

one **by** one

building digitally
confident museums



School of Museum Studies, and CAMEo (Research Institute for Cultural and Media Economies), University of Leicester
Institute for Employment Research, University of Warwick
Zanvyl Krieger School of Arts & Sciences,
Johns Hopkins University, US
Faculty of Art Design & Architecture, Monash University, Australia

Amgueddfa Cymru - National Museum Wales
National Museums Scotland
National Army Museum
Royal Pavilion & Museums Brighton and Hove
Derby Museums Trust
Museum of London

Museums Association
Association of Independent Museums
Arts Council England
Museum Development Network
Culture24

Heritage Lottery Fund
National Museums Directors Conference
Collections Trust
Nesta

FutureLearn



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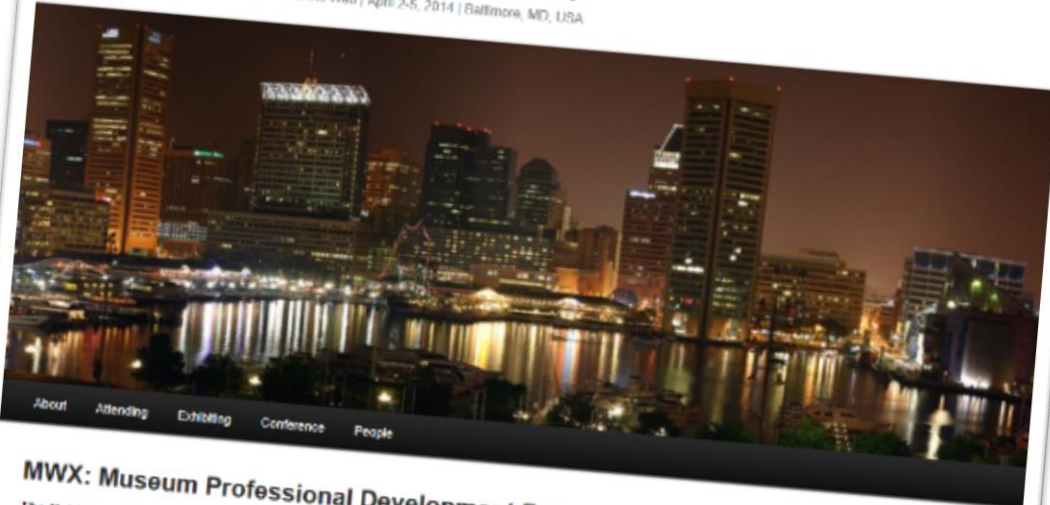


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MW2014: Museums and the Web 2014

The annual conference of Museums and the Web | April 2-5, 2014 | Baltimore, MD, USA



About Attending Exhibiting Conference People

MWX: Museum Professional Development Forum (Part 1)

The Baltimore Principles: Towards a common vision for digital heritage education and professional development

When it comes to technology we are all perpetual students. Particularly in the context of a continuously evolving technology environment, this forum will ask us collectively to reflect on how effectively our cultural and educational institutions are preparing the next generation of museum practitioners to meet the grand challenges of the digital age.

This composite and highly participatory forum will provide an opportunity to shape a collective agenda with the larger purpose of advancing teaching and learning, professional development and scholarship across the emerging fields of museum technology and digital cultural heritage. Invited speakers will kick off the conversation with identified sub-themes. In response, participants are invited to break out into "unconference-style" working groups to follow up on specific points of interest. Reports from these groups will then be reviewed in a dedicated Professional Forum on Friday.

Taking these first steps to engage with the entire MW community as part of an open and shared effort to curate a set of working principles (to be known as the Baltimore Principles), we seek to declare a common vision of where digital and museum technology education and professional training can – and should – be heading in order to shape the future of museums and cultural heritage institutions across the Library, Archives, and Museum (LAM) sector.

sector. The Baltimore Principles, launched at the Museums and the Web 2014 conference and revisited in 2016, highlights some of the obstacles museums need to overcome to address digital training. This framework called for emphasizing digital literacies, rather than specific digital skill development; professional development tied to strategy, rather than reactive training; a more discursive, rather than didactic approach to training; and most importantly, evolving collective expertise across museum departments, rather than within a select few.¹⁵⁴ The European Commission

Improving Digital Literacy of Museum Professionals Solvable Challenge: Those th

With the proliferation of devices, and other traditional view of museums possessing the ability to and educate patrons encompass the understanding of tools. This category of competent quickly museums evolve and the in new hires. Some thought leadership not enough best practices guide training for current and pre-service and the most progressive examples, informally. Professional development emerging technologies can be museums' interpretation goals visitor experiences is needed at education. This issue is not education departments and is technical infrastructure and work needs to be achieved across the context of museum leadership.

Overview

While museum professionals are using emerging technologies Smart Panel

MW2016: Museums and the Web 2016

The annual conference of Museums and the Web | April 8-9, 2016 | Los Angeles, CA, USA



MW Home About Attending Presenting Exhibiting Conference

It's All in the Confidence: Co-designing the Future of Museum Digital Literacy

Professional Forum

Ross Parry, University of Leicester, UK, Carolyn ROYSTON, 1905, United States, Dafydd James, Amgueddfa Cymru - National Museum Wales, Wales, Jane Finnis, Culture24, UK, Vinco Dzickan, Monash University, Australia

