APPENDIXES

Teaching Approaches

Mario Santana Quintero

The illustrated examples of documentation for conservation presented in this volume clearly explain the role of good information in the conservation of cultural heritage. They also show the effective use of particular documentation tools and techniques for sustainable conservation. This appendix proposes teaching strategies, based on the illustrated examples, that can foster collaboration and enhance the knowledge of conservators around the world.

Prior to presenting the illustrated examples, an introductory lecture based on the contents of this book is suggested. The lecture should include information from "Informing Conservation" and "Tools Overview." The information found in these essays places an emphasis on understanding why documentation is needed, selecting the appropriate tool or technique, and obtaining and presenting the results. Ideally, the lecture will prepare those involved in cultural heritage by explaining that conservators should understand certain basics, such as the advantages, disadvantages, and final product of the tools and how to ensure cost effectiveness and safety during the recording process. It will also stress the usefulness of preparing a

work brief and specification. The examples themselves can then be presented using four different approaches:

1. Introducing the conservation issue

2. Deducing the conservation issue

3. Preparing an illustrated example

4. Demonstrating tools and techniques

Approach 1: Introducing the Conservation Issue

This approach is recommended as an introduction for managers or conservators and is intended to deliver a basic understanding of available documentation tools and techniques and how they are applied. Such an understanding is essential for managers in mid- to high-level positions in order to allocate resources required for documentation. It is also a good starting point for professionals and students in conservation.

The exercise could begin by focusing on the conservation issues, available resources, and site limitations presented in the illustrated examples. Managers and students should be asked to read and

reflect individually on only the first two sections of a particular example in the book. They would then prepare their own strategies to document and provide an answer to the conservation issue.

After the managers and students present their strategies how they would resolve the conservation issue–possibly in a group with a facilitator–the answer from the illustrated example would then be revealed. A discussion ideally would follow, centering on identifying the similarities betweeen the answer provided by the manager or student to that given in the actual example. Constraints and available resources should be discussed, as well as the appropriateness of the various solutions. Parallels could be drawn between the group's actual projects and the examples from this book.

Approach 2: Deducing the Conservation Issue

This approach is recommended for conservators responsible for documentation and for graduate students in conservation. Advanced knowledge of documentation techniques is a prerequisite. When studying the illustrated example, conservators or graduate students should read only the sections on the tool, final deliverables, and answer–the reverse of the first approach. Conservators would then be asked, in a group discussion, to deduce the conservation issue and available resources.

Conservators would present the results of their group discussion to a panel of experts with a facilitator. Following the presentation, the facilitator would read the issue statement provided in the book, including the resources outlined, and moderate a discussion that compares the issues and strategies deduced by the conservators to those of the actual conservation. This exercise should provide a comprehensive understanding of documentation tools and their benefits and constraints, as well as how to prepare a concise conservation issue statement.

Approach 3: Preparing an Illustrated Example

This approach is suited to conservators who are directly responsible for documentation and already have a solid understanding of and easy access to the variety of tools presented in the examples. Requiring more training resources, time, and equipment than the previous two approaches, the objective of this exercise is to provide additional training to experienced conservators and practical application of the tools for conservation purposes.

Ideally, a facilitator should set a time frame for a number of deliverables to be prepared by the conservators. These deliverables should closely follow the illustrated examples and consist of a conservation issue statement, description of site and resources available, description of the tool and phases of work, and overall documentation strategy, followed by an answer statement or summary. Conservators could use their own projects as a basis. A discussion comparing the conservators' projects to the illustrated examples in the book could follow, bearing in mind the possibility of including their work in future publications.

It is important that conservators be able to do the following:

- Understand the need for preparing a concise conservation issue statement

- Prepare a work brief and specification for the documentation that fulfills the needs of the conservation issue

- Describe the tools, techniques, and final product required to meet the work brief and assure cost effectiveness and safety in the recording process

- Know the advantages, disadvantages, and final product of all the tools and techniques

Approach 4: Demonstrating Tools and Techniques

The final approach, adequate for short introductions, is based on presenting the tools and techniques illustrated in the book. This exercise can be extended if more time is available. If the allocated teaching time is short, then this approach will be more of a demonstration.

The ideal situation allows the instructor to present the illustrated examples with the assistance of hands-on demonstrations, wherein conservators would observe the respective tools in actual use. This approach is applicable to all levels, from managers to beginning professionals and students; an institution such as a local university or government agency could request additional support from local companies or other institutions to prepare the demonstrations.

The aim of this approach is to allow managers to directly assess not only the complexity of tools that require sophisticated technology but also the time required for manual direct-contact measurement techniques. In addition, beginning conservation professionals and students could learn exactly how certain tools function in order to identify the best tools for their own projects. This approach can be easily combined with approaches 1, 2, and 3 as the second phase in learning about documentation.

In conclusion, an introductory lecture based on "Informing Conservation" and "Tools Overview," followed by one or more of the four training approaches suggested here, provides a variety of opportunities to take full advantage of the information in this volume. It is recommended that addressing conservation needs remain the primary objective, not just focusing on tools or technology. In order for documentation to be effective and sustainable, it must be suitable and address particular conservation needs. An institution should not invest in or request resources for documentation techniques that do not satisfy this need or their staff resources, equipment, or institutional framework. Conservators can gain an appreciation, through these examples and teaching approaches, of what tools and techniques can achieve for the conservation of cultural heritage.

