TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT*

1.- PROJECT TITLE
Service learning guided tours with Ancient history students at the National archaeological museum of Madrid

2. PROJECT SUMMARY *(brief description 300 to 500 words)*
This project aims to create guided visiting percourses by university students to different targets: children, elderly and people with [different degrees of] disabilities. We take into account accessible barriers, blind or visual impaired people, for instance, and Gender perspective/approach. DUE TO TIME RESTRICTIONS, WE HAVE FOCUSED ON THE EXISTING STRUCTURE IN TERMS OF ACCESSIBILITY AND CONTENT and on a set of measures that aim at complement this process during and around those guides visiting percourses. We also consider it is important to underline the fact that society's management of disabilities (and their different levels) goes hand in hand with easily accessible measures for the target people in order to contribute to access to culture and knowledge for all (to see with Elena). Likewise, the choice of a period and an additional (everyday life in ancient Greece), with regard to those who are currently dealt with can contribute, by fully involving students and all the beneficiaries, to a renewal of the museum's service offer and its adaptation to further/future needs. Each group or around 7 students will choose a target group (vision problems, down syndrom). The ONCE foundation, our partner, will help us to create groups for our real visits. Students create a visit adapted to their target with specific materials of activities if it is needed.

3.- TECHNICAL DATA	
Higher Education Institution or responsible entity:	Autonomous University of Madrid
Person in charge of the project in the HE Institution:	Elena Duce Pastor Estelle Variot (help)

Number of students participating in the project:	40
Course/age/gender of the participating students:	second course, around 20 years old, man and woman,
Number of final beneficiaries of the service:	60 (10 per group)
Project type: (face-to-face, virtual, mixed and/or international):	face-to- face
Do the students work with social entities or with final beneficiaries of the service?	archaeological museum of Madrid

4.- BACKGROUND (context in which it arises, if it has been carried out previously, if it is part of a project that already exists or the previous experience from the people involved)

The museum has a long experience of guided tours. Nevertheless, it uses the same structure for every kind of visitor (children, elderly, general public). Thus, Guided tours are conducted by volunteers (generally retired people) who do their best to transmit information in a traditional way. I think it is a good idea to give some fresh air to this statement and to change the guided tours, with a more specific offer, that takes into account the public.

As a teacher I have visited the National Archeological Museum of Madrid many times, alone or with my students. I have also done academic practices in class (written format) in connection with the critical analysis of museography or to improve the placement of the archaeological objects.

With this project, we are going to the next step/we reach a second stage, this is not only about giving an opinion, it is also about experiencing the complexities of performing a good/useful and interactive guided visit adapted to the public.

The museum has a clear intention to offer materials for children, the elderly and people with a disability (to see with Elena). The museum also created a multimedia guide (you can rent it at the entrance) with different options. There's also a digital application with a qr-code (for iphones and android mobiles) which gives access to a presentation of the most significant collections and pieces. One of these options is for blind or visually impaired people and gives them access to audio and tactile resources : http://www.man.es/man/visita/guias-multimedia.html.
http://www.man.es/man/visita/accesibilidad.html.   man-app.gvam/es/visit/tours (important) (link to see with Elena) [25/06/2023]
However, those resources are lent individually (to see with Elena). But the information provided, although very interesting, is quite general, deals with some aspects and is not designed to respond to more specific requests.

In our project, visitors will experience face-to-face guided tours. This implies significant learning, not only for visitors but also for students. Our proposal is

thematic, since we will focus on the Ancient Greece collection which implies to create a new format.

Anyway, our students can inspire themselves in the materials already created (for Greece, one hour on the application)

We have compared materials with other museums, such as the national archeological museum of Athens (Greece), the archeological museum of Nice-Cimiez (France) [the towns of Nikaia (reek city, dependent on Marseille [Masalia]] and Cemenelum [roman city], with thematic collections (among which in 2016 an exhibition with ancient greek vases, and a virtual visit] and the Mediterranean archaeological museum of Marseille (with a permanent archaelogical collection).

https://musees.marseille.fr/musee-darcheologie-mediterraneenne-mam and https://musees.marseille.fr/collection-permanente-du-musee-darcheologie-mediterraneenne (permanent collection)
https://www.musee-archeologie-nice.org/expositions ;
https://www.vip-studio360.fr/galerie360/visites/vv-ville-de-nice/vv-musee-archeologie-c.html

Even if the national museum of Athens (https://www.namuseum.gr/en/) has astonishing artefacts, The National Archaeological Museum of Madrid has a longer tradition of guided tours for people with disabilities. This is the reason why we directed our research towards target audiences.

Moreover, the geographical and historical position of Spain also gives it a sure and certain interest and would help to fully understand the contacts between the peoples of the western part of the European continent (there's no competition ; each museum is complementary ; to see with Elena). Equal access to this information is essential for all audiences, including the visual impaired people and other persons with visible or invisible disabilities.

5.- GENERAL SOCIAL NEED FOR THE PROJECT (S-L addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are explored through the project.)

The national archaeological museum of Madrid is relatively new. It was restructured 10 years ago. The museography is new and some objects, such as replicas for blind people, were introduced.
As we said before, it has a tradition in dealing with certain disability situations.

However, it doesn't have specific guided tours for all people with disabilities (only and occasionally, for blind and visual impaired persons, as well as some documents in spanish sign language). It offers discounts for old people, students and disabled, but it is not enough.

The museum permits them to enter, but not to have a specific visit that takes them into account as persons, alongside their disability. This point is really important for the real inclusion of this target audience, as well as for the full understanding of disability situations throughout society.

Moreover, the museum does its best, for sure, but it would be very important/useful to prezent new means to better understand the whole content of the museum's treasures, as a witness to the Greek heritage in the region compared to others.

