

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	HISTORY-ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	EAR505	<b>SEMESTER</b>	5th
<b>COURSE TITLE</b>	Design and Organization of Museum Exhibitions		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures (theory and workshop hours)		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	Museology		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course aims to provide students with theoretical and practical knowledge and skills in key areas of interpretation and design of exhibitions in museums. Special emphasis is given to the practical skills of distinguishing different interpretation approaches and design solutions in response to specific requirements and to writing museum texts to effectively communicate with visitors (see 'Syllabus' below).</p> <p>On successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Have knowledge of the evolution of ideas about exhibition practices and principles of organizing collections in museums in different historical contexts, so as to develop a critical understanding of current theory and practice;</li> <li>- Demonstrate theoretical understanding of the way museums organize space and exhibits to create for visitors different kinds of experiences;</li> <li>- Have practical knowledge of key issues in creating exhibitions that engage their visitors, from the writing of museological proposals to the use and impact of interpretative techniques and communication media;</li> </ul>

- Be familiar with principles for writing museological programmes and proposals;
- Be able to apply theoretical understanding and practical skills to processes of exhibition development, and in particular to writing interpretive texts for communicating with visitors;
- Have practical understanding of the interdisciplinary nature of museum studies;
- Describe and analyze how the way we organize museum space and design exhibitions has impact on visitors' experience;
- Collaborate with co-students to critically analyze a real case study and propose alternative solutions with regards to issues of interpretation, communication and space, responding to specific requirements;
- Use the methodology of the comparative approach to real case studies of museums to interpret how museums communication through exhibition design;
- Develop the ability for independent thinking, in parallel with teamwork, through the combination of different teaching methods used in the course.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

- Search for, analysis and synthesis of data and information with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility
- Respect for difference and multiculturalism
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Communication skills
- Capacity for critical thinking

### (3) SYLLABUS

The course integrates and amplifies the basic knowledge acquired in the field of museology, and aims, on the one hand, at a theoretical understanding of the way museums present and interpret their collections to create different kinds of experience, and on the other hand, at the practical knowledge of issues in the design and organization of exhibitions that engage their visitors. More specifically, the course deals with specialized theoretical questions, such as the multidimensional concept of communication in museums, objects as carriers of meanings, the exhibition as representation, and the interpretation of museum exhibits; in parallel, it explores diachronically the evolution of exhibition practices and the architecture of museums. These provide the broader theoretical framework that will allow students to develop a deeper understanding of and critical approach to key questions in contemporary museum practice – such as interpretative strategies and planning, the relation between conceptual (museological) and spatial (museographical) design, the choice and use of different interpretative media, and the writing of museum texts. Examples of museological studies of contemporary museums are used to familiarize students with the key principles of their writing.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education and communication with students. Support of learning through the e-learning platform e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Educational visits, Individual and group class assignments, Discussions of papers	36
	Independent study	50
	Course total (25 hours = 1 ECTS)	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek.  Final written exam including: comparative evaluation - open-ended questions - short-answer questions - problem solving (100%).  Co-assessment of participation in the class assignments.  The evaluation procedure and criteria are presented to students in the first lecture. In parallel, they are available on the webpage of the course throughout the semester.	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Τζώρτζη, Κ. 2013. *Ο χώρος στο μουσείο: η αρχιτεκτονική συναντά τη μουσειολογία*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Σαλή, Τ. 2006. *Μουσειολογία 2*. Αθήνα: Μεταίχμιο.
- Black, G. 2009. *Το ελκυστικό μουσείο. Μουσεία και επισκέπτες*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- MacDonald, S. (επιμ.) 2012. *Μουσείο και Μουσειακές Σπουδές. Ένας πλήρης οδηγός*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Τζώνος, Π. 2007. *Μουσείο και νεωτερικότητα*. Αθήνα: Παπασωτηρίου.
- Τζώνος, Π. 2013. *Μουσείο και μουσειακή έκθεση*. Αθήνα: Παπασωτηρίου.
- Αθανασοπούλου, Α., Γλύτση, Ε. και Χαμπούρη-Ιωαννίδου, Αικ. 2002. *Οι διαστάσεις των πολιτιστικών φαινομένων: Πολιτιστικό Πλαίσιο*. Τόμος Β. Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.
- Γλύτση, Α. Ζαφειράκου, Γ. Κακούρη-Χρόνη και Δ. Πικοπούλου-Τσολάκη, 202. *Οι Διαστάσεις των Πολιτιστικών Φαινομένων. Τόμος Γ' Πολιτισμός και Εκπαίδευση*. Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.
- Νούσια, Τ. και Γκαζή, Α. 2003. *Αρχαιολογία στον ελληνικό χώρο: Μουσειολογία, μέριμνα για τις αρχαιότητες*. Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.
- Νάκου, Ε. 2009. *Μουσεία, Ιστορίες και Ιστορία*. Αθήνα: Εκδόσεις νήσος.
- Γκαζή, Α. και Νικηφορίδου, Α. 2005. *Κείμενα για μουσεία και εκθέσεις. Σημασία, μεθοδολογία, μελέτη περίπτωσης. Μουσειολογία, 2*, 2-50. <http://museology.ct.aegean.gr/articles/2007127115655.pdf>
- Γκαζή, Α., 2012. Εκθετώντας στα παιδιά το παρελθόν. Σε: Ν. Γαλανίδου, *Μιλώντας στα παιδιά για το παρελθόν: μια διεπιστημονική προσέγγιση*. Αθήνα: Καλειδοσκοπιο, σσ. 232-260
- Grey, A., Gardon, T. and Booth, C. 2006. *Saying it Differently. A handbook for museums refreshing their display*. London, London Museums Hub. <http://www.mlalondon.org.uk/uploads/documents/SayingitdifferentlyAW.pdf>.