Mario Santana Quintero completed his architectural studies in 1994 at the Universidad Central de Venezuela, and in 2003 obtained a PhD from the Raymond Lemaire International Centre for Conservation (RLICC) at Katholieke Universiteit Leuven, in Belgium. He is an assistant professor at RLICC in the master's program in conservation of monuments and sites. He is currently vice president of the ICOMOS International Committee for Documentation of Cultural Heritage (CIPA) and executive officer of the Virtual Systems and Multimedia Society. Since 1997, Dr. Santana Quintero has worked on various projects around the world as a cultural heritage documentation consultant for UNESCO's World Heritage Centre, the World Monuments Fund, the Getty Conservation Institute, the United Nations Development Programme, ICCROM, the University of Pennsylvania, the Abu Dhabi Authority for Culture and Heritage, Petra National Trust, the University of Applied Sciences of St Lieven, and RWTH Aachen University.

Institutions and Professional Societies

American Institute for Conservation of Historic and Artistic Works (AIC)
1156 15th St. NW, Suite 320
Washington, DC 20005-1714
USA
+1 202 452 9545
info@aic-faic.org
aic.stanford.edu

American Society for Photogrammetry and Remote Sensing (ASPRS)
5410 Grosvenor Ln., Suite 210
Bethesda, MD 20814-2160
USA
+1 301 493 0290
asprs@asprs.org
www.asprs.org

Association for Preservation Technology International (APT)
3085 Stevenson Dr., Suite 200
Springfield, IL 62703
USA
+1 217 793 7874
info@apti.org
www.apti.org

CIPA Heritage Documentation (International Committee for Documentation of Cultural Heritage)
cipa.icomos.org

Consiglio Nazionale delle Ricerche (CNR)
Piazzale Aldo Moro, 7
Rome 00185
Italy
+39 06 49931
Istituti@cnr.it
www.cnr.it

CyArk (High-Definition Heritage Network)
15 Altarinda Rd., Suite 210
Orinda, CA 94563
USA
+1 925 258 5440
info@cyark.org
archive.cyark.org

English Heritage
Customer Services Department
P.O. Box 569
Swindon SN2 2YP
England
+44 (0) 870 333 1181
customers@english-heritage.org.uk
www.english-heritage.org.uk

The Getty Conservation Institute (GCI)
1200 Getty Center Dr., Suite 700
Los Angeles, CA 90049-1684
USA
+1 310 440 7325
gciweb@getty.edu
www.getty.edu

International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)
Via di San Michele 13
Rome 00153
Italy
+39 06 585531
iccrom@iccrom.org
www.iccrom.org

International Council on Monuments and Sites (ICOMOS)
49-51, rue de la Fédération
75015 Paris
France
+33 (0)1 45 67 67 70
secretariat@icomos.org
www.icomos.org

International Society for Photogrammetry and Remote Sensing (ISPRS)
www.isprs.org

Istituto Centrale per il Restauro (ICR)
Piazza San Francesco di Paola 9
Rome 00184
Italy
+39 06 488961
icr@arti.beniculturati.it
www.icr.beniculturali.it

National Center for Preservation Technology and
Training (NCPTT), Division of NPS
645 University Pkwy.
Natchitoches, LA 71457
USA
+1 318 356 7444
www.ncptt.nps.gov

National Park Service (NPS)
1849 C St. NW
Washington, DC 20240
USA
+1 202 208 6843
www.nps.gov

United Nations Educational, Scientific and Cultural
Organization (UNESCO)
7, place de Fontenoy
75352 Paris 07 SP
France
+33 (0)1 45 68 10 00
bpi@unesco.org
www.unesco.org

UNESCO World Heritage Centre (WHC)
7, place de Fontenoy
75352 Paris 07 SP
France
+33 (0)1 45 68 15 71
wh-info@unesco.org
whc.unesco.org

World Monuments Fund
95 Madison Ave., 9th Floor
New York, NY 10016
+1 646 424 9594
wmf@wmf.org
wmf.org

Manufacturers

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USA
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International Main Office (Belgium)
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USA
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USA
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Ramsay, NJ 07446
888 473 2656 (US toll free)
+1 201 236 4300 (International)
se.konicaminolta.us/

Leica Geosystems AG
Heinrich Wild Strasse
CH-9435 Heerbrugg
St. Gallen
Switzerland
+41 71 727 3131
www.leica-geosystems.com

Loreo Asia Ltd.
Rm. 7, 7th Floor, New City Centre
2 Lei Yue Mun Road, Kwun Tong
Kowloon
Hong Kong
+ 852 2790 9085
info@loreo.com
www.loreo.com

PhotoModeler
Eos Systems Inc.
210-1847 W. Broadway
Vancouver, B.C. V6J 1Y6
Canada
+1 604 732 6658
sales@photomodeler.com
www.photomodeler.com

Stereo Aids
71 Sydney St.
Albany 6330
Western Australia
info@stereoaids.com.au
www.stereoaids.com.au

Symmetricom
3750 Westwind Blvd.
Santa Rosa, CA 95403
USA
+1 707 528 1230
info@symmttm.com
www.symmttm.com

Topcon Positioning Systems, Inc.
7400 National Dr.
Livermore, CA 94551
USA
+1 925 245 8300
sales@topcon.com
www.topconpositioning.com

Trimble Navigation Ltd.
935 Stewart Dr.
Sunnyvale, CA 94085
USA
800 874 6253 (US toll free)
+1 408 481 8000 (International)
www.trimble.com

Tripod Data Systems (TDS)
345 SW Avery Ave.
Corvallis, OR 97333
USA
+1 541 753 9322
www.tdsway.com