

## Education 2: Discussion Summary

Education and outreach is endlessly novel the process is relatively simple

### Objectives

- Document processes as well as outcomes—teach the process as well as the result
- Develop case studies

### Stakeholders

- Need to help students develop digital vocabularies (pre-professional conservators, graduate students, scholars, art historians, public, donors, and legislators)
- Develop media analytical skills and vocabularies – the notion is that a lot of this is not text but visual.
- We want a cascade down to the schoolchildren. This is an important chance to create this tool of sharing this knowledge that you can select your level.

Talked a lot about how to share content on a number of levels—note in CollectionSpace we talked about the need to build a system that every copy of CollectionSpace is a member of the global collections space—looking for the same kind of functionality in ConservationSpace.

- Stage 1 – Select your concept (curriculum around paints, materials, etc) - this process is highly collaborative (curators, educators, other institutions)
- Stage 2- Select content
- Stage 3 – Transform or annotate content. How do we make this accessible—rewrite it or annotate it--system needs to accommodate both.
- Stage 4 – Add discovery data – abstracts, metadata, and rich semantic links
- Stage 5 – Connect narratives and pathways
- Stage 6 – Connect content to narratives

What we see very often is we are duplicating effort. We have a lot of information in our archives. All of it, should one way or another, be tapped and tagged. We should not scan all this material—we should make it be available in meta-data tagging.

We need to learn a lesson from archives and learn to catalogue on a collection level and a box level. We can put all the documents we have online or in

systems but we can put descriptions of collections and the contents of collections and databases—this is achievable.