



Program
Uczenie się
przez całe życie

Report on the possibility of extension of content and programme of the course with the materials for the museums staff working on other positions.

The realisation of the project „Work of Art” at the National Museum in Krakow, as well as the contacts with the representatives of human resources departments of museums in Poland and abroad have confirmed high interest in the project and the need for the preparation of materials and courses dedicated to a professional group, the so-called Museum Visitor Services Team (MVST), and thus the undeniable need for this project and its legitimacy.

In turn, the results of the consultations with partners in 7 European countries, study visits taking place during international project meetings, direct discussions with employees who participated in the pilot courses organised during the project realisation, and also took part in testing the prototype of online language course, have inspired the reflection both on the issue of widening the scope of the planned course and the possibility to use modern ICT tools as a method of teaching to a greater extend, as well as the possibility of extending the potential target group of recipients.

One of the added values of the “Work of Art” project realisation was an incredibly positive reception by the museum employees. Museum Visitor Services Team (the staff guarding the museum halls, receptionists, locker rooms and a museum shop workers) is taken into account in the training programmes of cultural institutions very rarely. The fact of preparing a training offer dedicated to this group was welcomed very warmly and caused the increase in self-esteem of these people, as well as strengthened their faith in their own abilities (many of them learned a foreign language for the last time at secondary school and did not believe that they would be able to master even the basics of it), and in this way contributed to building a sense of job satisfaction and improving the relationship between an employee and the employer.

The positive promotion by language course participants resulted in many questions from other museum employees concerning the possibility of including them in a similar training programme in the future. It turned out that the interest in improving professional qualifications, especially as far as the command of English is concerned, is very high.

For this reason, the analysis of the possibility to extend the principles of the project “Work of Art” was conducted within the project activities in 3 following aspects:

1. Programme and language content of the course – preparation of modern and universal educational materials that could possibly be adapted to the training needs of cultural institutions in different countries.
2. Greater use of ICT tools and technical possibilities created by the new media.
3. Including other groups of European museums employees in the language course.

1. Programme and language content of the course & preparation of modern and universal educational materials that could possibly be adapted to the training needs of cultural institutions in different countries

In our opinion the continuation of “Work of Art” in accordance with the agreed objectives should bring the following results:

- creation of an English online course based on already prepared prototype of such course with a printable textbook;
- the development of the English dictionary created on the first level of the “Work of Art” project
- the development of a mini phrasebook with the possibility to customise answers to questions frequently asked by foreign tourists and to adapt to the needs of each museum;
- the development and administration of tests checking knowledge after the course, as a response to a request from participants of the pilot courses conducted at the National Museum in Krakow. Such tests will give the possibility to evaluate the acquired language skills and will constitute a factor motivating to further work;
- the development of project results management scheme. The permanent duration of the project is assumed, hence the need for constant monitoring of its progress, subsequent recruitment of course participants and the implementation of results. Such a scheme will become an example of good practice that can be adapted to the needs of other museums in Europe;
- the creation of recommendations for museums defining the rules for the organisation of courses and the system for monitoring their progress by human resources departments (see above).

As for the National Museum in Krakow:

a) The organisation of language courses for MVST staff is planned according to the following assumptions:

- courses for 30 learners continuing their education, the transition from A1 to A2 level,
- courses for 30 beginner level learners, reaching A1 level.

We expect to run courses in 2 or 3-semester cycle and to purchase 20 pieces the equipment (iPads or tablets) for students for foreign language learning. The purchase is necessary because of the plan to include the e-learning component in the course. We assume that the equipment will be lent to course participants, which will give them the possibility of working alone in the time that is convenient for them.

b) In order to disseminate the project results, we predict the organisation of two-day national conference in the character of training workshops for the representatives of museum human resources departments.

c) We also consider it important to cover the MVST staff with the programme of traineeship trips to other European museums. It is planned that the participants of language courses will continue their learning during 6-week traineeships in the museums of the project partner countries. Such kind of mobility could become an important part of the system of language training, giving the possibility of practical language training abroad and being a form of motivation for museums employees.

d) Regarding various forms of MVST staff employment in European museums (full-time employees, external companies, mixed forms), there is a need to develop a module for cooperation with external companies providing first contact services in the field of language training.

e) In the future, the preparation of online course and textbook in other language versions than English is planned.

