

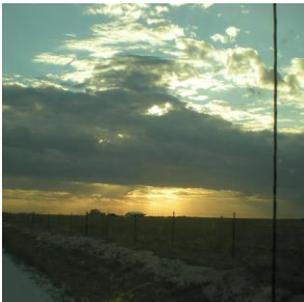
# ICOM CIDOC Training Programme

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## Museum Documentation Theory and Practice

### 2015 Lubbock Summer School Final Report

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**CIDOC**  
COMITÉ INTERNATIONAL  
POUR LA DOCUMENTATION

**ICOM**  
INTERNATIONAL COUNCIL OF MUSEUMS  
CONSEIL INTERNATIONAL DES MUSEES  
CONSEJO INTERNACIONAL DE MUSEOS

**MUSEUM**  
OF TEXAS TECH  
UNIVERSITY

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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 present report provides a summary of the fifth training session that took place from July 15-21–2015 in Lubbock, Texas on the MoTTU campus: the *2015 CIDOC Summer School*.



Photo: Bill Mueller, 2015

## Objectives

### Broad 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. Both basic and advanced topics are covered, by a series of interrelated modules, allowing participants to tailor the curriculum to their individual needs and interests. We hope this ensures that the programme is both comprehensive and accessible.

### Academic credibility

CIDOC can call 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. Trainers for the Lubbock Summer School are drawn from members of CIDOC 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*.

### 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 material has been developed to prepare potential trainers and enable them to get the most out of the CIDOC modules. Pedagogical training has become a regular feature of the Lubbock Summer School programme.

### Proximity

Our overall aim is to ensure that editions of the CIDOC Training Programme 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 trainers than a whole class of students.

### Marketing and publicity

As in previous years, the 2015 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 website events listing. CIDOC set up a special Summer School website (in English) providing information about the programme and online registration. Announcements appeared in ICOM news and the ICOM e-newsletter. Email announcements were sent 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. We continued our efforts to attract US students. To this end we targeted various professional organisations, notably ICOM-US, the American Alliance of Museums' (AAM) emerging professionals, the Mountain-Plains Museum Association, and the Western Museum Association.

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

This marketing effort stimulated a satisfactory response in a wide range of countries, reflected in the number and the geographical spread of registrations. Many participants were already aware of the programme and reacted rapidly as soon as registration opened. We again succeeded in attracting a both US and foreign students to the Summer School this year, ensuring a broad international mix.

### Registration

In all, we received twenty-two inscriptions for the 2015 CIDOC Summer School (a drop from previous years). Registrations were primarily from Africa, the Middle East and Latin America. Many of these inscriptions were not followed up, but they do reflect our success in making information about the school available.

The full registration fee for 2015 was 550 USD, the reduced rate fee for ICOM members was 450 USD and the late registration fee was 600 USD. Volunteers paid no registration fee. Registration covered all teaching material, access to facilities, study trips, breakfast, lunch and coffee breaks.

CIDOC and MoTTU continue to emphasize the need to apply for travel visas 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 experienced in the past.

## Participants



In total, fourteen participants attended the 2015 CIDOC Summer School, including two volunteers. Four of the participants were members of ICOM.

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. The participants' wide range of backgrounds and experience created a strong multi-cultural and international atmosphere. International students formed close ties with the local students and volunteers 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 aim to attract.

### List of participants

Firstname	Surname	Institution
Sandra	Arzate Gonzáles	Universidad Nacional Autónoma de México
Jan	Behrendt	Militärhistorisches Museum der Bundeswehr, Berlin Germany
Allisson	Caddel	Volunteer, Museum of Texas Tech
El Sayed	El Sayed	National Museum of Egyptian Civilization
Juan	Elías Mireles Gamiño	Universidad Nacional Autónoma de México
Shari	Felty	Terra Foundation for American Art
Roció	Gamiño Ochoa	Universidad Nacional Autónoma de México
Brian	Harrington	Lyrasis, Baltimore USA
Sahar	Ibrahim	National Museum of Egyptian Civilization
Mona	Mostafa	National Museum of Egyptian Civilization
Jacque	Osborne	Independent researcher, Lubbock Texas
Jessica	Stepp	Volunteer, Museum of Texas Tech
Niek	Verhoeff	Independent researcher, Amsterdam Holland
Cortney	Zusin	Tiffany & Co. Archives

## Demographics

The following table gives a breakdown of participants by region, for each year since 2011. This includes volunteers and distance learners.

