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| **Post-graduation Course: *Museum Education - Theoretical aspects of Research*** |
| Date | Monday 22/9 | Tuesday 23/9 | Wednesday 24/9 | Thursday 25/9 | Friday 26/9 |
| 8:30 AM to 10:00 AM | Presentation of the course and the students Discussing some aspects of Museum Education General Presentation of the Psychological and Sociological theoretical perspective of museum education research | **Lecture 1** Didactic transposition – from theoretical notion to research programme  | **Lecture 3** The notion of praxeology: a model of human activity  | **Case 1** Didactic transposition as a tool to understand exhibition development  | **Case 3** Using the reference epistemological model in a museum programme |
| **Lecture 2** The epistemological reference model  | **Lecture 4** Levels of didactic co-determination (Marianne) | **Case 2**Praxeology as a tool to evaluate exhibit design | **Group presentations** Each group presents and discusses their problem and methodology. |
| 10:00-10:30 | BREAK | BREAK | BREAK | BREAK | BREAK |
| 10:30 AM to 12:30 PM  | Why study museum education using DT and ATD | **Exercise 1**  | **Exercise 3**  | In groups, discuss and identify a didactic problem related to the Veterinary Anatomy Museum of USP. Outline a methodology, based on ATD, for studying this problem, and prepare a 7-minute talk. | Consolidation of questions about ATD in small groups  |
| **Exercise 2**  | **Exercise 4**  | Discussion of questions in plenum  |
| Handing-over of the written assignment  |

**Evaluation: choose one of the following two options:**

1) Write five-page paper based on course literature and answering 2 questions related to ATD and museum education.

2) Write ten-page paper about your own research and how you propose to use one or more notions from ATD in your work (based on course literature).

**Course literature**

Achiam, M. (2013). A content-oriented model for science exhibit engineering. *International Journal of Science Education, Part B*, *3*(3), 214–232

Achiam, M., & Marandino, M. (2014). A framework for understanding the conditions of science representation and dissemination in museums. *Museum Management and Curatorship, 29*(1), 66-82.

Bosch, M., & Gascón, J. (2006). Twenty-five years of the didactic transposition. *ICMI Bulletin, 58*, 51-65.

Chevallard, Y., & Bosch, M. (2013). Didactic Transposition in Mathematics Education. In S. Lerman (Ed.), Encyclopedia of Mathematics Education: SpringerReference (www.springerreference.com). Berlin Heidelberg: Springer-Verlag.

Leite, M. (2007) Recontextualização e Transposição Didática: introdução à leitura de Basil Bernstein e Yves Chevallard. Junqueira&Marin Editores, Araraquara.

Marandino, M. (2012) Por uma didática museal: propondo bases sociológicas e epistemológicas para a educação em museus. Tese de Livre Docência. Faculdade de Educação da Universidade de São Paulo.

Oliveira, A. D. (2010) Biodiversidade e museus de ciências: um estudo sobre transposição museográfica nos dioramas. Dissertação. Programa Interunidades em Ensino de Ciências. Universidade de São Paulo, São Paulo.

Salgado, M. O. (2011). A Transposição Museográfica da Biodiversidade no Aquário de Ubatuba: estudo através de mapas conceituais. Dissertação. Dissertação. Programa Interunidades em Ensino de Ciências. Universidade de São Paulo, São Paulo.