

# Schooling the Museum: Pedagogy and Display in the Information Age

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The public museum in the second half of the 20<sup>th</sup> Century has taken a departure from the classical “collection” model of specialized research and exhibition towards web-based access, community outreach and touristic promotion. By locating this transformation within the socio-semiotics of the information age (Tyler, 2004), the paper traces the pedagogy of classical museum from one of a though relatively autonomous and insulated textual space to one now defined by market positioning and audience extension through globalised media. This account is formalized in a typology of museum’s position within the field of social and cultural reproduction that draws on Bernstein’s later insights into the emergence of the Totally Pedagogised Society (2002) and Tyler’s (2004) reading of the socio-semiotic field of pedagogic discourse in the age of information. This typology builds on and extends previous applications of Bernstein’s cultural theories to the museum, including Fyfe’s historical typology (1998), Hooper-Greenhill’s (2000) account of the pedagogy of the classical museum and Carvallo and Dong’s (2008) account of legitimation in the design field. The paper concludes by exploring the implications of the new museology for critical accounts of informal learning in the reproductive field, with particular attention to the definition of official knowledge, the formation of pedagogic identities and the status of performativity in the information age.

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