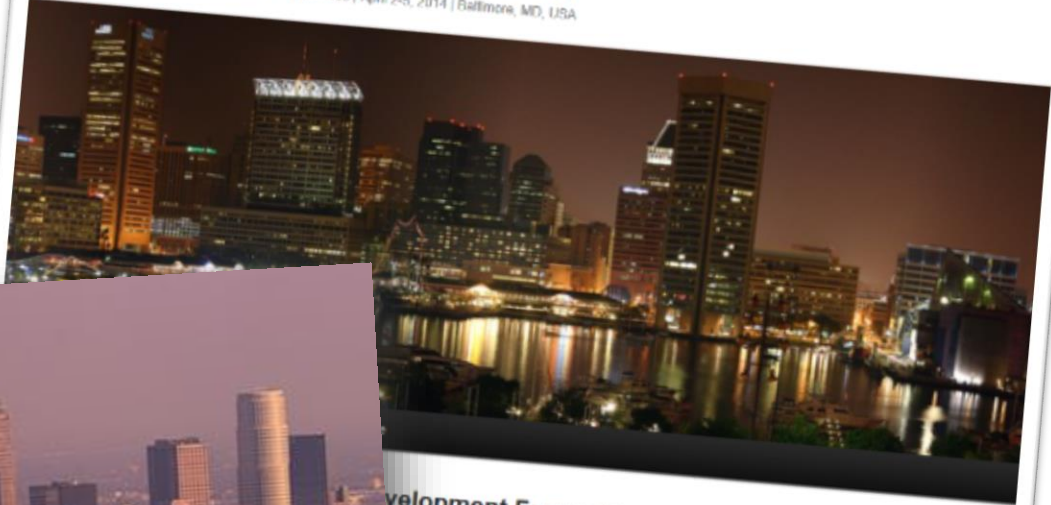
All MW2014 training providers from around the world attempted to frame the 'Baltimore Principles', articulating the step changes needed for the next generation of digital training provision in the museum sector.

The 'Baltimore Principles' were unequivocal in their call for a shift in the way we think about digital training. They asked for a move from thinking about 'technical skills' around specific forms of technology, to thinking instead about 'digital literacies' and forms of creative thinking; a move from digital training being about technology, to being 'with technology'. They encouraged a switch in emphasis from 'reactive training' within an institution (where skills can become siloed), to 'strategic improvement and professional development' for the whole institution where literacies and ways of thinking and making can, instead, become both pervasive and naturalised. And they challenged education providers to think about a training offer that was less didactic, and more discursive; about an evolving collective expertise, rather than about a set of specific experts; outward looking rather than just inward looking; on going, and not just time bound; and for everyone in the institution, not just an ill few.

Moving forward from that landmark discussion, this Professional Forum will reconvene MW delegates around these principles to consider – and then actively design together – a new practical model to help museums better define, improve, measure and embed the digital literacy and digital confidence of their staff in all roles and at all levels.

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Development Forum (Part 1)

Digital heritage education and professional development

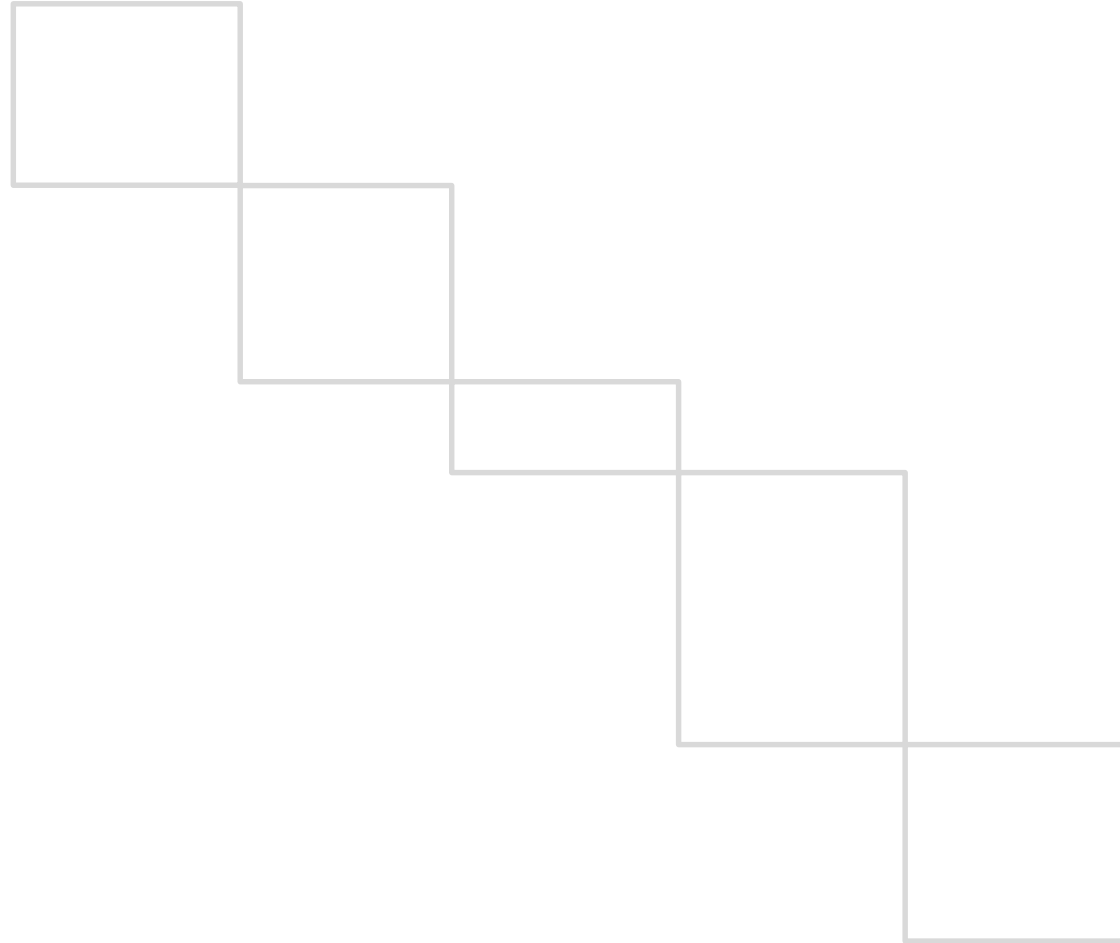
Particularly in the context of a continuously evolving technology environment, this forum will ask educational institutions are preparing the next generation of museum practitioners to meet the

opportunity to shape a collective agenda with the larger purpose of advancing teaching and emerging fields of museum technology and digital cultural heritage. Invited speakers will kick-off participants are invited to break out into 'unconference-style' working groups to follow up on reviewed in a dedicated Professional Forum on Friday.

As part of an open and shared effort to curate a set of working principles (to be known as where digital and museum technology education and professional training can – and cultural heritage institutions across the Library, Archives, and Museum (LAM) sector.



