

MHST 512

PRACTICUM 1

COURSE OUTLINE

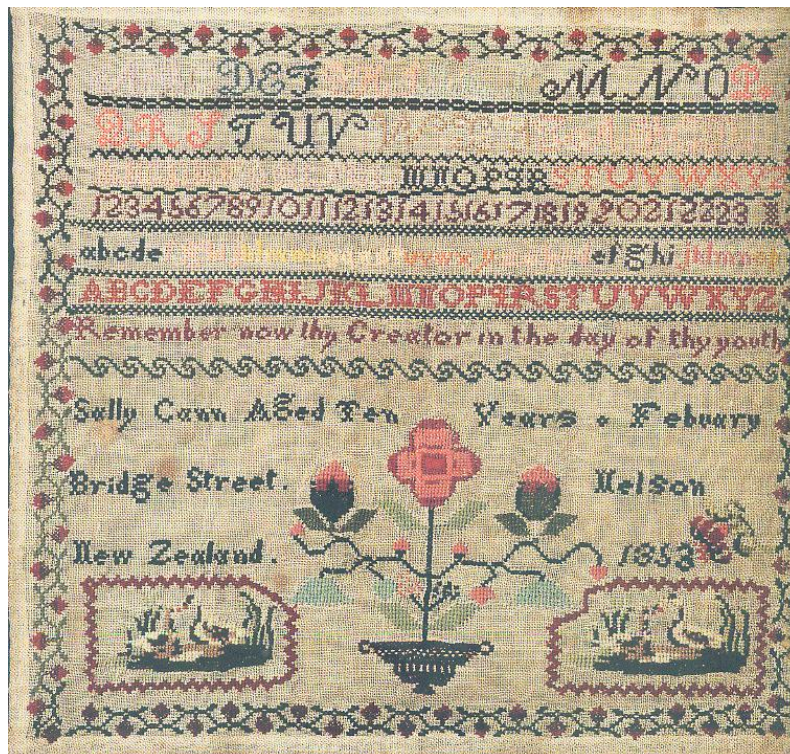


Museum and Heritage Studies programme

**School of Art History, Classics & Religious Studies
Victoria University of Wellington
2008**

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	Sally Reweti-Gould Room OK306 Tel: 463 5928 sally.rewiti-gould@vuw.ac.nz
Class Times	Primarily Wed 1pm - 3pm (occasionally workshops 1-5pm) For placements see below. Full year course trimester 1 & 2
Venue	OK 301 for most sessions, see below for venues of workshops



AIMS, & OBJECTIVES

Aims

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.

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) Feb 27, 1pm Introduction

Introduction to the course and briefing on the placements. With input from Lee Davidson and current students: Kolokesa Mahina-Tuai, Gareth Phipps, Paulette Wallace.

Resources:

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

Glossary and resources from Museum standards scheme, National Services Te Paerangi.

2) Mar 5, 1-3pm 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.

3) Mar 12, 1-3pm 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 working in the sector: Marguerite Hill, Imelda Bargas and Tamarisk Sutherland.

**4) Mar 19, 1-3pm Behind the scenes at the museum
Visitor experience, Te Papa**

The class visits Te Papa where we talk with staff in education, events and interpretation about their work and some of the realities of working in a busy professional environment. With Annette Meates, Victoria Essen, and their staff.

5) Mar 26, 1-5pm Heritage conservation

A field trip looking at historic buildings including the Hunter building, old government buildings and Old St Paul's. With Michael Kelly, heritage consultant.

Resources:

Aplin, Graeme, 2002, 'The nature of heritage,' *Heritage: Identification, conservation, and management*, Melbourne: Oxford University Press, 7-29.

ICOMOS charter, appendix in Alexander Trapeznik ed, 2000, *Common ground? Heritage and public places in New Zealand*. Dunedin: University of Otago Press: 141-6.

2. MANAGING COLLECTIONS

**6) Apr 30, 1-3pm 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 7, 1-5pm Caring for collections
OK 301 and OK level 1 store room and campus**

Practical demonstration & workshop 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 16, 1-5pm Handling, mounting and storing objects
Classics Museum, level 5 Old Kirk**

Practical demonstration and workshop with the collection of the Classics Museum, with Judy Deuling & Diana Burton (Classics lecturers) and Ross O'Rourke (collection manager).

