

# ICOM CIDOC Training Programme

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## 2013 Lubbock Summer School Final Report

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**CIDOC**  
COMITÉ INTERNATIONAL  
POUR LA DOCUMENTATION



INTERNATIONAL COUNCIL OF MUSEUMS  
CONSEIL INTERNATIONAL DES MUSÉES  
CONSEJO INTERNACIONAL DE MUSEOS





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## Introduction

CIDOC, the ICOM International Committee for Documentation, in collaboration with the Museum of Texas Tech University (MoTTU), has developed an innovative training programme: the *CIDOC Summer School*. The present report provides a summary of the third session that took place from July 7<sup>th</sup> – July 11<sup>th</sup> 2013 in Lubbock, Texas on the MoTTU campus.



## Objectives

### Audience

The CIDOC Summer School programme is intended to appeal to a broad audience: both experienced museum personnel and newcomers to the field of museum documentation. To this end, the programme is conceived as a series of interrelated modules, covering both basic and advanced topics, allowing participants to tailor the curriculum to their individual needs and interests. We hope this will ensure that the programme is both comprehensive and accessible.

### Academic credibility

CIDOC calls upon an international network of specialised domain experts; many, but not all, have teaching experience. In order to ensure a solid and credible academic framework we have established a partnership with the Museum of Texas Tech University. Tutors for the Lubbock Summer School are drawn from members of the CIDOC board and MoTTU faculty, working together to create a blend of practical and pedagogical expertise. Successful completion of the Summer School core programme leads to a CIDOC/MoTTU *certificate of competence*. This will be taken into consideration for students who enrol with Texas Tech's Master's programme in Museum Science.

### Sustainability

It is important to ensure the consistency and coherence of the programme over time. The goal is to be able to provide and maintain a complete, high-quality teaching programme in the three ICOM languages. To ensure this, all teaching material prepared for the Summer School is designed to be reusable: contributors use a common template and sign a contributor's agreement giving usage rights to ICOM CIDOC. CIDOC works in close partnership with related organisations (ICTOP, UNESCO) to ensure quality and consistency but also to make sure that the programme responds to evolving real-world requirements. Special training material has been developed for potential trainers to enable them to get the most out of the CIDOC training modules. This was used in 2012 and 2013 to train tutors for a special Portuguese edition of the Summer School organised in São Paolo, Brazil.

### Proximity and distance learning

Our overall aim is to ensure that editions of the CIDOC Summer School can take place at different locations around the world, at the places where training is most needed. The objective is to ensure proximity and relevance but also to help reduce travel costs since it is less expensive to transport a small number of tutors than a whole class of students.

## Marketing and publicity

As for 2011 and 2012, the 2013 CIDOC Summer School was publicised via CIDOC's own website and also appeared on the ICOM website events calendar and the Museum of Texas Tech University's website events listing. CIDOC also set up a special Summer School website (in English) providing information about the programme and allowing online registration, and designed a brochure that was distributed via email. Announcements appeared in ICOM news and the ICOM e-newsletter. Email announcements were sent individually to CIDOC members in their preferred language (English, French or Spanish) and a general announcement was sent to the ICOM mailing list. UNESCO also circulated information about the Summer School and some professional associations posted news of the CIDOC Summer School on their own websites. In addition, we continued our efforts to attract US students. To this end we targeted various mailing lists, notably the American Alliance of Museums' (AAM) emerging professionals and the Western Museum Association.

All of these actions were offered as 'in kind' contributions and required no direct expenditure.

This marketing effort stimulated an adequate response in a wide range of countries, reflected in the number and the geographical spread of registrations. Penetration seems to have improved compared to 2011 and 2012. Many potential participants were already aware of the programme and reacted rapidly as soon as the registration opened. As yet we have not succeeded in attracting a significant number of US students to the Summer School.

## Registration

In all, we received twenty nine registrations for the 2013 CIDOC Summer School (compared to thirty six in 2012). Registrations were primarily from Africa and the Middle East. Many of these registrations were not followed up, but they do reflect our success in making information about the school available.



The full registration fee for 2013 was 525 USD, the reduced rate fee for ICOM members was 450 USD and the late registration fee was \$600. Volunteers paid no registration fee. Registration covered all teaching material, access to facilities, study trips, breakfast, lunch and coffee breaks.