1. EMPATHISE	2. DEFINE	3. IDEATE+ PROTOTYPE	4. TEST	5. SHARE
Lead: DE, S-AB RA1	Lead: SM (RP)	Lead: RP (HF)	Lead: RP x6 Digital Fellows	Lead: RP (ML) x6 Digital Fellows
Objectives: O1, O2, O3	O3, O4, O5	O6, O7, O8	O9	O10, O11, O12



		Phases / Methods					[M]ilestones / Outputs
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-	[July 2020]						[M12] Monograph
	2021						

Phase 1

'Empathise'



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Mapping the Museum Digital Skills Ecosystem

Phase One Report



Aims of Phase 1: Empathise

- Map how digital skills are currently developed in the museum sector
- Understand how digital skills are currently deployed
- Pinpoint the current changes in the demand for digital skills/literacy

Mapping the Museum Digital Skills Ecosystem

Phase One Report



Summary

'One by One' leverages interdisciplinary scholarship to understand how to deliver a transformative framework for museum workforce digital literacy. The objective of the first phase of the project has been to map how digital skills are currently supplied, developed and deployed in the UK museum sector, and to pinpoint current changes in the demand around these skills.

Key findings:

- There are different practices in how digital responsibilities and skills are distributed, managed and shared across UK museums. Three models were found that exemplify the patterns of digital engagement, how organisational structures and digital responsibilities are evolving.
[See section 3](#)
- Digital is increasingly seen as part of everyone's skill set and all roles have some kind of digital element. Digital skills are not in ready supply throughout the workforce. Using, translating and developing in-house skills is a dominant approach to supplying digital skills. This is being achieved through internal recruitment, informal development and, to a limited extent, formal training.
[See section 5](#)
- Digital is becoming professionalised in the museum as digital roles and responsibilities become standard practice. This denotes a shift from responsibility for digital as an 'add-on' to people's roles, towards dedicated digital roles and the democratisation of digital.
[See section 5](#)
- As digital becomes institutionalised, museums are restructuring and evolving. There has been the introduction of new roles and departments, as well as changes to existing roles and a greater demand for digital skills. The distinction between specialist digital roles and other roles is becoming blurred.
[See section 5](#)
- Museums are exploring, learning and demanding new digital skills as they innovate and create with digital.
[See section 5](#)
- There is a deeper understanding by museums of the digital skills, knowledge and expertise needed, as they reflect on the current and potential future of the museum.
[See section 5](#)



Approach to the study

- Literature review identified over 300 pieces of evidence
- Case study of 6 UK museums (50 interviews)
- Online focus group with curators
- Interviews with representatives of small museums and Museum Development Network



1

Digital is increasingly seen as part of **everyone's** skill set and all roles have some kind of digital element ●



2

Digital is becoming **professionalised** in the museum as digital roles and responsibilities become standard practice ●



3

As digital becomes institutionalised, museums are **restructuring** and evolving ●



4

Museums are exploring, learning and demanding **new** digital skills as they innovate and create with digital ●



5

There is a deeper **understanding** by museums of the digital skills, knowledge and expertise needed ●



6

Museums are engaging increasingly in **evidence-**based digital practice ●



And yet ...



7

Currently, there is little evidence that museums are **systematically** assessing and identifying digital skills needs ●



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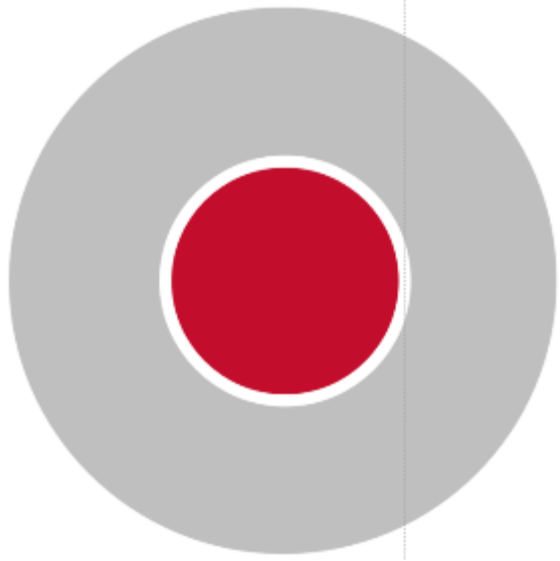
There is little evidence of **in-house** formal and planned training around digital skills or digital literacy ●



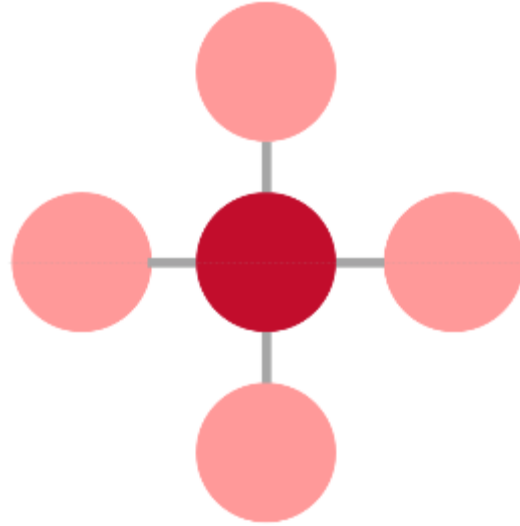
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There are **different** practices in how digital responsibilities and skills are distributed managed and shared across UK museums ●





