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**MUSEUM – SECONDARY SCHOOL – UNIVERSITY: THE DISTINCTIVE
FEATURES OF THE PEDAGOGICAL INTERACTION IN THE MODERN
“KNOWLEDGE SOCIETY”**

The cooperation between museums and educational establishments has always been in the center of debate. Traditionally, this interaction is viewed as the organization of museum-based activities for children aimed at learning new and interesting facts or expanding the material that schools have to offer. The search for new forms of the interaction between museums and secondary schools leads to the understanding of the fact that the museum is a place to be attended at will, where the interests of the general public are catered to, whereas the teacher (the museum pedagogue) acts as an organizer and facilitator.

A significant contribution to the research into the pedagogical integration in museums was made by the Ukrainian and Russian scholars T. Belofastova, T. Galkina, I. Medvyedyeva, E. Mastenitsa, N. Puseplina, H. Snahoshchenko, B. Stoliarov, O. Subbotina, S. Troyanskaya, L. Shliakhtina, et al., who focused on various aspects of the cooperation between secondary schools, museums, and universities.

Thereby, the purpose of the article is to generalize the results of the theoretical and practical aspects of the pedagogical interaction of the museum with educational establishments in information society in the context of the development of social culture.

Many factors influenced the idea of the cooperation between educational establishments and museums, but mainly it was their integration in the context of the spread of information technology. In general, information society is characterized by:

- the growth of informal education;
- the development of life-long education;
- cultural diversity;
- the formation of “knowledge society”; and
- the comprehensive development of the communication between people.

Most important is the recognition of the diversity of knowledge about the world, the need for creating the “knowledge society” in the world of culture, and the acceleration of socio-cultural adaptation. Museums, libraries, and archives have many things in common: from their societal value to their accessibility. Nevertheless, in the context of the “knowledge society”, they possess such components and processes that are significant for the politicians of any country interested in creating this kind of society.

Museum collections are the most obvious of such components. Museums, libraries, and archives collect things; they are the storehouses of our culture, experience, and history, as well as our memory banks, which store everything for the benefit of everyone. However, their value should be much deeper. They should develop the mechanisms to present their collections to people in order to transfer the values inherent in them – for the purposes of education, business, creativity, or entertainment. For this reason, all museums, libraries, and archives work to increase the access to their collections and offer services (which are the channels of the communication between people), as well as study the range of potential users and the possible development of their services to meet various needs.

Museums, libraries, and archives, therefore, both preserve their collections and give them a new content, creating apposite mechanisms of interconnection with the audience. In such a way, they go beyond simply storing things, but advance to establishing connections between knowledge and people. As knowledge institutions, they offer people the resources for the future [5].

Nevertheless, one should accept that in modern society secondary schools lose knowledge monopoly, whereas consumer ideology destroys social values. As a result, museums, for the most part, stay aside when it comes to the formation of the

intelligence of young people, which hinders the interaction between education and culture.

It is well-known that the category “education” is not just a process, system, or result, but also a value unique for every person. There are reasons to believe that some changes in the understanding of education in the system of modern pedagogical knowledge are connected with the gradual loss by the secondary school of the monopoly for knowledge. Among the benefits of this shift is the extension of the traditional notion of education and ways and terms of obtaining it.

First and foremost, it concerns the growing popularity of the ideas of informal education and lifelong education in the information society, aimed at transferring and assimilating social and cultural experience, as well as at building the capacity for the spiritual growth of people. The development of self-education skills remains of topical significance as well, as the independent, creative, and critical way of thinking is an essential feature of the modern person.

In general, the educational process is effective if it:

- motivates students to engage in various activities and educational projects,
- builds an environment that is psychologically comfortable for students, shapes conditions for the development of their thinking, and creates “success situations”,
- arranges appropriate conditions for the development of students’ intellectual abilities,
- provides a learning system that is based on problem-solving methods, heuristic techniques, and reflections, and
- uses group work in the educational process organization [7, p. 285].

Culture creates conditions for the realization of the person’s identity; it is the result of a creative activity, which manifests itself in the person-oriented dialogue. Museums provide optimal conditions for integration, connection, the opportunity to learn culture through the past in the process of contacting with a new environment, knowledge of different cultural norms and traditions. In this context, museums are a

center of individual education, a place where people adapt to the cultural environment.

