

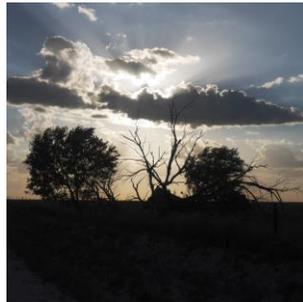
# ICOM CIDOC Training Programme

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## Museum Documentation Theory and Practice

### 2017 Lubbock Summer School Final Report

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**M** CIDOC  
Training



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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 seventh training session that took place from July 18-21, 2017 in Lubbock, Texas at the Museum of Texas Tech, organised in the framework provided by the CIDOC Training Association.



Bill Mueller, 2017

## 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

The CIDOC Training Association 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 the CIDOC Training Association and MoTTU faculty, working together to create a blend of practical and pedagogical expertise. Successful completion of the Summer School core programme leads to the *Certificate of Competence in Museum Documentation*.

### **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 the CIDOC Training Association. The Association 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 Training 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 distinct 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 2017 CIDOC Summer School was publicised via CIDOC's own website, the ICOM website events calendar and the Museum of Texas Tech University website events listing. The CIDOC Training Association 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. Several 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.

These actions were all 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. However, we only succeeded in attracting two US student this year, not including students enrolled at MoTTU who participated in some training modules.

## Registration

In all, we received thirty-two inscriptions for the 2017 CIDOC Summer School. Registrations were primarily from Africa, the Middle East and Latin America. However, half of these inscriptions were either cancelled or abandoned. Registration fees were reimbursed for cancellations made before deadline for late registration.

The standard registration fee for 2017 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.

We 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 some of the difficulties with obtaining visas experienced in previous years.

## Participants

In total, fourteen students enrolled for the 2017 CIDOC Summer School, including eight remote participants. Six of the participants were members of ICOM. Four participants received a fee waiver, covering tuition, on-site accommodation, breakfast and lunch.

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. All the students were enthusiastic, highly motivated and participated actively in the courses. The geographical spread of the participants and their varied levels of expertise correspond to the broad audience we aim to attract.



## List of participants

Family name	First name	Institution
ARAÚJO	Léa	Universidade de São Paulo
AYMAT	Alana	Museo de Arte de Ponce
BUNEDA	Ermias	Ethiopia Museums Professional Association
DELOGU	Giovanni Franco	Beni storici, artistici ed etno. dell'Umbria
DISSANAYAKE MUDIYANSELAGE	Suratissa	Department of Zoology, University of Colombo, Colombo 03, Sri Lanka
GOBLE	Megan	University of North Carolina at Wilmington
HADERA	Tesfay	St.Frumentius Aba Selama Kessate Berhan Theological College Mekelle
KOLBMANN	Wibke	Museum of Ethnography, Zurich
LOUGHLIN	Thomas	(NATIONAL MUSEUM OF QATAR) QATAR MUSEUMS
MARQUES BRITTO	Lara	Bahia's Modern Art Museum
ZEMBA	Merkeb Mekuria	Ethiopian Museum Professionals Association
MIYEGOMBO	Tsermaa	The National Museum of Mongolia
ROY	Shilpi	Indian Statistical Institute, Kolkata
TLALI	Mohau	Local History Museums, Durban

## 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	2016	2017	total	percent
Middle East	5	2	8	4	3	4	1	27	26%
North America	4	3	3	6	6	3	2	27	26%
Latin America	1	5	1	5	3	0	2	17	16%
Africa	1	5	0	2	0	3	4	15	14%
Europe	1	2	0	3	2	0	2	10	10%
Asia	0	2	0	1	0	1	3	7	7%
Australia	0	0	0	0	0	1	0	1	1%
<b>Totals</b>	<b>12</b>	<b>19</b>	<b>12</b>	<b>21</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>104</b>	<b>100%</b>

## Teaching staff



Six instructors drawn from CIDOC and MoTTU faculty and staff delivered a total of eight modules. Existing modules were revised and updated. Nick Crofts (CIDOC Training Association) delivered four while the remaining modules were delivered by the MoTTU faculty/staff members. The split between CIDOC and MoTTU was thus exactly 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

Eight modules were delivered during the Summer School (Appendix A). Four of the eight 100-level modules that form the core of the basic training programme in documentation principles and four intermediate and advanced level modules. Participants could also choose to follow additional online modules available in the Student Resource Facility at the Museum of TTU.

101 Introduction to museum documentation	Nick Crofts
103 Marking objects with identification numbers	Terri Carnes
104 Photographing objects for inventory purposes	Bill Mueller
112 Defining and maintaining a Procedural Manual	Nick Crofts
201 The CIDOC Information Categories	Nick Crofts
305 Copyright and licensing issues	Hyojong Cho
402 Documenting intangible heritage	Nick Crofts
406 3D Scanning and Printing workshop	Jessica Stepp & Tobin Brannan



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.

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.

The Contributor’s Agreement signed by authors of teaching material grants the CIDOC Training Association a non-exclusive licence to freely re-use all the presentations and the associated pedagogical material.

## Study visits

Participants visited the Lubbock Lake National Historic and State Archaeological Landmark and were given a 'behind the scenes' tour, meeting with curators and documentation specialists. Transport and drivers were provided by MoTTU.



## Evaluations

As for previous years, participants at the 2017 Summer School were asked to provide feedback for each of the teaching modules. A standard form was provided with a series of questions (Appendix B). Additional written comments were also solicited.

