

MADE

Museum and Art education for Deaf Empowerment

O2 - MADE Educational Model

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website: <https://www.madeproject.eu/>

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1. Introduction

The MADE educational model aims at developing a curriculum to train deaf youth to become museum guides, to strengthen their deaf identity and to increase their levels of empowerment. The curriculum content will allow young deaf people to acquire both transversal and professional skills in order to preclude NEET categorisation and facilitate entry to the workforce.

The educational model is based on a new learning approach incorporating both group training/self-study and the acquisition of competences in a real life museum context. This approach will allow the participants to test the learnt competences in a potential working environment, by using a visual and non-formal communication. Learning will be based on constructivist theories and facilitated in teamwork and self-study settings.

The benefits of the model presented in this document will cover multiple aspects:

- Contribution to the integration of deaf youth into the labour market;
- Promotion of the use of Sign Language in every context in order to facilitate deaf people, considering that language is the most important instrument to communicate and convey ideas and feelings;
- Increasing accessibility to culture for deaf people
- Support museums participating in the project activities in the adaptation and the diversification of the offered services creating educational experiences that provide to deaf people the possibility to participate equally in a pluralistic society.

This document is essentially divided into two parts: the first one details the curriculum framework (aims, objectives and methodologies); the second part describes the educational activities that were tested in each partner country. Pilot training programmes were delivered at national level to test and validate the educational model and were addressed at 15 deaf youth aged 18 to 35 in each country.

the first version of this document was developed on the basis of the Context Analysis of relevant practices collated at both transnational level (IO1), and the training content from the LTTA which took place in Vienna Austria, from 21 – 25 October 2019, led by equalizent, with participants from all MADE partners.

The first version of the Curriculum was presented and discussed within the National Study Circles aimed at adapting the learning approaches, methodologies and tools to national contexts and professional needs. The feedbacks came from the trainers who participated in the study circles and allowed the drafting of the second version which was tested in each country.

After the piloting in each country additional small changes arising from the feedback received from the trainers and deaf youth participants were included and the final version of this document was written.

2. Curriculum Framework

The curriculum framework is part of the MADE educational model identifying a set of knowledge and skills needed to achieve measurable outputs aimed at training deaf youth in future employment as museum guides.

The primary goal of the methodology is to enable the learning of knowledge, skills and attitudinal competences in a sensitive contextual setting which values and respects the affective domain. Diverse and innovative techniques will be used throughout to achieve this goal based on teamwork and self- study.

2.1 Curriculum aims

The curriculum aims to provide a set of knowledge and skills tailored to the needs of deaf young people in order to train them as museum guides or accompanying persons. The MADE educational model will be based on the development of two categories of knowledge and skills:

- *technical and professional*: to acquire knowledge of certain artistic disciplines; to be able to interpret a work of art; to be able to manage a tour within a museum.
- *transversal*: communicative, linguistic, behavioural.

The learning experience will be based on art and visual languages.

2.2 Curriculum objectives

The curriculum has been customised for the following target groups – trainers and trainees:

- ✓ Deaf people with a very good knowledge of Sign Language
- ✓ Hard of hearing people with a very good knowledge of Sign Language

The curriculum has three transversal objectives:

1. Objectives related to the *technical knowledge and competences*;
2. Objectives related to the area of *social interaction*;
3. Objectives related to the *communicative area*.

2.2.1 Objectives related to technical knowledge and competences

- **Area: art education:**
 - To be able to prepare a description of art works in Sign Language, including their history, characteristics and cultural contexts.