Museums combine various humanities disciplines – history, ethics, art, aesthetics, literature, and cultural studies; they create the conditions for educating young people and are conducive to teamwork. Culture forms our identity and personality, is the result of a creative communication with other people. Art is the expression of various people's thoughts and emotions and is the synthesis of human consciousness; it is the basis of religious education and plays an important role in the spiritual development of a person and shaping his/her worldview.

We are convinced that museums can be considered the centers of “the personality's humanistic creation”. Actually, people can better understand the inner and outer world in museums. Museums become one of the means of the human adaptation to the cultural environment – through a unique “psychological defense” and the dialogue with the classical examples of art and culture for the sake of social adaptation. Scholars, teachers, museum staff are trying to discover a new content and forms of the pedagogical interaction in museums, define up-to-date approaches in this area developing various custom-made courses and programs, offering new original techniques.

In Ukraine and Poland, for example, museum-based learning is gaining momentum. This type of learning bears scientific and cognitive value and is aimed at training prospective teachers and specialists in a particular discipline by means of museum pedagogy. The courses specially designed for this purposes and functioning in the context of higher education increase the effectiveness of training prospective humanities teachers. It is obvious that in Ukraine traditional approaches to museum activities (usually educational (familiarization) tours) prevail, the developmental profile of students is not taken into account, there is a lack of methodological materials.

On the other hand, special courses in museum pedagogy, which introduce students to different aspects of and approaches to the organization of training, communication, and entertainment in the museum, are implemented. For example,

Lviv university (Lviv, Ukraine) pilots and offers the new courses “Museum, Education and Spiritual Heritage”, “Pedagogy and Sociology of Tourism”, “Cultural and Educational Activity of the Museum” “Foundations of Museum Education” [2, pp. 135 – 141].

The Institute of Pedagogy of the Jagiellonian University (Kraków, Poland) also offers the courses “Museum Pedagogy” and “Cultural Education” [8, pp. 190 – 205].

The practice of joint courses (namely the courses offered by Dr. Olexiy Karamanov from Lviv University and Dr. Renata Pater from Jagiellonian University) suggests that students’ thoughts regarding museum-based studies and internships can be clustered around the following seven themes:

1. *Feelings*: students experienced positive emotions, such as joy, fun, satisfaction from and interest in what the museum has to offer in terms of education. A very small group of students indicated that museum-based learning was “not interesting”.

2. *Satisfaction from the activities*: students said that the activities that they enjoyed most were largely museum-based (theatre/drama, game, excursion/research).

3. *Organizing an effective learning environment*: according to students, the most positive environment is created by means of museum-based practices following the principles of cooperation, sincerity, solidarity, harmony, and respect.

4. *Communication*: students enjoy informal communication prevalent in the museum setting, as well as the possibility to study different museum exhibits individually.

5. *Difficulties*: the majority of students said that they did not have any difficulties during their time in the museum.

6. *Suggestions*: students’ suggestions with regard to museum-based education revolve around the same themes: continuing the practice of museum-based education and expanding course offerings to be taught in the museum settings.

7. *Prospects*: students expressed their belief that the museum-based learning would help them to become accomplished humanities teachers.

Museum collections are commonly believed to offer a great opportunity to serve as coordination centers for acquiring subject knowledge (imagine how difficult it must be for students to understand the difference between sedimentary and igneous rocks without actually seeing geological specimens). Their exhibits can also be used to stimulate discussion, group work, and unconventional thinking. All these are important for the formation of key competencies and professional skills in the sphere of higher education [6, p. 179].

Museum pedagogy helps to train teachers, in particular, prospective humanities teachers, by means of:

- defining interdisciplinary connections between academic and informal education,
- organizing interactive seminars and teaching practice,
- determining the best methods and models of interaction in the museum environment, and
- developing multicultural competency during degree training.

One of the most prominent examples of the cooperation between museums and secondary schools is the regional project “Secondary School and Museum – Working Together” (Lviv, Ukraine). This project involves the development of museum-based lessons for schoolchildren on the following subjects:

- History,
- Integrated course “Art”,
- Musical Art,
- Fine Art,
- Artistic Culture, and
- Christian Ethic.

