

The Museum Educator's Manual: Educators Share Successful Techniques (American Association For State And Local History)

Understanding the visitor experience provides essential insights into how museums can affect people's lives. Personal drives, group identity, decision-making and meaning-making strategies, memory, and leisure preferences, all enter into the visitor experience, which extends far beyond the walls of the institution both in time and space. Drawing upon a career in studying museum visitors, renowned researcher John Falk attempts to create a predictive model of visitor experience, one that can help museum professionals better meet those visitors' needs. He identifies five key types of visitors who attend museums and then defines the internal processes that drive them there over and over again. Through an understanding of how museums shape and reflect their personal and group identity, Falk is able to show not only how museums can increase their attendance and revenue, but also their meaningfulness to their constituents. Since its publication in 2008, *Exhibit Makeovers* has been a useful do-it-yourself handbook for museum staff and volunteers. *Exhibit Makeovers* is a workbook that

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provides grounding in interpretive principles, how-to-advice, step-by-step guidance, and moral support for in-house exhibit planning and design. The revised and expanded 2nd edition preserves the supportive tone and easy-to-follow steps that make the original Exhibit Makeovers so user-friendly. Significant revisions—especially in the technology arena—and additions make this new edition a must-have addition to any museum's toolkit:

- New emphasis on visitor input, with step-by-step guidelines for evaluation studies during planning and design.
- New text and worksheets to guide development of interactives, and ensure varied levels of visitor participation.
- Focus on affordable software to help with exhibit planning and design, as well as low-cost technologies that can vary and deepen the visitor experience.
- Brand-new chapters on exhibit design, production, and installation, written by the experienced team responsible for in-house exhibits at a thriving, mid-size museum.

Following the same pattern as the 2008 original, the revised Exhibit Makeovers guides users through step-by-step processes of a single-case makeover, development of a new exhibit, and renovation/renewal of an entire gallery or museum.

This handbook provides a compendium of successful gallery activities to engage the entire tour group in the interpretive process.

Hammers Don't Build Houses provides an overview of the theory and practice

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behind effectively using technology in education. This book focuses on the role of technology in supporting the people in the classroom, both teacher and students. Both empowering and instructive, Hammers Don't Build Houses will help everyone, from classroom teachers to administrators to professionals in other fields, improve their practice.

A Teacher Faces Layoff, Unemployment, and a Career Shift

Movement, Embodiment, Emotion

Identity and the Museum Visitor Experience

Museum and Gallery Education

A Complete K-8 Sourcebook of Team and Lifetime Sport Activities for Skill Development, Fitness and Fun!

Exhibit Labels

Teaching in Social Work

This second edition interweaves technology into every aspect of the manual and includes two new chapters on working with K-12 learners and interaction. With checklists, schedules, organizational charts, program examples, and other how-to documents included throughout, The Museum Educator's Manual is a 'must have' book for any museum educator.

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This book examines museum education from the perspective of 33 authors from the field, resulting in a collective vision elevating the function of education within museums. A variety of perspectives offered throughout the collection of essays push further thinking and encourage robust debate. Both museum practitioners and university-level students will find the contents of this book useful as it delves into theory, but it also informs on exemplary models of practice. Museum education has developed much over the past 20 years, yet there remains an opportunity to advance its position within art museums with effective practice and the creation of successful programs.

Learning to Read: New Testament Stories is designed for children, homeschoolers, or ESL learners who will improve their reading skills with new vocabulary words. They will also enjoy reading this book, either as bedtime stories or just for fun. The companion activity book, Learning to Read: New Testament Stories Study Guide, provides useful practice activities and exercises for each story. Together they will enhance your reading development experience. About the Author Faith Sheptoski-Forbush is a veteran school teacher, reading specialist, and

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blog writer with a master's degree in reading. Faith, together with her family, enjoys wholesome entertainment, travel and outdoor recreation. For free educational resources follow us on Facebook and Twitter, or visit us at ChristiansForever.com.