CIDOC and MoTTU put heavy emphasis on the need to apply for a visa in good time and provided invitation letters to help expedite the administrative process. We received useful advice on formulating these from letters the Texas Tech University Office of International Affairs. These measures helped to avoid many of the difficulties with obtaining visas that were experienced in 2011. One participant was unable to attend, however, and had to cancel at the last minute, due to local difficulties in Egypt. Because of the exceptional circumstances, we refunded the registration fee in full.

## Participants

Twelve participants finally attended the 2013 CIDOC Summer School. Of these, two were volunteers. None of the participants were members of ICOM. One student also went on to attend the training programme in São Paulo, to follow the advanced modules and complete the training programme.

The size of the teaching group was small enough to allow all the participants to get to know each other very quickly, but was large enough to make group activities interesting. Participants had a wide range of backgrounds and experience. This was of considerable benefit, creating a strong multi-cultural and international atmosphere. The inclusion of volunteers in the courses proved particularly beneficial: international students formed close ties with the local students who were able to share their knowledge of the area. All the students were enthusiastic, highly motivated and participated actively in the seminars. The geographical spread of the participants and their varied levels of expertise correspond to the broad audience we were aiming to attract.



### List of participants

Firstname	Surname	Institution
Omnia	MOHAMED ABDEL AZIZ	National Museum of Egyptian Civilization
Ali	EL SAYED ALI TAHAA	National Museum of Egyptian Civilization
Mohsen	ALY	National Museum of Egyptian Civilization
Brijesh	KIZHAKKEDATH	QATAR MUSEUMS AUTHORITY
Joshy	ELUVATHINGAL	QATAR MUSEUMS AUTHORITY
Emily	ROBINSON	University of Texas at Austin, Liberal Arts Honors College
Jens	HUNEFELD	Qatar Olympic & Sports Museum
Karen	LANDA	Instituto Nacional de Antropología e Historia (INAH) Mexico - Anthropology and History National Institute
Sividas	BALACHANDRAN	Qatar Museums Authority
Younes	JANAHI	Museum of Islamic Art – Qatar museum authority
Tim	McSWEENEY	Museum of Texas Tech University, USA
Jessica	GARCIA	Museum of Texas Tech University, USA

### Demographics

The following table gives a breakdown of participants by region, for 2011, 2012 and 2013. This includes volunteers.

	2011	2012	2013	total	percentage
Europe	1	2	0	3	7%
Africa	1	5	0	6	14%
Latin America	1	5	1	7	16%
Middle East	5	2	8	15	35%
Asia		2	0	2	5%
USA	4	3	3	10	23%
Total	12	19	12	43	100%

### Bursaries

No bursaries were offered for the 2013 session of the Summer School due to a lack of funds. We hope to be able to offer financial support again in the future.

## Teaching staff



Six instructors drawn from CIDOC and MoTTU faculty and staff delivered a total of eight training modules. These modules, initially prepared in 2011, were revised and updated. Nick Crofts (CIDOC chair) delivered three while the remaining modules were delivered by the MoTTU staff members. This placed a relatively higher burden on MoTTU than in previous years. Both MoTTU faculty and CIDOC members gave their time as in-kind contributions to the CIDOC Summer School.

CIDOC and MoTTU staff cooperated successfully on the preparation and delivery of the modules. Thanks in large part to the use of a common training methodology and a template for presentations, both developed initially for the CIDOC “Train the Trainers” programme, the level of consistency in presentation style remains satisfactory.

## Modules

Eight modules were delivered during the Summer School. These eight, 100-level modules constitute the foundation of the basic training programme in documentation principles and practice.

101 Introduction to museum documentation	Nick Crofts
102 How to set up a basic inventory system	Kenna Brannan
103 Marking objects with identification numbers	Terri Carnes
104 Photographing objects for inventory purposes	Bill Mueller
111 Defining and maintaining a Descriptive System: information fields and terminology lists	Heath Garner
112 Defining and maintaining a Procedural Manual: documentation policy and methods	Nick Crofts
121 Job descriptions and organizational structures	Nicola Ladkin
122 Budgets, productivity, planning, and reporting	Stephen Stead/Nick Crofts

The modules covered both theoretical and practical aspects of museum documentation. Participants had the opportunity for hands-on practice, marking and labelling objects using a variety of techniques during module 103, and comparing different lighting techniques and taking photographs in module 104. All modules contained a mixture of presentation, discussion and exercises.