The main objectives of this regional project are:

- coordination of the school curricula and the themes of museum exhibitions (based on Lviv museums),
- popularization of Lviv museums,

- realization of the ideas of civic education,
- development of students' communication skills,
- search for new teaching/learning methods based on the cooperation with museums,
- increasing of academic motivation along with the modernization of secondary school education,
- development of the activities or their elements that school teachers and museum staff can perform jointly,
- integration of school subjects into the museum setting, and
- definition of new roles for the museum staff (museum pedagogue, educational projects manager, leisure time instructor, etc.) [3, pp. 13 – 16].

Local projects are implemented mainly on the basis of individual schools. Their goal is to improve the awareness of the national and international aspects of the cultural heritage, as a result of which people come closer to the development of a holistic view of the world, develop creativity by means of exploring museum exhibits, works of famous writers, artists, composers, and scholars.

Each museum-based session is a synthesis of different arts: music, poetry, dance, theater, and visual arts, which creates a unique image of the subject being studied.

An example of local projects is the museum-based “Educational Marathon”. It is implemented in several Lviv schools. Its objectives are the formation of students' educational competencies, understanding of the interrelationship between the art and the natural, cultural, and historical features of students' environment, development of creativity and the ability to perceive works of art, as well as to critically evaluate them [4, 9 – 10].

Methods of museum-based teaching/learning and the museum atmosphere itself inspire creativity and leave an unforgettable impression due to their attractiveness, original solutions in exhibition arrangement and design, thoughtful compositions, where time and the figures of different epochs are interwoven.

The following trends of the museum-based educational work in information society can be distinguished on the basis of the above:

- encouraging the “culture of positive emotions” in the course of creating new form of active leisure,
- searching for new personally-relevant meanings of the term ‘knowledge society’ based on a new philosophy of museum space, and
- coordinating the educational efforts of museums with their social, cultural, and humanistic mission.

“Information society”, on the one hand, is characterized by new approaches to information, communication, and the mass media. Its emergence requires that we look at everything we are used to from the standpoint of communication. For this very reason, we discover anew that museums are not simply institutions of educational and cultural value, but also a sort of the mass media. They are acquiring a topical significance today due to their uniqueness from the point of view of their formal characteristics (space and time, real objects).

This approach allows making very interesting and important combinations: nowadays, when, for obvious reasons, modeling and virtualization are becoming dominant, museums offer the real world an opportunity, which, at the same time, can be used as a simulation of the future (if museum visitors are ready for this endeavor). This can become very important, because the future postmodern reality will be as realistic, as was every reality before, and, therefore, modeling this reality is more important than all the simulations, which are nothing but the reflections of the immaterial.

Museums can be of utmost importance in a very difficult process of transitioning from modernity to post-modernity in the information era, but only if museums:

- see themselves as the mass media, an educational establishment, which offer specific services, and
- are aware that they are the integral part of the information society [10].

Studying in a museum is usually informal, it defies formal settings of the classroom familiar to the majority of people. For example, educational establishments put forward specific requirements to secondary school and university students, textbooks and academic disciplines, as well as tests, are an important part of the educational process. Another essential feature is that students are usually of the same age.

Visitors, who create the informal environment in museums, have diverse motivations. As a rule, they come in families, and the members of families are usually different in age. This being the case, there are no specific learning objectives, and visitors wander where they want, stay longer at those exhibits that are interesting to them personally.

Guides are essential for more formal museum presentations owing to their tours. However, these tours are usually not structured rigidly, which is a source of much discussion regarding the role of the museum guiding in general. Among other important benefits that a museum learning environment has to offer are the following:

- museums serve visitors of all ages and with various aptitudes and background knowledge;
- museums are always full of “distractors” (artifacts and photographs as part of the exhibition, other visitors, noise, sounds), which surround visitors even during organized tours; and
- visiting museums is conducive to gaining new emotional, physical, and/or cognitive experience [9, p. 34].

Interactive functions of the museum can serve as a research and creative laboratory to train specialists in almost every field connected with the humanities. Information society is conducive to any form of activities museums has to offer general public, as well as research community. The “knowledge society” in the information technology era means that obtaining and applying knowledge are a key factor in the development and cooperation of people of different social groups. Museums are a powerful tool to expand cultural and educational space through the samples of the material and spiritual culture. At the same time, culture is interpreted

as a social phenomenon, which goes beyond traditional education and training. The increasing role of informal education and the growing value of museums are important factors in the normalization of relations between people, development of common norms and values, principles of behavior, which are a significant contribution to the development of the mankind [1, p. 412].

