

Care and Handling of Museum Collections

LDT 7111 – Christopher Jones

Course Overview	
End Learner Audience Description	<p>The end learners are</p> <p>My end learners are a group of newly hired museum employees. The employees range in age from eighteen to eighty. The employees backgrounds are very diverse in education level and knowledge of museum practices. Some of the employees will have worked at other museums, while others will have no knowledge of the museum field. Some of the employees will come from affluent background, while others are living paycheck to paycheck. In addition, each employee is joining the museum for a different reason and will be working in different departments within the museum. Despite these differences, each employee has a unique set of experiences they will bring to the training. Together they will grow in their knowledge and understanding of the content.</p>
Session Specifics (if needed to describe)	The program will be delivered in person at the museum human resources offices. Portions of the training may be online. However, the majority of the content will need to be directed by an instructor on site.
Learning Goal	The overall goal for this training is to increase employee knowledge and instruct them how to properly care for artifacts. The employees will be provided with background information on artifact care and instructing employees on the best tactics for explaining these rules to the public.
Performance Outcomes	<p>End Learner will be able to:</p> <p>Apply their knowledge of artifact care to their daily jobs at the museum and instruct the public regarding the museum's policies on artifact handling.</p>
End Learner Prerequisites	The end learners were newly hired by the museum.
Instructor Prerequisites	The instructor is a museum workforce development employee

Timing	Module	Outcomes	Learning Event (from table 4.3)	Assessments	Content	Learning Strategies/Activities
Module 1 Introduction	Module 1 Introduction	Module 1 Introduction	Module 1 Introduction	Module 1 Introduction	Module 1 Introduction	Module 1 Introduction
10 MINUTES TOTAL Room One		Demonstrate procedural knowledge of the flow of the day's activities.	Focus on goal, connect to prior knowledge and gain understanding of day's events.	Use performance based assessment to assess if everyone in the training knows what to do and where to go.	<p>A. Introduction of Day's activities</p> <ol style="list-style-type: none"> 1. Archaeological Adventure Escape Room Concept 2. Adventure Response and Assessment Guide 3. Content to be learned <ol style="list-style-type: none"> a. Gloves and artifact handling b. Packing and moving c. Cleaning artifacts d. Dealing with the public 4. Presentation and wrap-up, awards 	<p>A. Facilitator Led Instruction: <i>(Materials: smart board, daily activity instructions, rubrics, iPad for groups)</i></p> <p>The instructor will welcome participants and read a listing of the daily activity instructions.</p> <p>Instructor will read information or play a 30 second intro video with adventure theme music explaining the <u>Escape Room Scenario</u></p> <p>B. Facilitator Led Scenario: All students will participate in an archaeological adventure in which they will visit several rooms and have to solve challenges to get out of the room.</p> <p>Participants will be split into teams of 4. If an activity is completed, they get to move on and are</p>

						<p>awarded a point by an official presiding over the activity.</p> <p>If they do not finish correctly in the given amount of time they will not be awarded a point.</p> <p>The participants will be given a rubric and adventure response guide to check off and assess the activities they completed as they gather points.</p> <p>C. Facilitator Led Assessment: The instructor will check for understanding through observation of the groups. The groups are sent to their first adventure room.</p>
25 MINUTES TOTAL	Module 2 Gloves and Artifact Handling	Module 2 Gloves and Artifact Handling	Module 2 Gloves and Artifact Handling	Module 2 Gloves and Artifact Handling	Module 2 Gloves and Artifact Handling	Module 2 Gloves and Artifact Handling
5 MINUTES Room Two	Motor Skills for gloves and artifact handling	Demonstrate putting on cotton and nitrile gloves by correctly fitting them on the hand.	Gain and integrate content knowledge by Performing a set of steps	use performance based assessment to demonstrated skill of a glove being applied to the hand.	Part One: The procedure for putting on gloves <ul style="list-style-type: none"> A. How to hold the gloves B. How to fit the gloves 	Part One: Gloves <ul style="list-style-type: none"> A. Facilitator Led Instruction: <i>(Materials: tables gloves for each group)</i>

