

Triggered Events (Int and Ext) and influences

Trigger eg. Educate non-conservators on treatment preservation – "Training Out"

Process

Documents

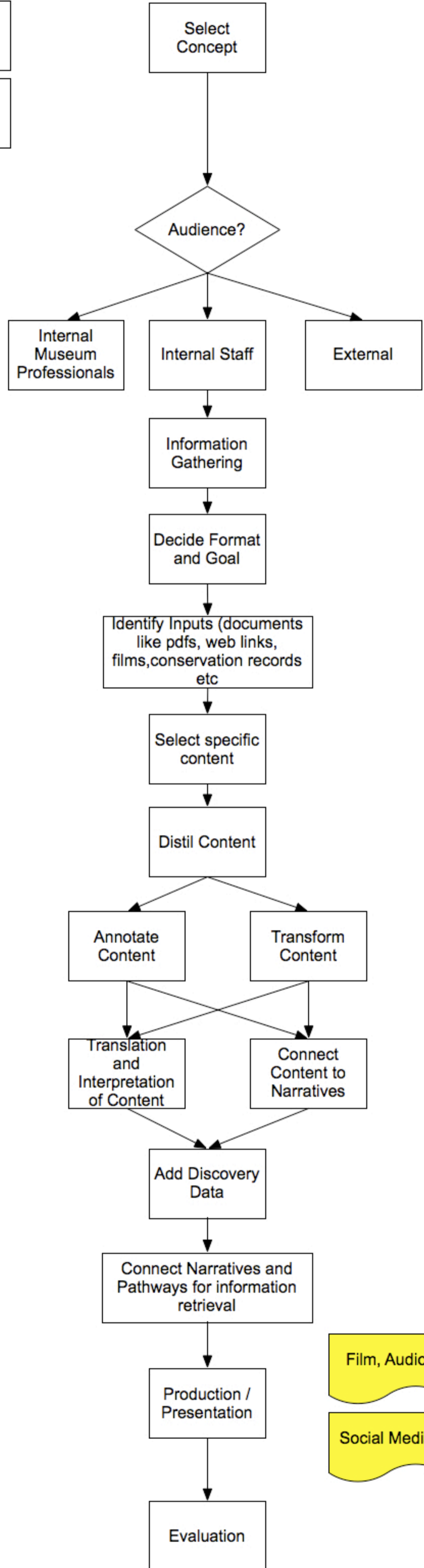
Education/Outreach

Concept influenced By:

Donor Cultivation	Request	National Disasters
Budget Cuts	Public Inquiry	Institutional Mandate
Opportunity to Raise Profile	Public Relations / Marketing	

Collaborate with Other Institutions	Funding
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Documentation



Conservation Catalogue Records	Photography	Abstracts	
		Develop Visual Vocabulary	
Websites/ Blogs	Rich semantic links	Metadata	
		Develop Case studies	
Film, Audio	Didactics	Media Coverage	Tours
Social Media	Power Points	Workshops	Publication Posters
			Document Process

TREATMENT
(PRESERVATION)

EDUCATION / OUTREACH (OF NON-CONSERVATORS "TRAINING OUT")

INSTITUTIONAL MANDATE DONOR CULTIVATION BUDGET CUTS REQUEST REQUEST NAT. PUBLIC DISASTERS INQUIRY OPPORTUNITY TO RAISE PROFILE PR. MARKETING

AUDIENCE

EXTERNAL INTERNAL MUSEUM PROF INTERNAL STAFF

1.0. STORY / CONTENT

EVAL

↑

POWER POINTS

WORKSHOPS

SOCIAL MEDIA

PUBLIC-
ATION
POSTERS

TOURS

COURSES
LECTURES

DIDACTICS

MEDIA
COVERAGE

WEB
SITES /
MOVIES
BLOGS

→

INFO GATHERING

DECIDE
FORMAT,
STORY,
GOAL

COLLABORATION-
DIFF. LEVELS

FUNDING

INPUT

DISTILLATION
DISTILLATION
TRANSLAT.
&
INTERPRET
CLASSIFICATION

PRODUCTION
PRESENTATION

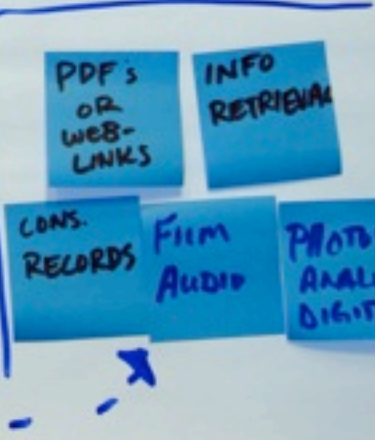
PDF'S
OR
WEB-
LINKS

INFO
RETRIEVAL

CONS.
RECORDS

FILM
AUDIO

PHOTOS
ANALOG
DIGITAL



Education 1: Discussion Summary

This is about public outreach and education

- Institutional mandate
- Donor cultivation
- Budget cuts
- Budget issues
- Public inquiry
- Disaster
- Pr /marketing
- Opportunity to raise institution profile

Audience

Who is the audience will impact the way information is disseminated.

Next step

- What is the story you (we) want to tell?
- Information gathering
- Collaboration among department
- Decide on format
- Is there funding
- Identify inputs (documents like pdfs, web links, conservation records, films, audio, etc)
- Distillation of the information, translation, interpreting, clarification
- Production of the presentation (tour, workshop, web site, social media)
- Evaluation of presentation

EDUCATION / OUTREACH

SELECT
CONTENT
(CONCEPT)

Collab.
to
Comm, Divisions,
Others

SELECT
CONTENT
(SPECIFIC)

Collab.
to
Other Units
OAS/COMS

TRANSFORM
ANNOTATE
CONTENT

ADD DISSEMINATION
DATA
(ADDRESS, METADATA)

CREATE
RISK
SCREENING
LEVELS

CONSIDER
ADDITIONAL
PARAMETERS

CONSIDER
CONTENT
TO
AUDIENCE(S)

CONSIDER
HOW
OCW/OEA

OBJECTIVE:
Develop
Visual
Vocabulary

OBJECTIVE:
Develop
Media-Animation
Skills/Topics

OBJECTIVE:
P2P
Content
Sharing

OBJECTIVE:
Develop
Process

OBJECTIVE:
Develop
Core
Skills

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.

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BPMN Education/Outreach

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