No advanced modules were delivered on this occasion.

All tutors were required to adapt an existing Power Point presentation as a support for their modules. These presentations each contain a *study plan*, *expected outcomes* and *pedagogical notes* intended for use by tutors. Modules delivered at the 2011 and 2012 sessions of the Summer School were revised and improved in the light of feedback received. In this way we hope to maintain a process of continuous quality control and improvement.

The Contributor’s Agreement grants ICOM CIDOC a non exclusive licence to freely re-use all the presentations and the associated pedagogical material.

The CIDOC Summer School teaching modules will be translated into the three main ICOM languages: English, French and Spanish.

## Study visits

One day was set aside for study visits. Participants visited the National Ranching Heritage Center, the Lubbock Lake National Historic and State Archaeological Landmark site and the Silent Wings Museum. Participants were given a ‘behind the scenes’ tour at each institution, meeting with curators and documentation specialists. Transport and drivers were provided by MoTTU.



## Evaluations

As for 2011 and 2012, participants at the 2013 Summer School were asked to provide feedback for each of the teaching modules. A standard form was provided with a series questions (Appendix A). Additional written comments were also solicited.

The evaluations are calculated using a *net results* method (positive - negative answers / number of responses). For example, if 8 out of 10 responses are positive while the remaining 2 are negative, the overall *net result* is 6. This approach is used to highlight any weak points or areas of dissatisfaction.

Results for the course evaluations (Appendix B), show general satisfaction levels averaging 82.78%, a slight improvement over 2011 and 2012. The evaluation forms were annotated with extensive comments and much useful constructive criticism. A critical analysis of these results, combined with the participants’ comments allows us to focus on specific issues and help identify areas for improvement.

## Certificates

All students were provided with a certificate of attendance listing all the modules in which they had participated. Participation and results are registered in a central database to allow tracking. This is needed particularly for students aiming to complete the basic training programme leading to a *certificate of competence*.

## Transport, food, and accommodation



Using their own vehicles, volunteers provided a “taxi” service to and from the airport and for field trips. Tea, coffee, snacks, breakfast and a buffet lunch were provided each day in the Museum’s reception room. Special provision was made for students with special dietary needs.

Participants covered their own transport costs to and from Lubbock. As in 2012 we were able to obtain on-campus student accommodation, within easy walking distance of the Museum, at a very reasonable cost to participants of 29 USD per night. Many of the participants took advantage of this offer. MoTTU provided assistance with booking arrangements. Student life on campus proved to be very popular and undoubtedly contributed to a strong sense of group involvement and participation.

## Financial report

### Final account (in USD)

Summer school 2013 budget	Income	Expenditure
Registration fees	5100.00	
Refunded registration		500.00
Banking fees		104.49
Catering and Hospitality		1285.44
Workshop supplies		217.97
Student accommodation	774.00	774.00
Transport		139.61
Travel and accommodation (1 tutor)		1670.00
Totals	5874.00	4691.51
<b>Balance</b>		<b>1182.49</b>

Revenue from registration fees was very close to our original estimate. We did not receive any additional funding in 2013 from ICOM or CIDOC and the operation was entirely self-financed. No bursaries were allocated in 2013.

Overall, the Summer School finished with a positive operating balance of 1182.49 USD.

### In kind contributions (in USD)

	CIDOC	MoTTU
Summer School website	3000.00	0.00
Printing, brochures, training, and support material	500.00	600.00
Hotel and airport "taxi" service	0.00	1200.00
Study trip transportation (van hire \$125 + fuel)	0.00	170.00
Use of teaching rooms and facilities	0.00	2500.00
Compilation and development of new course material	0.00	0.00
Staff time 1 (CIDOC) + 3 (MoTTU) FTE for 6 days	4000.00	12000.00
<b>Totals</b>	<b>7500.00</b>	<b>16470.00</b>

Total amounts for in-kind contributions are roughly equivalent to those from 2011 and 2012. However, we were able to cover the cost of catering, breakfast lunch, coffee, etc. within the overall budget. These in-kind contributions reflect the value of the services offered by MoTTU and CIDOC, costs that would have to be met were it not for the generosity of our project partners.

