

Museum communication and social media: The connected museum

Kirsten Drotner

drotner@dream.dk

:: Welfare and museums:

Children, materiality and digital dialogue ::

National Museum of Denmark :: 12 – 13 September 2013

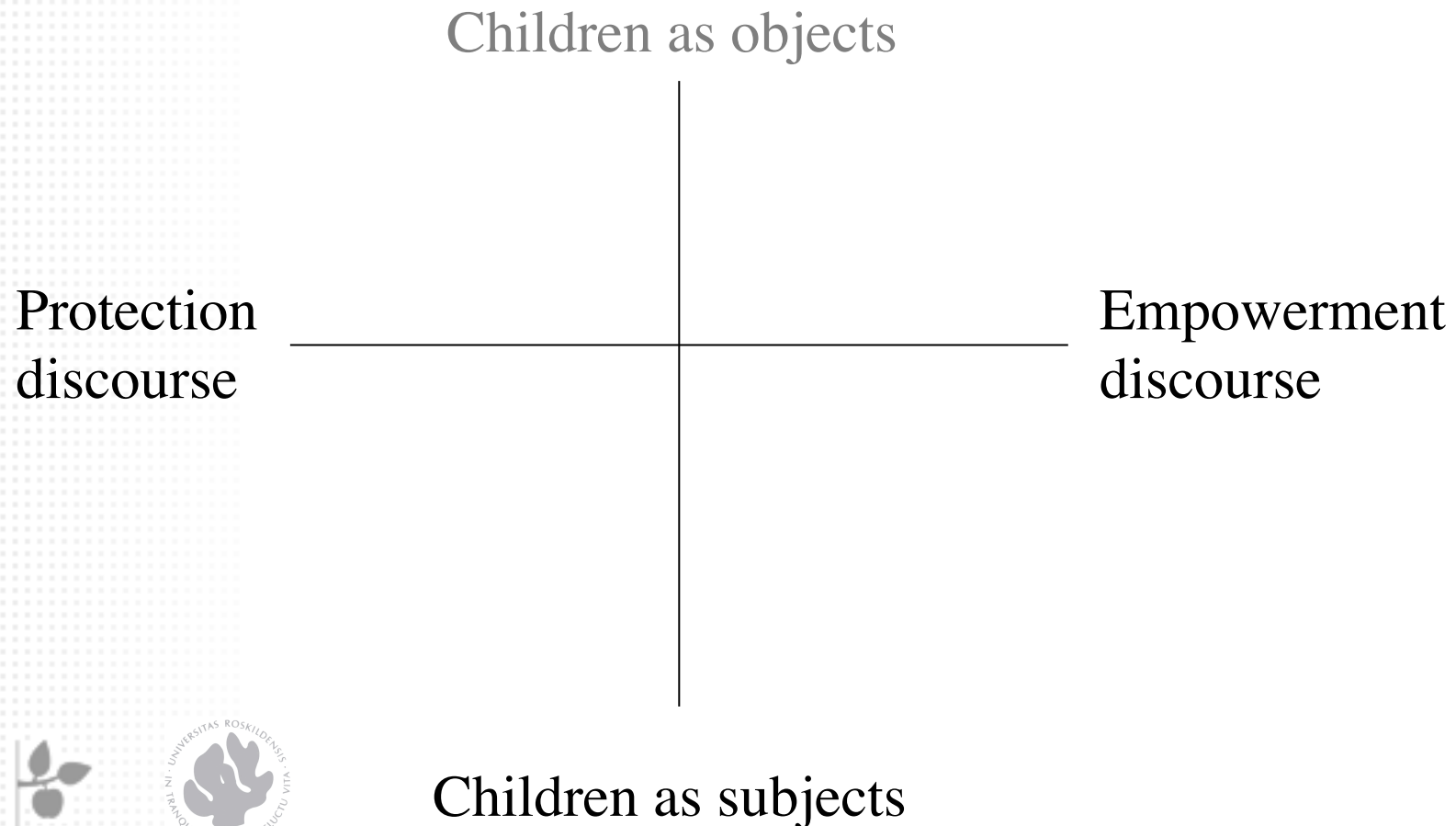


Welfare, museums, children: What are the connections?

- Enlightenment + WWI = welfare concept
- Focus on children as future citizens
 - protection tradition
 - empowerment tradition
- Museums and children
 - children as objects: institutions, exhibitions
 - children as subjects: visitors



Areas of interest for museum communication



What is the early tradition of museum communication?

- Sender perspective
- Exhibition focus
- Protection discourse



Natural History Museum London 2010



What is the recent tradition of museum communication?