						<p>Glove Procedure: One table will be set up with gloves on it for each group.</p> <p>The instructor will show a diagram of the proper way to put on the gloves.</p> <p>The instructor demonstrates putting on the gloves.</p> <p>B. Both Facilitator and Participant Check For Understanding (Assessment)</p> <ol style="list-style-type: none"> Participants practice putting on the gloves and check the task off on their rubric that they completed within 5 minutes.
<p>20 MINUTES</p> <p>Room Two</p>	<p>Intellectual and verbal skills for gloves and artifact handling</p>	<p>Apply knowledge by choosing the proper gloves to use when handling a given type of artifacts.</p> <p>Identify specific facts about metal</p>	<p>Take action and monitor learning process by providing practice of artifact handling</p>	<p>Apply knowledge through written essay questions detailing the specific type of glove to use in a given situation</p> <p>Declare information through selecting</p>	<p>Part Two:</p> <p>A. The process of handling artifacts.</p> <ol style="list-style-type: none"> At the start of the process determine type of glove best to use by examining differences in uses of nitrile and cotton gloves. <ol style="list-style-type: none"> Cotton- 	<p>Part Two:</p> <p>Instructor led Instruction:</p> <p><i>(Materials: Smart Board, conditions of artifact visual aid)</i> One table is set up with five different artifacts.</p> <p>A. The instructor will demonstrate the</p>

		brittle items, smooth objects when handling artifacts through naming and selecting proper answers		multiple choice answers	<ol style="list-style-type: none"> 1. Most Commonly used 2. Used for metal 3. protect from oils 4. Protect from salts <ol style="list-style-type: none"> b. Nitrile- <ol style="list-style-type: none"> 1. Worn with heavily soiled artifacts 2. Flaking artifacts 3. Slippery artifacts <ol style="list-style-type: none"> 2. Steps to handling artifacts <ol style="list-style-type: none"> 1. Determine glove type based on artifact elements. <ol style="list-style-type: none"> a. Brittle b. Smooth c. Metal 2. Put on gloves 3. Pick up artifact 	<p>process of handling artifacts.</p> <p>The instructor has a large chart board on a computer screen detailing the different types of conditions of artifacts (Brittle, smooth).</p> <p>Verbally the instructor will ask students to <i>name, define, list, and give examples of each element</i></p> <p>The chart also details the specific way to pick up different types of artifacts</p> <p>The instructor presents the information to the groups as they come in.</p> <p>B. Group Participation: The learners will then participate in a Buzz Session. They will be given the following Scenario to solve in their groups on their own.</p>
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						<p>Instructor led</p> <p>Scenario: A group of archaeologists have just discovered an archaeological dig with artifacts in various conditions.</p> <p>Debate: Each group will be given one artifact that is metal, brittle or smooth In their groups. They need to debate <i>which gloves will be needed and why?</i> They must describe each element of the artifact in detail. (name, define, list elements of the object)</p> <p>C. Students choose proper glove to pick up the object. If they choose right, they get a point on the rubric.</p> <p>D. Individual Check for Understanding Assessment- Each participant responds to questions in the adventure guide and</p>
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						responds to a short essay question about artifacts and gloves.	
	Module 3 Packing and Moving Artifacts	Module 3 Packing and Moving Artifacts	Module 3 Packing and Moving Artifacts	Module 3 Packing and Moving Artifacts	Module 3 Packing and Moving Artifacts	Module 3 Packing and Moving Artifacts	
25 MINUTES TOTAL Room Three	Intellectual and motor skills for packing and moving artifacts	Demonstrate proper procedures for packing and moving by physically moving objects. Describe various ways to move and pack objects by classifying objects into categories of fragile and non-fragile objects	Take action and monitor learning progress during the packing procedures. Synthesize and evaluate the information gained during the lesson.	Use performance based assessment to present and demonstrate moving and packing of artifacts. Utilize knowledge to determine how to correctly classify artifacts by analyzing and interpreting a case study.	A. The procedure for packing, and unpacking boxes. 1. Students will learn the concept of classifying objects into fragile and non-fragile objects a. Object that can hold up on its own during transport b. Object that may need additional support with acid free tissue or theraf foam padding 2. Technique. a. Proper packing and unpacking technique is demonstrated using artifact replicas,	A. Instructor led Instruction: <i>(Materials: smart board)</i> Proper instruction on packing, and unpacking objects. Video: The students will watch a 5 minute video on the proper procedures for packing, unpacking, and moving fragile and non-fragile objects. B. Instructor Led Scenario: <i>(Materials: 3 packed boxes with fake artifact inside per group, with note in bottom.)</i> Your archaeological team has been working hard to transport the	

					<p>boxes, and packing foam.</p> <p>b. Packing and unpacking is practiced</p>	<p>different artifacts from the archaeological dig site to a warehouse to get them ready to be transported to the museum for display.</p> <p>Your team must properly unpack three boxes.</p> <p>At the bottom of one of the three boxes is instructions of what to do next.</p> <p>C. Group Problem Solving: <i>Unpacking and Packing and moving. Artifacts:</i></p> <p>Students demonstrate proper unpacking procedure. They must pack two other items: one in a boxed marked fragile and one in a non-fragile box. They must carry the box successfully to the next location without it breaking.</p> <p>D. Individual Response Assessment: Students are given a case study.</p>