## Recommendations

### Working in partnership

The partnership with the Museum of Texas Tech University over the past three years has proved to be mutually beneficial. MoTTU provide staff, facilities and pedagogical expertise while CIDOC brings international perspective from experts working in real-life situations.

### Teaching methodology

Teaching style and methodology has to be adapted to the Summer School situation. Participants attending the Summer School are not full time students and may be lacking in traditional study skills.

They do, however, bring extensive experience of practical museum work. It is important to be lively and engaging, to communicate the major points clearly and directly, and to encourage students to contribute and to interact in class. The four-hour modular approach we have adopted seems to work well in this respect. Each module is in two halves, lasting around 90 minutes, with a break for refreshments in the middle. Each section typically consists of a blend of presentation, demonstration, discussion, and exercises.

### Duration and scheduling

The optimum period for organising the Summer School seems to be during the short Summer semester. This means that on campus accommodation is available at reasonable cost, while staff members and some graduate students are still present and able to participate. Furthermore, the Museum's teaching facilities are not in extensive use and can accommodate the Summer School.

Participating in the Summer School is intense and tiring, both for the students and the staff. Judging from the feedback we received, five days of teaching, including a mid-week field trip, seems to a good balance. This is enough time to cover a considerable amount of material and for personal relationships to be established, while limiting the cost to participants of days away from their employment.

### Teaching materials

Using a standard template for teaching materials proved extremely useful. It ensures not only a continuity of appearance and layout, but also a standard classroom procedure so that students are able to concentrate on the material and spend less time adapting to each tutor's individual style. In addition, the support material has a consistent and professional appearance. We intend to organise a workshop before the next edition of the Summer School to review and revise all the existing material to ensure consistency.



### Costs and budget

The figures provided above give a good idea of the overall cost of running a training event such as the CIDOC Summer School. We are delighted that we were able to balance our budget for the first time. This was achieved largely thanks to the increased proportion of fee-paying students. Additional funding will be needed if we are to offer bursaries. The absence of financial support in 2013 prevented some students who from attending the programme.

### Registration Payments

Two students attending the Summer School had their registration fees covered by those carried over from previous years by students from the same institution who were unable to attend. Our cancellation policy allows registration fees to be reimbursed (with the exception of a non-refundable element of 75 USD to cover administrative costs), until 1 month before the event.

Several registration payments were confirmed only at a very late stage. This makes planning very difficult and we will be considering strategies to encourage early confirmation and payment.

### Distance learning

We did not repeat our offer of a distance learning option, which we first proposed in 2012. We have not as yet succeeded in finding a technical solution that will work reliably for all our clients. We did, however, make recordings of many presentations with a view to preparing online material. We also used a recorded version of one module, assisted by the presence of a tutor, as an experiment to

evaluate feasibility. The results were acceptable, but students preferred the presence of a live presenter.

For future editions, we are looking at ways of simplifying the post production phase, as this can be extremely time consuming.

#### Food and accommodation

Onsite accommodation is a great benefit to participants. It reduces costs, saves time shuttling to and from hotels and helps to create a bond between the participants. Likewise, providing food and refreshment on site is both efficient and agreeable. For 2013, catering costs were factored into the overall budget.

### Conclusion

Thanks are due to the executive director of MoTTU, Dr Eileen Johnson, for again welcoming the Summer School to Lubbock and for generously providing staff, facilities and other services, without which the event could not have taken place. The collaboration was mutually beneficial and we hope to be able to continue to offer CIDOC Summer Schools at MoTTU in the future.



Much experience and useful information has been gained from the three Summer School held in Lubbock, both concerning the pedagogical and practical aspects of organising the programme. Detailed budgets, including in kind contributions, allow us to estimate costs for future editions.

The model for professional training we have developed has the potential for application in other fields and we are happy to work with other ICOM committees wishing to establish similar initiatives in other areas.

We are already working on plans for the 2014 editions of the CIDOC Summer School, to take place in Lubbock and elsewhere.

A handwritten signature in blue ink, appearing to read "N.A. Crofts".