- Receiver perspective
- Technology focus
- Individual empowerment discourse

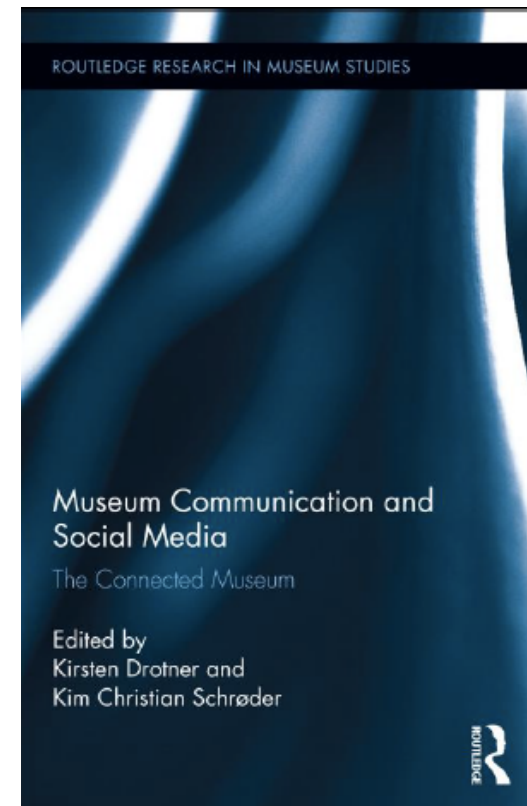


‘Museum Road’, London 2010



A new communication paradigm: The connected museum

- Dialogical perspective
- Communicative focus
- Participation discourse
 - > digital technologies are catalysts, not causes, of change



Social media can catalyse participation

- Blogs (short for weblogs) and micro-blogs (e.g. Twitter)
- Media-sharing sites (e.g. Youtube)
- Virtual world sites (e.g. Second Life)
- Wikis (e.g. Wikipedia)
- Social bookmarking sites (e.g. Reddit)
- Social network sites (e.g. Facebook)

Social media are not media

... but sub-genres of digital media with particular characteristics of communication

- Sender is de-institutionalised
- Text is de-stabilised
- Receivers are co-producers



Social media and the connected museum

- **What** interactive processes – not object information
- **How** commercial service providers
- **Who** users and co-creators - not merely visitors
- **When** continuous, here and now
- **Where** (some) people are
- **Why** questions museums' received dicourses of identity



Institutional responses to social media communication

- **Position of rejection:** populism, dumbing down
- **Position of celebration:** widen reach, innovate image
- **Position of reflection:** knowledge-based incorporation





Danish research centre on education and advanced media materials

DREAM's approach



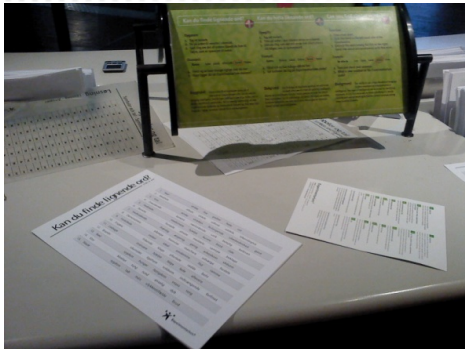
Statens Naturhistoriske Museum



TRELLEBORG



How can museums advance participation?



Qualify existing knowledge base

C. Kobbernagel, K.C. Schrøder & K. Drotner. 2011. *Unges medie- og museumsbrug: Sammenhænge og perspektiver* [Young people's media and museum uses: Connections and perspectives].

