出國報告(出國類別：考察)

愛分享 ： 東‧西博物館及社群串連計畫 iShare: Connecting Museums and Communities East and West 交流計畫出國報告

服務機關：國立臺灣博物館
姓名職稱：蕭宗煌 / 館長
　　　　　隗振瑜 / 副研究員兼教育推廣組組長
　　　　　郭昭翎 / 教育推廣組研究助理
　　　　　楊宜靜 / 教育推廣組組員

服務機關：屏東縣來義鄉原住民文物館
姓名職稱：高秀玲 / 館長
　　　　　伊部諾峨‧拉法鄔絲 / 專案人員
　　　　　陳文山 / 駐館規劃解說員

摘要

MCCA Program（Museum & Community Collaborations Abroad Program ）爲美國博物館協會（American Association of Museums, AAM）與美國國務院教育文化局（U.S. Department of State Bureau of Educational and Cultural Affairs）共同舉辦的國際博物館文化合作獎勵計畫。此計畫以鼓勵美國博物館與國外博物館合作交流爲基礎，並帶入相關社群參與，讓民眾有機會瞭解他國文化，進而相互學習、分享與連結。本館「愛分享 ： 東·西博物館及社群串連計畫 iShare: Connecting Museums and Communities East and West」, 於 2010 年 5 月獲得審核通過。本計畫由本館、科羅拉多大學自然史博物館、那瓦霍博物館與來義鄉原住民文物館，四館合作，共同推動博物館與在地的合作管道並建立、紀錄與收藏當地原住民自身的物質與非物質文化資產。

本次出國計畫爲出席參加於美國科羅拉多大學自然史博物館（University of Colorado Museum of Natural History）與那瓦霍博物館（Navajo Nation Museum）舉辦之執行成果工作報告與研討會，發表本館執行成果與教育資源再利用。介紹本館如何將臺灣排灣族的有形及無形資產保存、轉化及詮釋的步驟、方法及成果；將臺灣原住民生活與文化意涵傳遞至美國，以加深兩國的文化交流，創造獨具特色的合作模式。

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MCCA Program（Museum & Community Collaborations Abroad Program ）爲美國博物館協會（American Association of Museums, AAM）與美國國務院教育文化局（U.S. Department of State Bureau of Educational and Cultural Affairs）共同舉辦的國際博物館文化合作獎勵計畫。此計畫以鼓勵美國博物館與國外博物館合作交流爲基礎，並帶入相關社群參與，讓民眾有機會與他國文化學習、分享與連結。

MCCA 計畫每年皆訂定主題，廣邀各國博物館提案，第一次提案由美國國務院教育文化局駐外文化單位初選通過後向美國博物館協會提名，美國博物館協會複選通過後，對全美各博物館發布各國提案，接著由美國相關博物館可於提案中尋求一國外博物館作爲合作伙伴，再由兩館合作撰擬詳細計畫案。計畫案完成後，交由 MCCA 委員會審查，複選後進入決選，通過決選之計畫則可獲得 MCCA Program 計畫補助，並於時限內（約 15 個月）完成計畫執行。本計畫競爭激烈，自推行以來，全球每年不到 10 個計劃案獲獎，歷年來獲獎國家包括日本、義大利、南非等國家博物館。

國立臺灣博物館（National Taiwan Museum, NTM）成立專案團隊，於 2009 年 10 月向美國在臺協會(AIT)提案，以博物館串聯原住民團體合作發展無形文化資產建置與分享計畫，初審通過後，提送美國博物館協會，由美國科羅拉多大學自然史博物館（CUMNH）提議與本館（NTM）合作提詳細計畫案:「愛分享 : 東·西博物館及社群串連計畫 iShare: Connecting Museums and Communities East and West」, 並於 2010 年 5 月獲得獎勵計畫後開始執行。