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This book addresses the educational role museums play from an international perspective. Ideally suited for all museum staff and students of museum studies.

New Testament Stories

National Standards & Best Practices for U.S. Museums

Learning in the Museum

Teach Tantra

Museum Education for Today's Audiences

Multiplying the 2%

Harnessing the Power of Technology in Education

Exhibit Labels: An Interpretive Approach is a vital reference tool for all museum professionals. Beverly Serrell presents the reader with excellent guidelines on the process of exhibit label planning, writing, design, and production.

The unfathomable rate of Black males in education should result in a

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national call to action. Across the country Black males represent only 2% of the teaching workforce. By the year 2024, minority students will be the majority, yet our current education workforce does not reflect this growing trend in what has been called "The Browning of America." Why is it acceptable that a student can matriculate from Kindergarten through twelfth grade and not have one Black male as his or her teacher? Why has it been a challenge to recruit and in many instances retain Black males in the classroom? Unopened Books explains what is referenced in the book as the Five Black Male Deterrents in Education. Through the personal narrative of Jermaine D. Gassaway, a native Washingtonian, educator, and school leader; coupled with practical solutions, Unopened Books provides insight to multiply the 2%. It is intended to not only be a provocative conversation starter but an actionable approach to increase the number of Black men in the classroom.

"This book will help museum educators meet visitors' changing expectations, train and prepare responsive educators, and develop models for the future"-- This timely book provides a critical look at one of the staples of museum education programming: the "field trip" for school groups. The K-12 audience is of major importance to museums: not only does reaching students relate directly to the educational mission of museums, but also our

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institutions rely on the revenue generated by school groups.

Teaching the Museum

When Schools Close

Teaching in the Art Museum

An Introduction to the History and Functions of Museums

Museum Gallery Activities

Dr. Montessori's Own Handbook

Writing for Museums

In 1979, Edward P. Alexander's Museums in Motion was hailed as a much-needed addition to the museum literature. In combining the history of museums since the eighteenth century with a detailed examination of the function of museums and museum workers in modern society, it served as an essential resource for those seeking to enter to the museum profession and for established professionals looking for an expanded understanding of their own discipline. Now, Mary Alexander has produced a newly revised edition of the classic text, bringing it the twenty-first century with coverage of emerging trends, resources, and challenges. New material also includes a discussion of the children's museum as a distinct type of institution and an exploration of the role computers play in both outreach and traditional in-person visits.

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Teaching in the Art Museum investigates the mission, history, theory, practice, and future prospects of museum education. In this book Rika Burnham and Elliott Kai-Keo define and articulate a new approach to gallery teaching, one that offers groups of visitors deep and meaningful experiences of interpreting art works through a process of intense, sustained looking and thoughtfully facilitated dialogue.--[book cover].

With this book, museum professionals can learn how to unleash creative potential throughout their institution. Drawing from a wide range of research on creativity as well as insights from today's most creative museum leaders, the authors present a set of practical principles about how museum workers at any level—not just those in “creative positions”—can make a place for creativity in their daily practice. Replete with creativity exercises and stories from the field, the book guides readers in developing an internal culture of creative learning, as well as delivering increased value to museum audiences.

"[This publication] synthesises the experience and best thinking of leading professionals, looking both inward at how museums function and outward toward their role in society at large. Our goal: to offer specific ways to think more deeply about making your institution the best it can be and provide tools to bring your ideas to fruition." -- Preface.

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Educators Share Successful Techniques

An Educator's Guide to Theory and Practice

Everyone Teaches, Everyone Learns

The Manual of Museum Learning

A Manual of Good Practice

Learning to Read

Effects on Displaced Students in Chicago Public Schools

What is EDU4? It is the place where ALL teaching and learning happens. It is a huge common educational resource and a single person learning tool at the same time. It is global, regional, local and personal simultaneously. It can be public, private and intimate. It works online and offline and the users do not see the difference. Connected or disconnected, communal or individual, cooperative or singular, in EDU4 all students, teachers, parents and school administrators find everything they need for all their educational projects: institutional and personal.

