

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	1MO214	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	The environmental parameters of Museums		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective, general background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://gpav.aegean.gr/lessons/ppm/">http://gpav.aegean.gr/lessons/ppm/</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the lectures, the students will be familiarized with the basics of preventive conservation of museum collections.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- *Respect for the natural environment*
- *Decision-making*
- *Working independently*
- *Working in an interdisciplinary environment*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*

### **(3) SYLLABUS**

The aim of this course is to explore the impact of environmental conditions in areas where museum collections are stored or exhibited. Air pollution, humidity, temperature, (improper) lighting and noise pollution are environmental parameters which can cause deterioration on various collections which are valuable and should be preserved for future generations.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																							
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching – presentation and word processing software																							
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="679 624 1010 667"><b>Activity</b></th> <th data-bbox="1016 624 1339 667"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="679 667 1010 701">Lectures</td> <td data-bbox="1016 667 1339 701">13*3=39</td> </tr> <tr> <td data-bbox="679 701 1010 734">Study</td> <td data-bbox="1016 701 1339 734">13*2=26</td> </tr> <tr> <td data-bbox="679 734 1010 768">Projects</td> <td data-bbox="1016 734 1339 768">13*1=13</td> </tr> <tr> <td data-bbox="679 768 1010 801">Presentations</td> <td data-bbox="1016 768 1339 801">13*1=13</td> </tr> <tr> <td data-bbox="679 801 1010 835"></td> <td data-bbox="1016 801 1339 835"></td> </tr> <tr> <td data-bbox="679 835 1010 869"></td> <td data-bbox="1016 835 1339 869"></td> </tr> <tr> <td data-bbox="679 869 1010 902"></td> <td data-bbox="1016 869 1339 902"></td> </tr> <tr> <td data-bbox="679 902 1010 936"></td> <td data-bbox="1016 902 1339 936"></td> </tr> <tr> <td data-bbox="679 936 1010 969"></td> <td data-bbox="1016 936 1339 969"></td> </tr> <tr> <td data-bbox="679 969 1010 1003">Course total</td> <td data-bbox="1016 969 1339 1003"><b>91</b></td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester workload</b>	Lectures	13*3=39	Study	13*2=26	Projects	13*1=13	Presentations	13*1=13											Course total	<b>91</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: <i>multiple choice questionnaires, short-answer questions, short essays, research projects, oral presentations.</i></p> <p>Evaluation criteria are described at the web page of the course.</p>																							

**(5) ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

- Pavlogeorgatos G., (2008). Preservation of tangible cultural heritage (3<sup>rd</sup> ed.). Athens: V. Giurdas publications.
- Thomson, G., (1986). The museum environment. Boston: Butterworths in association with the International Institute for Conservation of Historic and Artistic Works.
- Hatchfield, P., (2002). Pollutants in the museum environment: practical strategies for problem solving in design, exhibition, storage. London: Archetype Publications.
- Taetreault, J., (2003). Airborne pollutants in museums, galleries and archives: risk assessment, control strategies and preservation management. Ottawa: Canadian Conservation Institute.
- Blades, N., (2000). Guidelines on pollution control in museum buildings. London: Museums Association.
- Macleod, K. J., (1978). Relative humidity: its importance, measurement, and control in museums. Ottawa: Canadian Conservation Institute, National Museums of Canada.
- Guichen, G. and International Centre for the Study of the Preservation and the Restoration of Cultural Property, (1984). Climate in museums: measurement. Rome: ICCROM.

*- Related academic journals:*

- Building and Environment
- Atmospheric Environment
- Science of the Total Environment
- Environmental Pollution
- Journal of Environmental Sciences
- Environmental Science and Pollution Research
- Environmental Monitoring and Assessment