



WP3 3.1 Toolkit with learning scenarios in the GLAM Sector: for adult educators

Prepared by: The INCLUDED partnership





INCLUDED PARTNERSHIP:



**Academy of
Entrepreneurship®**





Contents

ABOUT THE PROJECT	4
INTRODUCTION	5
HOW TO USE THE TOOLKIT	6
RATIONALE: THE UDL FRAMEWORK	7
RATIONALE: THE UDL GUIDELINES	8
LEARNING SCENARIOS: GLAM SECTOR ARCHIVES	9
LEARNING SCENARIOS: GLAM SECTOR GALLERIES	20
LEARNING SCENARIOS: GLAM SECTOR LIBRARIES	32
LEARNING SCENARIOS: GLAM SECTOR MUSEUMS	43



About the project

“INCLUDED - Promoting Inclusive Employment in the GLAM Sector through Open Innovation” is an Erasmus+ project which promotes social inclusion and aims at improving the outreach to people with fewer opportunities, especially people with disabilities, in particular people with Autism spectrum disorder (ASD), through a proactive, open innovation approach for inclusive employment in the Galleries, Libraries, Archives, Museums (GLAM) sector.

INCLUDED addresses labour inclusive recruitment in the GLAM sector, as these cultural institutions are considered agents of social change, and thus should set the example of an inclusive society, shape the future of the sector but also guiding societal changes and nurturing social inclusion.

People with disabilities are among those first excluded from the labour market and the INCLUDED project seeks to disrupt this trend, through reversing the paradigm in the GLAM sector first.

The INCLUDED transnational consortium comprises Vinco (Austria), SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED (Cyprus), Brainplus GmbH (Austria), ACADEMY OF ENTREPRENEURSHIP ASTIKI ETAIREIA (Greece), EURELATIONS GEIE (Italy), Asociacija MINTIES BITĖS (Lithuania).

Visit the INCLUDED project website:





Introduction

to inclusive and accessible adult education provision

Adult education should lead by example when it comes to inclusion. The goal of inclusive adult education is to create a more inclusive society by taking into account individuals with disabilities in the planning, development, and execution of educational programmes. In this context, inclusive education refers to providing relevant and equally accessible learning opportunities to all individuals without distinction. Many educational institutions, meanwhile, fall short of these standards in their offers. Giving up free learning resources has worked in these situations.

When attending educational events, people with impairments are helped by assistants, which enables them to participate without any constraints. People with disabilities should be included in the creation of such programmes in order to boost participation. They are the experts when it comes to their own experiences, after all, and their involvement guarantees that participation is more than simply a platitude.

Among other things, it's critical that adult educators plan their course descriptions and contents in simple terms and allot adequate time for material delivery. Adult educators may also provide free learning support as part of their services. Unimpeded access to services is the main goal. Furthermore, the opportunities and services offered by educational institutions are just as important as the competencies of adult educators themselves. Individuals with disabilities are entitled to unhindered access to educational opportunities that are openly advertised.

Here, accessibility must be seen very broadly: organisational, structural, and content-related factors must all be taken into account. Learning in the context of inclusive adult education entails making certain that everyone is as included and involved in educational opportunities as possible, given their unique circumstances. Simultaneously, it entails finishing a portion of the learning route in unison with every other participant and gaining knowledge from each other.

In adult education generally, there should be greater focus on participant exchange and self-directed learning. This, of course, also holds true for inclusive adult education and was pursued in this toolkit.



How to use the toolkit

The toolkit is designed as an online resource, including a collection of embedded-learning and design-based learning activities and resources. It is based in the [Universal Design for Learning Guidelines](#), which “offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities”.

The toolkit is intended to be used by adult educators to help them in facilitating work with adults with disabilities. The purpose is to develop more generic and more specific learning experiences for online and face 2 face instruction, addressing the different sectors in GLAM. The toolkit is designed with a scenario-based learning approach. The goal of this type of learning is to identify a solution or a response to a real-world issue. Scenario-based learning can be used to give compliance training, soft skills training, professional skills training, leadership training, etc.

The toolkit is divided into four thematic units: Galleries, Libraries, Archives and Museums. Each unit is independent from the others and entails the completion of a total of four learning scenarios to achieve all the learning outcomes (sixteen learning scenarios in the toolkit). As one learning scenario in the unit advances, it builds upon the one before it. Consider it as a form of knowledge scaffolding, whereby further learning is gradually added to complete the cycle of knowledge.

The learning scenarios in this toolkit are structured as following:

- UDL principle represented
- Aims of the scenario
- Learning outcomes anticipated
- Activities
- Resources

The completion of every step in each of the four theme modules requires a computer and internet access.

Finally, you must always remember that teaching the fundamental general skills associated with the GLAM industry is just one facet of the learning process as a trainer. Your target set of learners will operate in a largely neurotypically dominated sector and confront specific structural, environmental, and pedagogical constraints.



Rationale

The UDL framework

The Universal Design for Learning (UDL) framework is a curriculum framework designed to address the needs of all learners.

The UDL framework is based on the principle that everyone can learn, and that all learners deserve an equal opportunity to succeed. The UDL Guidelines provide educators with a new way of thinking about goals, assessments, methods, and materials that can be used to create an inclusive learning environment for all learners.

Using the UDL framework and its practical guidelines, the toolkit will be developed so that adult educators will use the UDL Guidelines to design learning experiences for each GLAM sector.

If you want to purposefully use UDL in Course Design and Development, six steps should be considered:

Step 1 Consider your target group, their differences, and barriers they face.

Step 2 Identify learning requirements of the course

Step 3 Design varied formative and summative assessment to reach the desired learning requirements.

Step 4 Develop flexible and inclusive methods and materials.

Step 5 Facilitate sessions that employ scaffolding and support learner acquisition.

Step 6 Reflect on successes and lessons learned to continue reducing barriers and increasing access.



Rationale

The UDL Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, adhering to three main principles:

- The why of learning - Engagement
- the what of learning - Representation
- the how of learning - Action and Expression

Each section includes a set of guidelines that educators can use to tailor their instruction to the needs of all learners.

- The **Engagement principle** focuses on providing learners with multiple ways to access and interact with content. This could include using pictures, audio, video, or text; providing multiple levels of difficulty; or offering different tasks that appeal to different learning needs. Focuses on providing learners with multiple ways to find relevance in their learning, to persist in learning when it is most challenging, and to develop self-regulation, self-assessment, and self-reflection.
- The **Representation principle** ensures that learners can understand and use information in multiple ways. This could involve using different modalities (e.g., auditory, visual, kinesthetic) to present information; using graphic organizers to illustrate key concepts; or providing summary statements after each lesson.
- The **Action and Expression principle** gives learners multiple ways to demonstrate their knowledge and skills while using a variety of tools to construct meaning and express mastery. This might include giving oral presentations, writing essays, creating digital projects, or participating in group work.