We assume that the project assumptions planned for the workers of the National Museum in Krakow may be used in the case of other museums in order to increase foreign language competence of the employees and thus the standards of service of visitors.

2. Greater use of ICT tools and technical possibilities created by the new media – proposals

Another aim of the “Work of Art” project was to examine the degree of utility of the use of IT tools for foreign language teaching.

The research into the current target group profile done by an international project consortium confirmed that due to relatively low level of technological advancement of this group, as well as limited access to the equipment like iPad, and sometimes even a computer, e-learning courses that are offered to and planned for MVST will be of rather complementary nature. The basic method of learning will still be contact with the teacher and a printable textbook.

However, taking into account the growing popularity of electronic tools (different ones in different countries), as well as changes in MVST age structure, electronic tools in teaching should be paid more attention to.

During the realisation of the project, the National Museum in Krakow employees had the opportunity to analyse newest trends in this field, attending seminars organised within “Study Visits” programme. They analysed newest trends considering the possible implementation of some solutions in the planned courses of the "Work of Art" project.

Taking into account the fact that foreign language teaching with the use of e-learning method is still considered innovative, the “Work of Art” team of the National Museum in Krakow deemed appropriate the participation of project team representatives in the following study tours organised within Lifelong Learning Programme:

- 1)** “Studying English via distance or e-learning” organised on 4–8 March 2013 by Centre Especific d’Educació a Distància de la Comunitat Valenciana in Valencia, Spain. It is the only distance learning state school in the whole Community of Valencia using e-learning methods.
- 2)** “Language learning spaces: diversity and transversality” organised on 21–26 April 2013 by the Ministry of Education of the Parliament of Catalonia in Barcelona.
- 3)** “Tomorrow’s teaching with virtual media” organised on 29 September – 4 October 2013 by VUC Storstrøm. It is an adult education centre directly subordinated to the Danish

Ministry of Education. The area of VUC Storstrøm's activity involves the municipalities of Lolland, Falster, Taiping and Naestved.

E-learning is a tested method serving distance learning, which enables learning at any place and time, taking into account the preferred range of knowledge passed on, as well as the individual rate of its assimilation. A high level of effectiveness of e-learning results from the access to countless online training and the ability to repeat each exercise in the place and circumstances best suited to the needs of students or trainees.

An e-learning guru, Daphne Koller, an American professor at the Faculty of Computer Science at Stanford University and the co-founder of the educational platform Coursera, announces the approaching twilight of traditional forms of Face to Face teaching (F2F). Koller prophesies that the generation reared from birth with access to Internet will start a gradual transition to the online learning method, the possibilities of which are endless. It is worth becoming familiar with her suggestive arguments; on the Internet, you can watch Koller's interesting and colourful speech on this topic:

www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education.html

At schools in Spain and Denmark visited during study visits, learning takes place in virtual classrooms, which means that the students are given online access to teaching materials developed specifically for a given group; they have deadlines set for mastering a certain batch of material, support and online help provided by the teacher of the subject, as well as regular contact with a personal tutor, whose task is to supervise the process of learning of all subjects, encourage, advise, remind, etc. If necessary, they can participate in the so-called contact lesson by coming to school or contacting the teacher by phone or email.

Language learning is always followed by a placement test, on the basis of which the level of foreign language knowledge is assessed. The course should cover learning all the important language skills: reading, writing, listening comprehension, reading comprehension, speaking, grammar, vocabulary and correct pronunciation. Exercises should be easy to understand and allow for individualisation of the learning plan, or selecting a range of knowledge and learning at an own pace. Tasks can be repeated almost endlessly and you can try and try until you learn effectively. It can be done at any time and place. As pointed by Daphne Koller, the place and time of learning do not matter; what matters is only the result.