A comprehensive resource of physical education games designed to help children in grades K-8 develop the skills important to performing a wide variety of team and lifetime

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sports.

Described by GEM* as 'a very informative and practical book ... worth having on any museum shelf', the Museum Educator's Handbook is a thorough and practical guide to setting up and running education services in all types of museum, even the smallest, in any geographical setting. This third edition has been comprehensively updated to reflect the increased emphasis on the role of museums at all levels of education, from schools to further and higher education. There are new sections which deal with the importance of risk management and quality assurance, as well as guidance on the prevalent use of policy documents and new marketing methods. *Group for Education in Museums

Museum learning is a vital component of the lifelong-learning process. In this new edition of The Manual of Museum Learning, leading museum education professionals offer practical advice for creating successful learning experiences in museums and related institutions (such as galleries, zoos, and botanic gardens) that can attract and

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intrigue diverse audiences. The original Manual of Museum Learning was published in 2007. The editors have totally rethought this new edition. This second edition focuses on the ways museum staffs (and the departments for which they work) can facilitate the experience in a way that capitalizes on their individual institutional strengths. The goal of this new edition is to provide museums with guidance in developing a strategic approach to their learning programs. There is a close connection between institution-wide strategic planning – where an institution decides what course and direction it will take for a five to seven-year period – and its approach to museum learning. One size does not fit all, and what each museum is (or aspires to be) will affect its individual approach. Thus there are many routes for museums to take, many alternative ways for them to play this role. No one museum can be all things to all prospective learners; they will be better suited to some approaches than to others. This new edition identifies these approaches and enables museums to find the paths for which

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they are individually best suited, to help them identify their own unique approaches to facilitating museum learning. Each one's mission and vision, its relationships with institutional and public stakeholders, local cultural and market factors, its individual collection and programmatic strengths, its financial position – all of these things matter. This second edition aims to help each museum find the right approach to learning for its unique situation by showing them the range of museum “personalities” in terms of their being learning institutions, what constitutes each type, and what the implications are of choosing one or another approach for a particular museum. A major theme of the 2nd edition of *The Manual of Museum Learning* is museum as connector; the ways in which museums are facilitating self-directed learning by connecting people with resources. Not all will connect audiences with learning vehicles in the same way. If museum learning is affective learning, then it is the role of the museum to connect its visitors, program participants and others who benefit from its knowledge to

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the learning resources that best suit the institution's strengths and matches them to the learning needs of the museum's audiences. By connecting users to the resources they are most interested in, or which best suit each individual's particular learning styles, museums are at their best when they empower individuals to design their own learning experience in ways that resonate best with each individual.

Creativity in Museum Practice

The Manual of Museum Management

Hammers Don't Build Houses

How to Connect with Teachers and Engage Students

An Art Museum Educators' Manual

Quality Education

The Physical Educator's Big Book of Sport Lead-up Games

This groundbreaking book explores why and how to encourage physical and sensory engagement with works of art. An essential resource for museum professionals, teachers, and students, the award-winning Teaching in the Art Museum (Getty Publications, 2011) set a new

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standard in the field of gallery education. This follow-up book blends theory and practice to help educators—from teachers and docents to curators and parents—create meaningful interpretive activities for children and adults. Written by a team of veteran museum educators, *Activity-Based Teaching in the Art Museum* offers diverse perspectives on embodiment, emotions, empathy, and mindfulness to inspire imaginative, spontaneous interactions that are firmly grounded in history and theory. The authors begin by surveying the emergence of activity-based teaching in the 1960s and 1970s and move on to articulate a theory of play as the cornerstone of their innovative methodology. The volume is replete with sidebars describing activities facilitated with museum visitors of all ages.