本計畫由科羅拉多大學自然史博物館(University of Colorado Museum of Natural History)與國立臺灣博物館各擇一目標社群（source communities）共同合作，科羅拉多大學自然史博物館與美國那瓦霍博物館(印地安族群)；國立臺灣博館與來義鄉原住民文物館(排灣族群),四館共同推動博物館與在地的管道並建立、紀錄並收藏當地原住民自身的非物質文化資產，透過計畫，協助在地社群提高其對文化相關事物的所有權以及當地博物館知識產權的意識。

貳、 目的

(一) 推展臺灣文化資產：

出席參加本計畫於美國科羅拉多大學自然史博物館與那瓦霍博物館舉辦之執行成果工作報告與研討會，發表本館執行成果與教育資源再利用。介紹本館如何將臺灣排灣族的有形及無形文化資產保存、轉化及詮釋的步驟、方法及成果；將臺灣住民精神與文化傳遞至美國，以加深兩國的文化交流，創造獨具特色的合作模式。

(二) 建立博物館長期合作關係：

拜會科羅拉多大學自然史博物館與那瓦霍博物館及地方機構，以瞭解未來有關後續合作國際巡迴展示計畫的規劃執行及兒童教育計畫的推展構想及執行經驗，評估國際博物館館際交流與合作的可行性及模式。透過本次學術交流，希望在透過實地考察及就相關議題討論之下，能整合雙方資訊，擬定彼此的博物館行銷計畫及未來的合作範圍。

參、 出席交流計畫人員

國立臺灣博物館

蕭宗煌 / 館長
隗振瑜 / 副研究員兼教育推廣組組長

郭昭翎 / 教育推廣組研究助理

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屏東縣來義鄉原住民文物館

高秀玲 / 館長
伊部諾峨・拉法鄔絲 / 專案人員
陳文山 / 駐館規劃解說員

註：
1.有關出席交流計畫人員國立臺灣博物館館長蕭宗煌、隗振瑜共計二名之出國經費於 100 年度公務預算概算派員出國計畫項下。
2.有關出席交流計畫人員國立臺灣博物館郭昭翎、楊宜靜；屏東縣來義鄉原住民文物館館長高秀玲、伊部諾峨・拉法鄔絲、陳文山等共計五名之出國費用由美國博物館協會 MCCA 文化合作獎勵計畫項下贊助。

肆、 參訪日程表

出國日期	時間	內 容
11/7(一)	10：30－14：25 15：45－10：25 12：53－15：42	美國航空 838，臺北轉日本 美國航空 890，日本轉洛杉磯 美國航 5611，洛杉轉 Albuquerque
11/8(二)	09：00－12：00 13：30－15：00 15：00－17：30	拜會那瓦霍博物館 拜會那瓦霍部族自治區議會及政府：部族首長 Ben Shelly 親自接見與談話 拜會那瓦霍寄宿學校
11/9(三)	09：00－12：00 14：00－17：00	拜會賀貝爾傳統交易所 工作會議
11/10(四)	09：00－19：00	開車約 4 小時，至 Albuquerque 機場搭國內飛機飛丹佛市；前往科羅拉多大學自然史博物館
11/11(五)	09：00－12：00 14：00－21：00	拜會丹佛自然史博物館人類學部門「愛分享 ： 東·西博物館及社群串連計畫 iShare: Connecting Museums and Communities East and West」研討會發表
11/12(六)	08:30－17:00	與丹佛地區博物館相關人員座談
11/13(日)	09：30－16：30	拜會丹佛市美術館
11/14(一)	美國→臺北 8:20 – 9:48 United 239，原搭乘丹佛至西雅圖，因班機延誤，改乘 UA265 班機 18:39 –20：24 由丹佛至舊金山班機	搭機返回臺北
11/15(二)	11:27am – 15:45pm United 837，舊金山至東京	搭機返回臺北
11/16(三)	11:27am – 15:45pm United 837，舊金山至東京；19：10 – 22：20 東京至桃園機場	搭機返回臺北

伍、　過程

一、　那瓦霍博物館(Navajo Nation Museum)