DREAM

<http://www.dream.dk/?q=da/formidling>

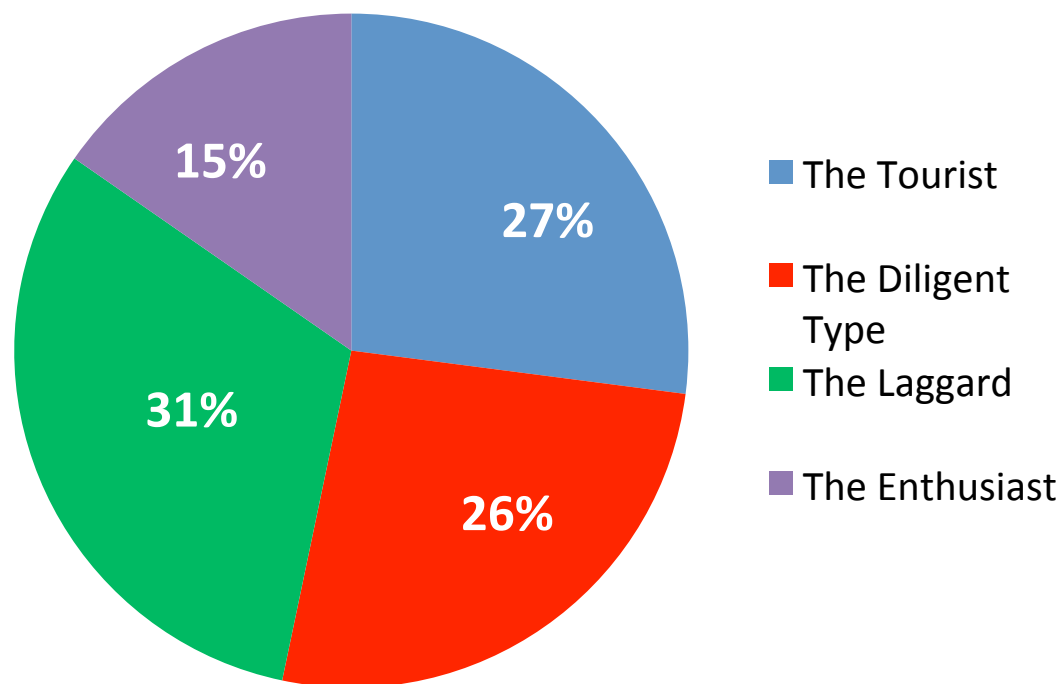


What was the survey framework?

- Why young people?
 - Below-average museum attendance
 - Above-average social media appropriation
- Why the museums/media nexus?
 - Advance knowledge base for the connected museum
 - Towards 'best practice' of digital participation
- Data collection December 2010
- Age group: 13-23 years
- Online survey
- 2.203 respondents – random, nationwide sample



Typology of young Danes' museum uses



Tourist (27%)	Diligent type (26%)	Laggard (31%)	Enthusiast (15%)
< 2 visits per year	2 visits per year	< 1 visit per year	Many have 4 visits per year
Family visit	School visit and family visit	School visit	Family and friends visit
Visit abroad - not art museum	Differentiated interests: science, art	Not interested, almost never art	Differentiated interest, art
Active on SNS via mobile	Active with text processing	Frequent gamer Infrequent reader	Active news and book reader, net active
Some use of text processing	Less use of communication functions	Less use of text processing	Active on chat and SNS via PC, less via mobile
Active with digital editing tools	Read books more	Less use of digital editing tools	Less gameoriented, more info-oriented

What are obstacles to participation at the connected museum?

- Class
- Competence
- Competition



What are options of participation at the connected museum?

- Class ->
- Competence ->
- Competition ->
- Social engagement
- Learning across contexts
- Inclusion



Social engagement through user-led scenarios

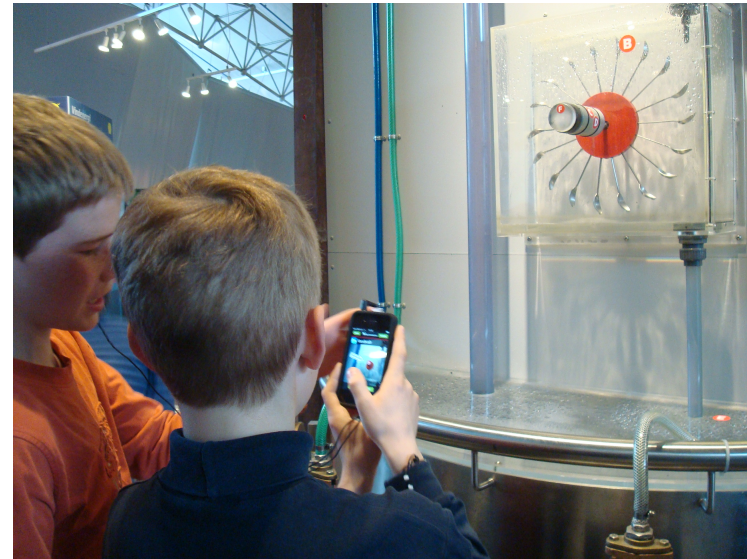
- Relevance to my life
- Professional presence
- Social experience



Anne Sophie Løssing, DREAM.
National Gallery of Denmark, 2011

Learning across contexts

- Balance professional insight and user engagement
- The importance of gendered scaffolding
- Community continuity



Celia Simonsen, DREAM.
The Experimentarium,
Denmark 2012



Inclusion is situated and social

- Social network formation across online and offline sites
- Technology use should be seamless and enhance experience



Vitus Vestergaard, DREAM.
Media Museum Denmark, 2011

What are the institutional options?

- Coherent communication strategy
- Visible leadership
- Updated knowledge base through partnerships
- United organization across curation, learning and communication