	2011	2012	2013	2014	2015	total	percentage
Europe	1	2	0	3	2	8	10%
Africa	1	5	0	2	0	8	10%
Latin America	1	5	1	5	3	15	19%
Middle East	5	2	8	4	3	22	28%
Asia		2	0	1	0	3	4%
USA	4	3	3	6	6	22	28%
<b>Totals</b>	<b>12</b>	<b>19</b>	<b>12</b>	<b>21</b>	<b>14</b>	<b>78</b>	<b>100%</b>

## Teaching staff

Six instructors drawn from CIDOC and MoTTU faculty and staff delivered a total of thirteen training modules (including two trainer training workshops). Existing modules were revised and updated. Nick Crofts (CIDOC chair) delivered six while the remaining modules were delivered by the MoTTU faculty/staff members. The split between CIDOC and MoTTU was thus roughly 50:50. 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

Thirteen modules were delivered during the Summer School. Five of the eight 100-level modules that form the core of the basic training programme in documentation principles, six intermediate and advanced level modules and two trainer training modules. Participants could also choose to follow additional online modules available in the student resource facility. Four students completed the two CIDOC trainer training modules.

101 Introduction to museum documentation	Nick Crofts
102 How to set up a basic inventory system	Nicola Ladkin
103 Marking objects with identification numbers	Terri Carnes
104 Photographing objects for inventory purposes	Bill Mueller
112 Defining and maintaining a Procedural Manual	Nicola Ladkin
201 The CIDOC Information Categories	Nick Crofts
203 Object ID: Documentation and illicit trafficking NC	Heath Garner
213 Organising a campaign of inventory control	Nicola Ladkin
305 Copyright and licensing issues	Hyojong Cho
321 Publishing collections data on the web	Nick Crofts
402 Documenting intangible heritage	Nick Crofts
CIDOC Trainer Training	Nick Crofts

The modules cover 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.

All modules were offered as a single stream. Participants wishing to take specific modules not offered in this year's programme were able to use the student resource facility to follow a selection of pre-recorded modules online.

In addition, Nick Crofts ran the Trainer Training workshop during the Summer School, to prepare future teachers of the CIDOC Training Programme. This was attended by participants from Mexico, Germany and the US, including two experienced trainers who wished to review the methodology.

All trainers were required to use the CIDOC Power Point template as a support for their modules. These presentations each contain a *study plan*, *expected outcomes* and *pedagogical notes* intended for use by trainers. Modules delivered during previous session of the Summer School were revised and improved in the light of feedback received. A new module, 201 The CIDOC Information Categories, was given for the first time.

The Contributor's Agreement signed by authors of teaching material 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 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 previous years, participants at the 2015 Summer School were asked to provide feedback for each of the teaching modules. A standard form was provided with a series of questions (Appendix A). Additional written comments were also solicited.

The results of 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 85.86%, an improvement of 3 percentage points over the 2014 edition. Analysis of these results and the participants' comments helps us to identify problem areas and to make improvements.

## 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

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. Local cuisine was especially popular. Special provision was made for students with particular dietary needs.

Participants covered their own transport costs to and from Lubbock. We were able to use on-campus student accommodation, within easy walking distance of the Museum, at a very reasonable cost to participants of 31 USD per night. Most of the participants took advantage of this offer. MoTTU provided assistance with booking arrangements. As always, student life on campus was very popular and contributed to a strong sense of group involvement and participation.

## Financial report

### Final account (in USD)

Summer school 2015 actual budget	Income	Expenditure
Registration fees	6119.30	
Waivers		1000.00
Tutors' travel and accommodation		2048.30
Catering and Hospitality		1152.96
Workshop supplies		153.62
Student accommodation	978.00	978.00
Transport		124.41
Banking fees		184.20
Totals	7097.30	4457.29
<b>Balance</b>		<b>1640.01</b>

The Summer School allocated 1000.10 USD to cover registration fee waivers. This was covered by the outstanding balance of the CIDOC bursary award granted in 2014.

Overall income was slightly higher than our original estimate, and operating costs slightly lower. Thanks to this, the Summer School finished with a positive operating balance of 1640.01 USD.