During study visits, some chosen English teachers presented their own e-learning teaching programmes and methods. The assumption is that every teacher should create their own Learning Management System (LMS), which is their own "teaching" base, to assist them in the preparation of teaching materials and conducting e-learning courses. It can cover various ICT tools, such as Moodle, Hot Potatoes, YouTube, Facebook, Twitter, Flickr, link library, Google sites, blogs, etc.

Teachers have recommended some of the ICT tools that they tested in practice as being exceptionally helpful in a comprehensive learning of a foreign language: Hot Potatoes, Digital Debris, Google Glass Project, Hangman, Gordon Bateson's Task Chain, Massive Open Online Courses (MOOC), Coursera, Open Learn (Open University); in speaking practice: Site Pal, www.oddcast.com, www.manythings.org, www.edition.englishclub.com or NanoGongs and Vocaroo; and in recording and correcting one's own utterances: Camtasia Studio.

In Denmark we were presented the assumptions of the e-learning platform Global Classroom. We had the chance to see with our own eyes how teaching in parallel classes functions, which seems extremely interesting. As the teacher records the lesson, students can themselves or with the help of their parents see the content of the lesson and play it as many times as they need. Students do their homework guided by the teacher, either during their physical presence at school or during work in the virtual classroom. This method gives great results. We were shown the concept of a flipped classroom.

We recommend a short film that presents general assumptions of this method:

<http://youtu.be/iQWvc6qhTds>

Summary

Despite the fact that IT tools and e-learning methods of teaching are becoming more and more popular, the presence of a teacher is still indispensable. Yet, the teachers' role is changing: now they co-create the content of a lesson online, invent exercises for the tasks, cooperate online with the group, monitor the progress.

Online syllabus should meet the defined needs and clearly identified aims. An e-learning product, in order to be able to perform its function properly, has to be appropriately adjusted to the needs of the target institution or group – in our case – Museum Visitor Services Team. It has to be attractive for the users, and at the same time it needs to cooperate with other systems and services of the institution without disturbances.

Before e-learning products are introduced, an in-depth analysis of the training recipients' needs has to be performed, the level of their languages skills has to be assessed, their expectations and certain products' capabilities need to be known. "Work of Art" project team have collected information concerning the above-mentioned issues (including the most commonly occurring linguistic problems, inquiries addressed to MVST staff), conducted English pilot courses for the target group. Study trips allowed for conclusions to be drawn and experiences to be acquired which will also be used in the process of creating the final products of the "Work of Art" project. However, in our opinion, museum institutions which plan to implement teaching with Internet tools should perform their own analyses with the use of instruments developed as part of our project in order to take into account their staff's individual needs (for instance, if a museum employs mainly young people, they are far more open to technological innovations than institutions where the average age of employees is below 45–50).

3. Including other groups of European museums employees in the language course – suggestions

The analysis of the needs of other museum employees revealed that, as with MVST staff, inquiries are also addressed to the secretarial staff. These are mainly questions concerning opening hours, prices, current exhibitions, the possibility of booking a guide, etc.

We are also taking into consideration the possibility of devoting more attention to:

- security workers, as well as
- HR staff and inventory department staff, who are also inquired by foreign visitors.

Similar need of the command of foreign languages is observed among

- employees involved in preparation of exhibitions (installation and transport workers, electricians), who deal with foreign custodians and restorers in case of imported exhibitions.

A separate category, due to museums' aim of expanding their offer, is the popularisation segment's staff:

- guides,
- museum educators,
- promotion and marketing departments' employees.

Usually, they are well educated and know a foreign language, although not always in a way that would prove useful in case of specific museum needs. A directed language training is thus important, especially because of the fact that museums are trying to extend their educational offer and promotional activities to include also a foreign recipient.

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