



MHST 512

PRACTICUM 1

COURSE OUTLINE



Museum and Heritage Studies programme

**School of Art History, Classics & Religious Studies
Victoria University of Wellington
Trimester 1 & 2
1 March to 13 November
2010**

COURSE ORGANISATION

Course Coordinator	Dr Conal McCarthy Rm OK303 Museum & Heritage Studies Old Kirk ground floor Tel: 463 7470 conal.mccarthy@vuw.ac.nz
Administrator	Annie Mercer Room OK305 Tel: 463 5807 annie.mercer@vuw.ac.nz
Class Times	Primarily Mon 9am – 11am (occasional workshops 9am-1pm, for placements see below) Full year course trimester 1 & 2
Venue	OK 301 for most sessions, see below for venues of workshops
Teaching Dates:	1 Mar – 15 Oct 2010
Mid Trimester break T1:	5 April - 18 April 2010
Mid year break	1 July - 11 July 2010
Mid Trimester break T2	24 Aug - 5 th Sept 2010
Assessment Period	16 Oct - 13 Nov 2010

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>



INTRODUCTION

In this course, students examine aspects of professional museum practice through a series of seminars then apply them to real situations through practical experience in workshops and a range of agencies involved in the planning, provision and management of art galleries, museums and cultural heritage programmes. In particular, the aim of the course is to give students a good grasp of issues, policies, practices and skills associated with collection management in museums and heritage organisations.

Course delivery

This course is delivered with a variety of in class seminars, field trips, visiting speakers, workshops and other hands-on activities and a workplace-based placement.

Learning objectives

The course offers opportunities for students to:

- test and evaluate collections management concepts and theories in a practical context
- develop and assess personal, professional and management skills
- understand the day-to-day skills, practices and operations involved in relevant museum, heritage, leisure and cultural organisations
- gain an awareness of some of the social and physical environments in which leisure, heritage and cultural activities take place
- clarify career interests
- prepare for professional responsibilities.

The course structure is designed to provide students with the chance to practice key skills including:

- working in groups
- discussion and analysis
- presentations
- handling, storing and caring for collections
- collection management skills, policies and practices
- skills, policies and practices associated with the heritage field

In addition to the formal assignments, there will be an emphasis on class participation and case study work during the year.

COURSE CONTENT

1. PROFESSIONAL PRACTICE

1) Mar 8, 9am Introduction

Introduction to the course and briefing on the placements. With input from Lee Davidson plus current students and graduates.

Resources:

From Edson 'Museums and community' pp3-12; and 'Museum management part one,' pp13-25, and 'Museum management part two,' 26-53.

Glossary and resources from National Services Te Paerangi.

2) Mar 15, 9-11am Group dynamics: Professional practice in the workplace

This roleplay and related discussion looks at the dynamics, roles and processes of professional practice in cultural organisations. Uses various resources and Ethics from Museums Aotearoa and ICOM.

3) Mar 22, 9-11am Museum cultures: Working in museums and heritage organisations

Prior to the session, please arrange to watch the Anna Cottrell/Gaylene Preston documentary *Getting to Our Place* (AV suite library 9 FL). With graduates currently working in the sector.

4) Mar 29, 9-12pm Behind the scenes at the museum

With the staff of the Museum of Wellington

The class visits the Museum of Wellington where we talk with staff across the organisation about their work and some of the realities of working in a busy professional environment. With Brett Mason, David Waller, Dean Millar, Jaqui Knowles and other staff.

5) Apr 19, 9-11am Wrap up

A class discussion of issues covered in the first module.

Resources: tba

2. MANAGING COLLECTIONS & ORGANISATIONS

**6) May 3, 9-11am The principles: An ABC of collections management
OK 301**

Introduction to the principles and practices of managing collections, with Carolyn McGill (collection manager)

Resources:

From Edson, 'collections management,' pp67-91.

From Museums Australia, collection management module.

Knell, Simon, 'Introduction: the context of collection care,' 1994: pp1-10.

**7) May 10, 9-12pm Caring for collections
OK 301**

The principles and practical skills of handling and caring for art using works from the university collection, with Carolina Izzo (conservator) and Anton Berndt (Adam Art Gallery).

Resources:

National Services Te Paerangi, *He rauemi resource guides*: preventive conservation and condition reporting.

**8) May 17, 9-1pm Preventive conservation
Studio Carolina Izzo**

Tour and practical demonstration of preventive conservation and condition reporting with Carolina Izzo.

**9) May 24, 9-1pm Managing collections
Collection store, Museum of Wellington, Ngauranga Gorge**

An exercise in handling, moving, condition reporting and cataloguing using the Vernon database. With collection manager Dean Miller and registrar Lauren Sadlier.