Centralised
Digital Model



Hub & Spoke
Digital Model

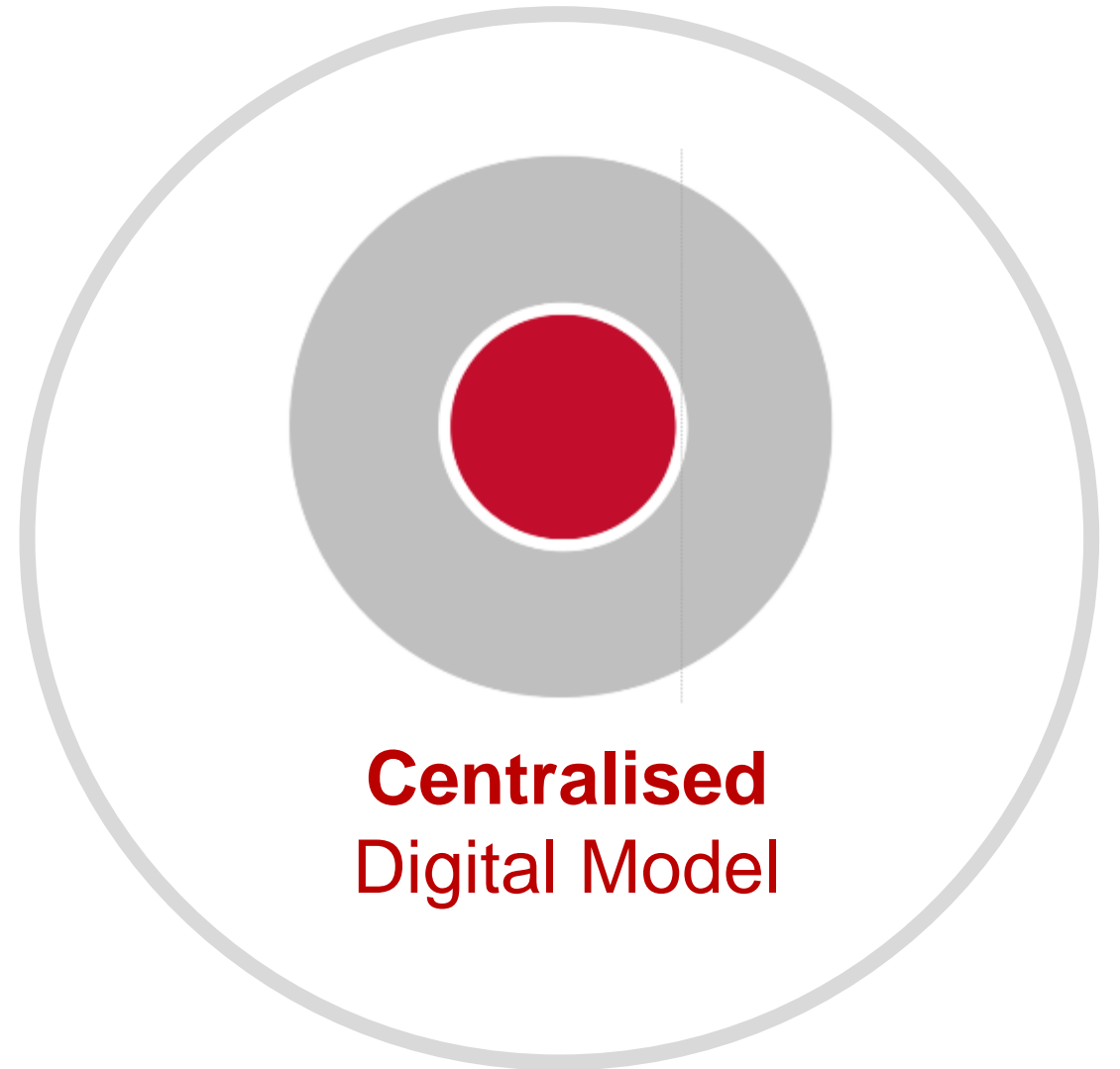


Distributive
Digital Model

Digital activity is **co-ordinated** and consistent.

Skills are centralised; it is **difficult** to build digital literacies and to instil confidence in others.

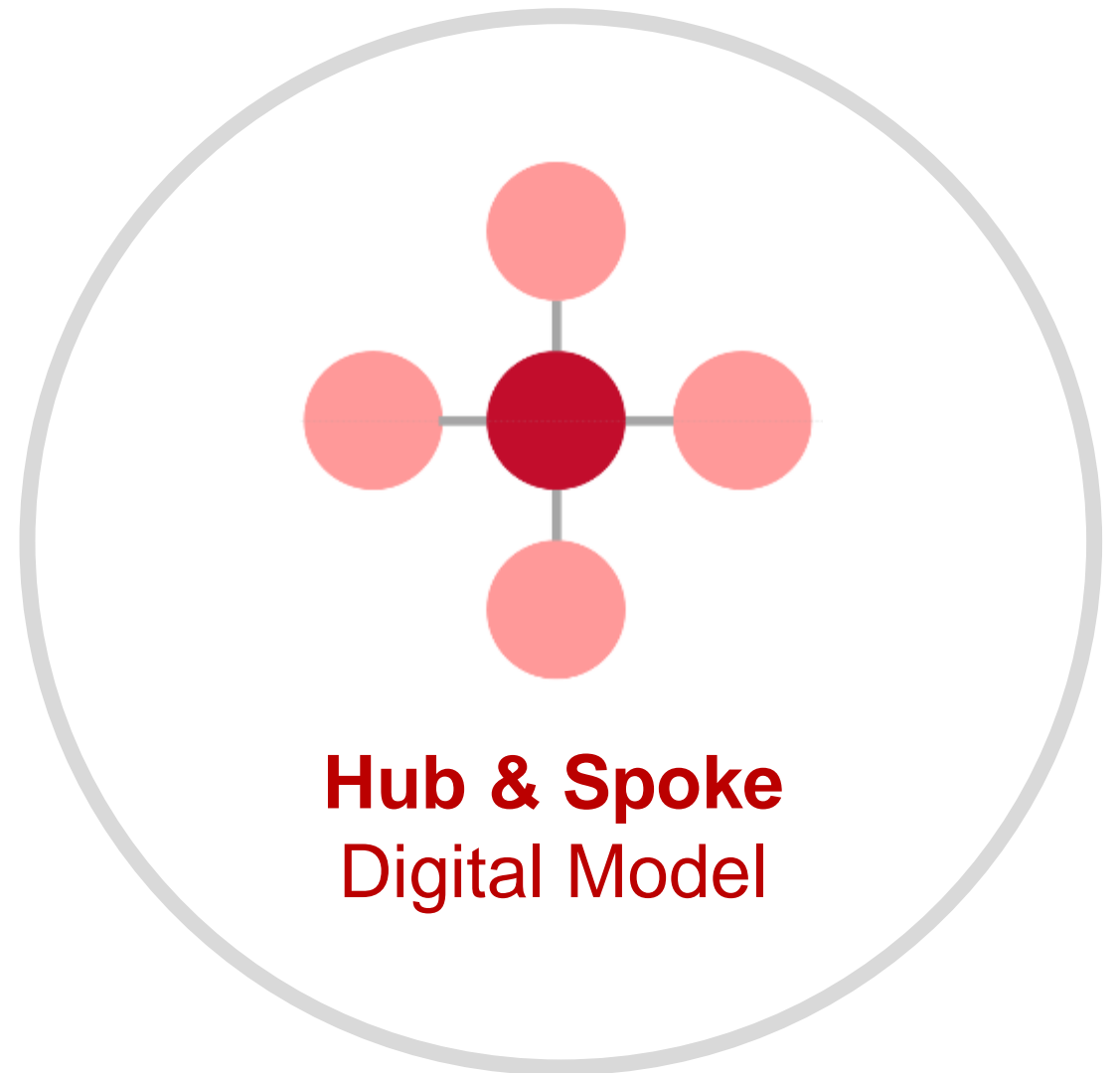
Consequently, there can be a lack of innovation and creativity, a **slowness** to adopt digital, and digital is not integral to thinking.



