MEDIA EDUCATION

Participating partners: Constantine the Philosopher University, Faculty of Middle-European Studies, Nitra; ELTE University, Faculty of Science, Budapest.

Handbook

Completed in 2009, this is the first manual for media pedagogy in Slovakia to be used at M.Sc. and in service training courses in Slovakia. It will be published in Hungarian and Slovak languages in 2010.

Teacher training course

The course on media education is the first of its kind in Slovakia. It is a 60-hour teacher training course on museum pedagogy. Piloting was finished in 2010 and the national accreditation request for the course is being processed. The in-service teacher training program will be offered by the Constantine the Philosopher University, Faculty of Middle-European Studies both in Hungarian and Slovak languages.

Handbook of Media Education

Authors: Zsuzsanna M. Lampl, László Papp, Ildikó Pšenáková

SciComPed

Communicating Science in Education

The SciComPed project intends to contribute to the training of specialists in Science Communication in three key areas:
Science Media (web based or CD/DVD digital publications)
Science Journalism (including printed and digital publications)
Museum Education (presentation and pedagogy)
Media Education (teaching about mass media)
Knowledge transfer among British and German universities and a British museum (providers of expertise) and their Hungarian and Slovak counterparts (adapters of good practice) are facilitated through

1. International workshops on methodology of science communication
2. National training courses for teachers, trainers and museum staff
3. Compilation of handbooks on museum education, media education and science journalism in Hungarian and Slovak languages
4. Development of an educational portal with online teaching aids, information resources, collections of links to authentic resources and community fore

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EDUCATION IN NATURAL HISTORY AND SCIENCE MUSEUMS

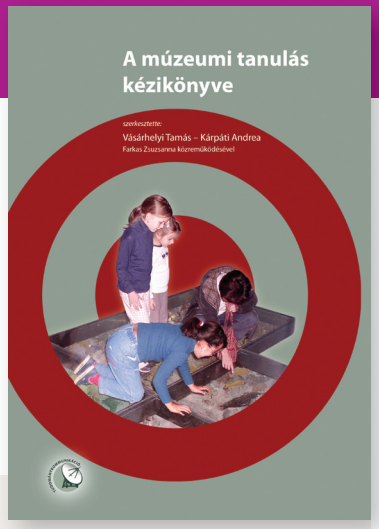
Participating partners: Natural History Museum, London; Hungarian Museum of Natural History, Budapest; ELTE University, Faculty of Science, Budapest

Handbook

Completed in 2009, this is the first handbook on museum education in Hungary. It is used at Master degree programs and in-service training courses.

Teacher training course

Museum Learning - an 60-hour, accredited, in-service teacher training course was developed by HMNH in 2009. Piloting finished in April 2010. After national accreditation, the course will be offered by the Hungarian Museum of Natural History in co-operation with ELTE University, Faculty of Science, Budapest.



Manual of Learning in Museums

Editors: Tamás Vásárhelyi, Andrea Kárpáti

PREFACE
(Andrea Kárpáti - Tamás Vásárhelyi)

1. INTRODUCTION
1.1. Museums at crossroads *(David Anderson)*
1.2. On the history of museums *(Tamás Vásárhelyi)*
1.3. Our museums here and now *(Annamária Vígh)*
1.4. A short history of community education and museum education in Hungary *(Mária Káldy)*
1.5. Professionalization of museum education: Proposing a knowledge base for museum educators *(Heather King - Lynn Tran)*
1.6. The museum exhibition as teaching and learning environment *(Andrea Kárpáti)*
1.7. Museums and visitors *(László Puczkó)*
1.8. Museum education: looking ahead! *(George E. Hein)*

2. HOW DO MUSEUMS WORK?
2.1. What happens behind the scenes? *(Tamás Vásárhelyi)*

3. MUSEUM AND SCIENCE COMMUNICATION
3.1. Role of museums and science in society *(Sara Calcagnini)*
3.2. Natural history and science museums in Budapest and its surroundings *(Géza Zboray)*
3.3. Research in the natural history museum *(József Pálfy)*
3.4. Research in the museums of science and technology *(Géza Bencze)*
3.5. Information inherent in museum collections and its use in education *(Tamás Vásárhelyi - Gábor Bakonyi)*

4. MUSEUM AND LEARNING
4.1. Learning theories and learning in museums *(Andrea Kárpáti)*
4.2. Lifelong learning and the museum *(Tamás Vásárhelyi)*
4.3. Museum pedagogy – museum andragogy *(Zsuzsa Koltai)*
4.4. The role of museums in higher education *(Erzsébet Tóth - Tamás Weiszburg)*
4.5. Learning through objects *(Nicola Bell)*
4.6. Learning through discoveries *(Tamás Vásárhelyi)*
4.7. Project-based education in museums *(András Victor)*
4.8. Environmental education in museums *(Éva Elekes)*
4.9. Museum learning in groups – significance of the theory of collaborative learning in museum education *(Andrea Kárpáti)*