**10) May 31, 9-11am Visit to collection store
History collection storeroom, Te Papa
With Tania Walters, collection manager**

11) July 12, 9-11m Managing heritage organisations

A panel of three managers discuss their organisations and analyse management issues, including staff and recruitment. With:

Anne Neill, General Manager, Historic Places Trust
Central Region

Brett Mason, Director, Museum of Wellington

Dr Bronwyn Dalley, Chief Historian and deputy CEO,
Ministry for Culture and Heritage

GETTING IT ACROSS

12) July 19, 9-11am Interpretation and concept development

In this workshop students will discuss and practice skills in communication, concept development and interpretation, with some practical interpretation exercises. With Kerry Jimson (writer and interpreter).

13) July 22, 9-11am Writing

This workshop looks at writing for the public, in websites, reports, labels, marketing, and other types of non-academic communication. Includes an assignment to write a 100 word label and a review of an exhibition: Due Mon Aug 16. With Kerry Jimson.

14) Jul 26, 9-11am Effective presentations

This workshop will give an overview of some of the ideas and techniques for good oral presentations.

15) Aug 2, 9-12pm Presentation practice

At this session students give short presentations using a range of media including PowerPoint and get feedback on content, structure, delivery, technology etc.

16) Aug 9, 9-12pm Student presentation assignment

A small group assignment based around the experiences on the first year placement.

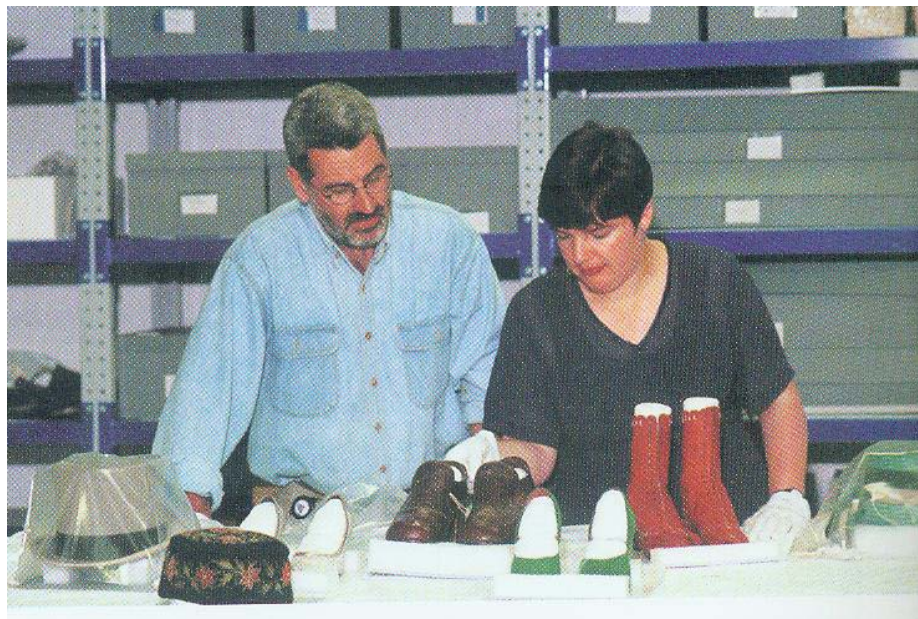
TE PAPA MODULE

This module provides an overview of management, collections, exhibitions, programmes and other activities in one organisation. It consists of four 2-hour sessions, which, unless otherwise stated, begin in Hinetitama (off the marae level 4) on Wednesdays at 9am, before going on to look at collection stores at 10am.

- 17) Aug 16 Repositioning the museum: Te Papa's mission and policy**
- 9am: Michael Houlihan and/or Michelle Hippolite, Dr Claudia Orange**
10am: Tour of Pacific collection – Grace Hutton
- W.H. Oliver
'Te Papa: Taking shape,' *Icons/Nga taonga: From the Museum of New Zealand Te Papa Tongarewa*, Te Papa Press: Wellington, 2004, ix – xiii.
- 18) Sept 6 All creatures great and small: Natural history collections**
Te Papa off site storage, Co. Buckle & Tory St
- 9am: Simon Whittaker**
10am: Tour of collection stores
- Reading tbc
- 19) Sept 13 Curatorial concerns: Collecting & displaying art & history**
- 9am: Athol McCredie, Stephanie Gibson, Kirstie Ross**
10am: Tour of Art collection - Tony Mackle
- Jock Phillips
'Our history, our selves: The historian and national identity,' *New Zealand Journal of History*, 1996, 30.2: 107-32.
- 20) Sept 20 Mana taonga: Māori cultural heritage**
- 9am: Arapata Hakiwai, Awhina Tamarapa**
10am: Tour of Māori collection – Dougal Austin
- Awhina Tamarapa
'Museum kaitiaki: Māori perspectives on the presentation and management of Māori treasures and relationships with museums,' *Curatorship: Indigenous perspectives in postcolonial societies*, Proceedings of Conference, May 1994 (Ottawa: Canadian Museum of Civilization) 1996, 160-69.