- To be able to define techniques and strategies for designing, structuring and implementing museum tours accessible to deaf people in cooperation with museum institutions.
- **Area: IT:**
 - To be able to use digital skills for producing videos in Sign Language, video blogs, video guide posts, PPT presentations.
 - To be able to use social media effectively to promote museum tours.
- **Area: personal effectiveness:**
 - To systematically evaluate one's strengths and weaknesses and areas of development
 - To consider and pursue appropriate opportunities and avenues for professional development
 - To recognize priorities in tasks and responsibilities

2.2.2 Objectives related to social interaction area

- **Area: behavioral competencies**
 - To learn about self assessment, identification and empowerment
 - To make decisions in a risk assessment context regarding one's own responsibilities and duties (self-confidence)
- **Area: conflict resolution and negotiation**
 - To learn about reaching consensus and proposing appropriate solutions
- **Area: creative problem solving and strategic thinking**
 - To analyse the causes and factors of a given unforeseen situation
 - To evaluate the best solutions and develop an implementation plan
- **Area: team building and teamwork**
 - To identify opportunities for networking
 - To collaborate with others and share ideas
 - To work with others towards mutually agreed outcomes

2.2.3 Objectives related to the communicative area

- **Area: communication and interpersonal relationships**
 - To transmit thoughts and ideas using appropriate communicative skills.
 - To be able to convey and request information in person or electronically.
 - To develop communication skills through visual language and visual arts.
- **Area: language skills**
 - To be proficient in the use of Sign Language.
 - To be able to describe an artwork using the appropriate artistic terms in Sign Language to adequately convey the meanings and emotions of the artwork to deaf visitors.
 - To be able to understand a written text and adapt it to Sign Language.
 - To have knowledge of the English language.

2.3 Teaching and learning approaches

The MADE curriculum is intended to present a holistic collection of knowledge, skills and values which participants will acquire in a cohesive and well-sequenced way. For this reason, it is important that participants engage actively in learning and, on the other hand, the trainers adopt appropriate approaches to both the subjects matter and the target group - the deaf young people. The innovative learning and teaching approaches proposed in this document come out of the context analysis carried out by the partnership within IO1, and are summarised as follows:

- Theoretical contents on cultural heritage combined with practical training in museum settings;
- Specific approaches which can enhance the cultural identity of the deaf people, such as storytelling, visual vernacular, deaf music and pantomime training useful for acquiring self-confidence, expressive skills, clarity of interpretation, etc.
- Learning by doing
- Use of digital tools
- Role plays with reference to communication skills in specific situations

- Involvement of deaf leaders who have experience of museum and cultural activities.

It will be important to ensure an inclusive approach, which enables positive interaction between deaf and hearing people socially and in the workplace.

The use of Sign Language will be fundamental to allow a community that communicates essentially through a visual language to be able to interpret art works and convey their thoughts and emotions to museum visitors.

In order to ensure the best possible achievement of the curriculum objectives, as well as implementing innovative approaches, it will be important to establish a productive cooperation between museum institutions and deaf associations at regional and national levels for the promotion of the museum services aimed at deaf people, as members of the deaf community.

2.4 Curriculum Development Overview

The proposed training totals 30 hours divided between theory in the classroom through face-to-face workshops and practical experience in the museum scenario in each country. The additional individual/self-study activities will be planned through the interactive resources available in the website (the MADE toolkit) in order to provide an opportunity for participants to augment their art knowledge.

Consequently, the curriculum is divided into four modules:

Module 1: *Personal competences & qualities*

Module 2: *Empowerment*

Module 3: *Tour structuring*

Module 4: *Let's start the museum tour!*

The content of every module focuses on and is structured according to:

- Development of skills (how one learns)
- Information/knowledge (what one learns)
- Transferring/empowerment (how learned skills can be passed on)

