



F- M U . S . E U . M .
(Form Multimedia System for a European Museum)

F-MU.S.EU.M. LEARNING MODEL

Abstract

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F- MU.S.EU.M. Project

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Title

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As a matter of fact, cultural heritage can be considered a source of productivity and innovation as well as a basin of job opportunities. According to the European official statistics¹ in 2005 cultural employment was estimated at 4.9 million people in EU-27 and accounted for 2.4% of total employment.

Therefore it is definitely to stress the importance of supporting the employability and lifelong learning of internal museums staff with a special attention to the training costs and the fruitful use of technological supplies.

This is the main reason why **F-MU.S.EU.M.** project had a significant effort in the implementation of a learning model that could match all these challenges as well as exploit all the good opportunities given by this mix of element: culture, innovation, network, ICT.

The main topic characterising the model are:

1. The aim of working as a network learning community
2. The workplace learning approach
3. The focus on competence
4. The format structure of the courses in standard Competence Units

As a comprehensive result of these four fundamental choices and a complex job analysis, the model designed an overall architecture of competences needed in order to release and manage a virtual Museum. This architecture has been also translated in the standard path of learning developed within the Project. The structure is composed of:

PROCESS AND OUTPUT ⇒ ROLES AND CORE COMPETENCIES ⇒ COMPETENCE UNITS.

The emerging final set of Competence Units was formatted as Competence Standard and a Training Standard.

According to the EQF principles, the Competence Standard describes the expected learning outcomes regardless of how they must be acquired through this structure:

- Competence Unit title
- Job specification
- Competence
- Existing job profiles related

The Competence Units and Training Standard can be considered the main shareable product of this experience:

The Competence Units set of the F-MU.S.EU.M. Learning Model

Competence Unit 1	WEB DESIGN OF VIRTUAL MUSEUM
Competence Unit 2	CONTENT SETTING OF VIRTUAL MUSEUMS
Competence Unit 3	MANAGEMENT OF VIRTUAL MUSEUMS
Competence Unit 4	COMMUNICATION OF VIRTUAL MUSEUM

¹ *Cultural Statistics*, 2006, available at <http://epp.eurostat.ec.europa.eu>

According to this structure, the learning processes promoted by the Project were mostly arranged to take place within the work environment itself instead that in a traditional classroom. All the professionals involved were facilitated in taking advantage of the learning opportunities and share them within their own job context. The learning pathways users are in fact always been immersed in its organization-professional context using - time after time and depending on the individual needs - the tools made available by the Project:

- 4 E-learning courses available in the public area of the web Portal www.virtualmuseum.net
- A Training Laboratory available only within the partners and beneficiaries network in the reserved area of the portal
- Practical exercise with the use of the WebCMS (web content management system) provided by the Project portal
- Remote Supervision provided by the Project technical staff
- Individual deepening with the use of Lecture Notes
- Opportunities for interaction and exchange of experiences in presence (internally to their organization) and distance (in the network of partner and beneficiary).

The modular and standardized structure of this model will be able to meet different learning demand and provide a good platform to design or integrate flexible training pattern in the field of initial training and continuing education.

It is to underline that the Content Management System (CMS), provided by the project, is the heart of the Virtual museum of the European roots that makes the associated museums protagonists. This system is the emblematic meeting point among training experience, networking, communication and technology .

Although the proposed model could not be considered the best way to manage virtual reality having museums as protagonists, however, it is a quite realistic approach aimed to point out the cultural and professional capital of the associated museums to migrate to a Virtual Museum despite the scarcity of the necessary resources usually available in an average European museum (ICT skills, Web competences and financial resources). This was definitely the challenge of this project experience and the good results encourage to go forward in this direction.