Dr. Griffiths' *Principals of Inclusion* is both a practical, realistic blueprint and an inspiring call to action for accelerating schools/school systems in their search to optimize all students' potential (inclusion). In an information age and an increasingly interconnected Global Village, no student's potential can afford to be wasted, especially by exclusionary educational practices/traditions (either conscious or unconscious). Dr. Griffiths writes clearly, using universal metaphors/tactics applicable to all educational situations. "This curriculum is so user friendly. It takes all the guess work out of what, when and how to teach my child. It's obvious, this curriculum

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was carefully and skillfully put together to give parents and children a positive learning experience. I am so thankful I was able to use this program with my child! I don't know what I would have done without it!" J. Widdison Home to Home Education provides an easy to follow, step by step approach for all of your language arts needs (phonics, reading, spelling, grammar, writing, and handwriting). This Teacher's Manual in companion with the Kindergarten Student Workbooks (Part 1 and Part 2) gives a solid foundation and encourages a love for learning. By the end of the course, your child will have the skills necessary to read books and write complete sentences. This manual includes: -36 weeks of lesson plans (4 days a week) -step by step instructions on what to teach and do each day -repetition to stimulate learning and imagination -handwriting and sentence guidelines -independent and teacher lead exercises -over 200 quality literature suggestions for reading -hands on activities -interactive learning games Mrs. Carter, founder of Home to Home Education, uses her experiences as a certified educator and homeschool mom of four to compile the best of both worlds. The focus of the program is not only to provide the steps to teach your children reading and writing; but to have them love it too. Enjoy teaching at home knowing that you are giving your children the best education. You can successfully teach your children!

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Surprise! You've just been laid off from the teaching position in which you have so passionately invested your time, talents and heart for years! What now? Hundreds of thousands of American teachers have been laid off in the last four years as a result of the long term recession that continues to challenge the country's economy. In this book, one of those teachers shares what that experience was like for her, how she coped with unexpected unemployment, and what she learned about finding her way as a teacher without a classroom. Full of not only truthful reflection and encouragement for teachers facing similar situations, this book also offers practical tips for how to handle lay-off and unemployment, and how to prepare yourself as an education professional to expand your career outside your classroom. These are uncertain times, but teachers don't need to feel uncertain about their careers. There IS life as an education professional after lay-off!

Museum Educator's Handbook

From Periphery to Center

Unopened Books

So You Want to Work in a Museum?

How to Use Your Mind; a Psychology of Study

Exhibit Makeovers

Careers in Museum Education

A quick reference manual for classes visiting an art museum. Provides practical strategies for

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teaching all school groups, including those with special needs. The manual is organized into the following sections: introduction; preparation for the visit; the museum experience; strategies for students with hearing, vision, and physical impairments; disabilities definitions, and resources for educators. Includes a 12 slide PowerPoint presentation.

This book is a comprehensive survey of the theories, principles, methods, and formats that are most appropriate and applicable to teaching in the field of social work. Drawing from her extensive classroom and field experience, the renowned social work researcher and educator Jeane W. Anastas merges “practice wisdom” with rigorous research on instruction and learning, identifying the factors that produce effective educational outcomes. Built around a teacher- and student-in-situation framework, Teaching in Social Work examines the effect of social issues, professional norms and needs, and educational settings on the interactions among educators, students, and subjects. Anastas draws on the theories and research findings of higher education and social work education literature. She illuminates the critical aspects of teaching and learning as an adult, the best uses of different modalities of instruction, and the issues of diversity that influence all aspects of teaching and learning. The book also engages with ethics, teaching and learning assessments, and faculty work in full-time social work education. This second edition is thoroughly updated to reflect the many important developments in the years since the book’s original publication, including new accreditation standards, the rise of online instruction, changes in higher-education hiring practices, and more.