UDL includes guidance on how to turn these three principles into practice through the early design of curricula. Specifically, it's suggested to provide multiple means of engagement, multiple means of representations, and multiple means of expression. Therefore, learners will be able to access the information, build on it, internalize it, and maximize their learning.



INCLUDED

Learning scenarios

GLAM Sector: ARCHIVES

Prepared by: VINCO and SYNTHESIS





Learning scenario number: 1

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

1. Learners know about what an archive is and what has to be done there.
2. Learners know about existing archives in their region.

c) The learning outcomes for this session

1. On completion of these tasks, it is expected that learners know about what archives are.
2. On completion of these tasks, it is expected that learners can estimate basic tasks to be done in an archive.
3. On completion of these tasks, it is expected that learners can reflect on the advantages of working in an archive.

d) Describe the learning activity that needs to be followed/undertaken/complete (50-80 words, Word file) [Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]



GLAM sector
Archives



Learning scenario number: 1

Activity 1, "What is an archive?" [1:00-1:30 hrs.]

Watch the following video together with your trainer twice. After watching it first, your trainer will explain basic things you've seen and afterwards, you will watch it again. You will see, after the second time, you will know what an archive is and what things are done there. After this step, go in small groups (max. 3-4 people) and discuss with your teammates the things you've seen in the film.

Focus on the following questions:

- Which types of archives are more interesting for me and which are not?
- Which parts of the film were difficult to understand and need further information?
- Which tasks/activities are interesting for me?
- Which tasks/activities I don't like?
- Why would I like to work in an archive or not?

Make notes on a sheet of paper.

Activity 2, "Why should I work in an archive?" [1:00-1:30 hrs.]

After discussing the questions in the first activity, go in pairs with people who have similar opinions like you.

Create a poster with the points you've noticed in the past activity and try to make it as informative as possible. You can also create slides on MS-PowerPoint - as you like!

Present your poster or PowerPoint presentation and explain the pros and cons of working in an archive. Listen carefully to the presentations of your teammates and add missing points to your posters/presentation and put them on the wall in your seminar room.





GLAM sector
Archives

Learning scenario number: 1



e) Description of the learning resources for this session with original files, links, etc.

Activity 1: [A Brief Introduction to Archives - YouTube](#)

Activity 2: flip-chart paper + pens, Link to job description: [What Is an Archivist and What Do They Do? \(With Skills\) | Indeed.com](#) (Verma, 2023) - translation via google translate or automatic translation via the browser is easily possible

Source: Verma, A. (2023, 25. July) What Is an Archivist and What Do They Do? (With Skills). [Engagement](#)





Learning scenario number: 2

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

Learners will get more insides of working in archives.

Learners can estimate their own personality in relation to working in an archive.

c) The learning outcomes for this session

On completion of these tasks, it is expected that learners know about the different types of archives.

On completion of these tasks, it is expected that learners can allocate information to different types of archives.

On completion of these tasks, it is expected that learners can reflect their own preferences regarding the type of archive in which they want to work.

d) Describe the learning activity that needs to be followed/undertaken/complete

Activity 1, "Photos, photos, photos" [01:30 hrs.]

Your trainer gives you lots of photos of different things that can be archived. In the first lesson you got an overview on types of archives. Now make your own folder system on your mobile phone or computer and try to sort the photos on the basis of the types of archives.

Which photo belongs to which kind of archive? Don't worry, some pictures can belong to several kinds or archives.

You can do this exercise alone or in pairs.





GLAM sector
Archives

Learning scenario number: 2



Activity 2, "Presentation" [01:00 hrs.]

Make a short PowerPoint presentation and present your results. Try to argue why you made your decisions to add the respective photo to this or that kind of archive.

Activity 3, "Reflection" [00:30 hrs.]

Which kind of archive do you like most and why do you want to work there? Talk with your group members and argue.

e) Description of the learning resources for this session with original files, links, etc.

Activity 1: Photos from the attached folder (source: www.pixabay.com), mobile phones and/or computers

Activity 2: Computer with MS PowerPoint





Learning scenario number: 3

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Representation

b) The aims of the session

Learners get acquainted with digital archives and their importance for preserving memories

Learners will learn about the advantages of having digital archives and digitization.

c) The learning outcomes for this session

1. On completion of these tasks, it is expected that the learner will distinguish the unique features and characteristics of digital archives.

On completion of these tasks, it is expected that the learner will explain the benefits of having digital archives.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1, "What is a digital archive?" [1:30 hrs.]

Watch the following [video](#) together with your trainer twice. After watching it first, your trainer will explain basic things you've seen and afterwards, you will watch it again. You will see, after the second time you will know what a digital archive is and how it works.

Brainstorm with your trainer the reasons for having digital archives instead of physical, and what could be the benefits. Read through this article to see if some of the points you raised are mentioned.



GLAM sector
Archives



Learning scenario number: 3

Activity 2, "Let's visit a digital archive" [2:00 hrs.]

Your trainer will share this digital archive "[The Topotheque](#)". In small groups, you can navigate around the different topotheques from around Europe in the [map](#) displayed: Select 2 of the topotheques and explore them in depth. Consider and complete the following questions in this Canva worksheet.

e) Description of the learning resources for this session with original files, links, etc.

Activity 1

[Introduction to Digital Archiving](#)

Activity 2

<https://www.topothek.at/en/what-is-the-topotheque/>

https://www.canva.com/design/DAFu4CDl0Ec/251uvfiGrBitjP-E71uV4w/edit?utm_content=DAFu4CDl0Ec&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton





Learning scenario number: 4

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Action and Expression

b) The aims of the session

Learners set up their own digital archive and familiarise with its function.

Learners will familiarise with ways of customising the display of information in digital archives to address diverse audiences.

c) The learning outcomes for this session

On completion of these tasks, it is expected that the learner will be able to design their own digital archive and critically reflect on the ways to protect the digital archive.

On completion of these tasks, it is expected that learners will describe flexible materials to use for developing digital archive exhibits that can be adjusted based on diverse needs and preferences.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1, "How to create a digital archive?" [1:30 hrs.]

