

# ANALYZING PROGRAMS FOR ADULT LEARNING IN MUSEUMS

NEW PERSPECTIVES ON THE LANDSCAPE OF ARTS AND  
CULTURAL EDUCATION FOR ADULTS AND THEIR  
ORGANIZATIONS

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German Institute for Adult Education  
Leibniz Centre for Lifelong Learning



## OUTLINE

### Rough Overview

- General background
- Research question(s)
- Program analysis
  - Developing the coding system
  - Sample and challenge
- Findings (choice)
- Conclusion and discussion



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## GENERAL BACKGROUND

### Arts and cultural education for adults in Germany

Distinguishing between organized adult education institutions with a stable program (Volkshochschulen, adult education center) and so-called “*adjunctive*” organizations of lifelong learning whose primary purpose is not adult education, but which still undertake educational tasks (e.g. museum, opera, theater) (Gieseke & Opelt, 2005)

Volkshochschule as largest adult education organization in Germany provides a wide range of arts education offers



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## GENERAL BACKGROUND

### Arts and cultural education for adults: museums

“A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment.” (Deutscher Museumsbund e. V. & ICOM, 2006)

Increasing interest of German adults in visiting a cultural institution like museum (Institute für Museumsforschung, 2014)

→ Despite of the relevance of museums in society and as place of adult learning, a systematic survey of educational offers for adults in museums is missing



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## RESEARCH QUESTION(S)

### Questions

- Which educational (accompanied pedagogical/the exhibition) programs for adults do museums offer?
- What (event) formats, organizational (social) forms, topics, etc. could be found and differentiated in the sample?

⇒ Qualitative method: selective, exploratory program analysis (s. Käßplinger, 2008)

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## PROGRAM ANALYSIS

### Coding system

- Deductive and inductive procedure
- Basis: theoretical and basic research and literature of continuing education + museum education and museum research [see below]
- Pilot testing with 37 national and international educational offers from different museums/adult education institutions

#### Continuing education

- Körber et al. (1995)
- Gieseke & Opelt (2003, 2005)
- Käßplinger (2007)
- Schrader & Zentner (2011)
- Huntemann & Reichert (2013)
- Robak & Petter (2014)

#### Museum theory and research

- Hagedorn-Saupe & Noschka-Roos (1994)
- Institut für Museumsforschung (1998, 2008)
- Deutscher Museumsbund e.V. & Bundesverband Museumpädagogik e.V. (2008) & Deutscher Museumsbund e.V. (2010)
- Sachatello-Saweyer et al. (2002)
- Keuchel & Weil (2010)
- Examples from a big art museum in Bonn

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## PROGRAM ANALYSIS

### Coding system

Validation of 20 developed categorical categories

- 34 randomized educational offers from our sample  
(„Research Randomizer Form v4.0“)
- Two independent raters → agreement
- Percent agreement: 79.4%–100%  
Cohen's Kappa: .617–1.00 ( $p < .000$ )  
(good – very good, Wirtz & Caspar, 2002)

⇒ Coding system with 40 main categories which include between 2 until 30 subcategories



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## PROGRAM ANALYSIS

### Coding system (selected categories)

Main category	Number of subcategories	Percent agreement	Cohen's Kappa
Format of the offer/event <sup>B</sup>	25	91.2	.869*
Topic	30	76.5	.698*
Advertising text	5	82.4	.687*
Way of addressing <sup>B</sup>	7	91.2	.787*
Indication of the target group	4	94.1	.787*
Specification of the target group <sup>A</sup>	19	92.9	.725*

\*  $p < .000$

<sup>A</sup> Existing of a second/third pendant if several nominations are made

<sup>B</sup> In combination with a open category for gathering detailed information



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## PROGRAM ANALYSIS

### Coding system III

Open (non-categorical) categories:

- Title of offer
- Month (taking place/starts)
- Year
- Duration in hours
- Costs/Fees
- Minimum and maximum number of participants



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## PROGRAM ANALYSIS

### Sample and challenge

Challenge: over 6000 different museums in Germany

(Institut für Museumsforschung, 2014)

→ With regard to resources (time, financial, feasibility)  
decision for programs of the five museum educational  
centers in Germany

- Hamburg, Berlin, Cologne, Nuremberg, Munich
- January – June 2014
- $N=739$

☞ Limitations: not every educational offer is served from such a  
center, not every program is archived



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## PROGRAM ANALYSIS

### Findings

#### Advertising text (N=739)

	N	%
Yes, offer is described/rewritten with several sentences	339	45.9
No, offer isn't described/rewritten in excess of pure facts like what, when, where	304	41.1
Description of the topic/exhibition as synonym for the offer	71	9.6
Offer is described/rewritten in a preamble which is applied to several similar educational offers	24	3.2
Missing	1	0.1