Few decisions by a school district are more controversial than the decision to close a school. School staff, students and their families, and even the local community all bear a substantial burden once the decision is made to close a school. Since 2001, Chicago Public Schools (cps) has closed 44 schools for reasons of poor academic performance or underutilization. Despite the attention that school closings have received in the past few years, very little is known about how displaced students fare after their schools are closed. This report examines the impact that closing schools had on the students who attended these schools. The authors focus on regular elementary schools that were closed between 2001 and 2006 for underutilization or low performance and ask whether students who were forced to leave these schools and enroll elsewhere experienced any positive or negative effects from this type of school move. They look at a number of student outcomes, including reading and math achievement, special education referrals, retentions, summer school attendance, mobility, and high school performance. They also examine characteristics of the receiving schools and ask whether differences in these schools had any impact on the learning experiences of students who transferred into them. The authors report six major findings: (1) Most students who transferred out of closing schools reenrolled in schools that were academically weak; (2) The largest negative impact of school closings on students' reading and math achievement occurred in the year before the schools were closed; (3) Once students left schools slated for closing, on average the additional effects on their learning were neither negative nor positive; (4) Although the school closing policy had only a small overall effect on student test scores, it did affect summer school enrollment and

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subsequent school mobility; (5) When displaced students reached high school, their on-track rates to graduate were no different than the rates of students who attended schools similar to those that closed; and (6) The learning outcomes of displaced students depended on the characteristics of receiving schools. Overall, they found few effects, either positive or negative, of school closings on the achievement of displaced students. Appended are: (1) School Closings and New Openings; and (2) Data, Analytic Methods, and Variables Used. (Contains 5 tables, 12 figures and 53 endnotes.)[For the (What Works Clearinghouse (wwc) Quick Review of this report, see ed510790].

This book discusses some of the benefits of working in museums; explains how museums differ according to size, type, and organizational structure; and goes through dozens of museum positions in detail. It is designed to introduce college students, graduate students, and/or young professionals to the museum field.

A Life in Museums

Kindergarten Language Arts

Why It Matters, and How to Structure the System to Sustain It

Education as Service

How to Finish the Test When Your Pencil Breaks

Creating Meaningful Museum Experiences for K–12 Audiences

Teacher Manual for Tantra for All Chakras

Updated and completely restructured edition! Originally one of the first

book-length treatments of continual improvement principles applied to organizing and operating the educational system. With special emphasis on the quality philosophy of Dr. W. Edwards Deming, the text adapts Deming's systems flowchart, Plan-Do-Study-Act cycle, and "14 Points" to the problems and processes of education. Presents education as a transformative process and covers expectations, roles, and inhibiting factors for parents, students, teachers, and administrators. Examines education's customers, differing definitions of quality with respect to education, and the failure of well-intentioned reform efforts such as the "National Education Goals" (also known as "Goals 2000") of the late 1980s. Includes chapters on programs for gifted and talented students, values education, and curriculum and other standards. Presents strategy ideas and discusses leadership required to develop and sustain quality education.

Teaching the Museum offers insights, anecdotes, and valuable advice on how to get started and how to succeed in this rapidly growing field. Twenty contributors with decades of museum experience point out the opportunities for new graduates and seasoned teachers alike who want to explore this exciting profession.

Learning in the Museum examines major issues and shows how research in visitor studies and the philosophy of education can be applied to facilitate a

meaningful educational experience in museums. Hein combines a brief history of education in public museums, with a rigorous examination of how the educational theories of Dewey, Piaget, Vygotsky and subsequent theorists relate to learning in the museum. Surveying a wide range of research methods employed in visitor studies is illustrated with examples taken from museums around the world, Hein explores how visitors can best learn from exhibitions which are physically, socially, and intellectually accessible to every single visitor. He shows how museums can adapt to create this kind of environment, to provide what he calls the 'constructivist museum'. Providing essential theoretical analysis for students, this volume also serves as a practical guide for all museum professionals on how to adapt their museums to maximize the educational experience of every visitor.

The Museum Educator's Manual addresses the role museum educators play in today's museums from an experience-based perspective. Seasoned museum educators author each chapter, emphasizing key programs along with case studies that provide successful examples, and demonstrate a practical foundation for the daily operations of a museum education department, no matter how small. The book covers: volunteer and docent management and training; exhibit development; program and event design

and implementation; working with families, seniors, and teens; collaborating with schools and other institutions; and funding. This second edition interweaves technology into every aspect of the manual and includes two entirely new chapters, one on Museums - An Educational Resource for Schools and another on Active Learning in Museums. With invaluable checklists, schedules, organizational charts, program examples, and other how-to documents included throughout, The Museum Educator's Manual is a 'must have' book for any museum educator.