那瓦霍博物館隸屬那瓦霍部族自治政府歷史保存部，位於亞歷桑納州窗岩區。那瓦霍族爲美國印第安族，族人自稱爲"Diné"，即"人"。 那瓦霍族人的居住地(Diné Bikéyah, 或 Navajoland)包含了猶他州、亞利桑那州、科羅拉多州與新墨西哥州，面積約有 27,000 平方公里。博物館營運從 1961 年依照長老的決議設立，從早期的 1 名館員，1 間展室開始，1998 年博物館搬移至現今擁有 54,000 平方公尺建築主體，建築結構依照傳統家屋的形式建造，軟體部分擁有現代化的設備，自治區議會並決議逐年增加人力與經費，協助館的營運與運作。

博物館致力於有關那瓦霍族的文化保存、語言傳承、歷史紀錄與主權的詮釋；作爲認識那瓦霍文化的過去、現在與未來的橋樑。博物館爲當地的核心，功能包含有展覽、教育活動、文物典藏與研究等功能。博物館爲一綜合性館所，擁有特展展廳、圖書館、視聽室、露天劇場、餐廳與賣店及戶外傳統家屋。

博物館的典藏豐富，擁有民族學、考古學、藝術、文獻資料及超過 40,000 張的照片檔案與輔助材料。目前博物館研究人員正結合當地多元的藝術家的創作包括攝影、編織等多元媒材，規劃籌備有關那瓦霍文化與歷史的大展。博物館設有教育人員依照不同的觀眾族群規劃教育活動，例如提供學校的團體導覽、教師研習營、親子活動，亦針對青少年規畫系列有關文化的講座或小型討論會。

本館蕭館長及團隊共兩日拜訪博物館並與博物館館長 Manuelito Wheeler 及研究員 Clarenda Begay 進行交流與工作會議，除了就本次的計畫進行討論與參訪博物館的展覽、庫房及行政部門，並就未來的實質合作進行初步的規劃會議。那瓦霍博物並於 11 月 8 號晚上安排了一場文化晚會，邀請我們參與當地的族人與文化工作者一起分享演講有關那瓦霍傳統編籃的起源、造型意象與文化意涵；並安排傳統的樂舞表演。當地相當重視本次的參訪，當地的兩大報紙 Navajo Times 與 Gallup Independent 都相繼派記者訪問排灣族來義鄉原住民文物館館員陳文山，報導本計畫對原住民博物館的意義。

值得一提的是博物館聘用傳統巫師（medicine man）爲教育人員，主要負責文化及語言的推廣。教育活動之一即透過巫師的解說與示範，推廣認識傳統那瓦霍傳統家屋的意義與功能。博物館人員 Robert Johnson 爲我們介紹有關傳統家屋(Hooghan)的功能與意義。傳統家屋

分爲陰性與陽性，陽性家屋通常作爲祭典、會所或醫療用。陰性家屋作爲居住用。建造家屋的材質不一，大都使用當地之石材或木材。位於博物館之戶外家屋屬陰性，爲八角形。傳統上，那瓦霍人認爲大自然的法則與禮儀之道來自那瓦霍聖靈與聖山。家屋的屋頂象徵天空與父親，四周的牆象徵山，屋內的土地則象徵大地母親。家屋大門一律朝向東方以迎接陽光，家屋內正中央爲生火之處，爐火的西方放置盛水器，東方放置生火器具。在擺設上，門的左邊懸掛狩獵用的弓箭，東北方置放羊毛編織架，北方置食物用品，西北方、南方及西南方爲睡覺區，西方置放祈福儀式用品及藥品，門的右邊置有石磨與刷子，東南方置放農耕用具。每日生火後的灰燼會統一於清晨時埋放在家屋外的東北方，象徵源源不絕之意。