Skills are located in the hub and across spokes; skills are shared and there is **potential** to build on individual digital literacies and to instil confidence.

Digital skills can be developed more easily as a sense of shared digital learning, test and learn **ethos** accepted

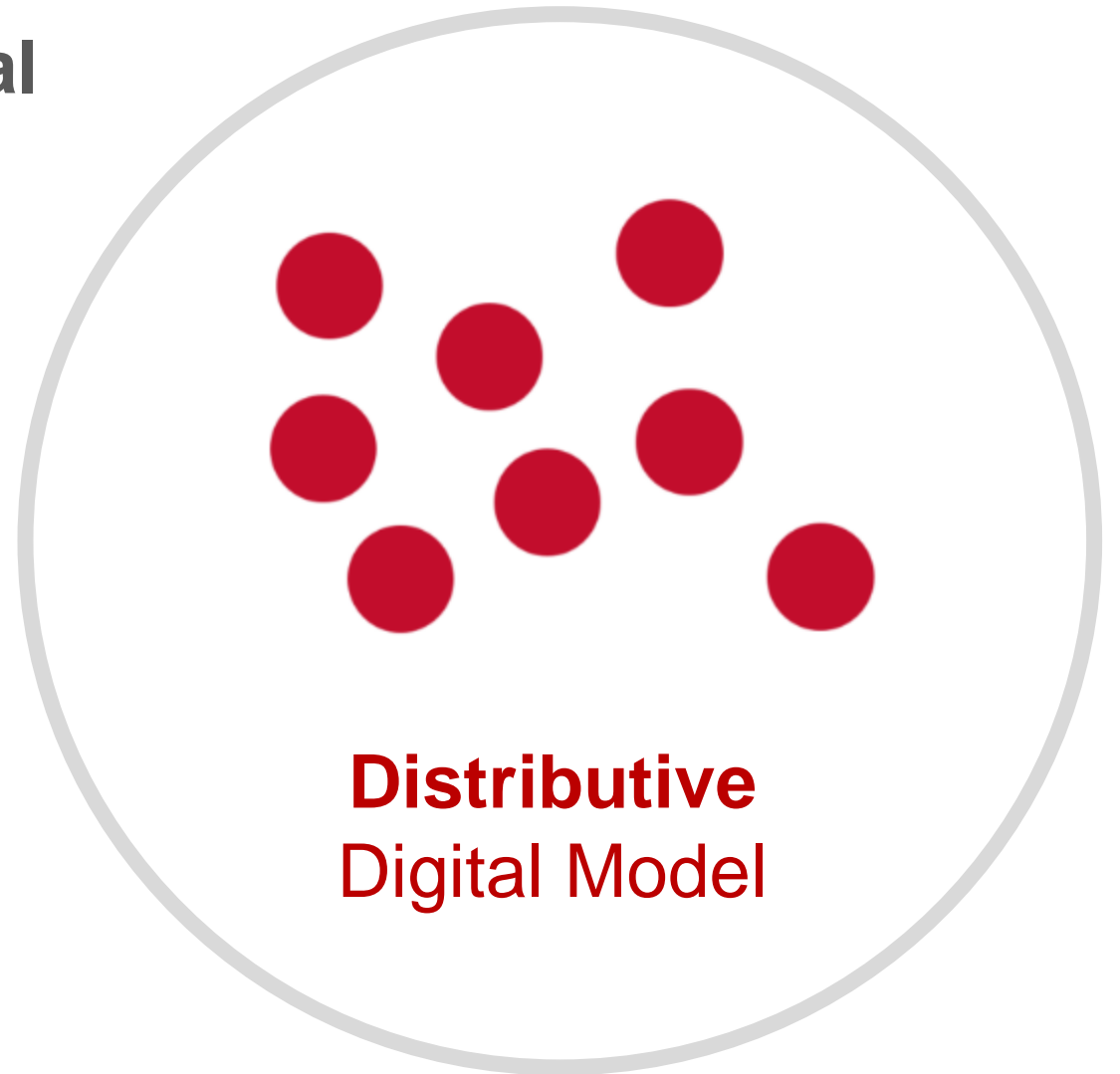
There is a need to have digitally **confident** people in place, and a need to allow people to test and learn.



Skills are **shared**; individual digital literacies are built upon, instilling confidence in others.

When fully distributed, there is a strong learning **culture**, easily able to develop digital literacy amongst workforce.

There is a need to have a shared understanding across organisation, clear strategy, where not fully distributed then at **risk** of learning/ideas not shared.



