**Museipedagogik och erfarande (2009) Berit Ljung**

**Abstract**

*Museum Education and Experience*

The thesis is intended to contribute to development of communicative frames of reference for museum education. Inspired by the philosopher John Dewey it seeks for new perspectives of the research problem – museum education and experience. The understanding of museum education is based on research literature about museum education, two empirical studies and theoretical interpretations. Some of the conclusions points towards museum education being an interdisciplinary knowledge area in progress that is not much scientifically investigated. Experience is understood as transaction between people and context – processes of trying and undergoing and can include or correspond to education, Bildung and learning.

Museum educators describe museum education in many various ways in my questionnaire. The *material ground, surroundings* and their own *actions* are three of the dimensions. Their intentions or *purposes* are the fourth and with Dewey we can name this dimension “consequences of museum education”. The fifth dimension consists of *metaphors* for the educators own role in the museum. The visitor perspective is in focus in my study about young people’s experiences in relation to an exhibition. For them the exhibition created many important questions and thoughts and they were much affected by the pictures in the exhibit. They appreciated being active together, to have joint engagement and taking standpoints in the workshops. To some degree they reached a *conjoint communicated experience*.

Communication is at the core of museum education. From theoretical readings, research literature and empirical results the context of museum education get three crucial and overlapping meanings. One is the meaning or aspect as *environment* – a prerequisite for the visitors’ transactions and experiences. The second is context as circumstances – the *situation*. A third aspect of context that will be more and more important in a globalized world can be named *continuity* or connectedness. All three meanings have something to do with space, place and time and can also be discovered in Dewey’s extensive text production.

*Keywords*: museum education, experience, communication, transaction, John Dewey