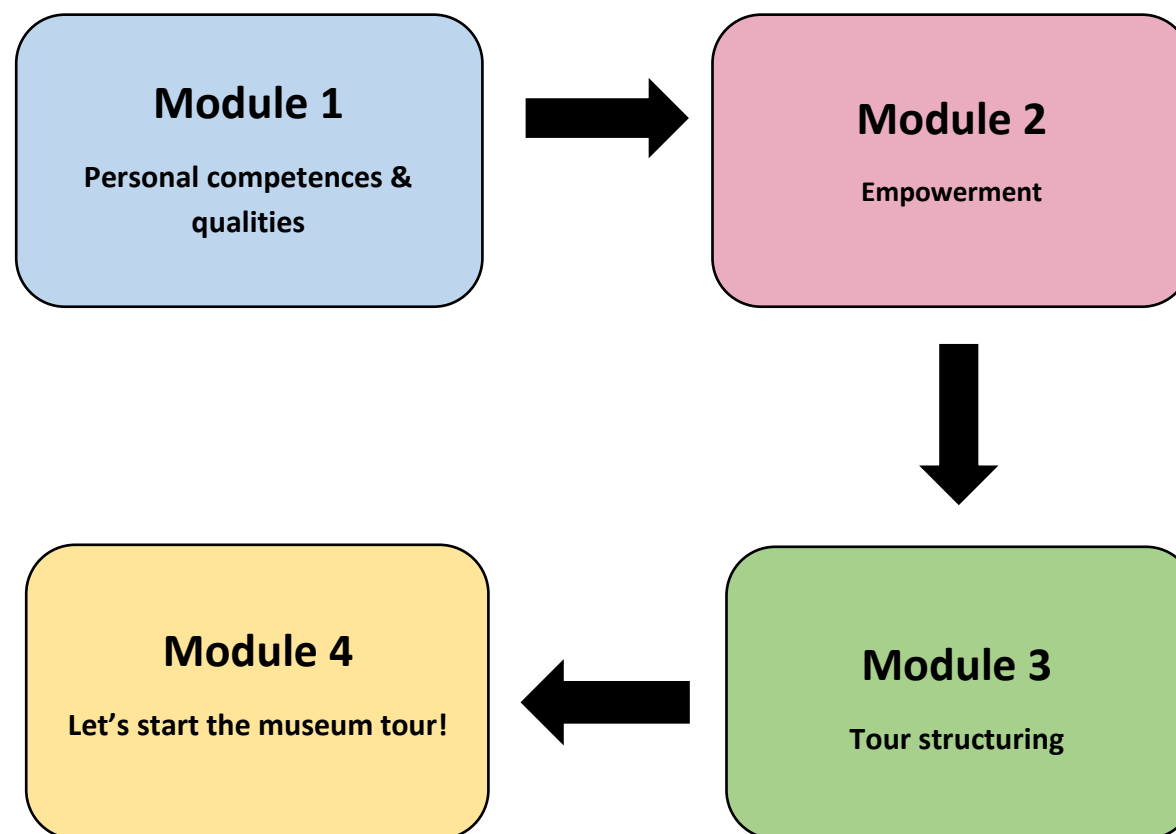
The participants should deal with visual aids and with the empowerment of other deaf people through the transfer of content in Sign Language and with thereby contributing to the accessibility of museums.

The overview of the developed curriculum mirrors the analyses of each module concerning: the specific objectives that should be attained; the individual skills; knowledge and attitude; the specific suggested activities and their format.

As the curriculum provides the basis for orientation, trainers need to take account of existing competences of the participating persons and adapt the content accordingly. Trainers must use Sign Language - in preference to spoken language to ensure empowerment as well as maximum comprehension due to first language use by the target group. It is expected from trainers, that they adapt the lessons and select activities, that they adapt materials appropriately and manage the available time.

All the educational resources linked to the MADE model, included in a Toolkit (IO3), are uploaded and accessible via a link on the homepage of the MADE website <https://www.madeproject.eu/toolkit> available to the trainers and trainees in order to learn more about art education. The features of the Toolkit will be presented in a separate guidelines.

Figure 1: Development of the curriculum: Modules and emphasis



Curriculum development overview

Project: My strengths, my competences – What are important qualities for the job as museum guide and how do I structure a tour?

