

Assessment Answers for Remote Learning in Spring 2020
Museum Studies M.A. Program
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This report combines responses for the 3 graduate courses taught in Spring 2020:
MUSE 601: Cultural and Financial Management
MUSE 608: Museums and Technology
MUSE 609: Museum Education
MUSE 611: Cultural Heritage and Social Justice

(1) What elements of your class(es) were adaptable to a remote/distance learning environment and which were not?

Were adaptable:

- Lectures
- PowerPoints
- Videos
- Guest speakers
- Seminar discussions
- Small-group discussions
- Student presentations of readings/discussion leaders
- Weekly written reading reflection papers
- Open-book quizzes and exams

Weren't adaptable:

- Site visits to local museums, galleries and public art
- Preparation of hands-on gallery talks in museums (MUSE 609)
- White boards are available on-line, but much less spontaneous and overly conspicuous
- Closed-book quizzes and exams
- Research papers (MUSE 609 and 611): difficult to for students to obtain a wide range books and research materials
- Interactive instruction & work in computer laboratory setting with instructor (MUSE 608)

(2) What was the (rough) average proportion of synchronous versus asynchronous learning for your class(es)? Please elaborate on what worked synchronously and what worked asynchronously for you.

We generally did not use any asynchronous learning in the Museum Studies M.A. Program other than the usual class readings, watching select videos and student assignments. However, we had 3 international students located in time zones that required recording the class lectures and discussions. Faculty members increased virtual office hours, and one faculty member (MUSE 608) gave extra one-on-one assistance to students who were struggling in learning new technologies outside of the computer laboratory setting. If on-line classes were to become permanent, faculty would prepare some lecture videos to cover some topics, so that students could watch them at their own convenience, and we could then discuss and answer questions during class. In

general, however, faculty are not eager to record lectures, especially when dealing with sensitive topics, and did so only to accommodate remote students located in time zones where attending classes synchronously was difficult.

(3) Did you implement any significant changes in your teaching for fall 2020 based on your spring 2020 remote experiences? If yes, please explain.

Nearly all of the Spring MUSE classes were taught by adjunct faculty members who did not teach in this Fall 2020 semester. Two of them will teach again in Spring 2021. They plan to continue mixing modalities during classes to maintain engagement, engage more small-group work (with sensitivity to assigning students to groups who live in different time zones, as this proved problematic), short quizzes, and interactive activities to augment topics, demonstrations, virtual office hours, etc.

Faculty will be encouraged to plan more virtual tours of museum collections and facilities. While not the same as a live in-person experience, students find this type of learning engaging and exciting. Faculty will continue to require students to prepare short presentations and lead discussion of the readings in most class sessions to get the students involved in the process of teaching each other. Faculty will regularly use breakout rooms to encourage more in-depth discussions and as a means to encourage reticent students to participate more actively. Faculty will experiment with creating in-class learning activities as a way to get more students to share their knowledge and experiences with their classmates.