

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY-ARCHAEOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EAR606	SEMESTER	6th
COURSE TITLE	Museums and New Technologies		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
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>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
PREREQUISITE COURSES:	Museology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOME

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course aims to provide students with a holistic understanding of the roles that digital media can have in museums, covering theoretical issues, the range of applications and the relation to learning and educational theories, and to museum design, through theoretical exploration, case studies and practical skills for evaluating and creating content for technological applications (see 'Syllabus' below).</p> <p>On successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - Have a critical knowledge of the theory, history and practice of using digital media in museums; - Be aware of the philosophical dimensions in relating the virtual and the real; - Have knowledge and be able to use the possibilities offered by new technologies in the interpretation approaches of museums and the mediation between museum-audiences, such as in the context of their use in the interpretation of archaeological heritage and of the development of oral history. - Recognize the potential of digital technologies to play a part in attracting new audiences to the

- museum;
- Have critical understanding of the potential, value, use, and application of digital technologies in different museum functions;
- Have critical knowledge of the various issues that emerge from the use of particular technological applications (such as websites, social media platforms and mobile media) in curation, interpretation, communication and learning;
- Demonstrate understanding of a range of theories of education and learning and how they can inform the development of digital content;
- Use methodologies to analyze critically and evaluate technological applications such as museum websites;
- Be able to understand the implications of digital technologies for the design of museum space as well as for the profound changes for the institution;
- Have collaborated with co-students to conceptualize, create and present a case study for a technological application in museum interpretation, in response to specific requirements;
- Develop an ability for independent thinking, in parallel with teamwork, through the combination of different teaching methods used in the course.

General Competences	
<i>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>	
<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</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

Having as its starting point a brief historical overview of the introduction of new technologies in museums, and as theoretical background an analysis of changes in the definition of the museum and cultural heritage, of the relation of the *virtual* and the *real*, and of the 'aura' of the authentic object in the age of digital reproduction and the digitalized museum, the course aims to introduce students to the close link between new technologies and key museum functions, in particular interpretation. It examines the concept of the museum as a place of learning and contemporary educational theories to analyze the educational possibilities of new technologies. It explores the practice of using digital media in museums and the wide range of their applications, focusing on their role as communication media, as interpretative tools, as educational applications, and as museum exhibits themselves. It also discusses the impact of technology in driving profound changes for museums, in attitudes and experiences, in attracting new audiences as well as in raising theoretical issues and challenges. In the framework of the course, we analyze case studies of applications from Greek and foreign museums, we explain strategic interpretative choices in conjunction with specific aims and uses, and apply the

acquired theoretical and practical knowledge to creating and presenting a case study for a technological application supporting museum interpretation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <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.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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. 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>	Activity	Semester workload
	Lectures (including theory and workshop hours)	39
	Educational visits, Group class assignments, Discussions of papers	11
	Written assignment and oral presentation	25
	Independent study	50
	Course total (25 hours = 1ECTS)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Language of evaluation: Greek.</p> <p>i. Final written exam, including: comparative evaluation - open-ended questions - short-answer questions - problem solving (70%) ii. Written assignment and oral presentation (30%)</p> <p>Co-assessment of participation in the class assignments.</p> <p>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</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Μπούνια, Α, Νικονάνου, Ν. και Οικονόμου, Μ., 2008. *Η τεχνολογία στην υπηρεσία της πολιτιστικής κληρονομιάς*. Αθήνα:Καλειδοσκόπιο.
- Γιαννούτσου, Ν. 2015. Αξιοποίηση των ψηφιακών μέσων στη μουσειοπαιδαγωγική. Στο Νικονάνου, Ν., Μπούνια, Α., Φιλίππουπολίτη, Α., Χουρμουζιάδη, Α., Γιαννούτσου, Ν. 2015. *Μουσειακή μάθηση και εμπειρία στον 21ο αιώνα*. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. κεφ 10.
- Μπούσχοτεν, Ρ.Β., Βερβενιώτη, Τ., Λαμπροπούλου, Δ., Μούλιου, Μ., και Χαντζαρούλα, Π. 2016. Η μνήμη αφηγείται την πόλη. Αθήνα: Πλέθρον, Ενότητα 1.
- Δασκαλοπούλου, Σ., Μπούνια, Α., Νικονάνου, Ν. & Μπακογιάννη, Σ. (επιμ.) 2004. *Μουσείο, Επικοινωνία και Νέες Τεχνολογίες. Πρακτικά 1ου Διεθνούς Συνεδρίου «Μουσείο, Επικοινωνία και Νέες Τεχνολογίες»*. Τμήμα Πολιτισμικής Τεχνολογίας και Επικοινωνίας, Πανεπιστήμιο Αιγαίου, Μυτιλήνη 2002.
- Οικονόμου, Μ., 1996, Πολυμέσα στα Μουσεία – Αξιολόγηση των Εφαρμογών, *Μίτος*, 3, 21-26.
- Οικονόμου, Μ. 2004. Νέες Τεχνολογίες και Μουσεία: εργαλείο, τροχοπέδη ή συρμός; *Museology - International Scientific Electronic Journal*, 1 (1).
- Ρούσσου, Μ. 2006. Οι τάσεις στο χώρο των νέων τεχνολογιών για την έρευνα και ανάδειξη της πολιτιστικής κληρονομιάς. *Τετράδια Μουσειολογίας*, 3, 56- 61.
- *Οι νέες τεχνολογίες στα μουσεία. Σύγχρονες τάσεις και αντιλήψεις*. 2007. Πρακτικά ημερίδας, Αθήνα, Πολεμικό Μουσείο. Ιούνιος 2007.