Watch the following video ([ANIMATION | How to Build a Digital Archive](#)) together with your trainer twice. After watching it first, your trainer will explain basic things you've seen and afterwards, you will watch it again. You will see, after the second time you will know the steps to create your own digital archive.

It's digitisation o'clock! Together with your trainer, you can dedicate the next session to bring pictures to class and digitise them. Could you then teach family and friends to digitise their valuable objects? This could be a fun-filled activity as you digitise photographs, school reports and so much more.



GLAM sector
Archives



Learning scenario number: 4

Activity 2, “Protecting a digital archive” [1:00 hrs.]

ANIMATION | How to Protect your Digital Archives

Now that you have set up your digital archive, watch the animated tutorial video twice together with your trainer on how to protect your precious archives at home. Make a list of the things you do or will do about the objects you chose to digitise, to protect them.

Activity 3, “Making digital archives accessible to various audiences” [1:30 hrs.]

Read through this article with your trainer, about “To Cope with Digital Distraction, Embrace Digital Neurodiversity”

Revisit the digital repository of archives “The Topotheque” .

Work in small groups of 2-3 people and consider now what could be done to make it more inclusive to diverse audiences, including neurodivergent people. In properly prepared digital materials, the display of the same information is very malleable and customizable. For example, a call-out box of background information may be displayed in a different location, or enlarged, or emphasised by the use of colour, or deleted entirely. Think for instance on how to Display information in a flexible format so that the following perceptual features can be varied:

The size of text, images, graphs, tables, or other visual content

The contrast between background and text or image

The colour used for information or emphasis

The volume or rate of speech or sound

The speed or timing of video, animation, sound, simulations, etc.

The layout of visual or other elements

The font used for print materials

Create a simple infographic using Canva, with 4 tips for developing inclusive digital archives.





GLAM sector
Archives



e) Description of the learning resources for this session with original files, links, etc.

Activity 1

[ANIMATION | How to Build a Digital Archive](#)

Activity 2

[ANIMATION | How to Protect your Digital Archives](#)

Activity 3

[To Cope with Digital Distraction, Embrace Digital Neurodiversity](#)

<https://www.topothek.at/en/what-is-the-topotheque/>

[Canva infographic template](#)





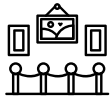
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Learning scenarios

GLAM Sector: GALLERIES

Prepared by: Asociacija MINTIES BITĒS





Learning scenario number: 1

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

1. Learning about famous paintings.
2. Learning about how paintings enter the galleries.
3. Learn about art galleries, their types and what they do.
4. Learning about the benefits of working in a gallery.

c) The learning outcomes for this session

1. On completion of these tasks, it is expected that the learner will have an understanding how galleries work in general.
2. On completion of these tasks, it is expected that the learner will be able to distinguish between different types of galleries.
3. On completion of these tasks, it is expected that the learner will be able to define the benefits of working in a gallery.
4. On completion of these tasks, it is expected that the learner will be motivated to apply for a job in a gallery.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]



Learning scenario number: 1

Activity 1.

Look at the famous paintings and describe what is depicted in them.

Do you recognise these paintings? Who are the authors of these paintings? What emotions are captured in these paintings? If there are people in the piece, what are their expressions? Which painting is your favourite and why? Does any of these paintings bring to mind any of your own life events or memories?

Discuss with the trainer: how paintings enter the galleries? Who hangs paintings in the galleries?

[Estimated completion time for this activity: 1 hour.]

Resources: 10 pictures to be presented via a beamer or printed out.

Activity 2. Art Galleries Explained

Have a discussion with your trainer and group and answer these questions: what does gallery do? What types of galleries do you know?

After the discussion watch the video on <https://www.youtube.com/watch?v=D2SxsskPPvw&t=87s> and learn about art galleries, their types and what they do.

Now that you've watched the video have a discussion with your trainer and group again and answer these questions: how well you knew about galleries work before watching the video? what new things did you learn? What was the most surprising or interesting? Which type of gallery did you like the most? Which one would you like to work for?

[Estimated completion time for this activity: 1.30 hour]

Activity 3. Benefits of working in a gallery

Look at the interactive image on [Genial.ly](https://view.genial.ly/64ca427feee72200185cdfac/interactive-image-included-benefits-of-working-at-an-art-gallery) and read about the benefits of working in a gallery. Link to the interactive image:

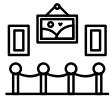
<https://view.genial.ly/64ca427feee72200185cdfac/interactive-image-included-benefits-of-working-at-an-art-gallery>

Afterwards, make a list of what would be most beneficial to you.

Share your list with the rest of the group and make one definite list of all benefits.

[Estimated completion time for this activity: 30 minutes.]

Resources: Paper and pen or computer.



GLAM sector
Galleries

Learning scenario number: 1



e) Description of the learning resources for this session with original files, links, etc.

Activity 1. Pictures are in [this folder](#) (taken from Wikipedia)

Links:

https://commons.wikimedia.org/wiki/File:Portrait_of_Giuliano_li_Cesarini,_Age_14,_with_His_Page_by_Gervasio_Gatti.jpg

https://en.wikipedia.org/wiki/The_Birth_of_Venus

https://en.wikipedia.org/wiki/The_Bellelli_Family

https://en.wikipedia.org/wiki/Lady_Writing_a_Letter_with_her_Maid

https://en.wikipedia.org/wiki/Arnolfini_Portrait

https://en.wikipedia.org/wiki/The_Creation_of_Adam

https://en.wikipedia.org/wiki/The_Scream

https://en.wikipedia.org/wiki/The_Persistence_of_Memory

https://en.wikipedia.org/wiki/Mona_Lisa

https://en.wikipedia.org/wiki/Shakuntala_%28Raja_Ravi_Varma%29

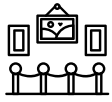
Activity 2. <https://www.youtube.com/watch?v=D2SxsskPPvw&t=87s>

Activity 3. <https://view.genial.ly/64ca427feee72200185cdfac/interactive-image-included-benefits-of-working-at-an-art-gallery>

Interactive image prepared by using information from:

Indeed Editorial Team. (2022, June 25) Working at an Art Gallery: Benefits, Tips and Jobs

<https://www.indeed.com/career-advice/finding-a-job/working-at-art-gallery>



Learning scenario number: 2

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

Finding out information and types of galleries at the place of residence.

Learning how gallery visitors or clients are treated by the staff by observing work in local galleries.

Learning more about how galleries work in general.

Learning more about the staff of the galleries.

c) The learning outcomes for this session

On completion of this task, it is expected that the learner will be aware what galleries are in their place of residence.