TRANSITION TO WORK

- 21) Sept 27, 9am Gizza job: Preparing for the workplace**
With Millie Douglas, Careers advisor Victoria University.
- 22) Oct 4 Extra session tbc**
- 23) Oct 11 Presentation of career portfolio with brief presentation**
With invited professionals from the museum & heritage sector:
Helen Kedgley, Pataka
Brett Mason, Museum of Wellington
Dr Gavin McLean, Ministry for Culture and Heritage



ASSESSMENT

The assessment for this course is made up of four pieces of work as follows:

1. Presentation Assignment

Students in small groups (2 – 3) will develop and deliver a presentation on their collective insights into their placement experience. Students will present at class on August 9. Weighting: 15%

2. Practical Placement

In the mid year break (June/July), each student will undertake a major solo work placement occupying a total of 200 hours within a selected museum, heritage or cultural organization. Students are expected to gain experience in putting theory into practice in a professional situation. The process of selecting a placement is covered in the booklet *Practical Work Placements: A Guide to Students and Placement Supervisors*. Weighting 50%

3. Writing:

A practical group/individual assignment comprising a 100 word label for an object. Due Mon August 16. The details of this assignment will be discussed and negotiated with the group at the start of the module. Weighting: 20%

4. Portfolio

This final end of year assignment requires students to present a document with an updated and expanded cv and accompanying material giving a detailed summary of their academic and professional experiences to date with a view to applying for jobs. This portfolio could contain references, descriptions of work undertaken on placement, or skills gained in workshops etc. It should articulate an idea of the vocational direction of your future career or ideal position in a museum or heritage organisation. This should be handed in during class on Oct 11 along with a brief oral presentation. Weighting 15%

Please note: Because MHST 512 aims to provide skill-based learning in real-life, industry situations the assessment is unlike other university papers in that it is pass/fail rather than graded.

Placements:

Placement brief

The placement brief is designed as a planning tool and helps the student and supervisors assess that the project is feasible, that there is some skill and knowledge development for the students and that it identifies any specific resources or skill development needed to successfully complete the project. The placement brief can also form the basis of the contract established between the student and host organisation. Early in the planning process a meeting will be set up between the

student and both supervisors. This briefing is an opportunity to identify and resolve any outstanding issues, such as evaluation criteria.

The placement brief will outline the following:

- A brief description of the organisation
- Aims and objectives of the placement
- The student's learning goals or professional development goals
- Structure of the placement and how this will meet the students learning goals, and the aims and objectives of the placement
- Time frame
- Tutorials or skill development
- Supervision
- Evaluation criteria

Supervision

The student will have both an academic and a placement supervisor. The role of the academic supervisor is to ensure that the placement meets the requirements of the course, that appropriate guidelines and parameters have been established for the project, and appropriate evaluation criteria are in place. The academic supervisor will usually touch base with the student at the half way stage of the placement to check on how things are going. The academic supervisor is responsible for assigning the final grade for the work placement. This is a pass/fail grade. The student can approach him or her if they are having problems with their placement that they have been unable to solve with their placement supervisor.

The placement supervisor is responsible for monitoring the progress of the placement and providing the logistical and learning support required during the placement. As part of the induction process, the student will be introduced to the organisation and its staff, and told of any relevant codes of conduct. This may include confidentiality issues, dress and behaviour codes and processes for accessing resources. At the completion of the placement, the supervisor is involved in the evaluation of the placement and the student's performance during it.

Placement evaluation

Work placements are graded on a pass/fail basis. At the outset criteria will be established by which work will be assessed and evaluated. This should relate to the aims and objectives of the project, how well the students performed and the progress and development in relation to the learning goals set at the start of the project. The students will write a report at the completion of the placement and this goes to both the academic and placement supervisors.

The placement report will cover:

- Project summary and Evaluation:
 - Brief description of the project and host organisation
 - Outline the phases of the project
 - Outcome of the project
- Placement experience
 - The specific learning objectives
 - How well these were met
 - Comment on the changes to the project structure if it were to be offered again
 - Comment on the overall performance of the students
 - Areas of ongoing professional development

The placement supervisor will also provide an evaluation of the placement and the student's performance throughout. Verbal feedback should be given at the final placement meeting between the student and placement and academic supervisors which operates as a debrief for all concerned. The two evaluations will be taken into consideration by the academic supervisor when allocating the grade.