10

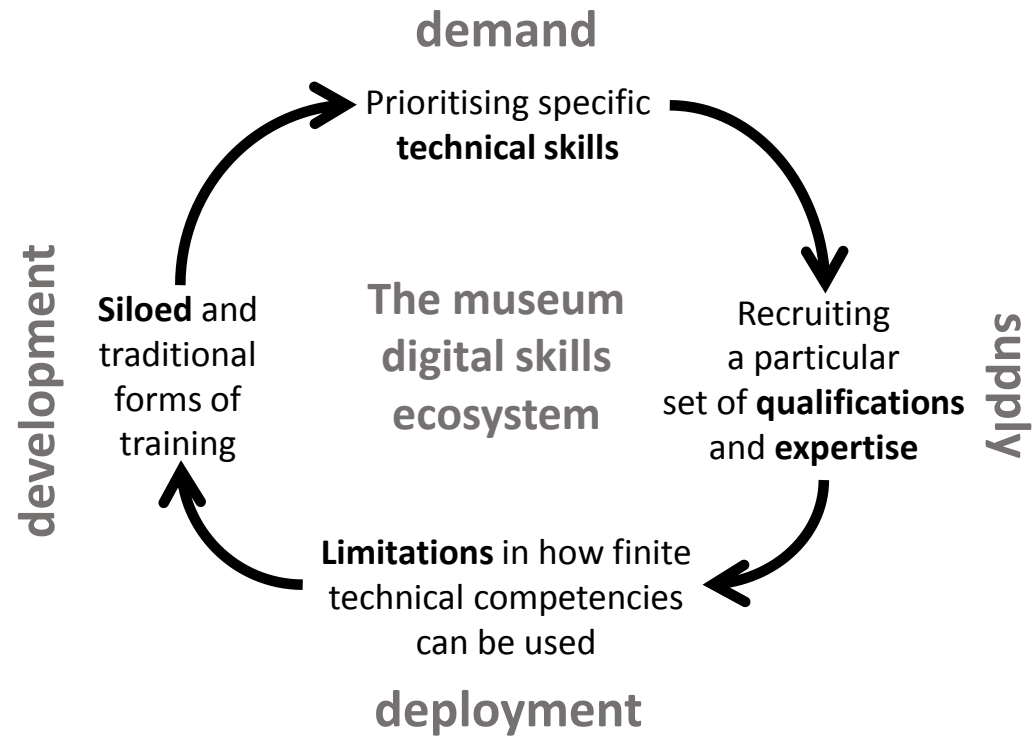
There is evidence of an assumption in museums that 'digital skills' relate to a specific set of technical competencies ●