On completion of this task, it is expected that the learner will visit the galleries and by observing the environment, will find out how clients and visitors are received in the galleries.

On completion of this task, it is expected that the learner will learn about gallery employees and their duties.

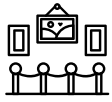
d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

1. Gather information about the local galleries and choose one or two for visiting. More galleries can be visited depending on the size and number of local galleries. Collect the information about the galleries you are planning to visit: types of galleries; working hours; how to get there; is the entrance to the gallery free; is there access for people with reduced mobility, etc.

[Estimated completion time for this activity: 1 hour]

Resources: internet connection, paper and pen.



GLAM sector

Galleries

Learning scenario number: 2



2. Go to visit the galleries you chose. If you need an accompanying person, ask the trainer or someone else who could help. Observe the work in the gallery carefully. If it's needed, take notes of what you see. Things to pay attention to: does anyone greet visitors when they come in; how many people work in the gallery; how gallery staff is communicating with visitors; what is the atmosphere like; what is exhibited in the gallery; on which floor is located this gallery; is this gallery accessible to people with reduced mobility, etc.

[Estimated completion time for this activity: 4 hours]

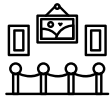
Resources: paper and pen or phone, tablet.

3. Tell your trainer how was your experience in the gallery (ies) you have visited. Tell him about your observations using the notes you took. What did you learn about the gallery and people who work there? What did you like the most when visiting gallery (ies)? Have a discussion.

[Estimated completion time for this activity: 1 hour]

e) Description of the learning resources for this session with original files, links, etc.

No resources.



Learning scenario number: 3

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Representation

b) The aims of the session

1. Learning about positions and duties of each position in a gallery.
2. Learning about the importance of communication skills at work.
3. Learning how to stop yourself from interrupting other people during conversations.
4. Learning to shift your attention from yourself and what you want to say, to focusing on the speaker and trying to understand what they are saying.

c) The learning outcomes for this session

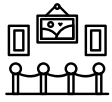
1. On completion of these tasks, it is expected that the learner will be able to tell the differences about each position and duties of each position in a gallery.
2. On completion of these tasks, it is expected that the learner can recognise and compare the tasks and positions in a gallery which best fit their personality and career aspirations.
3. On completion of these tasks, it is expected that the learner will be more aware how important is to listen without interrupting the speaker.

d) Describe the learning activity that needs to be followed/undertaken/complete Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

1. Activity "Position and description"

Play a game online on Genial.ly together with your trainer and find out what positions are in the galleries and their descriptions.

Link to the game: <https://view.genial.ly/64b7c1563a179b001b6bbf4c/interactive-content-position-and-description>



Learning scenario number: 3

Afterwards have a discussion with your trainer and answer these questions: What position in the gallery would you like the most? Why? How do you imagine yourself in this position? What exact tasks could you fulfil in the gallery? Why don't you like other positions? Which of the positions seem most difficult and why? What challenges might you face working in the gallery?

Together with your trainer make a list of advantages of working in a gallery.

[Estimated completion time for this activity: 1.30 hours.]

Resources: beamer, internet connection, paper and pen.

2. Activity "Communication is key"

The ability to exchange information and ideas at work is an essential skill in many roles. Therefore, it is necessary to learn more about what makes workplace communication so important and how to improve your communication skills.

Read the text on the slides about communication skills at work. Discuss with your trainer if you feel confident about your communication skills and think of what aspects you might need to work on. Make a plan with steps how to improve your communication skills at work.

[Estimated completion time for this activity: 1.00 hours.]

Resources: beamer, paper and pen.

3. Activity "Just Listen"

This active listening activity is structured as a personal listening development exercise. Ask someone willing to speak to you on a single topic of their choice for 5 minutes. Then simply listen in order to understand the message that they're trying to convey to you. Do not forget to use timer to track the time.

Some ideas for the conversations:

Who is your longest friend? Where did you meet them? What do you appreciate about them?

What were you really into when you were a kid? Why did it capture you? Discuss.

What three words best describe you? Why?

What would be your perfect weekend? Talk your way through that perfect weekend.



Learning scenario number: 3

What is the strangest dream you have ever had?

Describe a controversial opinion that you have.

Who in your life brings you the most joy? How?

Describe a book that's had an impact on your life. What was the impact and how is it affecting you today?

If you could call up anyone in the world and have a one-hour conversation, who would you call? What would you talk about?

Imagine that time freezes for everyone but you for one day. What do you do?

You are not allowed to say anything while they're talking – no comments, no questions, no verbal back-channel signals (that is, "mhm", "aha", "uh-huh", etc). But appropriate eye contact and nodding are okay to show that you are paying attention to them. Just listen in silence and try to understand the speaker.

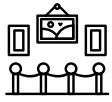
At the end of 5 minutes, you may speak. Paraphrase in your own words the main points that you think you heard the speaker say - they should remain quiet while you're paraphrasing. Use paraphrasing lead-ins such as "I think I heard you say ..." and "It sounds like..." Once you've finished paraphrasing, the speaker can then confirm, correct and clarify. And you may ask follow-up questions if desired. Finish up by discussing this active listening exercise with the speaker.

Afterwards, swap the roles with the speaker and repeat this exercise. For each conversation you have 30 minutes.

Now have a follow-up discussion with the trainer and a whole group. You can find the questions here: <https://view.genial.ly/651aa2bf77be0f0011e475c2/horizontal-infographic-lists-9-key-slides-for-any-pitch-deck>

[Estimated completion time for this activity: 1.30 hours.]

Resources: timer.



GLAM sector
Galleries

Learning scenario number: 3



e) Description of the learning resources for this session with original files, links, etc.

Activity 1. <https://view.genial.ly/64b7c1563a179b001b6bbf4c/interactive-content-position-and-description>

Interactive game prepared by using information from:

Neuendorf, H. (2016, September 8) *Art Demystified: The Gallery Breakdown*

<https://news.artnet.com/market/art-demystified-gallery-workers-638201>

Cooks-Campbell, A. (2022, July 14) *Communication is key in the workplace. Here's how to improve*

<https://www.betterup.com/blog/why-communication-is-key-to-workplace-and-how-to-improve-skills>

Activity 3. <https://view.genial.ly/651aa2bf77be0f0011e475c2/horizontal-infographic-lists-9-key-slides-for-any-pitch-deck>

Slide prepared by using information from:

Ward, A. (2020, July 29) *7 Targeted Active Listening Games, Exercises and Activities for Adults*

<https://www.goodlisteningkills.org/active-listening-games-exercises-activities/#index-of-games-1>



Learning scenario number: 4

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Action and Expression

b) The aims of the session (50-80 words, Word file)

1. Learning about the skills one needs to work in a gallery.
2. Practicing to write the resume for applying in a position in an art gallery
3. Practicing a role play by imitating day at work in a gallery.

c) The learning outcomes for this session

1. On completion of these tasks, it is expected that the learner will be able to prepare his own resume.
2. On completion of these tasks, it is expected that the learner will critically reflect on the aspects of working in a gallery and what appeals to them personally.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

1. Please, read about the gallery assistant skills on <https://resumecat.com/skills/gallery-assistant>, how to improve them and how to highlight gallery assistant skills on a resume, in a cover letter and during an interview, so you have a better understanding what skills possibly be needed in order to work in a gallery.

