

**September 4, Session 8-1**

- 1. Name(s) of Author(s):** Chen Shuxi
- 2. Affiliation(s):** Southwest Minzu University, China
- 3. Title:** Museum's Educational Interpretation and Effect Towards the Relationship Between Museums and the Public - Case Studies of Museums in China and UK
- 4. Abstract:**

It is accepted to all that education is one of the main functions of museums in today's society, in the meantime, the relationship between museums and the public is also an important element for museums' existence and development. Accordingly, audience-led approach has become the primary guideline of museum educational events. Interpretation is exactly what makes education happen in all cases and in museum, it is the bridge between educational resources and the public. For emotional, behavioral or study purpose, interpretation of museum has diversified forms, Freeman Tilden think its core principle is stimulation, correlation and disclosure. This paper tries to explore the educational interpretation service in museums and its effect on the relationship between museums and their visitors. Communication efficiency will be taken into consideration when measure the interpretation, which refer to behavioral psychology, marketing, audience research and case planning. Two different types of museum and each of their educational interpretation service are analysed in this paper. The characteristics of the strategy and management behind the various kinds of educational interpretation service are the main focus and final research object in this study.

**5. Bio for Each Presenter:**

Graduated from Southwest Minzu University with a bachelor's degree in Museology, Newcastle University in UK with a master's degree majored in Museum Studies, I am woking for Minzu Museum of Southwest Minzu University since 2013, currently as research assistant responsible for museum education and propaganda, cultural event planning, digitization and foreign liaison, also, taking lectures to Museology undergraduate. I have internship experience in Discovery Museum, Great North Museum: Hancock and Beamish Open Air Museum in UK, thus I have comparative vision towards museums in different contexts. Now my main research interests are museum education, material culture interpretation and museum anthropology.

**September 4, Session 8-2**

- 1. Name(s) of Author(s):** Alison F. Eardley
- 2. Affiliation(s):** Senior Lecturer in Psychology, School of Social Sciences, University of Westminster, U.K.
- 3. Title:** Touching the Untouchable: Demonstrating the Impact of Multisensory Engagement for Families in Art Museums
- 4. Abstract:**

Whilst museums know that multisensory interaction can enhance family engagement and intergenerational learning, it can be challenging for white-box art museums to incorporate this into the core in-gallery experience of engaging with an artwork. This paper provides a model of how multisensory gallery-based activity can enhance engagement with art for families and lead to greater memorability of the museum experience within a traditional art museum. The robust research design was created by a team of psychologists, translators and museum professionals. Sixty families, representing 29 unique nationalities, participated in an unfacilitated multisensory activity and a visual-only activity in galleries at Mathaf: Arab Museum of Modern Art, Qatar. By triangulating the findings from quantitative and qualitative analysis, taken from questionnaires, interviews and observations, the research demonstrates that multisensory interaction resulted in greater enjoyment, generated more autobiographical memories in response to the artwork, stimulated intergenerational learning and resulted in better memorability one month later. Crucially, the most positive outcomes were seen when the task included no language-based museum interpretation, and families were able to engage with the artwork in open-ended ways that suited their interests and needs. Results are discussed in relation to the long-term impact of multisensory engagement on the museum experience.

**5. Bio for Each Presenter:**

Dr Alison Eardley is a Senior Lecturer in Psychology at the University of Westminster, London. Her doctoral work on imagery and imagination in the blind and sighted led to work on inclusive design in museums. She has extended this using memory as a tool for understanding and enhancing audience engagement, wellbeing and long-term impact of a museum visit, working with: Museum of London, British Museum, Cinema Museum, and Qatar Museums. She sits on the Dementia Friendly London: Arts and Culture Group; and the Cinema Museum Technical Board. She guest lectures on the UoW Museums, Galleries and Contemporary Culture MA.

**September 4, Session 8-3**

- 1. Name(s) of Author(s):** Panagiotis Sarantidis and Dr. Georgios Papaioannou
- 2. Affiliation(s):**
  - Panagiotis Sarantidis, Researcher, Ionian University, Greece,
  - Dr Georgios Papaioannou, Associate Professor in Museum Studies, UCL Qatar, Qatar
- 3. Title:** Adult Learning in Greek Museums: Addressing Challenges and Opportunities
- 4. Abstract:**

This paper is part of ongoing research at the Ionian University, Corfu, Greece, towards studying and assessing the ability of modern museums to offer lifelong learning services. Within this context, we attempt to investigate the current situation in museums in Greece regarding non-formal and informal adult learning, and non-formal and informal museum educational programs. We collect qualitative data using the semi-structured interviews of museum professionals and executives in Greek museums. We document the needs and expectations of adult audience of museums. We then proceed in recording and evaluating existing educational programs and activities for adults in Greek museums, and in drafting a typology of them. We attempt to identify factors facilitating and/or preventing Greek museums towards designing and implementing such programs. To the same end, we explore the potential of digital technologies and the role of open and distance education, as well as the possibility of making the museum a place of application of the Theory of Transformative Learning in order to benefit adult audience. We discuss our first results and present future plans.