在家屋內舉行傳統儀式時，族人亦依照性別與地位分坐於屋內兩側，在巫師尚未進門前，大家可隨意聊天，但待正式儀式開始後，不可隨意走動與離開。進入家屋時必須以順時鐘方向行進。

博物館外觀

會議後合照

傳統家屋

巫師解說傳統家屋

兩館館長交換心得

傳統家屋內部

與那瓦霍小姐合影

博物館展場合影

博物館示範教學展示區

博物館老照片

庫房

典藏品

展覽製作工作區

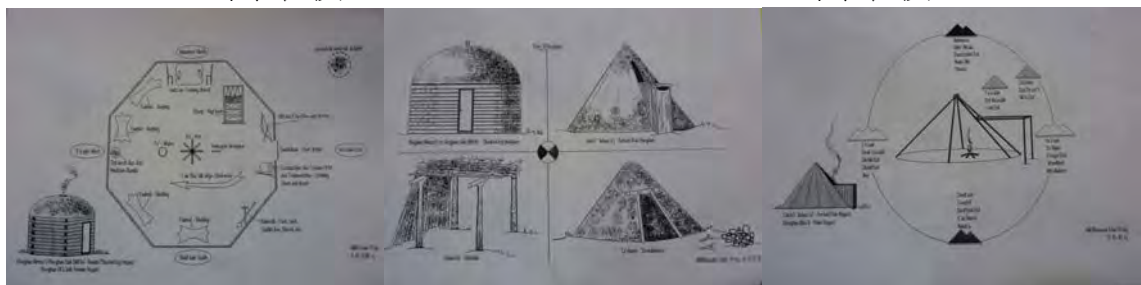展示牆:歷任那瓦霍小姐
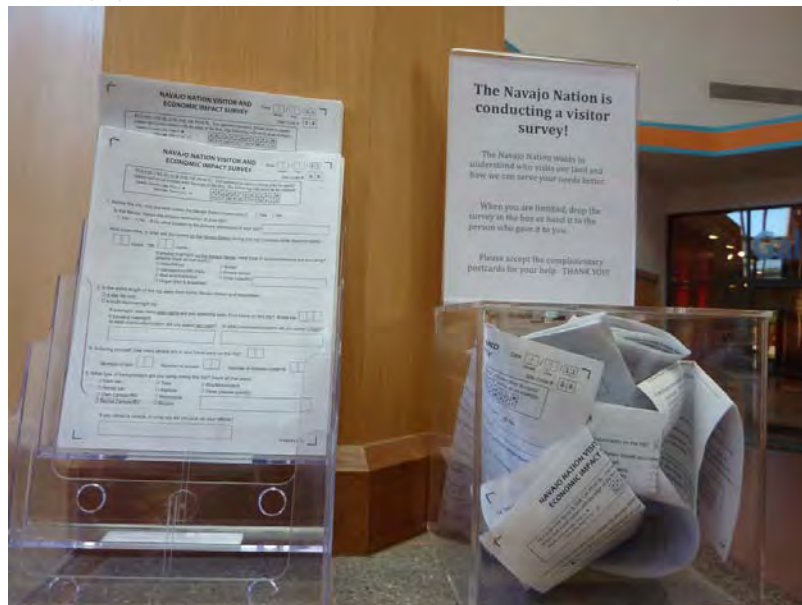

座談

文化分享晚會

演講:編籃文化

當地觀眾

示範表演

示範表演

示範表演

傳統家屋配置

示範表演　　　　　　　　　　　　　特展

博物館觀眾研究：問卷調查

二、 那瓦霍部族政府（Navajo Presidential Hall）
美國的原住民是印地安人，而印地安部落中人數最多的一支叫做那瓦霍族(Navajo)，其保留區(Indian Reservation)位於美國中西部四州交界處，疆域面積約當四個臺灣大，部族擁有自己的一套法律、語言、學校、警察及選舉制度等，堪稱美國的國中之國(Navajo Nation)。那瓦霍聯盟自治政府擁有行政、立法與執法權，亦擁有自治法庭。那瓦霍語因爲其獨特的語法音調及詞彙，在第二次大戰期間被美軍用來當作密碼成功傳遞情報，成爲歷史上唯一從未被破解的密碼。除了語言外，那瓦霍族還擁有馳名的毛毯編織、沙畫、彩陶、銀器、珠寶工藝，作品在在刻印著那瓦霍族豐富的神話傳說。11 月 8 日下午我們參訪拜會了那瓦霍部族的議會及總統府，現任部族首長爲 President Ben Shelly。