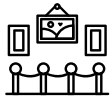
Afterwards, visit the official websites of organisations or institutions that offer job in your country. If you cannot find the websites yourself, ask for help of your trainer.

Search for the job offers for gallery employees. Read each job offer carefully. What skills are needed for this position? What is the nature of work in this position? What are the requirements for the employee?

Try to write your own resume for applying in a position in an art gallery. You can use this website: <https://europa.eu/europass/en/create-europass-cv>

N.B. do not forget to register, because your resume will not be saved without registration. Ask for help if needed.

[Estimated completion time for this activity: 2 hours.]



GLAM sector
Galleries

Learning scenario number: 4



2. Activity “At the gallery”

Option 1. Work in pairs. One is a gallery assistant and the other one is a client. Simulate an interaction at the gallery.

For example:

A gallery worker greets a customer as he arrives. The gallery assistant asks if there is anything he can do to help the customer. For example:

Do you know what you are looking for?

Do you have any preferences?

What colours would go well with your home/office interior? Can I advise you?

Would you like something more bold or simple?

Etc.

Customer is interested in a particular painting and could ask these questions:

How do I find out more about the painting? Maybe, you know what is the inspiration for this piece?

Could you, please, tell me a little bit more about the artist?

If I buy this item today, when can I expect it to be delivered?

How much does the shipping cost?

Can I pay in instalments?

Are there other available works in this theme or collection?

Is the artist popular?

Option 2. You can also choose roles according to what duties you like the most and simulate a typical working day as well.

After the role play, share your experience with the other learners. What was it like? Was it easy or difficult? What was the most difficult? What did you like the most?

[Estimated completion time for this activity: 1.30 hours.]

e) Description of the learning resources for this session with original files, links, etc.

Activity 1.

ResumeCat. (2023) 12 Gallery Assistant Skills: Definition and Examples

<https://resumecat.com/skills/gallery-assistant>



INCLUDED

Learning scenarios

GLAM Sector: LIBRARIES

Prepared by: VINCO & BRAINPLUS





Learning scenario number: 1

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

1. Learners know about how a library works and what basic tasks can be done there.
2. Learners are motivated to apply for a job in a library.

c) The learning outcomes for this session

1. On completion of these tasks, the learner will be able to know the basic job profiles and tasks which can be done in a library.
2. On completion of these tasks, it is expected that the learner will be motivated to work in a library.
3. On completion of these tasks, it is expected that the learner can differentiate the tasks in a library from those in other sectors in the private economy.
4. On completion of these tasks, it is expected that the learner will consider and critically reflect the advantages of working in a library.

d) Describe the learning activity that needs to be followed/undertaken/complete

Activity 1, "The world of books" [00:30 hrs]

Look at the pictures and tell your trainer about your thoughts. What do you connect with libraries? What do you think about working in a library?

Talk with your teammates and your trainer about your thoughts and he will notice them for you.

Resources: 4 pictures to be presented via a beamer, flip-chart for making notes by the trainer



Learning scenario number: 1

Activity 2, “What a librarian does” [1:00 hrs]

Watch the video together with your trainer and he/she will explain the content.

Talk about the work in a library and the tasks you could fulfil there.

Draw a picture about yourself working in a library.

Resources: beamer, internet connection, paper and pens for the pictures

Activity 3 “I am a librarian” [1:30 hrs]

Go in pairs - one of the team is the librarian and one the client.

The client starts the video function on his/her mobile phone.

Now do a role play: The client asks typical questions in a library and the librarian helps him/her. The client films the librarian during his/her explanations.

Change the roles and do the same again.

Watch the videos together and see such a good librarian you would be.

Finally, talk in the whole group about your experiences. Your trainer will make notes to show you how cool it is to work in a library.

Resources: mobile phones, flip-chart for making notes by the trainer

e) Description of the learning resources for this session with original files, links, etc.

Activity 1: Pictures (licence free – source: www.pixabay.com)

Activity 2: YouTube-clip: “What Librarians Wish You Knew About Libraries”

[What Librarians Wish You Knew About Libraries - YouTube](#)

Activity 3: YouTube-clip: “Day in the Life of a Librarian”

[Day in the Life of a Library Assistant | Hospital Library - YouTube](#)



GLAM sector
Libraries

Learning scenario number: 1



Pictures for activity 1





Learning scenario number: 2

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

1. Learners know about professional and social aspects in a library.
2. Learners can estimate their own strengths related to the work in a library.

c) The learning outcomes for this session (2-3 lines)

1. On completion of these tasks, it is expected that the learner will know the real life in a library.
2. On completion of these tasks, it is expected that the learner can estimate the different tasks to be done in a library.
3. On completion of these tasks, it is expected that the learner will be able to reflect possible tasks he/she can do in a library.

d) Describe the learning activity that needs to be followed/undertaken/complete

Activity 1, "We will visit a library" [01:00 hrs]

On the first day of your training course, you saw videos of people working in libraries and you could have first insights of what librarians and library assistants do in their jobs. In a few days, you will visit your local library together with your trainer.

Go in pairs and think of possible questions to be asked there.

After this step, present your questions in the big group – your trainer will collect all the questions for you.

Decide in the group who will ask which questions during the visit.

If you feel insecure just watch the video from the first learning step again.

Resources: beamer and internet connection (if needed for the video), flipchart for making notes by the trainer



Learning scenario number: 2

Activity 2, “We are in a library” [01:30 hrs – transfer excluded]

Now you are in a library, and you see so many different things.

You can ask the librarian all the things you want to know about working there.

Don't forget the prepared questions.

If you see some very interesting things, you can take a photo or a video, so you won't forget it.

During the visit, think of possible tasks you would like to do in the library. Which tasks would you prefer to do?