**5. Bio for Each Presenter:**

Mr Panagiotis Sarantidis is a researcher of the Museology Lab, Department of Archives, Library Science and Museology of the Ionian University, Corfu, Greece. He is a trained historian (BA, Corfu, Greece) and museologist (MA, Leicester, UK), a teacher in Secondary Education and a certified Trainer of Adult Non-Typical Education. As a trainer for the Greek Institute for Adult Lifelong Learning, he has taught in educational programs for the immigrants and refugees. He is also leading continuous professional development courses in museum education for the Museology Lab. Mr Sarantidis is a member of the Artistic Committee of the Corfu Art Gallery.

Dr Georgios Papaioannou is an Associate Professor in Museum Studies at University College London in Qatar. He directs and participates in research projects of cultural/museum works in the Mediterranean and the Arab world, where he has founded and organized museums and museum exhibitions. His research interests lie in applications of new technologies for cultural heritage, archaeology and education. He is a Senior Fellow of the Higher Education Academy (UK), the Secretary General of the Hellenic Studies Society of Near East (HSNES), a member of the International Council of Museums (ICOM), and a member of the Pool of Experts of the European Museum Academy.

**September 4, Session 8-4**

- 1. Name(s) of Author(s):** Jenny Siung
- 2. Affiliation(s):** Head of Education, Chester Beatty Library, Dublin, Ireland
- 3. Title:** Empowering Learners - Building and Intercultural Museum Programme for Schools
- 4. Abstract:**

The Chester Beatty's rich collections from Asia, the Middle East, North Africa and Europe play a key role in its mission and encourages visitors to compare, contrast and explore the historical, cultural, scientific and religious aspects of its collections. The Chester Beatty has developed a number of pilot initiatives in order to explore cultural diversity in the Irish classroom and museum. This has all been achieved through collaborations and partnerships with the formal education sector. In response to the changing contexts of both the Irish demographic and curriculum reform in primary and post-primary schools, the Head of Education is leading the research and development of an intercultural programme for schools. Partners include third level teaching universities, the Intercultural Education Services of Northern Ireland and an independent education consultancy. The research will identify current practice in intercultural education in Ireland as well as professional development for teachers.

This paper proposes to look at how museums can address cultural diversity through its collections; how teachers and students can be empowered to harness creative and critical thinking tools using visual thinking strategies and object-based learning. It will also look at museums as a learning space that offers innovative approaches to cross-curricula and museum-based learning.

**5. Bio for Each Presenter:**

Jenny Siung is Head of Education in the Chester Beatty Library. She commenced her post in 2000 and has developed the first intercultural learning programme in an Irish museum.

Jenny has been invited to sit on a number of advisory boards; ASEMUS Museum Education Exchange Programme, Cultural Diversity Policy of the Arts Council and the European Open Method of Coordination on Intercultural Dialogue (2010-2015).

Jenny was awarded the ICOM CECA Best Practice in Education Award in 2017. She has participated in Learning in Museums, ICOM China (2014). She is one of the coordinators of The Creative Museum and Making Museum projects <http://creative-museum.net>

**September 4, Session 8-5**

- 1. Name(s) of Author(s):** Tilly Woodward
- 2. Affiliation(s):** Curator of Academic and Community Outreach, Faulconer Gallery, Grinnell College, U.S.A.
- 3. Title:** Reckoning with Challenging Exhibitions: Using Digital Stories to Build Audience Engagement
- 4. Abstract:**

In 1952, American artist John Wilson (1922-2015) painted a powerful mural in Mexico depicting a Ku Klux Klan lynching witnessed by an African American Family. In the 2019 traveling exhibition, *Reckoning with The Incident: John Wilson's Studies for a Lynching Mural*, curators recognized Wilson's art as an important way of grappling with racial violence past and present. They also heard concerns that representations of racial violence perpetuate the routine expectation of harm, re-traumatizing many viewers.

At Grinnell College's Faulconer Gallery, the outreach curator used digital storytelling to create a reparative experience in response to a challenging subject. This presentation will trace how she involved stakeholders in advance to help shape a vision of the exhibition and prepare the community through outreach programs. An intensive digital storytelling workshop was central to the preparation and final exhibition. It brought together a diverse group to think deeply about Wilson's work, combining it with personal narratives, photos, music and images to create digital stories later screened in the exhibition resource area. Broad in perspective and inclusive of many voices, the stories provided a compelling interpretive platform for viewers to consider the importance of art in processing their own experiences of race and violence.

**5. Bio for Each Presenter:**

Tilly Woodward, curator of academic and community outreach at Faulconer Gallery, has been leading innovative museum programming at Grinnell College since 2007, focusing on the transformative power of art to help individuals and communities connect, consider and process important personal and societal issues. Working with campus and community partners, she develops and oversees a full range of classes, lectures, tours, curricular partnerships, workshops, symposia, and performances, engaging diverse audiences, from preschoolers to college students, and from neurodiverse adults to faculty. She also leads a team of student interns who help take Faulconer's outreach beyond the museum walls.