那瓦霍部族首長 President Ben Shelly 特別撥冗接見了本次參加愛分享計畫團隊並讚許本計畫所發酵出來的價值。本館蕭館長除了向部族首長致上那瓦霍政府對文化保存與延續的敬意，也介紹了臺灣的文化軟實力與做法。President Ben Shelly 欣然回應並述說於本年度 12 月中旬將透過美國 AIT 參訪臺灣，館長隨即邀請務必參訪本館及臺灣相關文化機構。

President Ben Shelly 細心地爲我們介紹了那瓦霍部族族旗的由來。族旗的設計者 Jay R. Degroat，由複選的 140 件設計作品當中勝出。本旗先由那瓦霍部族議會採用，於 1968 年 5 月 21 日第＃CMY-55-68 號決議通過。那瓦霍部族族旗以棕褐色爲背景，上方有紅、黃、藍色組成的彩虹，彩虹下的自治區象徵著自治區的主權，彩虹下位於東、西、南、北四方有那瓦霍族人認定的四座聖山爲邊界，位於四座聖山內的領域即那瓦霍的領域與保存地。在保存區的中心爲一白色圓形，描繪出太陽位於圓形上方，左右兩邊弧形環繞著各一束玉米莖，最下方有一隻羊，放牧綿羊可供作食物，羊毛透過剪切，分梳，紡紗，染色和編織可供衣物、交換物，這些都提供了一個那瓦霍人所需要經濟來源。位於羊的上方左方有一匹馬，右方有一頭牛，農作物玉米及描繪出的上述三種主要牲畜象徵著當地的生活經濟。圓心的中央勾勒出一開採中的油田，象徵著部落未來潛力無限的天然資源可供利用。在油田的左側有一間傳統家屋，右側有一間現代的房屋，象徵著族人的過去傳統與現在的生活延續與家族傳承。油田的上層繪有一片保護區，保護區內有水源、動植物等，象徵著部落的起源與生生不息。最頂端位於太陽的照射下，繪有數座鋸木廠象徵著部落工業的進步及未來發展的繁榮。

當天並有獲選爲 2011-2012 年那瓦霍部族小姐(Miss Navajo Nation)

Crystalyne Gayle Curley 陪同參訪，那瓦霍小姐爲我們介紹，自 1952 年起於那瓦霍部族博覽會開始選拔，那瓦霍部族小姐不僅代表了那瓦霍傳統文化也兼顧了現代化，同時也象徵部落對女性的尊重與榮耀。跟其他國家的選美比賽相較，那瓦霍部族小姐要能戴上這個后冠，更重視女性是否熟稔那瓦霍語言、文化、技藝與傳統等先備條件。那瓦霍小姐象徵著部落母系中各大家族的女性領導權，她也同時扮演著祖母、母親、阿姨及姊妹的角色，也就是說她可以化身爲領袖、教師、諮詢師和朋友。