5. TEACHING IN THE MUSEUM
5.1. Learning areas, discovery rooms in the museum *(Judit Holler)*
5.2. INVESTIGATE! at The Natural History Museum, London *(Dan Wormald)*
5.3. Establishing a „learning collection" in the Hungarian Museum of Technology *(Erzsébet Kócziánné Szentpéteri)*
5.4. The Mobileum *(Judit B. Varga)*
5.5. Interactive museum tools (exhibits) *(László Egyed)*
5.6. Creativity through simple technical tools *(Ildikó Antal)*
5.7. Connection between fantasy-driven design and learning *(Anikó Gulyás)*
5.8. Groups of children and school groups in the museum *(Judit Bajzáth - Judit Holler)*
5.9. Inquiry based museum learning *(Tamás Vásárhelyi)*
5.10. Activity sheets and their role during a museum visit *(Traudel Weber)*
5.11. Memory games in museum learning *(Mónika Janotka)*
5.12. On guided tours *(Tamás Vásárhelyi)*
5.13. Open discussion in museums – with special reference to museum practice in a contemporary art museum *(László Hemrik)*
5.14. Role play, improvisation games and history games in museum education and learning *(Gabriella Kesik)*
5.15. Interactive programs with experts in the centre *(Judit Holler)*
5.16. Public programs in museums *(Judit Bajzáth - Judit Holler)*

6. MUSEUM AND INFORMATICS
6.1. On internet-based resources of cultural information *(Angéla Matuszka)*
6.2. Museums on the net, contents of museums websites *(Edit Bárd)*
6.3. Teachers searching, pupils surfing –educational contents and potentials of museum web sites *(Géza Barta)*
6.4. The virtual reality of museums *(Andrea Kárpáti)*
6.5. Interactive educational tools in the exhibition *(Gyula Topor - Eszter Széplaki)*
6.6. Museum CDs and DVDs *(Gyula Topor - Eszter Széplaki)*
6.7. Multimedia in the museum *(Andrea Kárpáti)*

7. THE MUSEUM VISIT
7.1. What the teachers should know when planning a museum visit *(Zsófia Tettamanti)*

8. ON THE RELATION OF MUSEUMS AND SCHOOLS
8.1. Museum education and two national documents: the National Program for Kindergarten Education and the National School Curriculum *(Gyuláné Kanczler)*
8.2. Changing relation between museum and school *(Csaba Németh)*
8.3. Museum visit in the process of school education and teaching *(Csilla Tóthné Timár - Geng)*
8.4. Competence-based education in museum *(Edit Bárd)*

9. EVALUATION
9.1. Evaluation of the school visit in the museum *(Hajnalka Kovács - Andrea Kárpáti)*
9.2. Evaluation of the encounter with groups *(Edit Bárd)*
9.3. Visitor studies in Hungarian museums *(Zsuzsanna Farkas)*

SCIENCE JOURNALISM

Participating partners: Technical University Dortmund, Chair of Science Journalism; Free University Berlin, Institute for Media and Communication Studies; ELTE University, Faculty of Science, Budapest

Course: Introduction to Science Jurnalism

Handbook of Science Journalism

Editors: István Palugyai, László Bán, Holger Wormer and Markus Lehmkuhl

The first Hungarian handbook on the history, theory and practice of science media will be used in Master level degree courses and in service training. It will be completed in 2010.

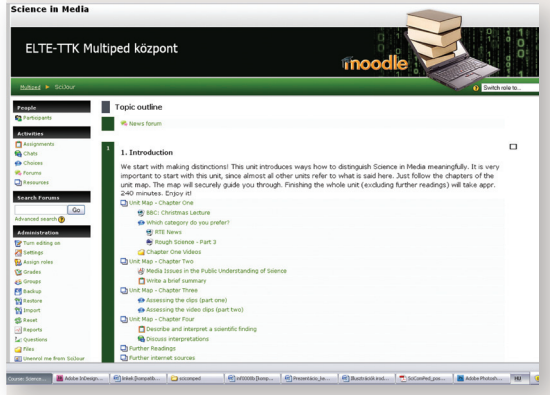
1. GENERAL INTRODUCTION TO SCIENCE JOURNALISM
1.1. Definition and history of science journalism
1.2. Science journalism and science communication in Hungary
1.3. Science institutions in Hungary and worldwide

2. PRACTICAL TRAINING IN SCIENCE JOURNALISM
2.1. Skills for collecting materials (From Internet to the investigation
2.2. Skills for collecting materials (The basis of handling scientific sources)
2.3. Skills for collecting materials (Interviewing researchers)

3. FIELDS AND FACTORS IN THE MASS MEDIA SCIENCE COMMUNICATION
3.1. Genres in science journalism
3.2. The language of science journalism
3.3. Telling the story: Approaches and techniques for good science stories (The narrative style of science journalism)
3.4. The role of pictures and other illustrations
3.5. Science journalism in the electronic media
Science in Television
Science in Broadcasting

4. SCIENCE JOURNALISM ON THE INTERNET
4.1. The current situation of online science journalism
4.2. Characteristics of contents and forms in online science journalism
4.3. Obtain information and news-contest
4.4. User-generated content
4.5. Monitoring onsite audition
4.6. Search Engine Optimization
4.7. Tagging
4.8. Photo editing and Picture-utilization principals
4.9. Video-contents on Internet

5. SPECIAL ASPECTS OF SCIENCE JOURNALISM
5.1. Common pitfalls (ethics, PR, critical and skeptical approach)
5.2. Handling various areas of science
5.3. Present and future of science journalism



Educational Portal

Edited by Markus Lehmkuhl

This Hungarian and English language educational portal transfers knowledge about good science communication practices.Major areas of study:

- Social impact and institutional organisation of science;
- Science communication (journals, peer review, impact factors and dysfunctions like fraud)
- Organisational and market constraints of producing science content in the mass media
- Mediation of science by the mass media
- Science Reporting and its audiences
- Effects of science reporting
- Perspectives of science journalism nationally and internationally

Course: Science Radio