

UMAC WORKING GROUPS

TEACHING TOOLS	
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MEMBERS	<p>Dominick Verschelde (Belgium, Ghent University Museum - Zoology Collection)</p> <p>Shikoh Shiraiwa (Oklahoma; Archives and Special Collections, University of Central Oklahoma)</p> <p>Dorina Xheraj-Subashi (Albania, Alexander Moisiu University, Durres)</p> <p>'Rama' (India)</p> <p>Barbara Rothermel (Virginia, USA; Lynchburg College)</p> <p>Nathalie Séjalon-Delmas (France, Université Toulouse III - Paul Sabatier)</p> <p>Andrew Simpson (Australia, Macquarie University, Sidney)</p> <p>(Lucy) Ying Hu, East China Normal University, Shanghai, China</p> <p>Indrani Bhattacharya (India)</p>
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GOALS
<p>The UMAC WORKING GROUP on Teaching Tools aims at:</p> <ol style="list-style-type: none"> collecting available information on teaching tools used by University Museums and Collections all over the world – namely models, educational wall charts, actual objects, instruments and equipment, and manuals of workshops, among others – to have a better overview about their existence, location and present conservation state; compiling past and present uses, as well as reflecting upon their future use for teaching, research and the general public; sharing this information and experiences among UMAC members, the museum sector, and the academic community to support them in their teaching tools programs and research.

WORKING PLAN
<p>Initially, we would primary focus on Natural History collections but that does not mean we don't want other disciplines represented in the committee, on the contrary. The insight of other disciplines and collections will enrich the thinking process, and show us what still needs to be done in the future.</p> <ul style="list-style-type: none"> In the immediate future, we need to find five to eight Ad-Hoc committee members. This group of members is crucial to get the Working Group Teaching Tools approved at the AGM in Helsinki 2017. Anyone who feels up to the challenge, from any discipline or collection, can contact me to join the committee. In the first year, as a group, we aim to look at existing literature on Teaching Tools, compile this, and further list up all existing University Natural History collections, and other interested collections, and their contacts to establish the needed network.

- In the second year we aim to get an overview of the different teaching tools residing in these collections. Just getting an overview of the different kinds there are with an estimate of how many per kind each collection has.
- I already pre-constructed a registration form, separate enquiry forms for objects and workshops which can easily be compiled in a database. But as different collections and disciplines will have different needs for fields in the database, we need to discuss and work on these forms to make it useable for everyone. I will send these forms and a more extensive paper on the subject to everyone interested and who contacts me to join the committee.
- The third and fourth year should be spent having the contact people list/catalogue the individual tools and workshop manuals in the provided format, and send this information to the committee. The committee members will have to compile and streamline the information.
- In the fifth year, we will render a report that can be distributed among the UMAC members, and all participating collections.
By the end of the fifth year we need to contact all other University collections in order to expand the search to other University collections and disciplines.

DURATION

5 years (2017-2022), with the possibility of preparing a second term in order to expand to other collections.

EXPECTED OUTCOMES

Publication (special issue of UMACJ) or at least a report to be distributed among all contributing University collections.

Exchange of ideas, knowledge, manuals in order will profit all as it will potentially broaden our service to the community without exerting too much of our precious time.

In the museum world standstill is actually regressing. So exchanging Teaching Tools - and workshop ideas will help us all to provide visitors and school groups with new activities without too much of a time expense.

The possibilities towards research in the history of teaching are plentiful.

An endeavour like this needs a working committee in order to overcome the work load and achieve its elaborate goals.