

Sahar Khalil

The case of Museum in Boxed Egyptian museum family and school outreach cultural



فنون التربية المتحفية هي فريدة من نوعها لجميع الأعمار للتعرف على المصنفات المصرية القديمة للفن من مجموعة المقتنيات و العروض من خلال تتوافر الخبرات حيث يمكن للزوار جعل:

العلاقات الشخصية = عن طريق الرسم، والكتابة

مما يجعل مناقشة الأعمال الفنية مع بعضهم البعض أسهل . وجود الملك القديم أو الملكة في مربع الصندوق مع كل ما ينتمي إلى عائلة التاريخ المصري القديم التي تثير الأطفال والبالغين. يوجه المربين و المتطوعين في البرنامج الى ان التعلم هو نصف المشاركينالكبار وأن هناك موضوع تكرر في تعليقاتهم بشأن لماذا تشارك فيها... رسم، كتابة،..... والحديث عن الفن؟

المنهجية

نبني على هذا النهج من خلال تحليل الطرق التي ولدت الزوار المساهمين في هذا التجربة أشكالاً جديدة من المعرفة باستخدام مفهوم السرد باعتباره أداة لصنع معنى الإنسان التي من خلالها يمكن أن يفهم لقاءات المتحف كما المعتقدات والتحليل التفسيري. نهج السرد التأويلي لمعنى من الناحيتين النظرية والمنهجية.

خطوات المبادرة

1. تدريب الميسرين الطالب لقيادة ورش الطفل
2. انتساب الميسرين الطالب في التدريب على العمل المتحفي بالمتحف المصري لمدة ثلاثة أسابيع
3. إشراك الميسرين الطالب في مدرسة المتحف المصري للقيام الأنشطة الثقافية
4. بدء ورش العمل الجديدة المقترحة مع قائمة المدارس في برنامج العمل
5. دعم الميسرين الطالب في لعب دور المدرب في المتحف المصري
6. تطبيق اتفاقية المدرسة الحكومية بروتوكول المتحف المصري بزيارة المتحف لفصول المدارس بعنوان متحف في صندوق
7. دعم الميسرين الاستعدادات ورشة عمل الطالب باستخدام البيانات التاريخية
8. إنشاء صلة مستدامة واحتياج لزيارة المتحف المصري بين أولياء أمور الطلاب من خلال دعوتهم لقضاء ورش العمل يوم الأسرة
9. إضفاء روح العزة والكرامة لكل منتج مصغر كما لو بنفس روح إنشاء القطعة الأصلية
10. تمكين الفريق المستدام بالمتحف المصري من تسجيل وتوثيق مراحل هذا التحدي.





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Dr. Sahar Khalil

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Museum education Arts are unique because it focuses on learning by doing. That means designed activities for people of all ages to learn about ancient Egyptian works of art from the collection by participating in hands-on classroom workshops.

The activities we create to accompany works of art prompt visitors to engage in ways that are different from the standard educational approach of a wall label. Project researcher and mentors wanted to provide experiences where visitors can make personal connections by drawing, writing, making, and discussing works of art with each other. as kind of active engagement carries a certain humiliation; many people assume that it's only for kids, mainly because visitors are used to seeing activities like these in children's museums. Part of our design process is to evaluate visitor's experiences by observation, interviewing and counting. Having ancient king or queen in a box with everything belonging

to their family ancient Egyptian history excites kids and adults. Learning at half of our participants are educator's adults and that there is a reoccurring theme in their comments regarding why they participate. Draw, Write, Make, and Talk about art? Because it connects everyone to an enjoyable childlike curiosity and creativity, as an adult, often takes a backseat to other responsibilities and tasks.

Methodology

Using Nicholas Thomas's argument that museums can be understood as a method which is itself procreative of theory rather than simply as a site on which to achieve theoretical models of analysis. We build on this approach by analyzing the ways in which contributors to this training program have generated new practices of knowledge using museums to think with. Among these approaches are the moves beyond governmentality paradigms toward an understanding of the zero-expansive, affective functions of museums; and a recognition of the museum role in the production of impulsive practices of knowledge and citizenship development, as well their innovative role in society.

Using the museum visitor studies texts that exemplify the flipped concept by investigating the meaning-making processes of museum visitors through an analytical eye focusing on meaning of engagements. The concept of narrative story telling is introduced a human meaning-making tool through which museum run into can be understood as interpretive engagements.



Used terms

narrative-hermeneutic story telling approach:

to have a meaning in both theoretical and methodological terms,

Initiative steps

1. Training student's facilitators for kid's workshops
2. Enrolling student's facilitators in Egyptian museum docent training for three weeks
3. Engaging student's facilitators in the museum school of cultural activities
4. Starting the suggested new workshops and school in action program
5. Supporting student's facilitators in playing the instructor role in museum out reach
6. Applying the governmental school Egyptian museum protocol visiting museum titled museum in boxed
7. Using historical data supporting student's facilitators workshop preparations
8. Creating interest for visiting the Egyptian museum between students' parents by inviting them to spend the family day workshops
9. Adding bride for every miniature product as an original was created
10. Sustainable team at the Egyptian museum recording and documenting the challenge.

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