Meeting Expectations with New Models

The Museum Educator's Manual

Teacher's Manual

An Interpretive Approach

Reaching Every Student

Museums in Motion

Interpretation as Experience

The Manual of Museum Management presents a comprehensive and detailed analysis of the principles of museum organization, the ways in which people work together to accomplish museum objectives, and the ways in which museums, large and small, can function most effectively. This new edition offers updated information on management practices to satisfy the current needs of museum professionals. All new contemporary

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case studies provided by practitioners from museums and galleries around the world bring the principles to life with first-hand accounts of challenges and achievements in the operation of museums today.

A Life in Museums: Managing Your Museum Career is the guide for museum workers of all ages and stages—full of sound advice, practical tips, and illuminating personal stories that span the array of museum disciplines. Topics range from personal branding and resume writing to managing from the middle and leadership at all levels; from professional writing to keeping a career journal; and from navigating within your institution to knowing when it's time to move on.

TEACH TANTRA is a manual for you to experience advanced tantra, teach it to others and, optionally, attain certification as a tantra teacher. You learn to teach lovers and seekers how to: * Master advanced tantra techniques * Open all energy vortexes (chakras) to each other * Refine relations * Encourage female ejaculation and master male ejaculatory control * Find meaning and purpose in relationships and life * Reprogram parent imprints that diminish sex and love * Get satisfaction and sustain sex * Mutually make more in sexualloving * Delve dreams and pastlives * Worship women and gratify guys

THE LESSINS: HOLISTIC-LOVING GUIDES SASHA ALEX LESSIN, PH.D. (U.C.L.A.) taught Sex Education in the University of Hawaii School of Medicine, Leeward Community College and the Professional School for Psychological

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Studies. He served as Director of Counseling at the Waikiki Drug Center and has counseled relationships, guided spiritual journeywork and taught tantra for over forty years. JANET KIRA LESSIN, naturally tantric, joined Sasha as his co-teacher and presenter and together they developed, All-Chakra Tantra as Janet worked through her sexual abuse traumas and learned how to facilitate others' reprogramming. The LESSINS taught Tantra at Maui Community College, World Polyamory Association, World Tantra Association conferences, the School of Tantra on Maui and The Phoenix Goddess Temple. They've appeared on numerous TV shows and on hundreds of radio shows and have written 10 books and counting.

Words are everywhere in the museum. Amidst all the visual exhibits, and in many non-exhibition areas, swarm a host of words, talking to a vast swath of people in ways that visuals cannot. Signage at the information desk, brochures, exhibition videos, guided tours, membership materials, apps, and store labels: in a multi-screen world, where information explodes in every corner of the field of vision, clarity comes from the presence of words among the feast of visuals, helping contemporary audiences feel at home. Research bears out the need for a range of learning tools and it's not just visitors who benefit from verbal cues; donors, educators, community partners, and volunteers will all engage more effectively with the museum that explains its brand mission with good writing. Whether written by administrators, staffers, freelancers, or interns, words are

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delivered by people in your museums with the knowledge that they will be interpreted by strangers. Your story is told everywhere, and with each narration it reinforces your brand; hopefully every single word reflects your brand. Each chapter tells how to put into words the stories you need to tell including: Blogs Brochures Exhibition videos Guided tour scripts Collateral programming talks Marketing plans Proposals to community partners Public Relations releases Social Media Solicitation letters Surveys Volunteer communications Website If you ever wished for a good writer, right on staff, ready to take on project, major or routine, here's the help you're looking for.

Arizona Capitol Museum Educator's Manual

A Handbook

Activity-Based Teaching in the Art Museum

Principals of Inclusion

A Do-It-Yourself Workbook for Small Museums

Edu4

Art Museum Education in the 21st Century