Criteria for Organisation evaluation report

- Personal qualities and capacities as related to the work placement
 - Interest in the project
 - Initiative
 - Flexibility
 - Capacity to learn from experience
 - Sense of responsibility
- Professional Development
 - Ability to manage time, establish priorities and plan and meet long and short term goals
 - Ability to make accurate and objective observations
 - Ability to assess personal progress and identify areas for further development
 - Ability to report and communicate
- Relationship to the organisation
 - Ability to relate and cooperate with others
 - Ability to develop contacts and gather resources
 - Attitudes towards management, organisations, etc

Presentation assignment

Working with one or two classmates, develop a presentation on your placements that you think will be of interest to the rest of the class.

The presentation should take approximately 20mins (or 30 minutes if there are three of you) including ten minutes for questions.

This presentation will foreshadow your final individual write-up on your placement at the end of the academic year. It is a chance to reflect on and shape your thoughts and feelings about the placement, highlight things that seem to be interesting to you and start the process of evaluation against objectives.

Depending on where you are in the process, you will be looking back on a completed (but unwritten up) process or talking about a process you are still finishing.

The challenge in the presentation is to mesh your experience with that of your colleague in order to shape an appropriate narrative.

Things to look out for:

- meshing together two different experiences in a way which is coherent, interesting and insightful for the audience
- clear evidence of a narrative line to the presentation (and any visuals you choose to use)
- “telling” the story in a effective way through whatever media/visual aids you use
- investigation/experimentation with different modes of presentation

Portfolio

This final end of year assignment for this course requires students to present a document with an updated and expanded cv and accompanying material giving a detailed summary of their academic and professional experiences to date with a view to applying for jobs. This portfolio could contain references, descriptions of work undertaken on placement, or skills gained in workshops etc. It should articulate an idea of the vocational direction of your future career or ideal position in a museum or heritage organisation. You might describe what you see yourself ultimately doing, but also talk about the range of other jobs that you feel you could explore in the short term. There is no standard format for the layout of the cv and accompanying information but do look at other examples and aim for accuracy, clarity and impact.

This should be handed in during class on Tues Oct 14 along with a brief (2-3mins) presentation. The presentation is an opportunity for you to sell yourselves verbally as an aspiring professional who is about to enter the museum and heritage sector. Try to showcase your qualifications, experience, skills and attributes to position yourself for the kinds of roles or areas that you are suited for. The panel will give you feedback on aspects of your portfolio and presentation to help you develop your ideas about career options. Professional panel: Athol McCredie Te Papa, Gavin McLean Ministry for Culture & Heritage, Brett Mason Museum of Wellington, Helen Kegdley Pataka.

Relationship of Assignments to Course Objectives

The placements and seminar should assist students to

- develop a practical understanding of museum and heritage practices and techniques.
- develop heritage management and professional skills
- clarify vocational competencies and direction in professional practice

WORKLOAD AND MANDATORY COURSE REQUIREMENTS

Workload Guidelines

As a general rule, each taught paper requires a time commitment equivalent to a full working day (inclusive of teaching or seminar time) for every week of the academic year. This 30pt course requires approximately 300 hours work over the whole year, although because of the practical nature of the workshops and placements this is only a rough guideline.

Mandatory course requirements

The minimum course requirements which must be satisfied in order for students to be eligible for assessment for a final grade are:

- completion of placement reports and seminar
- attendance at 90% of sessions (i.e. 21 out of 24 classes).

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

- This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Reading:

Edson, G., & Dean, David. (1994). *The handbook for museums*. London & New York: Routledge.

Burcaw, G. Ellis. (1997). 'Care of collections'. *Introduction to museum work*. 3rd ed. Walnut Creek: Altamira. pp102-117.

Ambrose, Timothy and Crispin Paine (2005). *Museum basics*. 2nd ed. London & New York: Routledge.

Roberts, D. Andrew. (1988). *Collections management for museums*. The Museum Documentation Association: Cambridge.

Knell, S. J. (Ed.). (1994). *Care of collections*. London: Routledge.

'Museum methods: Collection management'. *A practical manual for managing small museums*. Museums Australia: Sydney, nd.

Collection Management booklet, Te Papa National Services, Wellington, nd.

'He rauemi: Resource kit' and other resources
National Services Te Paerangi

<http://www.tepapa.govt.nz/TePapa/English/NationalServices/Resources/>