- Αρβανίτης, Κ. 2014. Πό την Τεχνολογία του Μουσείου στη Μουσειολογία της Τεχνολογίας, *Αρχαιολογία online* διαθέσιμο στο <https://www.archaiologia.gr/blog/2014/12/08/τα-μουσεια-και-η-μουσειολογια-στη-συγ-12/>
- Μούλιου, Μ., 2010. Μουσεία πόλεων και Διαδίκτυο την εποχή του Web 2.0. Αναλύοντας ένα σύνθετο τεχνολογικό, ιδεολογικό, κοινωνικό και αστικό τοπίο, *Τετράδια Μουσειολογίας*, 7, 74-80.
- Μυρογιάννη, Ε. 2011. Μουσειακή Εκπαίδευση στο διαδίκτυο, στο Δ. Καλεσοπούλου (επιμ.), *Παιδί και εκπαίδευση στο Μουσείο. Θεωρητικές αφηγήσεις, παιδαγωγικές πρακτικές*. Αθήνα: Εκδόσεις Πατάκη & Ελληνικό Παιδικό Μουσείο, 163-182.
- Ρούσσου, Μ. 2004. Η Παρουσία των Μουσείων στο Διαδίκτυο. *Τετράδια Μουσειολογίας*, 1, 59-60.
- Ρούσσου, Μ. 2001, Η χρήση διαδραστικών μέσων στο χώρο του μουσείου, *ΙΜΕρος*, 1, 23-31.
- Ρούσσου, Μ. 2002, Η αφήγηση ως μέσο στη δημιουργία πολιτισμικών και εκπαιδευτικών εμπειριών Εικονικής Πραγματικότητας, *ΙΜΕρος*, 2, 13-28.
- Κέντρου, Ε. και Ρούσσου, Μ. 2010. Ο σχεδιασμός και η ανάπτυξη podcasts από τα ελληνικά μουσεία: Το παράδειγμα ενός πιλοτικού επεισοδίου podcast για το Μουσείο Βιομηχανικής Ελαιουργίας Λέσβου. *Τετράδια Μουσειολογίας*, 7, 67-73.
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- Spies, P., 2016. City History Museums as Generators of Participation. In: C. Mörsch, A. Sachs, and T. Sieber, (eds.), *Contemporary Curating and Museum Education*. Transcript Verlag, Bielefeld, 91–100.

- *Related academic journals:*

Museum Management and Curatorship - <https://www.tandfonline.com/toc/rmmc20/current>

Archives and Museum Informatics - <http://www.archimuse.com>

Τετράδια Μουσειολογίας - <https://kaleidoscope.gr/el/36-tetradia-mouseiologias>

Curator: The Museum Journal - <https://onlinelibrary.wiley.com/journal/21516952>

Αρχαιολογία και Τέχνες - <https://www.archaiologia.gr/αρχειο-τευχων/>

Museum International - <https://onlinelibrary.wiley.com/journal/14680033>