

# University-community Partnerships for Local Museum : An Interdisciplinary Service-Learning Project

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# Introduction

- To promote a small private museum, Fang-Yuan Art Museum, in Tainan suburban, four of the professors conducted an interdisciplinary service-learning project to help the museum.
- Course 1: Life Aesthetics and museum narration, aimed to equip the student to guide and introduce the museum orally.
- Course 2: Navigation Technology for Museum , focused on the Cloud curatorial.
- Course 3: Service-Learning and Green Consumption, they experienced the critic thinking about the green consumption so that they could take better care of their own community.
- Course 4: Creative Design, emphasized the creation of digital learning. These products which the students created can be mass-produced to collect fund for the museum.

# Advantage

- This course cluster devoted their efforts to the same place. These four professors worked as a team to promote the museum. The goals were multiply achieved.
- The students learned much from these courses. According to the, all these four professors obtained high evaluations.

# Difficulties Encountered

- These four courses were offered in different three departments, so there were not many students took the credits of this cluster both in the first and the second semester. It was difficult for the teachers of the second semester to teach them start over.
- Fang-Yuan Art Museum is 35-minute driving away from our university. It spends time and money to travel around. We could only reschedule the classes to the weekends. The fees of traffic were not afforded without the supports from the projects by MOE.

# Achievement

- 1. The students helped the museum, and learned to propose and promote an exhibition. They also sharpened the skills of narrating art pieces.
- 2. They converted the aesthetic awareness into culture service .
- 3. The students learned the Digital Curation. They used the tools like Youtube, Facebook, and 9x9 to search information, evaluate information, and shared information.
- 4. The students experienced the feelings of land. They found the ways of green consumption.
- 5. The students designed souvenirs and navigated the museum with multimedia.
- 6. The authentic classroom allowed them to learn practically and actively.



# Conclusion

The attitudes of the student positively changed.  
They are believed to devote their efforts more  
to their neighborhood.



# Further Development

1. To sustain the service, we also teach the inhabitants to promote and narrate the museum and implement the green consumption.
2. We also guided the primary school pupils to introduce their hometown. Hopefully, the young narrators can be contributive to their hometown.