Module	Objectives	Skills	Suggested activities:	timeline /hours
Module 1 „Personal competencies & qualities“	Communication, language skills & interpersonal relationships Conflict resolution, negotiation and risk assessment Personal effectiveness Creative problem solving and strategic thinking Team building & teamwork	Skills: - Working in a team - Applying techniques of problem solving and conflict management	M1-1: Job profile museum guide <i>This activity is done in small teams (2-4 persons/ depending on the size of the group). The participants receive flipchart paper and pens and should think about the following and present it to the group:</i> - What is important for the work of a museum guide? - What should a museum guide be like? - What could be obstacles for a deaf museum guide? - Do you know examples of deaf museum guides in your country/from other countries? M1-1.1: Language and communication skills <i>So, what language and communication skills must a museum guide demonstrate?</i>	Suggested total duration of module 1: Approx. 5 hours The trainer decides how much time is allocated to individual activities to meet participants' needs.

			<u>M1-1.2:</u> <u>Personal qualities and relationship skills</u> <i>So, what personal qualities and skills must a museum guide have?</i> <u>M1-2:</u> <u>Problem solving – conflict resolution</u> <i>What do you mean by conflict? In groups of 2-4 people try, find answers to the following questions:</i> • What do you mean by conflict? • What do you associate this word with? • What other words come to your mind about the word conflict? Say/show the first word that comes to your mind! • Have you had a conflict today? This week? This month? • So, what is a conflict and what are (HOW do we resolve?) Its strategies for solving it? <u>M1-2.1:</u> <u>Conflict resolution strategies</u> What should a deaf museum guide do in situations like this? <i>The trainer prepares small cards with problematic issues that could arise during a tour and call for an intervention e.g.</i> • <i>A know-all tour participant constantly interrupts the guide.</i> • <i>A child has a meltdown and becomes</i>	
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			<i>unmanageable.</i> • <i>A group of teenagers makes selfies and chatters incessantly all to such an extent as to disrupt the tour.</i> • <i>One tour member hogs the limelight with persistent questions causing tensions within the group.</i> <u>The instructions for the participants are:</u> • Pull out a card. • Read the situation that is described on the card and don't show it to the other group members • Imagine this situation and try to act it. Prepare a short and funny sketch, where you use your creativity in sign language, mime and acting! • Make suggestions for ways of dealing with the situation. • Q+A round with the rest of the group <u>M1-2.2:</u> <u>Strategies and methods for conflict prevention and resolution</u> What are the strategies and methods for preventing and resolving conflicts? <u>M1-2.3:</u> <u>Specific conflict resolution strategies</u> What are the specific strategies for resolving conflicts?	
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			<u>M1-2.4:</u> <u>Obstacles for a deaf museum guide?</u> What could be obstacles for a deaf museum guide? Discuss, argue, note, correct, add? <u>M1-2.5</u> <u>Obstacles for a deaf museum guide</u> How can we remove these obstacles?	
Module 2 „Empowerment“	Building strength and self confidence Communication, language skills and interpersonal relations Teambuilding und teamwork Personal effectiveness	Skills: • Working in a team • Collecting knowledge • Creativity • Mutual motivation and enhancing peer motivation	<u>M2-1:</u> <u>Living Art</u> <i>At the beginning of the activity, copies of famous works of art are printed out. The aim is to portray the work of art as a group.</i> • Present your work of art in your group (3-5 persons, depending on the size of the whole group) • How can you replicate the work of art as accurately as possible? • Use objects from your surroundings or ask other participants for props. <u>M2-2:</u> <u>Artistic expression in the culture of the deaf</u> • Introduction – different forms of art in Deaf culture. • The artistic performance in Sign Language. • Elements of the artistic performance in	Suggested total duration of module 2: Approx. 5 hours The trainer decides how much time is allocated to a single activity according to the needs of the participating persons.