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## PROGRAM ANALYSIS

### Findings

#### Advertising text – Examples

So 16.03.2014

15:00 **Zwischen Japan und Amerika. Emil Orlik – Ein Künstler der Jahrhundertwende**  
Führung | Erwachsene | Käthe Kollwitz Museum

15:00 **Highlights der Sammlung**  
Führung | Erwachsene | Museum Ludwig

18:30–20:00 **Geheimnisse der Komposition (2) – Proportion**  
Führung | Erwachsene | Akademieprogramm | Museum für Angewandte Kunst Köln

Gute Proportionen sind für das menschliche Auge angenehm. Das Verhältnis der (Körper-)Teile zueinander trägt entscheidend zu dem bei, was als ‚ästhetisch‘ empfunden wird. Bildende Künstler wie auch Kunsthandwerker bemühen sich daher stets um harmonische Proportionen – ob nun in Skulpturen, Plastiken, Möbeln, Schmuckstücken oder Glasobjekten. Anhand von ausgewählten Beispielen werden die gelungene und sogar die (bewusst) ‚misslungene‘ Proportion beleuchtet.

Leitung: Dipl.-Ing. Mareike Fänger | Treffpunkt: Foyer | Kosten (s. S. 51): € 6,00 zzgl. Museumseintritt



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## PROGRAM ANALYSIS

### Findings

Format of the offer/event	N	%
Topic-specific <b>guided tour</b> (in German language)	<b>238</b>	<b>32.2</b>
(General/normal) <b>Guided tour</b> in German language	<b>190</b>	<b>25.7</b>
Discussion/study group	81	11.0
<b>Guided tour</b> with extra/special offer	<b>54</b>	<b>7.3</b>
Further education for multiplier	50	6.8
Seminar/Workshop	45	6.1
Inclusive <b>guided tour</b>	<b>26</b>	<b>3.5</b>
Excursion	12	1.6
<b>Guided tour</b> in another language than German	<b>7</b>	<b>0.9</b>
Film	5	
Concert, music event	4	
Lecture	3	
Others like demonstration, projects, reading etc.	24	

69.6% types of guided tours

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## PROGRAM ANALYSIS

### Findings

Topic	N	%
Arts education, History of art, Art theory [theoretic]	224	30.3
History, Cultural History [theoretic]	139	18.8
Town history, Regional history, city related	118	16.0
Art, Arts education (unspecific)	32	4.3
Design, Arts and Crafts, Fashion [in practice]	29	3.9
Natural science/technique	20	2.7
Landscape gardening, Nature/Garden [theoretic]	10	1.4
Film, TV, Video, PC [theoretic]	8	1.1
Drawing, Painting, Typography [in practice]	7	0.9

Music/Concerts (0.8%), Theology/Church (0.8%), Industrial art (0.3%), Health (0.3%), Fiber craft (0.1%), ...

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## PROGRAM ANALYSIS

### Findings

#### Way of addressing (N=739)

	N	%
No statement, because of no advertising text	302	40.9
No direct nor indirect addressing	244	33.0
Indirect addressing of the target group	85	11.5
Direct addressing as a member of a secondary group ("you")	68	9.2
Direct addressing as a member of a primary group ("we")	33	4.5
Mixed form (1, 2 and/or 3)	6	0.8
Missing	1	0.1



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## PROGRAM ANALYSIS

### Findings

#### Indication of the target group (N=739)

	N	%
Yes	582	78.8
No statement, because of no advertising text	90	12.2
No, despite advertising text	66	8.9
Missing	1	0.1

#### Specification of the target group:

- Adults
- Elderly (N=12), Blind persons (N=8), Multiplier (N=51), Deaf persons (N=4), Persons with special needs (N=6), Missing (N=156)



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## CONCLUSION / DISCUSSION

### Conclusion and Discussion

- Programs contain advertising text, mostly neutral addressed
  - 69.9% of offers comprise different types of guiding tours
    - Systematic-receptive offers – in comparison: Volkshochschulen (Adult education center in Germany) offer more than 50% self-acting-creative programs (s. Gieseke & Opelt, 2005)
  - Additionally, museums offer a lot of different formats (films, concerts, discussion groups, trips...)
- ⇒ Results indicate that museums play an important role in the area of arts and cultural education for adults which should not longer be ignored/neglected
- ⇒ They enrich the field of arts education with their different programs



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## CONCLUSION / DISCUSSION


### Conclusion and Discussion

- Developing a coding system taking both continuing education and museum theory/research in to account
  - Types of validation like percent agreement & Cohen's Kappa as well as trained rater could improve the exploratory power of a program analysis
- Limitations:
  - Sample (no museums by themselves; different responsibilities of the different museum educational centers: some cost-effective offers are done from the museums themselves)
  - Only for 2014 up to date



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**THANK YOU FOR YOUR  
ATTENTION!**

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