那瓦霍部族首長辦公室

窗洞岩區

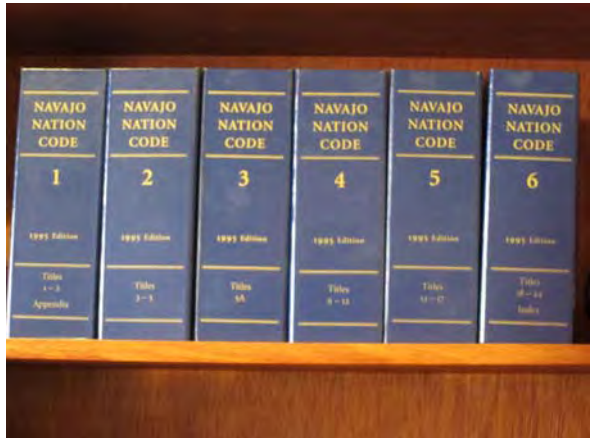蕭館長與議會代表合影

部族首長 President Ben Shelly 與蕭館長合影
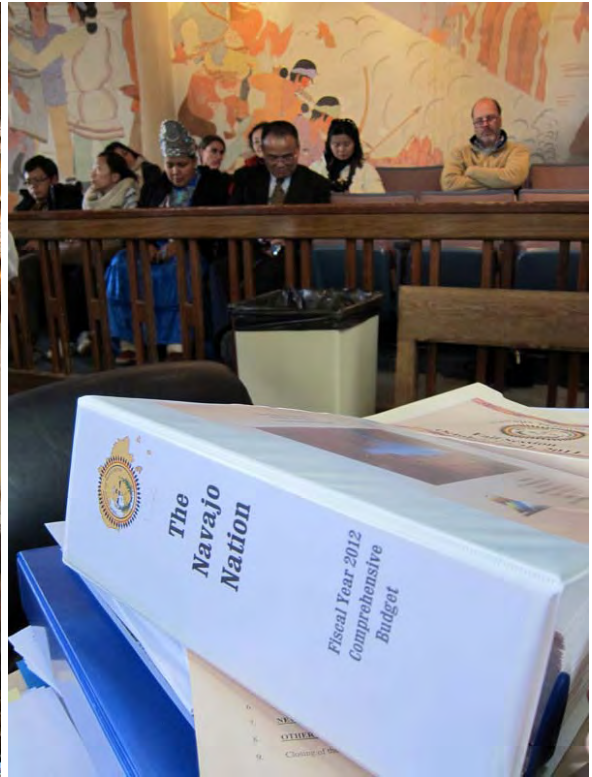

部族首長接見愛分享團隊

那瓦霍部族首長與那瓦霍部族小姐

那瓦霍部族首長與愛分享團隊合影

部族首長為我們解說族旗的精神

當地憲法

議會

議會代表簡報

三、 那瓦霍寄宿學校（Hunters Point Boarding School）
學校爲一寄宿學校，校長與本館蕭館長互相交換了教育的理念與教學模式，Jackie Ibarra 並帶領我們認識校園環境與參觀孩子們上課的情形。除了正統的學程課程外，學校亦致力於教導那瓦霍語言、歷史與文化。

學校教育的目標之一從認識自我文化出發，培養學生具有本土意識與民族情操。學校期望能透過文化的對照，教導學生深入了解自我文化的特質，認識那瓦霍民族特殊的歷史定位，體認並喚醒民族意識，正視自己對民族的責任。此外，教育的本質上是一種價值傳遞與創造的活動，亦即是一個價值引導的過程，雖然那瓦霍民族歷經社會結構與行爲規範準則的轉變，但核心價值卻須永恆地傳承。當然學校的目標也教導學生認識與尊重其他族群的異質文化，從日常的生活中，培養人權、永續、世界和平的觀念。

愛因斯坦曾說過"想像力比知識更重要"，學校對於鼓勵孩子們發展自己的潛能、興趣與創造，透過目標性的引導受教者向價值層次更高境地前進。舉例來說，織造是對於一個西班牙人，墨西哥人，和普韋布洛印第安人的技能。那瓦霍人學到的這技能，並超越了他們的老師，那瓦霍人出色的編織技術和創造力，使他們得到名氣和尊重。在拜訪學校時，我們看到一群孩子們正在學習老祖宗的智慧與技術，孩子們運用簡單的工具練習相關的基礎技法。而另一組的孩子也正透過活潑的壁報，在練習以族語互相問候與對話。學校也提供孩子練習烹飪的課程，我們一行人進入烘培教室與交誼廳，孩子們正烤好甜滋滋的餅乾，馬上害羞卻有禮貌地邀請我們一起分享他們的作品，看到我們開心地品嘗並讚賞美味，孩子的眼中充滿著喜悅與快樂，讓我們體會到那瓦霍族人樂於分享的天性。