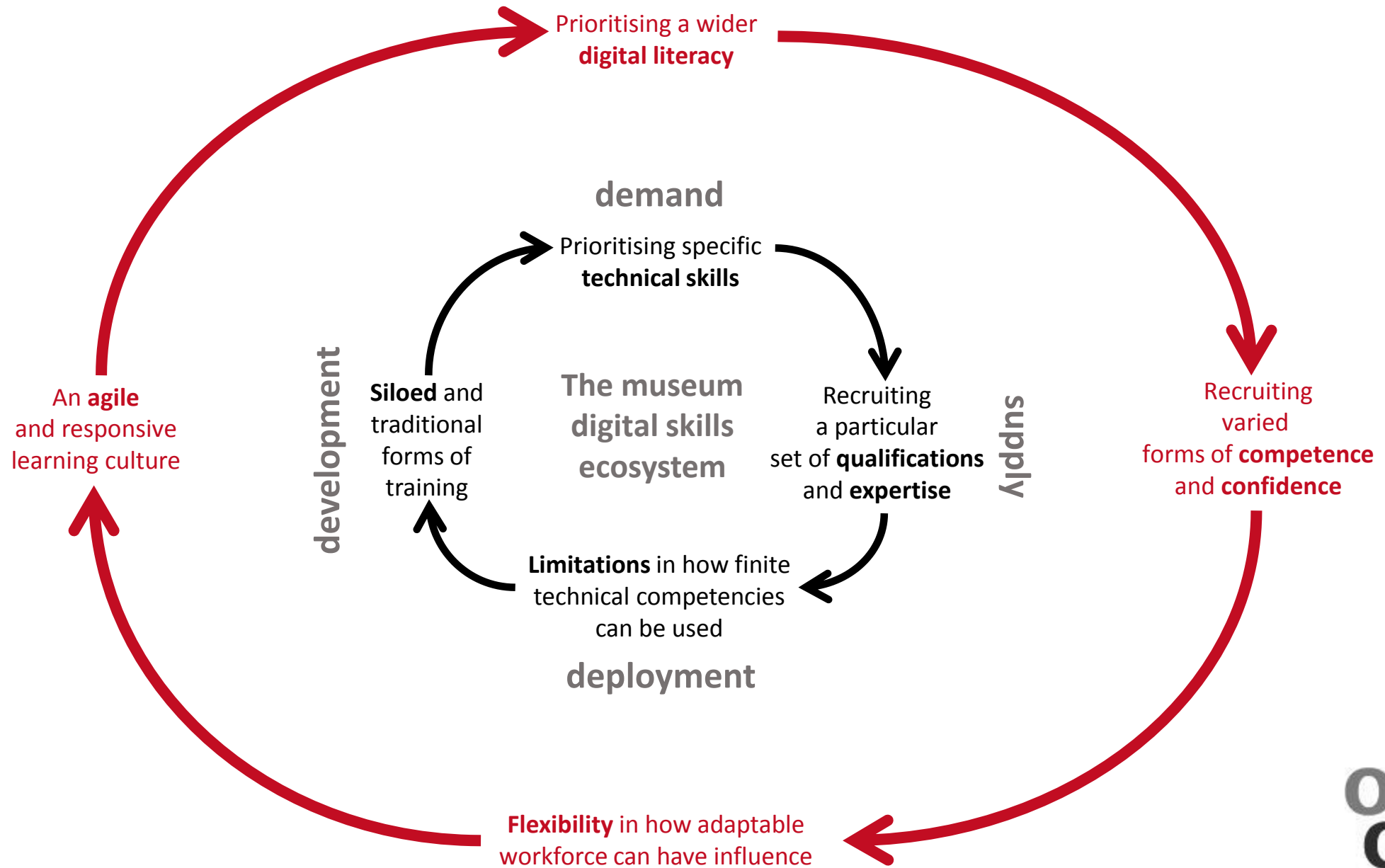


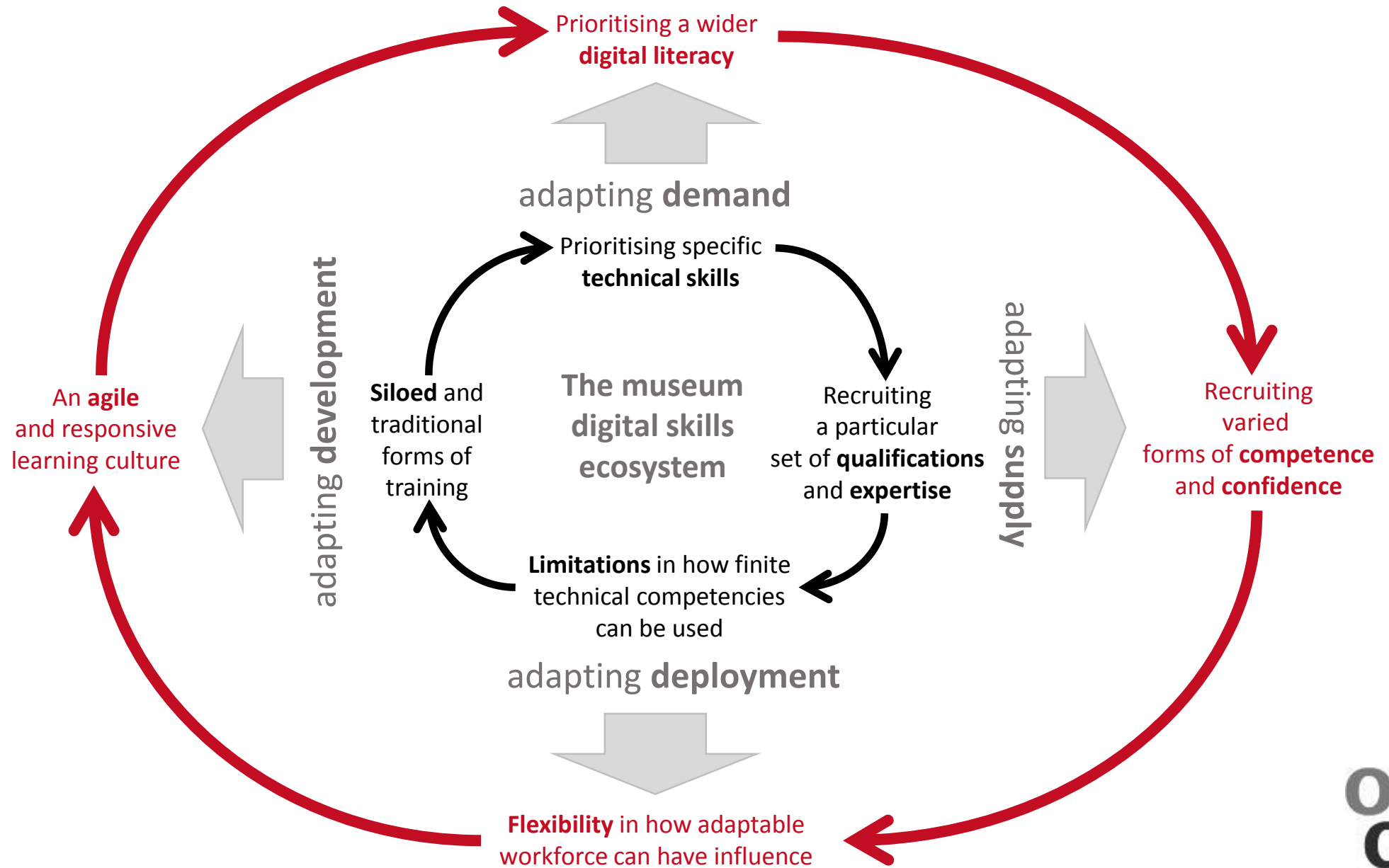
Understanding a museum's digital skills ecosystem

- Skills ecosystems model applied – moves beyond 'supply and demand' models of skills
- Takes account of educational, economic and political contexts impacting on skills
- Self-sustaining skills systems – deployment, demand, supply and development
- Emphasises link between the development and the use of skills