Resources: information letter for the local library, preparative phone call or meeting with the librarians

Activity 3 “How exciting!” [01:00 hrs]

This activity should be done after visiting the local library. It's recommended to drive back directly to the training room after the visit because memories are “fresh” and need to be reflected by all participants.

We are back in our training room. Take your time and calm down a bit. Think of all the impressions you got in the library. If you want to, you can make some notes about the things which interest you most.

Now go in pairs or you can do the following task in a small group of three also, as you want.

Take out your mobile phones and show the taken pictures/videos to your teammate(s).

Which parts of the library did you like the most?

Go in the big group again.

Tell the group about your dream-job in a library. Your trainer will take notes and will talk to you afterwards about possible jobs in a library.

Your trainer will contact the persons who will support you in finding a job in a library.



GLAM sector
Libraries

Learning scenario number: 2



e) Description of the learning resources for this session with original files, links, etc.

Activity 1: YouTube-clip: “What Librarians Wish You Knew About Libraries” (if needed)
[What Librarians Wish You Knew About Libraries - YouTube](#)

Activity 2: information letter for local libraries (contact should be made by the trainer), information sheet for trainers (the information sheet should be sent after contacting the library and can be adapted together by the trainer and the librarian)

Activity 3: Information sheet from activity 2 + prepared contacts to local libraries and public bodies in the support of people with special needs (job-assistance, fundings, et





Learning scenario number: 3

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Representation

b) The aims of the session

Learners know how to deal with clients in a library.

Learners are able to reflect the social aspects of working in a library.

c) The learning outcomes for this session

On completion of these tasks, it is expected that the learner will know how to deal with clients in a library.

On completion of these tasks, it is expected that the learner is able to do simple tasks in borrowing books in a library by using an EXCEL-based database.

d) Describe the learning activity that needs to be followed/undertaken/complete

) [Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1, "Bring your books" [01:30 hrs]

Please bring some books (max. 5) from home to the training. Your trainer will mark your books together with you to show you how the system of shelfmarks works (you've already heard it during your library visit) and which information of a book is necessary to create your own library system. After the training, you can easily find your books again because they are marked.



Learning scenario number: 3

Activity 2, "The system" [01:00 hrs]

Your trainer has prepared a system for borrowing and taking back books in a library. In the following training he/she will explain to you how to set up and work with this system, especially how to borrow and take back books.

Create a library- catalogue (single work):

Type the needed information (shelfmark, title, author, publisher, year of publication, date of borrowing the book, maximal duration of taking it back) in an EXCEL-list. Your trainer will support you in this task and will collect all your data and put it together into one file. You can send the file via email to your trainer.

Activity 3, "Your own library" [02:00 hrs]

Your trainer has put together all your data into one

Everybody who wants to can be a librarian now and the others in the group can borrow and bring back books whenever they want to.

e) Description of the learning resources for this session with original files, links, etc.

Activity1: max. 5 books per learner; post-it stickers

Ask the learners for bringing max. 5 books from home to the training course. Prepare post-it stickers where you can write the shelfmark and the name of the trainee on and put the shelfmark on the post it on each book.

Explain where the learners can find the needed information for setting up the library catalogue and support them during the work. Each learner has to type in the respective information of his/her books in an EXCEL-file. It's recommended to do this together with the learners by mirroring the trainer's screen via a video-beamer.

Activity 2: one computer/laptop per learner, USB-stick or email account for collecting excel files, book-shelf (or put the books in the correct order on a table). The trainer has to collect all single files, put them together in one and make a simple EXCEL-table with choice boxes.

It's recommended to use short time frames for taking back books so that the "librarian" has permanently to deal with clients. So he/she can permanently work with the library catalogue and put the books in the correct order (shelfmark) in the "library"



Learning scenario number: 4

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Action and Expression

b) The aims of the session

Learners are able to reflect and summarise their own strengths and weaknesses in working in a library.

Learners are able to apply for a job in a library in their local area.

c) The learning outcomes for this session

On completion of these tasks, it is expected that the learner will know about the library system in his/her local area.

On completion of these tasks, it is expected that the learner can reflect his/her personal characteristics and decide to work in a library.

On completion of these tasks, it is expected that the learner can apply for working in a local library on a professional or voluntary basis.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1, "Summarise" [01:15 hrs]

In the last training courses you saw and heard so many different things about working in a library.

Go in groups of three. In your group, talk about your experiences and impressions you got in the last training courses and the library-visit. Tell your teammates about things you've liked in the job as a library assistant itself and dealing with other people. What did you like, what not?

Summarise your thoughts (pros and cons) on a poster in a few words or pictures.



Learning scenario number: 4

Activity 2, "I want to work" [01:30 hrs]

After finishing the last activity, build two groups: People who want to work in a library and those who don't want to.

Start a debate and people who want to work as a library assistant should convince others of their decision.

Activity 3, "Application video" [01:30-2:00 hrs]

Everybody who wants to apply for a job or working in a library on a voluntary basis goes in groups with others who don't want to. Your trainer will show you a short video on how to apply for a job.

In a next step each applicant makes short notes about his/herself and why he should get the job. The rest of the group supports him/her by giving advice.

The group will support the applicant in making a short video (max. 2 mins.) on which the applicant talks about his person, his strengths and his motivation for working in a library.

If you want to, you can show the whole group the video which will support you in your next steps towards being a librarian.

e) Description of the learning resources for this session with original files, links, etc.

Activity 1: flip-chart paper and pens

Activity 3: "Video Introductions for Job Applications":
<https://www.youtube.com/watch?v=baCgyOsUBY8>, separate silent rooms for each groups, mobile phones, email account [if needed]



Learning scenarios

GLAM Sector: MUSEUMS

Prepared by: SYNTHESIS Center for Research and Education





Learning scenario number: 1

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

Recruiting interest in museums as cultural spaces

Connect learning about museums to real life experiences that are meaningful and valuable to the learners

c) The learning outcomes for this session

1. On completion of these tasks, it is expected that the learner will infer the unique characteristics of museum environments/spaces.
2. On completion of these tasks, it is expected that the learner can recognise and compare the tasks in a museum which best fit their personality and career aspirations.

d) Describe the learning activity that needs to be followed/undertaken/complete [Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1 "What constitutes a museum" [0:30 hrs]

Why do we have museums? Watch the video on <https://youtu.be/MHo928fd2wE>

With your trainer, discuss and consider the role of museums in society. You can also review the most updated definition provided by ICOM here: <https://icom.museum/en/resources/standards-guidelines/museum-definition/>

[Estimated completion time for this activity: 1 and 30 hours.]