### Estimated 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 (vehicle hire \$125 + fuel)	0.00	170.00
Use of teaching rooms and facilities	0.00	2500.00
Compilation and development of course material	4000.00	0.00
Staff time 1 (CIDOC) + 3 (MoTTU) FTE for 6 days	4000.00	12000.00
<b>Totals</b>	<b>11500.00</b>	<b>16470.00</b>

Total amounts for in-kind contributions are roughly equivalent to those from previous years. As in 2014, the cost of catering, breakfast lunch, coffee, etc. was included in the overall budget. These in-kind contributions reflect the value of the serviced 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 four 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. Aimed specifically at future trainers, the teacher training modules underline these points, providing both an introduction to effective classroom technique.



### Duration and scheduling

The optimum period for organising the Summer School in Lubbock 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 at the peak level of use and can accommodate the Summer School classes.

Participating in the Summer School is intense and tiring, both for the students and the staff. Judging from the feedback we have 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.

As planned, the Summer School begin this year on a weekday, running over a weekend, rather than beginning on Sunday as in previous years. This proved to be successful so we shall probably repeat this arrangement for future editions.

### Teaching materials

Our standard teaching materials template was again used for 2015. It ensures a consistent and professional appearance and layout, as well as continuity in the classroom procedures so that students are able to concentrate on the material rather than each trainer's individual style. We are in the process of reviewing and revising 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 not only to balance our budget but to finish with a modest operating surplus.

## Learning online

For the first time we offered a range of online modules as an option this year, as a complement to classroom teaching. This enabled us to simplify the overall planning by offering one stream, rather than two (foundation and advanced), while maintaining the range and variety of courses on offer. The web-based technical platform is extremely simple and requires only a limited bandwidth. The online modules are all based on recordings of live class lessons, edited and with additional exercises so that they can be used as stand-alone teaching material. CIDOC trainers were on hand to answer questions and to help deal with any technical difficulties. The student evaluations show that this is a satisfactory solution when used in conjunction with traditional classroom teaching.

## Food and accommodation

On site 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. Providing food and refreshment on site is both efficient and agreeable. For 2015, catering costs were factored into the overall budget.

## Conclusion

Our warm thanks go to the executive director of MoTTU, Dr Eileen Johnson, for once 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. Now in its fifth year, the collaboration between CIDOC and MoTTU has grown to become a well-established and mutually beneficial partnership. 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 Summer Schools held in Lubbock since 2011, both concerning the pedagogical and practical aspects of organising the programme. This experience has provided us with a solid basis on which to expand the programme and to develop future editions. We are already working on plans for the 2016 editions of the CIDOC Summer School, to take place in Lubbock and elsewhere.

Nicholas Crofts  
Chair ICOM CIDOC

Nicola Ladkin  
Assistant Director Academic Engagement,  
Museum of Texas Tech University.

## APPENDIX A Module evaluation form



## Participant Module Evaluation

Summer School 2015

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

Please use reverse side for other comments

## APPENDIX B evaluations

2015

	101	102	103	104	112	201	203	213	305	321	402
Q1	1.00	1.00	1.00	1.00	0.67	1.00	1.00	1.00	0.91	1.00	1.00
Q2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.45	1.00	1.00
Q3	1.00	0.67	1.00	1.00	1.00	1.00	1.00	0.90	0.64	1.00	1.00
Q4	1.00	0.67	0.80	1.00	0.83	1.00	1.00	0.90	0.73	1.00	1.00
Q5	0.67	0.33	0.60	1.00	1.00	0.44	1.00	0.60	0.73	0.00	0.78
Q6	0.67	0.17	0.80	0.83	0.67	0.78	0.60	0.70	0.45	1.00	0.67
Q7	1.00	1.00	0.80	0.83	1.00	1.00	1.00	0.80	0.64	1.00	1.00
Q8	1.00	1.00	1.00	1.00	1.00	1.00	0.40	0.90	0.55	1.00	1.00
<b>Total</b>	91.67%	72.92%	87.50%	95.83%	89.58%	90.28%	87.50%	85.00%	63.64%	87.50%	93.06%

Responses are 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 is calculated as the sum of all the responses to each question (Q1 – Q8). Results for each question are given for each module. Total is the overall result for each module expressed as a percentage.