**9) Fri May 23, 1-5pm Managing collections
Collection store, Museum of Wellington, Ngauranga Gorge**

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

- 10) May 28, 1-3pm Visit to collection store**
History collection storeroom, Te Papa
With Tania Walters, collection manager

MANAGING PEOPLE & ORGANISATIONS

- 11) July 9, 1-3pm The NewDowse: Creativity, audience, branding**

With Tim Walker (Director) who shares his experiences with recent developments at The NewDowse and in particular strategies for building audiences in a regional museum.

- 12) July 16, 1-3pm 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 Office

Brett Mason, Director, Museum of Wellington

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

GETTING IT ACROSS

- 13) July 23, 1-5pm 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).

- 14) July 30, 1-3pm 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 Fri Aug 15. With Kerry Jimson .

- 15) Aug 6, 1-5pm Effective presentations**

This workshop will give an overview of some of the ideas and techniques for good oral presentations. Out of class an extra optional session will be arranged for students to give short presentations and get feedback on content, structure, delivery, technology etc.

16) Aug 13, 1-5pm Student presentations assignment

These two classes will focus on spoken presentations using a range of media including PowerPoint. Students will present informally on a variety of topics during the workshops, culminating in a small group assignment based around the experiences you have had to date around your 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 1pm, before going on to look at collection stores.

17) Sept 3 Repositioning the museum: Te Papa's mission and scope

1pm: Dr Seddon Bennington, Dr Claudia Orange
2pm: 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 10 All creatures great and small: Natural history collections
Te Papa off site storage, Co. Buckle & Tory St**

1pm: Dr Carol Diebel and Simon Whittaker
2pm: Tour of collection stores

Reading tbc

19) Sept 17 Curatorial concerns: Collecting & displaying art & history

12-1pm: Athol McCredie, Stephanie Gibson, Kirstie Ross
1-2pm: 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 24

Mana taonga: Māori cultural heritage

**12-1pm: Arapata Hakiwai, Awhina Tamarapa,
Huhana Smith**

1-2pm: Tour of Māori collection - Dion Peita

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.

FINISHING UP

21) Oct 1

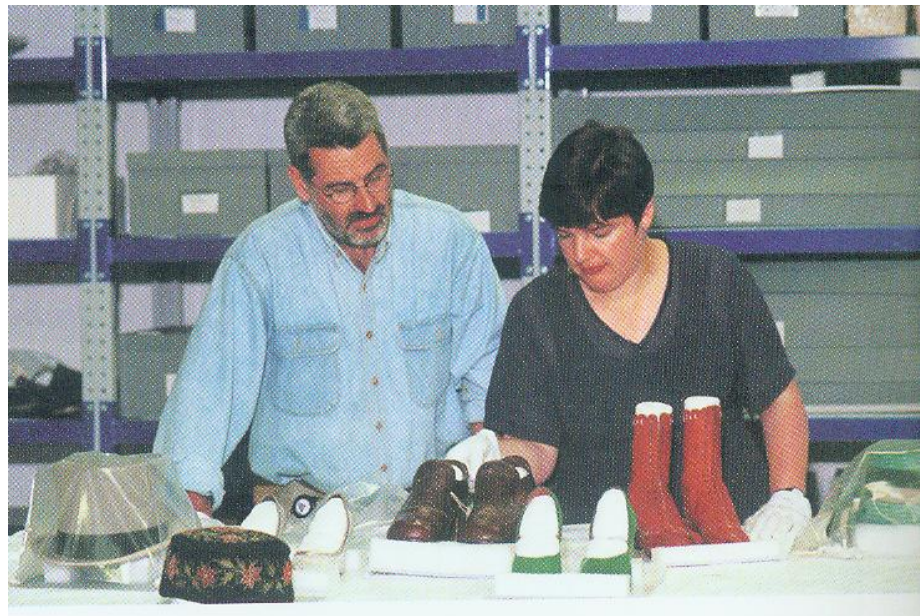
Gizza job: Preparing for the workplace

With Millie Douglas, Careers advisor Victoria University.

22) Oct 8

Presentation of career portfolio with brief presentation

With invited professionals from the museum & heritage sector



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 15. 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, and a 1500 word review of an exhibition at the Museum of Wellington. Due Fri Aug 15. 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 9 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 is pass/fail rather than graded.

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

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This should be handed in during class on Tues Oct 9 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 City and Sea

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* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

Reading:

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

Burcaw, G. Ellistr. (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/>