Activity 2 "Museums I wanna visit" [02:00 hrs.]

Identify and record in writing 3-4 local museums which you would like to visit. Collect the information about the museums you are planning to visit: types of museums; working hours; how to get there; is the entrance to the museum free; is there access for people with reduced mobility, etc. You can use (print or fill in digitally) this Canva template to complete your answers. [Estimated completion time for this activity: 1 hours, 30 minutes.]



GLAM sector
Museums



Learning scenario number: 1

Activity 3 “Visiting a museum” [02:00 hrs.]

Arrange a visit to the museums you chose as a group. If you need an accompanying person, ask the trainer or someone else who could help.

Work in small groups and tour the museum (2-3 people). Observe the work in the museums carefully. If it’s needed, take notes of what you see. Things to pay attention to: does anyone greet visitors when they come in; how many people work at the museum; how museum staff is communicating with visitors; what is the atmosphere like; what is exhibited at the museum, etc. Your trainer will give additional material on the job profile of museum professionals. [Estimated completion time for this activity: 02:00 hrs.]

You can use this Canva template to record your notes and replace images with ones you took during the visit. This task can be completed after the visit and share your insights with the group.

Activity 4 “What makes museums unique” [1:30 hrs.]

Read this article on the 8 types of museums. <https://travel2next.com/types-of-museums/>

Briefly mention 2-3 key characteristics of each type (category) of museum. Explain each choice, summarising in 50 words or by providing pictures you retrieve from the Internet or by giving a short presentation. You can use (print or fill in digitally) this Canva template to complete your answers. [Estimated completion time for this activity: 1:30 hrs.]

e) Description of the learning resources for this session with original files, links, etc.

Activity 1: <https://youtu.be/MHo928fd2wE>

<https://icom.museum/en/resources/standards-guidelines/museum-definition/>

Activity 2: Online research, notepad or Google notes.

Canva template

Activity 3: Notepad, physical map, guided tour. Canva template

Activity 4: Notepad, Laptop, Canva for presentations, images from online search

<https://travel2next.com/types-of-museums/>

Canva template





Learning scenario number: 2

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Engagement

b) The aims of the session

Recruiting interest in the job roles for museum professionals by empowering learners to consider their career path and what appeals to their personality

Connect learning about museum jobs to experiences that are meaningful and valuable to the learners

Encourage effort and persistence to pursue knowledge gains related to museum profession and working in museum environments

c) The learning outcomes for this session

1. On completion of these tasks, the learner will identify basic job profiles and tasks which can be done in a museum.

2. On completion of these tasks, it is expected that the learner can recognise and compare the tasks for a museum curatorial assistant role.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1, "Museum roles" [00:45 hrs.]

What kind of people work at the museum? Your trainer will share a presentation on Genial.ly and you can discuss in your group your thoughts.

Look at the pictures in the presentation (Slides 1-8) and tell your trainer about your ideas. What roles do you connect with museums?

Now see slide 9 about some museum roles. What do you think about working in a museum?

Go in pairs and talk with your teammates and your trainer about your thoughts and he will note them for you on a whiteboard.

[Estimated completion time for this activity: 00:45 hours.]



GLAM sector
Museums

Learning scenario number: 2



Activity 2, "Museum curatorial assistant" [01:00 hrs.]

What skills do you need to be a museum curatorial assistant?

Watch the video (<https://youtu.be/SyeAVdJhMRQ>) together with your trainer and he/she will explain the content.

Go in pairs and talk about the work in a museum and the tasks you could fulfil there as a curatorial assistant.

Review the illustration here: <https://www.liveabout.com/career-profile-of-art-museum-curatorial-assistant-1295342>

Discuss which roles and duties are indeed expected as part of working as a museum curatorial assistant.

Activity 3, "Museum curatorial technician" [00:45 hrs.]

What skills do you need to be a museum curatorial technician?

Review the illustration here:

<https://www.lieabout.com/career-profile-of-art-museum-curatorial-technician-1295343>

Work in small groups of 2-3 persons. Discuss which roles and duties are expected as part of working as an art museum curatorial technician.

How is this different to the role of a curatorial assistant?

Play a 'true or false quiz' online on Genial.ly together with your trainer to understand the roles and duties of museum curatorial assistants and technicians.

Link to the game:

<https://view.genial.ly/6506d1a1b50ef70018111b2a/interactive-content-true-or-false-quiz>





GLAM sector
Museums

Learning scenario number: 2



e) **Description of the learning resources for this session with original files, links, etc. beamer, internet connection, paper and pens for the pictures**

Activity 1:

<https://view.genial.ly/6506d55ba8040f0011ba1867/interactive-content-educational-choice-board>

Additional resources: <https://www.arnabontempsmuseum.com/the-most-important-skills-you-need-to-work-in-a-museum/>

https://nasher.duke.edu/large-files/pdfs/museum_job_descriptions.pdf

Activity 2: <https://youtu.be/SyeAVdJhMRQ>

<https://www.liveabout.com/career-profile-of-art-museum-curatorial-assistant-1295342>

Activity 3:

<https://www.liveabout.com/career-profile-of-art-museum-curatorial-technician-1295343>

<https://view.genial.ly/6506d1a1b50ef70018111b2a/interactive-content-tr>





GLAM sector
Museums

Learning scenario number: 2



e) **Description of the learning resources for this session with original files, links, etc. beamer, internet connection, paper and pens for the pictures**

Activity 1:

<https://view.genial.ly/6506d55ba8040f0011ba1867/interactive-content-educational-choice-board>

Additional resources: <https://www.arnabontempsmuseum.com/the-most-important-skills-you-need-to-work-in-a-museum/>

https://nasher.duke.edu/large-files/pdfs/museum_job_descriptions.pdf

Activity 2: <https://youtu.be/SyeAVdJhMRQ>

<https://www.liveabout.com/career-profile-of-art-museum-curatorial-assistant-1295342>

Activity 3:

<https://www.liveabout.com/career-profile-of-art-museum-curatorial-technician-1295343>

<https://view.genial.ly/6506d1a1b50ef70018111b2a/interactive-content-tr>





Learning scenario number: 3

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Representation

b) The aims of the session

Learning about the importance of multimodal communication for diverse audiences.

Learners will know more about how to make the museums accessible to diverse audiences (including people with disabilities).

Learners will know more about how to make the museums a neuro-inclusive workplace.

c) The learning outcomes for this session

On completion of these tasks, it is expected that the learner will outline how to deal with diverse audiences in a museum.