			Sign Language. • Performance elements • Storytelling • Visual vernacular • Poetry / poem • Song in Sign Language M2-2.1 Storytelling: <i>In groups or as individuals, participants draw a card with a story (text or pictures). Participants should tell the story in Sign Language to the group.</i> <i>Video examples.</i> <i>The group watches the videos and then discusses the content.</i> M2-2.2 Visual vernacular <i>In groups or as individuals, participants draw a card with a story (text or pictures). Participants should tell the story using visual vernacular to the rest group.</i> <i>Video examples.</i> <i>The group watches the videos and then discusses the content.</i>	
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			M2-2.3 Poetry, poem and song <i>Video examples.</i> <i>The group watches the videos and then discusses the content.</i> M2-3 Deaf guide from art and culture <i>In groups or as individuals, participants research deaf museum guides worldwide and present their findings to the group. Discussion follows.</i>	
Module 3: “Tour structuring”	Communication, language skills and interpersonal relations Creative problem solving and strategic thinking Team building und teamwork	• Collect knowledge • Working in a team	M3-1: <u>Describe your neighbour as a piece of art!</u> ▪ Into which period of art does your neighbour fit best? ▪ To which trend in art would you assign your neighbour and why? Explain in the plenary! M3-2.1. <u>Art knowledge</u> <i>Participants gain an overall knowledge about different periods in art history.</i> Each participant is given 2-3 names of art movements. They are asked to research them and make notes to present to the rest of the class. M3-2.2. <u>Art history timeline</u>	Suggested total duration of module 3: Approx. 10 - 15 hours The trainer decides how much time is allocated to a single activity according to the needs of the participating persons.

			The task is to insert the art movements chronologically on a timeline (stone age to the present) using moderation cards. Participants should share with the group what they discovered about their art movement. <u>M3-2.3.</u> <u>Art knowledge: In depth</u> <i>Working in groups, participants choose an art movement and find out more about the movement including famous artists and art works, as well as fun facts. The groups present their findings.</i> <u>M3-3:</u> <u>Museum analysis</u> ▪ Choose a museum from your home country! ▪ How could / would you adapt this museum for deaf visitors / deaf museum guides? ▪ Prepare your presentation visually – without the use of digital tools!! Note: At the end of each module or activity there is time allocated to answer open questions that arising from the module/activity. Additional time will be set aside to enable self-reflection by the participants on the learning outcomes	
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Module 4: „ Let’s start the museum tour! “	Communcation, language skills, & interpersonal relations Personal effectiveness team and teamwork	Skills: • Working in a team • Creativity	M4-0: <u>Art Charade (warm up)</u> ▪ In groups of 2 or 3 choose a European capital and draw it quickly on a flipchart in the group / class. You only have one minute for this task! ▪ Think carefully: what is typical about this city? What is this city associated with or well-known for? ▪ Let the group guess which city you have drawn and explain why you chose to present the city this way. M4-1: <u>Marketing strategies</u> <u>In groups or as individuals, participants select a museum to promote. They decide what to focus their tour on. Groups should prepare information on their tour including when the tour with a deaf guide will take place, as well as explaining what the tour will contain.</u> • Think about how to best promote the tour within the deaf community! • What organisations / associations can you contact? • What promotion tools would you use (e.g. Instagram, Facebook, flyers, newspaper adverts ...)? Present your ideas to the group / class. • Q+A on the pros and cons of your	Suggested total duration of module 4: Approx. 15-20 hours The trainer decides how much time is allocated to a single activity according to the needs of the participating persons.
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			promotional ideas. <u>Develop an advertising plan and present it to the other participants. Give each other feedback on your plans.</u> <u>M4-2:</u> <u>Preparation for the museum tour</u> <u>Participants visit a local museum of their choice and using the handouts provided, collect and prepare the following information:</u> • Phase 1: Museum inspection • Phase 2: Write the narrative text • Phase 3: Barriers to accessibility <u>M4-3:</u> <u>Museum guide for a day</u> <u>In a group, participants visit their chosen museum, taking it in turns to take on the role of a tour guide. Participants should simulate some of the situations from module 1. After each tour, the participants should ask the “guide” questions. Participants should remember to take photographs and make videos (where permitted according to the rules of the respective museum). After all participants have taken on the role of guide, feedback is solicited from the rest of the group.</u>	
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			<u>M4.4:</u> <u>Let's start the museum tour!</u> <u>Networking and raising awareness</u> Representatives from museums (responsible for PR / communication / accessibility for example) are invited to participate in awareness raising / training, during which participants share their experiences and make suggestions for improvement for better access to museums for deaf people.	
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