

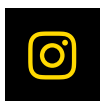
WORKSHOP PLAN



**From one professional
to another:
Combining museum
pedagogy and
vocational education**



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CONCEPT

In the workshop museum collections and audience development meet working life experts. The workshop brings together professionals of different generations to the museum to discuss and share knowledge from their own field between generations. The purpose is to strengthen professional identities and to support professional empowerment.

PARTICIPANTS

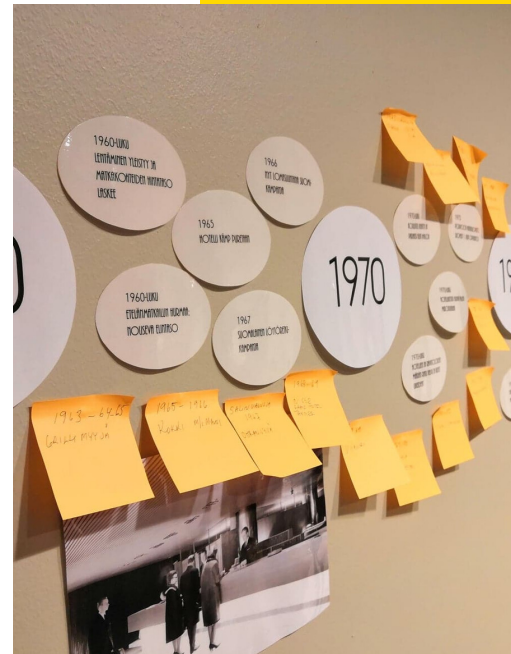
- vocational students
- experts currently in working life
- retired professionals
- museum staff

CONTENT

- Thinking back: What was the first spark that made you choose the field? How did you gain expertise and knowledge? Why have you stayed in the field? How can you recognize a professional?
- Historical developments and changes: Changes in legislation or workplace culture? Differences or continuities between generations? How do individual paths and larger developments fit together or do they?
- Central themes: well-being at work, professional identity, work safety, equality

MATERIALS

- Collection items and archival material: work equipment, work clothes, letters of reference, textbooks, photos
- Memory data: interviews and memoirs either as text or audio
- Timeline showing historical changes in the field: should include years from 1950 to 2020 depending on how long the participants have been in working life. Can be executed in multiple ways, but should include most meaningful events and general developments in society (recessions, legislation etc.)
- Pre-assignment: participants create a personal timeline of their career or studies
- Photos or letters of reference possibly brought by participants



WORKSHOP PLAN

Introduction and a memoire as an ice-breaker (10-15 min.)

- Reading aloud or listening to a short memoire that will present some central themes in the field and show differences or similarities between past and present.
- General discussion: were the themes familiar or strange? How the memoire made participants feel?
- Opening questions to the participants: how and why did you choose the field? Did you gain formal education or gain knowledge through work?

Timeline assingment (30-45 min.)

- Timeline is presented to the participants and it is used to present central developments within the field. Collection objects or photos can be used to highlight some themes.
- Participants use postit-notes to place their own studies and career on the timeline, for example different jobs, years of graduation, events or experiences that were important for professional development, first job, biggest changes in the field in their own perspective.
- Going through the timeline together: how do personal experiences and historical developments go together? What people outside the field have thought about people who work on it?

Letters of reference (15 min.)

- Letters of reference are used to show how job functions and adjectives describing the employee have changed
- Comparing letters of reference from the museum and brought by the participants: Why people have stayed with the same employer or why they have changed jobs often?

Coffee break(10-15 min.)

Gazing into the future (30 min.)

- Reading aloud or listening to a memoire that will present some central themes regarding career paths or work culture: what will change in the future? How will the field be in 2020's or 2030's?
- Participants write their views of the future on postit-notes and place them on the timeline
- Giving the floor to vocational students: do their studies prepare them well for the future? Do they want to stay on the field? What kind of expertise is required from them? What kind of hopes and dreams do they have?

End of the workshop: thank you and goodbye!