- Merriman, N. 1999. Ανοίγοντας τα Μουσεία στο Κοινό, *Αρχαιολογία και Τέχνες* 72, 44-45.
- Οικονομίδου-Μπότσιαου, Φ. (επιμ.) 2009. *Ανθρωποι και Αντικείμενα: Σχέσεις ζωής*. Θεσσαλονίκη: ΛΕΜΜΘ-ΥΠΠΟ.
- *Μουσεία σε μνημεία: Μια πρόκληση*. 2008. Ημερίδα, Βυζαντινό και Χριστιανικό Μουσείο, Πέμπτη 25 Απριλίου 2002. [Μικρά Μουσειολογικά 2]. Αθήνα: Βυζαντινό και Χριστιανικό Μουσείο, Υπουργείο Πολιτισμού
- Σερότα, Ν. 1999. *Εμπειρία ή ερμηνεία. Το δίλημμα των μουσείων μοντέρνας τέχνης*. Αθήνα: Εκδόσεις Αγρα.
- Desvallées, A. και Mairesse, F. (επιμ.) 2014. *Βασικές Έννοιες της Μουσειολογίας*, Ελληνική Μετάφραση, Ελληνικό Τμήμα του ICOM - [http://network.icom.museum/fileadmin/user\\_upload/minisites/icom-greece/PDF/Museology\\_WEB.pdf](http://network.icom.museum/fileadmin/user_upload/minisites/icom-greece/PDF/Museology_WEB.pdf)

- *Related academic journals:*

Τετράδια Μουσειολογίας - <https://kaleidoscope.gr/el/36-tetradia-mouseiologias>  
 Museum Management and Curatorship - <https://www.tandfonline.com/toc/rmmc20/current>  
 Ενημερωτικό Δελτίο του Ελληνικού Τμήματος του ICOM - <http://network.icom.museum/icom-greece/enimerotikodeltio/enimerotiko-deltio/>  
 Αρχαιολογία και Τέχνες - <https://www.archaiologia.gr/αρχείο-τευχών/>  
 Curator: The Museum Journal - <https://onlinelibrary.wiley.com/journal/21516952>  
 Ilissia - [http://www.byzantinemuseum.gr/el/publications/ILISSIA\\_journal/](http://www.byzantinemuseum.gr/el/publications/ILISSIA_journal/)  
 Το Μουσείο - <http://museum-studies.uoa.gr/mstudies/index.php/actions/museum-pub-acts-mnu>  
 MuseumEdu - <http://museumedulab.ece.uth.gr/main/el/node/141>  
 Museum International - <https://onlinelibrary.wiley.com/journal/14680033>