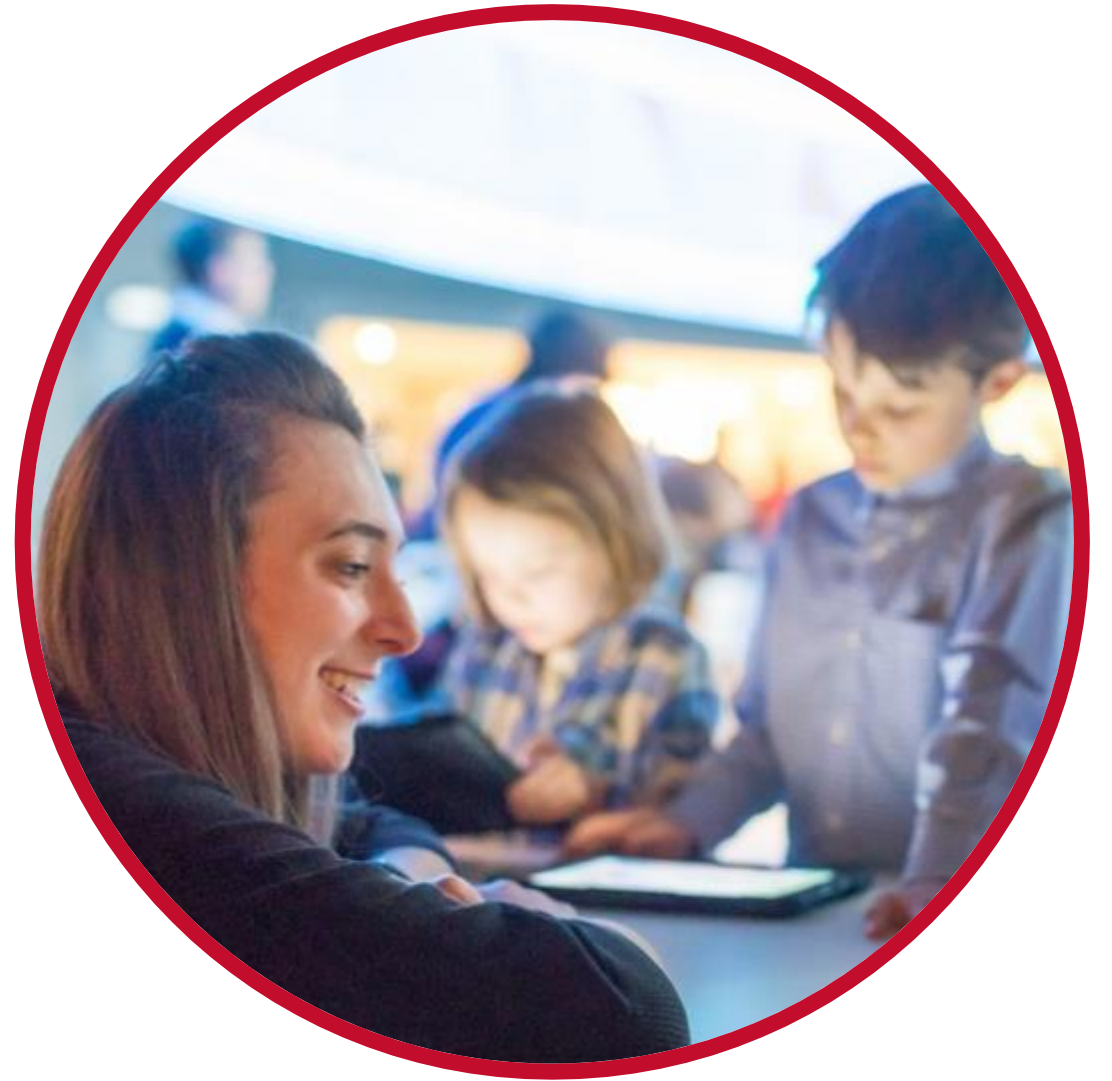




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Phase 2

'Define'



Point of View Statements

1. The museum sector needs a response to digital literacy development that is person centred, purposeful and useful.
2. The museum sector does not need a single list of digital competencies, but instead it needs the means to allow users to understand (and define) digital literacy generally, to set strategic priorities, and to plan and track proficiency.
3. The museum sector needs a consistent set of terms and definitions around 'skills' (differentiating between competency, capability and literacy), and museum-based categories of 'digital literacy.'

Point of View Statements

4. Museum people have a need to understand their particular **contexts** within which their digital literacies operate.

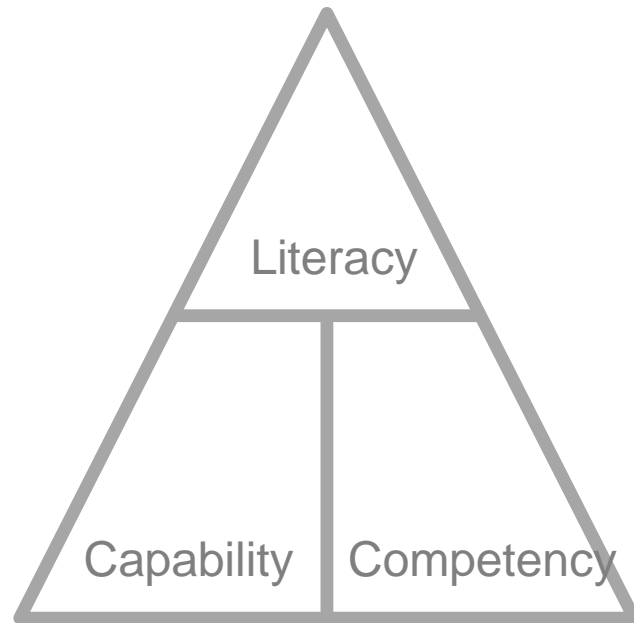
5. Museum people have a need to understand the different **digital literacies** (skills, competencies, capabilities) that they need in their different contexts

6. Museum people have need to be supported in developing their different digital literacies in different contexts, within appropriate organisational **conditions**.

Point of View Statements

7. Museum people need to be supported in developing their different digital literacies in different contexts, through the appropriate **activations**.

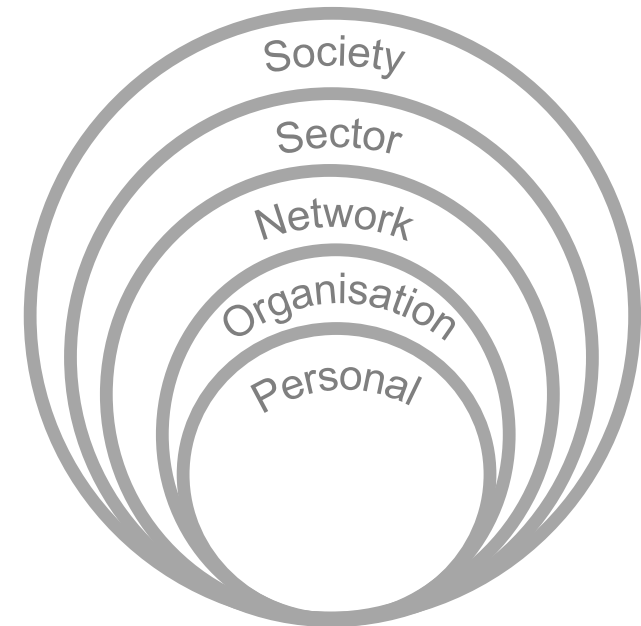
8. Museum people need to be supported in developing their different digital literacies in different contexts, using appropriate **tools and resources**.



My **Skills**



My **Motivations**



My **Perspectives**

My Digital Skills



My Motivations

<p>How I use digital</p> <p><i>Being confident</i></p>	<p>How I think about digital</p> <p><i>Being reflective</i></p>
<p>How I manage digital</p> <p><i>Being responsive</i></p>	<p>How I make digital</p> <p><i>Being creative</i></p>

My Perspectives

