

# Patterns in Nature

## Integrating Art & Science in Adult Programming at University of Washington Botanic Gardens

University of Washington Museology Graduate Program

2022 Master's Thesis Project

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### Background + Framing

- \* Arts integration in science learning has many benefits for learners, but adult programming in science museums **doesn't often use this framework for teaching science topics or concepts.**
- \* Facilitating interdisciplinary programming requires knowledge of two disciplines and best practices **place equal emphasis on the teachings from each** (Green et al, 2018).
- \* Outdoor spaces like gardens have the potential to have **great impact on adult learners** (Sacachetello-Sawyer & Fellenz, 2000).

### Process

- 1 **Research best practices for arts & science interdisciplinary learning and adult programming.**
- 2 **Identify program topics and develop program curriculum.**
- 3 **Build a formative evaluation plan and create survey instrument.**
- 4 **Deliver program and collect survey data.**
- 5 **Analyze data and create toolkit.**



### Purpose & Impact

- \* To create **a program** at the UW Botanic Gardens that utilizes principles of art & science integration **to connect adult learners to science topics through art-making experiences.**
- \* Participants feel inspired by the program about making connections between science and art.

### Next Steps + Implications

- \* Feedback from the program survey will help build future art & science integrated programs at UW Botanic Gardens that incorporate **more specificity in the science topic** (ex: seasonal themes) and more **time for art-making.**
- \* For 65% of participants, this was their first time participating in a program at UW Botanic Gardens, indicating that art & science integrated programming could be a good way for science organizations **to attract new audiences** to their programs.
- \* Toolkit **disseminates practical knowledge** to help science organizations build art & science integrated programming.

### Deliverables

- \* One integrated **print-making & botany adult program** delivered at two different UW Botanic Garden locations.
- \* Formative **evaluation** of the program.
- \* **Toolkit** on art & science integrated programming in science-based educational organizations.

### References

- Green, K., Trundle, K. C., & Shaheen, M. (2018). Integrating the Arts into Science Teaching and Learning: A Literature Review. *Journal for Learning through the Arts*, 14(1). <https://doi.org/10.21977/D914140829s>
- Sachatello-Sawyer, B., & Fellenz, R. (2000). Coming of Age: A National Study of Adult Museum Programs. *Curator: The Museum Journal*, 43(2), 147–156. <https://doi.org/10.1111/j.2151-6952.2000.tb00010.x>

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