Nicholas Crofts  
Chair ICOM CIDOC

A handwritten signature in blue ink, appearing to read "Nicola Ladkin".

Nicola Ladkin  
Assistant Director Museum of Texas Tech  
University

## APPENDIX A Module evaluation form



### Participant Module Evaluation

#### Summer School 2013

Module code

Module title

Presenter

Date

1. The slides were clear and easily understood

Agree

No comment

Disagree

2. The presenter spoke clearly and was easy to understand

Agree

No comment

Disagree

3. There was too much material, it was difficult to follow

Agree

No comment

Disagree

4. The examples and illustrations were helpful and interesting

Agree

No comment

Disagree

5. The exercises were thought provoking

Agree

No comment

Disagree

6. There were not enough exercises

Agree

No comment

Disagree

7. The presenter made sure that all the students were able to contribute

Agree

No comment

Disagree

8. The subject matter was irrelevant : this module should be removed

Agree

No comment

Disagree

## APPENDIX B evaluations

2011

	101	102	103	104	111	112	121	122	211	212
Q1	1.00	1.00	0.80	0.90	1.00	1.00	1.00	0.75	1.00	0.90
Q2	1.00	1.00	0.90	1.00	1.00	1.00	1.00	1.00	0.56	0.70
Q3	0.75	0.89	0.70	0.60	1.00	1.00	1.00	0.88	1.00	-0.55
Q4	1.00	1.00	0.80	0.90	1.00	0.91	1.00	0.88	0.80	0.50
Q5	0.86	0.38	0.67	0.70	0.36	0.20	0.78	0.63	0.67	0.10
Q6	0.63	0.50	0.70	0.50	0.09	0.20	0.56	0.88	0.67	-0.10
Q7	1.00	1.00	0.67	0.90	0.83	0.91	1.00	0.88	0.78	0.30
Q8	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.88	1.00	1.00
<b>Net Total</b>	90.4%	84.5%	77.9%	81.3%	78.6%	77.7%	91.7%	84.4%	80.8%	35.7%

2012

	101	111	103	104	111	112	121	122	203	TTT
Q1	1.00	1.00	1.00	1.00	0.67	1.00	0.50	1.00	1.00	1.00
Q2	1.00	1.00	0.83	1.00	1.00	0.89	0.88	1.00	1.00	1.00
Q3	0.70	0.80	0.67	1.00	0.67	0.89	0.88	0.58	0.00	1.00
Q4	1.00	0.90	1.00	1.00	0.67	0.89	0.88	0.83	1.00	1.00
Q5	0.60	0.30	0.33	0.20	0.67	0.33	0.13	0.73	1.00	1.00
Q6	0.30	-0.10	0.67	0.40	0.00	0.78	0.38	0.67	1.00	1.00
Q7	0.70	0.90	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Q8	1.00	1.00	0.67	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<b>Net Total</b>	78.7%	72.5%	77.0%	82.5%	70.8%	84.7%	70.3%	85.1%	87.5%	100.0%

2013

	101	102	103	104	111	112	121	122
Q1	1.00	0.89	0.80	1.00	0.90	1.00	1.00	0.80
Q2	1.00	0.78	0.80	1.00	0.90	1.00	1.00	0.80
Q3	1.00	0.44	1.00	1.00	1.00	1.00	0.71	0.40
Q4	1.00	0.67	1.00	1.00	1.00	1.00	0.71	0.30
Q5	0.63	0.56	0.56	0.88	1.00	0.90	1.00	0.70
Q6	0.44	0.56	0.80	0.80	0.60	0.70	0.86	0.60
Q7	1.00	0.89	0.60	0.80	1.00	1.00	1.00	0.40
Q8	1.00	1.00	1.00	1.00	0.60	1.00	0.71	0.50
<b>Net Total</b>	88.37%	72.22%	81.94%	93.44%	87.50%	95.00%	87.50%	56.25%

Responses were noted 1, 0 or -1:

a favorable response (agree, or just right) is noted as 1,  
no comment answers are noted 0,  
negative answers are noted -1.

The net result was calculated as the sum of all the responses to each question (Q1 – Q8). Results for each question are given for each module. The Net Total line gives the overall total for each module as a percentage.