Results for the course evaluations (Appendix C), show general satisfaction levels averaging 88%. 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 the *Certificate of Competence in Museum Documentation*.

## 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 2017 actual expenditure	Income	Expenditure
Registration fees	1694.78	
Registration fee waivers	2284.00	
Travel and accommodation, teaching staff		1387.61
Catering and Hospitality		1015.77
Workshop supplies		366.35
Student accommodation	242.00	526.00
Transport		39.45
Banking fees		55.22
Insurance		33.72
Totals	4220.78	3424.12
<b>Balance</b>		<b>796.66</b>

The CIDOC Training Association allocated 2'284.00 USD from existing funds to cover registration fee waivers.

Overall income was slightly lower than our original estimate while operating costs remained constant. The Summer School nevertheless finished with a modest positive operating balance of 618.51 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
Staff accommodation 6 nights @ 100 USD	0.00	600.00
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	2560.00	7680.000
<b>Totals</b>	<b>10060.00</b>	<b>12750.00</b>

Total amounts for in-kind contributions are roughly equivalent to those from previous years. These in-kind contributions reflect the value of the serviced offered by MoTTU and the CIDOC Training Association, costs that would have to be met were it not for the generosity of our project partners.

## Recommendations

### Working in partnership

The partnership developed with the Museum of Texas Tech University since 2011 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 not be comfortable in a traditional academic setting. 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 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, four days of teaching, including a field trip, seems to strike 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 in 2016, the Summer School began this year on a weekday, running until the end of the week. This makes it easier for participants to schedule their return journey so we shall probably repeat this arrangement for future editions.

### Teaching materials

Our standard teaching materials template was again used for 2017, revised to incorporate the new visual identity of ICOM. 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. This year we made a small operating surplus, which was in large part thanks to the financial support provided by the Training Association in the form of funding for registration fee waivers.

## Learning online

We again 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 2017, catering costs were factored into the overall budget. This year, local staff provided a home-cooked Tex-Mex lunch, which was much appreciated.



## Conclusion

Our warm thanks go to Dr Gary Morgan, Director of the Museum and to Dr Eileen Johnson, Director of Collections and Academic Programs, 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 seventh 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 future.

Nicholas Crofts  
Chair CIDOC Training Association

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

## APPENDIX A Full class schedule

	<b>Tuesday July 18</b>	<b>Wednesday July 19</b>	<b>Thursday July 20</b>	<b>Friday July 21</b>
<b>8:30am-9:00am</b>	Breakfast (C2)	Breakfast (C2)	Breakfast (C2)	Breakfast (C2)
<b>9:00am-10:30am</b>	101 Introduction to museum documentation NC (C3)	112 Defining and maintaining a Procedural Manual NC (C3)	201 The CIDOC Information Categories NC (C3)	305 Copyright and licensing issues HC (C3)
<b>10:30am-10:45am</b>	Coffee/Tea Break (C2)	Coffee/Tea Break (C2)	Coffee/Tea Break (C2)	Coffee/Tea Break (C2)
<b>10:45am-12:30pm</b>	101 Introduction to museum documentation NC (C3)	112 Defining and maintaining a Procedural Manual NC (C3)	201 The CIDOC Information Categories NC (C3)	305 Copyright and licensing issues HC (C3)
<b>12:30pm-1:30pm</b>	Lunch (C2)	Lunch (C2)	Lunch (Memorial Rm)	Lunch (C2)
<b>1:30pm-3:00pm</b>	103 Marking objects with identification numbers TC (C3)	104 Photo-graphing objects for inventory purposes BM (C3)	406 3D Scanning & Printing workshop TB/JS LLL-LC	402 Documenting Intangible Heritage NC (C3)
<b>3:00pm-3:15pm</b>	Coffee/Tea Break (C2)	Coffee/Tea Break (C2)	Coffee/Tea Break (C2)	Coffee/Tea Break (C2)
<b>3:15pm-5:00pm</b>	103 Marking objects with identification numbers TC (C4)	104 Photo-graphing objects for inventory purposes BM (Photo Studio)	406 3D Scanning & Printing workshop TB/JS (LLL-LC)	402 Documenting Intangible Heritage NC (C3)
<b>Evening</b>			5:00pm Trail Hike @ Lubbock Lake Landmark (optional)	7:00pm Farewell Dinner Location TBD

## APPENDIX B Module evaluation form



### Participant Module Evaluation

#### Summer School

Module code	<input type="text"/>
Module title	<input type="text"/>
Presenter	<input type="text"/>
Date	<input type="text"/>

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. It was easy to follow, I did not feel overloaded

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 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 relevant to my work

Agree

No comment

Disagree

Please use reverse side for comments

## APPENDIX C evaluations

2017

The results from the student evaluations are compiled together to give an idea of the general level of satisfaction with the modules offered in class and online.

	Positive	Negative	Not sure
Q1	100%	0%	0%
Q2	100%	0%	0%
Q3	87.5%	6.3%	6.3%
Q4	93.8%	0%	6.3%
Q5	68.8%	0%	31.3%
Q6	56.3%	6.3%	37.5%
Q7	100%	0%	0%
Q8	100%	0%	0%
<b>Total</b>	<b>88%</b>	<b>1.5%</b>	<b>10.5%</b>

The relatively low score for questions five and six “the exercises were thought provoking”, and “there were not enough exercises” shows that more interactive elements need to be incorporated, particularly in the online material, and that they can be more challenging.