On completion of these tasks, it is expected that the learner will choose appropriate communication tools for a neurodiverse audience.

On completion of these tasks, it is expected that the learner will recognize and compare strategies to developing a neuro-inclusive workplace.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1, "Neurodiversity – looking beyond the label" [01:00 hrs]

Have a look at [this presentation on Canva](#).

Discuss with your trainer about how you feel when visiting a museum, or if you don't usually visit museums, the reasons for this.



GLAM sector
Museums



Learning scenario number: 3

Are the suggestions/tips presented appropriate to your experience/perception?
What could be done to help plan for “The neurodiverse-friendly museum experience?”
At the MuseumNext Digital Summit writer and presenter Verity Babbs shared her experience of ADHD, and discussed why it is vital that museums create quality digital content to help neurodivergent and disabled audiences access art, how this can be implemented, and where these institutions can turn for guidance (see below).

<https://www.museumnext.com/article/how-can-museums-increase-accessibility-for-neurodiverse-audiences/>

Watch the video twice and reflect upon the points raised, in regards to digital museum offerings for neurodivergent audiences.

Activity 2, “Show and tell - a museum exhibit on display” [04:00 hrs]

In this activity, you will set up your own museum in class, with the help of your peers and trainer. Follow this 10 steps checklist to create a museum exhibit.

Work in groups, taking up the different roles of professionals in a museum, to address:

The topic of the museum

How to design the exhibit (presentation, labels, etc)

Who is your target audience

What days and time you will be open

You can bring objects from home, ask friends to borrow some of their artwork or sculptures, or any other object you find relevant for your museum.

Consider ways in which to ensure your museum is accessible to all. Refer back to the checklist to ensure you have done all that you could to make your museum open to diverse audiences.

The opening day for the museum will include presentations of the exhibits by you and your group.

You can work for this project for a number of days, the estimated duration to complete is 4 hours.





GLAM sector
Museums

Learning scenario number: 3



Activity 3, “Creating a neuro-inclusive museum workplace” [02:00 hrs]

Organisations have increased the number of diversity, equity, and inclusion (DE&I) initiatives. However, neurodiversity in the museum workplace remains low. By implementing accessible communication strategies that also take account of neurodivergent employees and candidates, museums can widen DE&I programs, improve employee experience, and benefit from a neuro-inclusive workplace.

Check your knowledge and understanding through this [Genial.ly quiz](#) to a neuro-inclusive museum workplace.

e) Description of the learning resources for this session with original files, links, etc.

Activity 1: “Neurodiversity – looking beyond the label” [presentation](#)

<https://www.museumnext.com/article/how-can-museums-increase-accessibility-for-neurodiverse-audiences/>

Activity 2: [10 steps checklist to create a museum exhibit.](#)

Activity 3: [Neuro-inclusive-workplace-characters-quiz](#)

Extra resources

<https://www.interactsoftware.com/wp-content/uploads/2022/07/Communicating-with-a-neurodiverse-workforce.pdf>





Learning scenario number: 4

to inclusive and accessible adult education provision

a) UDL principle represented in the scenario

Action and Expression

b) The aims of the session

Encourage learners to use multiple media for communication and use multiple tools for construction and composition

For the learners to delve deep into the creation of virtual museums and exhibitions

Infer personal knowledge and understanding into their strengths and weaknesses and the potential to work at a museum

c) The learning outcomes for this session

1. On completion of these tasks, it is expected that the learner will be able to demonstrate their own virtual exhibition.
2. On completion of these tasks, it is expected that the learner will critically reflect on the aspects of working in a museum and what appeals to them personally.

d) Describe the learning activity that needs to be followed/undertaken/complete

[Estimated time for completion of all the activities in this session - the upper limit is 3-4 hours]

Activity 1, "What are virtual museum exhibitions" [01:00 hrs]

After Covid especially, it has become the norm for museums to offer virtual exhibitions online. Museum professionals needed to upskill to develop digital offerings. What is a virtual exhibition though?

Watch this [presentation](#) on Genial.ly to see what virtual exhibitions are and examples of virtual exhibitions from around the world.

Discuss with your trainer about whether or not you have visited virtual museums before online. Check the two links in the presentation on page 2 for the virtual museums and share your views. Do you find them interesting, easy to navigate, etc.?

See presentation slide 3. Do you agree with the suggestions? Can you think of more benefits to creating virtual museum exhibitions?



Learning scenario number: 4

Activity 2, "Creating our own virtual exhibition" [04:00 hrs]

Your trainer has prepared 3 templates for virtual exhibitions on Canva and will assign you in a group. Each group works to create their own virtual exhibition.

Virtual exhibition 1: Art history museum

Virtual exhibition 2: Archaeological museum

Virtual exhibition 3: Natural history museum

Go through the templated slides and consider how to address each section. Feel free to adjust your exhibit in a way that will make it both appealing and accessible to diverse audiences. You can ask your trainer for advice.

At the end of the activity, present your virtual exhibition to the group. Explain things like:

- The topic of the exhibit
- Target audience
- How to navigate the exhibition
- Strategies to attract people to the museum
- Museum roles and how you distributed this among your group
- Key takes from the experience for each person in the group - what did you like the most about preparing the exhibition

You can work for this project for a number of days, the estimated duration to complete is 4 hours.

Activity 3, "Myself in a museum role" [01:30 hrs.]

Draw a picture about yourself working in a museum. You can also use the [Canva template](#) here to add your input.

Imagine what duties you think you could handle better and add those in your illustration.

Is there something you think you could do in addition to these? You can ask your trainer for advice.

Share your illustration with the group

[Estimated completion time for this activity: 1 and 30 hours.]

Activity 4, "Museums 4 all campaign" [02:00 hrs]

Now that you have developed your virtual museum, how would you go about to let everyone in your community know about it? How do you show that your museum is accessible to all? What kind of communication tools are better for neurodivergent people?

See here for a mini scenario to create a social media campaign for your museum.



GLAM sector
Museums

Learning scenario number: 4



e) Description of the learning resources for this session with original files, links, etc.

Activity 1: Presentation Virtual museums

Activity 2: Canva templates

Virtual exhibition 1: Art history museum

Virtual exhibition 2: Archaeological museum

Virtual exhibition 3: Natural history museum

Activity 3:

Pen and paper, coloring pens, Canva template, internet connection

How to Create a Virtual Exhibition – The Online Tool Used by World’s Leading Museums | ThingLink Blog

Activity 4: Mini scenario for social media campaign for accessibility





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