The educational interventions of museums can be compared to the activity of a special mechanism that actualizes the values of the past for the modern culture, affects the formation and development of the individual and society as a whole by means of:

- creating innovative educational models of the interaction between secondary schools, universities, and museums,
- providing a new motivation for learning,
- modernizing teaching methods, and
- understanding the museum space as a center for personality's humanistic development.

According to this, the educational activity of museums in the context of pedagogical integration has an important social (socialization), cultural ("broadcasting" and "transmission" of cultural values and moral development), and humanistic (comprehensive development of the personality) mission.

Therefore, museum pedagogy in the modern "knowledge society" in the context of the interaction with secondary schools and universities:

- creates new learning/teaching environment,
- outlines the perspectives for implementing productive methods of teaching,
- serves as an important means for developing tolerance of and respect for other cultures,
- makes the effective interaction between formal and informal education possible, and
- contributes to democratization and the development of civil society.

Further research in this area can focus on the development of the models of the interactive cooperation between secondary schools and universities in the modern museum space, as well as on the introduction of museum didactics to various interdisciplinary courses in the context of training prospective humanities teachers.

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Караманов О. В. Музей – школа – університет: особливості педагогічної взаємодії в сучасному „суспільстві знань”

Статтю присвячено вивченню проблем взаємодії музею, школи та університету в сучасному інформаційному суспільстві. Визначено умови ефективності освітнього процесу в „суспільстві знань” та роль музею як центру соціальної адаптації особистості до культурного середовища в процесі діалогу з цінностями мистецтва, історії, літератури.

Проаналізовано українські й польські ініціативи в галузі вищої школи (на прикладі кафедри педагогіки Львівського національного університету та Інституту педагогіки Ягеллонського університету у Кракові) з розробки та апробації для студентів спецкурсів з музейної педагогіки в контексті підготовки

майбутнього вчителя гуманітарних дисциплін, а також регіональні шкільні проекти („Школа і музей – працюємо разом”).

Виокремлено основні тенденції педагогічної діяльності музеїв в інформаційному суспільстві, акцентовано на її інтерактивному характері у процесі розширення культурного та освітнього простору середньої й вищої школи.

Ключові слова: музей, педагогічна взаємодія, школа, університет, культура, освіта, „суспільство знань”.

Караманов А. В. Музей – школа – університет: особенности педагогического взаимодействия в современном „обществе знаний”

Статья посвящена изучению проблем взаимодействия музея, школы и университета в современном информационном обществе. Определены условия эффективности образовательного процесса в „обществе знаний” и роль музея как центра социальной адаптации личности к культурной среды в ходе диалога с ценностями искусства, истории, литературы.

Проанализированы украинские и польские инициативы в области высшей школы (на примере кафедры педагогики Львовского национального университета и Института педагогики Ягеллонского университета в Кракове) по разработке и апробации для студентов спецкурсов по музейной педагогике в контексте подготовки будущего учителя гуманитарных дисциплин, а также региональные школьные проекты („Школа и музей – работаем вместе”).

Выделены основные тенденции педагогической деятельности музеев в информационном обществе, акцентировано на её интерактивном характере в процессе расширения культурного и образовательного пространства средней и высшей школы.

Ключевые слова: музей, педагогическое взаимодействие, школа, университет, культура, образование, „общество знаний”.

Karamanov O. V. Museum – Secondary School – University: The Distinctive Features of the Pedagogical Interaction in the Modern „Knowledge Society”

The article studies the challenges of the museum – secondary schools – university cooperation in the modern information society. Special attention is given to the definition of the conditions under which educational process in the „knowledge society” can be successful, as well as to the investigation of the role of the museum as a center of the social adaptation of the individual to the cultural environment in the course of a dialogue with art, literature, and history.

The author analyzes Ukrainian and Polish initiatives in the field of higher education, prominent among which are the initiatives launched in Ivan Franko National University of Lviv and the Jagiellonian University in Krakow to develop and pilot courses in museum pedagogy intended for prospective humanities teachers. Regional secondary school projects aimed at molding the pedagogical cooperation with local museums are discussed as well („Shkola i muzey: pratsyuyemo razom” [„Secondary School and Museum – Working Together”]).

The author specifies the main trends in the educational practices of museums in information society, emphasizing their interactive nature in the course of extending the cultural and educational space of secondary and higher educational establishments.

Key words: museum, pedagogical cooperation, secondary school, university, culture, education, „knowledge society”.

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