Only children have a specific itinerary, but it is reduced, at this stage of our research, to a writing guide, complementary documents and virtual resources (a virtual class). http://www.man.es/man/educacion/recursos.html (27/06/2023)
The reality is that children receive the same guided tour as the adults (with similar programs).

This year, a prehistory guided tour for children was created (only 4 visits this year). There's also a guided tour for classical Greece.
http://www.man.es/man/educacion/visitas-guiadas.html (27/06/2023)

We will create a version of/for, with daylife of men and women in Ancient Greece. This is also an example of collaboration between specialists of different areas which could be carried out, as a reciprocal service/through service learning.

A personalized approach which takes into account each target audience and involves the persons in charge with the guided tours, under supervision, would be necessary in order to become aware of the existence of obstacles to access to culture, so as to help reduce them. In that way, we can contribute to guarantee full understanding of it and a better knowledge of cultural and social matters.

6.- SERVICE OBJECTIVES (what is the purpose of the project, what service will be provided to address the social need)

improve accessibility and knowledge to public spaces
understand different degrees of disability
take into account persons, alongside their disabilities
provide quality materials to citizens
spread knowledge to different collectivities
reduce barriers to culture

involve in societal issues

7.- LEARNING OBJECTIVES (Specific contents and competences of academic subjects or academic degree, and/or transversal (generic) competences.
learn to apply gender perspective learn museology skills create and perform a speech apply theoretical knowledge to museum artefacts select materials to form a speech analyze the cultural offer of a museum's website develop a global/comparative approach develop interactivity and receptivity elaborate a questionnaire for the public

8.- SUBJECTS/CURRICULAR AREAS INVOLVED (curricular subjects/courses?, a specific S-L course?, program?, etc.)
subject: History of Ancient Greece second course, grade of History methodology applied to a cultural project this is a compulsory subject, every students have to create a visit and perform it

9.- ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, implementation, closing and evaluation of the project.)
inside the classroom: preparation of materials, research, mock visits outside the classroom: regular checking of the museum website, mock visits, control of the spaces and itinerary, final perform/performance.

10.- LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to: http://sdg.humanrights.dk/es/goals-and-targets)	
SDG	TARGETS
4.-Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex …4.c

	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
10. Reduce inequality within and among countries.	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard. 10.3.1 Proportion of population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law

11.- HOW IS THE GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE-LEARNING EXPERIENCE (Equitable distribution of tasks among man and women; use of non-sexist language and images; recognizing and value the existence of multiple gender identities)

Gender perspective is an essential part. We have chosen an area of the museum (Ancient History) structured in the daylife of men and women in ancient Greece. Students must explain the differences between sexes in a patriarchal society in which sex was segregated. In our visit, half of the time will be divided to women's life (to see with Elena : item on the application "musée au féminin/museum and woman")
http://www.man.es/man/exposicion/recorridos-tematicos/museo-femenino.html
(29/06/2023)

12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.)

Autonoma University of Madrid

National archaeological museum of Madrid

13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with S-L participants: Reflection about what; when and through what means the reflection will take place. Analysis of different perspectives related to the problem that is being faced, and link of the S-L experiences to the theoretical and methodological framework of the academic subject/curriculum)

in the middle of the activity and at the end we will have a debate and a questionnaire to discuss problems and solutions.

meanwhile students reflect on :

-what they learn from the guided tours they gave and from the questions they were asked

-what means they had, to what extent they have been able to help with inclusion in the community

-to what extent this has changed their perception of the target audience and of thematic guided tours

-what should be the next challenge to reduce barriers to access to culture for all

14.- EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take place, and through what means will the evaluation be conducted)

add more
This activity counts the 30% of the subject divided in the categories

10% research and creation: students receive guidelines about academic provity, citation, originality, etc. Search for information, adapt to their target is part of the evaluation
10% high quality of the information. Our public deserves respect, it is important to prepare the visit with good materials adapted (it is not the same a blind person that a person with down syndrom). That is why students focused on a target
10% performance and adapt to the public. This is important because not only students are learning. This is a cycle, our public is learning too and we are creating a bond that must be part of the evaluation.

Indicators of impact on learning	Indicators of social impact
significant learning (exam)	questionary for the public

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15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)

We will create a diploma award for our students which means a certificate they can use for the future (having a job, or for future research purposes it is important to have experience in this kind of activities). Our main goal is to recognize the student leadership in this project and to certificate their skills, so they can use them in the future.

16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)

We will use the social media groups of the museum in Twitter and Instagram, as well as the website of the museum. They have an application to reserve and confirm guided visitors. So, we can use the museum structure to reserve and sustain our project.

https://education.okstate.edu/outreach/community-engagement/service-learning-reflection-handbook.pdf (29/06/2023)

In order to ensure visibility to the project, this new format of guided conferences would be announced and adapted regularly ; and the questionnaire would also be available, in order to have feedback that would allow it to evolve and meet the needs of society (to see with Elena).

17.- CALENDAR (timeline of the project activities)

preparation in class : 2 months
first attempt (with no public) in the museum
guided visits with public : month 4
evaluation of the project:

durability: students will convert to future trainers, this is a ongoing prodject

18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, students, administrative staff; teaching resources, furniture, etc.)

teachers: one per group
students: 3 per visit (7 maximum)
administrative staff: 1 to organize groups
materials for visits

19.- BUDGET (income, expenses and co-financing)
200 euros for creating materials

*Designed by Pilar Aramburuzabala and Rosario Cerrillo. Autonomous University of Madrid.
*Reviewed by the Subcommittee of the Technical Commission of S-L in the Public Universities and the City Council of Madrid.