	Module 4 Cleaning and Handling	Module 4 Cleaning and Handling	Module 4 Cleaning and Handling	Module 4 Cleaning and Handling	Module 4 Cleaning and Handling	
<p>25 MINUTES TOTAL</p> <p>Room Four</p> <p>Curatorial cleaning room and hallway</p>	<p>Intellectual skills and verbal skills</p>	<p>Classify different types of cleaning and handling methods</p> <p>Locate specific facts about dust removal, grime, grease, and lubricants through identification of information</p>	<p>Gain and integrate content knowledge regarding cleaning artifacts</p>	<p>Utilize reflective journaling to illustrate and categorize cleaning and handling methods</p> <p>Check for understanding of stated facts through short answer questions</p>	<p>A. The students will examine different principles of cleaning</p> <ol style="list-style-type: none"> 1. Objects that can be polished Polishing <ol style="list-style-type: none"> a. Able to polish b. Never polish, iron gold, lead 2. Students will be given factual information on caring for metal, ceramics, stone, glass. and special artifacts 	<p>A. Instructor led instruction and guest introduction: The instructor gives the participants a quick tour of the actual facility where artifacts are cleaned and prepped for display.</p> <p>B. Curatorial interview- Instructor interviews curatorial staff on proper cleaning procedures: dust removal, grime grease, lubricant, polish vs non polish objects.</p> <p>C. Group Sorting Activity: Students are given pictures of different objects to hold. The students are asked to sort themselves into two groups. Items that need to be polished and items not needed to be polished.</p> <p>D. Individual assessment-reflective</p>

						journaling and short answer questioning.
	<u>Module 5 Dealing with the Public and Other Employees</u>	<u>Module 5 Dealing with the Public and Other Employees</u>	<u>Module 5 Dealing with the Public and Other Employees</u>	<u>Module 5 Dealing with the Public and Other Employees</u>	<u>Module 5 Dealing with the Public and Other Employees</u>	<u>Module 5 Dealing with the Public and Other Employees</u>
25 MINUTES TOTAL Room Five	Intellectual skills	Decide what information to impart to the public through analysis of presentation content. deliver artifact handling informational by practicing hands-on presentations	Synthesize and Evaluate the content presented on glove/ artifact handling, packing and moving, cleaning and dealing with the public	Evaluate appropriate level of application of information through observation of problem solving and presentation skills.	A. The student will construct a presentation to prevent artifacts from breaking 1. Learn proper technique for presenting to the public. a. Provide proper level of knowledge the patron needs to know b. Basic presentation skills c. Recall and review previously learned information	A. Instructor Lead Discussion- The instructor leads a discussion on basic presentation skills. Speak clearly, present appropriate level of information depending on the situation. B. Group Role play- Participant in the group are given cards indicating a problem with the public mistreating or getting too close to artifacts Participants must prepare a minimum 30 second responses. They must utilize their prior knowledge from previous sessions. They will have to evaluate the specific

						<p>level of knowledge needed and practice presentation the information to group members</p> <p>Instructor assessment-level of knowledge by walking around to groups and observing the presentations being practiced.</p>
Module 6 <u>Wrap-up</u>	Module 6 <u>Wrap-up</u>	Module 6 <u>Wrap-up</u>	Module 6 <u>Wrap-up</u>	Module 6 <u>Wrap-up</u>	Module 6 <u>Wrap-up</u>	Module 6 <u>Wrap-up</u>
<p>15 MINUTES TOTAL</p> <p>Room Six</p>	Intellectual	deliver artifact handling informational by presenting hands-on presentations	Extend and transfer. Utilize the knowledge they have gained during the day's events.	Evaluate appropriate level of application of information though observation of problem solving and presentation skills.	<p>B. The student will present their presentation on the principles of preventing artifacts from breaking.</p> <p>The presentation will review information learned in previous sessions.</p> <p>2. Quick Review: Recall information about glove handling</p> <ol style="list-style-type: none"> Nitrile and cotton Correctly putting on glove <ol style="list-style-type: none"> Glove fitting Glove handling <p>3. Quick Review: Review and recall Packing and Moving</p> <ol style="list-style-type: none"> Classifying objects 	<p>A. Instructor led instruction-Instructor asks four volunteers to present their 30 second responses.</p> <p>B. All Group Participants evaluate if the proper level of information was used to address the issue</p> <p>C. Review Game-(materials, large memory cards)</p> <p>participants play a gigantic game of memory. Large sheets of paper with</p>

					<ol style="list-style-type: none">1. Fragile2. Non-fragile3. Packing and unpacking technique4. Quick Review: Review and recall Cleaning technique<ol style="list-style-type: none">a. Polish vs never polishb. Caring for metal stone, glass	<p>different facts are placed on the floor.</p> <p>Participants have to match different facts and information with each other.</p> <p>Program Evaluation is delivered and facilitator answers questions from participants.</p>
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Appendix