions. This year, we will specifically focus on the Tosio Martinengo Art Gallery to develop a new visitation method, conventionally referred to as SLOW ART. We will also complete city visits to Santa Giulia and, within the Bergamo area, to the Carrara Academy in Bergamo and the recently inaugurated Diocesan Museum.
<b>ADOPTED METHODOLOGY</b>	[X] In Person The lecture will aim to engage the student, seeking to stimulate curiosity and questions that can be addressed with the participation of other students. The projection of images will accompany the various topics; a brief written report on a museum of choice and its corresponding presentation in class are required. A didactic-educational activity is also planned to be organized within an urban setting.
<b>ASSESSMENT METHODS</b>	The assessment of learning is a process that is enhanced during lessons, through the exchange of questions and answers that develop throughout the semester. The examination typically commences with a report detailing experiences gained from museum visits and extracurricular activities. The resulting work may then be examined, and from that, further questions can be developed to assess learning and provide the student with an opportunity to demonstrate their communication skills.