科羅拉多大學自然史博物館與那瓦霍博物館的團隊也與學校合作，除了與教師溝通及建立夥伴關係外，也訪問了孩子們對臺灣來義鄉排灣族的問題，孩子們好奇地想知道來義鄉排灣孩子的食、衣、住、行外，也相繼提出有關來義排灣族孩子們的生活娛樂等各面向問題。透過本計畫的延伸，教育資源箱與教學資源的規劃與分享，希望在不久的將來，兩邊的孩子都能對雙方的環境與文化有更進一步的認識，彼此不再陌生，建立友誼。我們認爲教育是博物館的核心價值之一，博物館透過與學校的互動，培養學校教師使用博物館資源，共同實踐教育的使命。
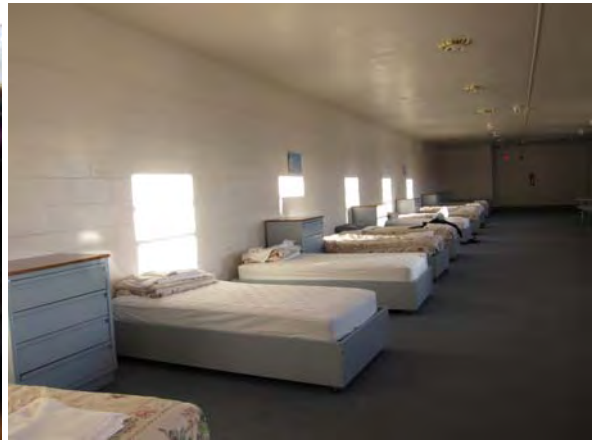
蕭館長與校長合影

母語海報

編織學習

工藝藝術課程

編織課程

介紹愛分享網站

學校宿舍

學生烹飪練習

學生習作-傳統家屋

四、　　賀貝爾傳統交易站（Hubbell Trading Post）
交易是一個已被美國西南地區那瓦霍祖先實行了幾百年的制度，賀貝爾傳統交易站的解說人員為我們說明交易站的起源及場域，因為拜會當天黎明飄雪，在進入賀貝爾的住屋內時，我們一律穿上鞋套以保護建築物。

在 19 世紀初，乘坐旅行車的白人商人，將貨物與當地人民的商品做交易。在 1868 年所建立的那瓦霍(印地安人)保留區裡，美國政府建立了制度來規範交易企業。鼓勵流動商販獲得執照和開放永久性的交易所。在 19 世紀後期，整個西南貿易的市場逐漸增加。美國政府透過交易商提供用品來幫助當地部落的人，使他們的生活大幅的改變。在商店裡的現金流動幾乎是不存在的，客戶的信用必須來自於商人。當顧客的商品成為可利用交易時好比是像矮松子堅果，羊毛，木柴，牲畜，企業的債務每年會還清。當商人發現當地部落的藝術技巧，他們的交易開始接受手工地毯，珠寶，木雕，籃子，和陶瓷。現在，交易是以貨幣的方式進行，但古老的交易原則，依然蓬勃發展。

首先介紹賀貝爾，生於 1853 年，帕哈里托，新墨西哥州。他的父親是詹姆斯勞倫斯賀貝爾，來自康涅狄格州，擁有著 Julianita Gutierriez 的西班牙血統。年輕的賀貝爾曾經學過那瓦霍的文化和語言，因此當時也被交易所聘請為業務員兼西班牙語譯員。

Naakaii 撒尼（舊墨西哥人）或 Nak'eesinili（眼鏡）到那瓦霍(印地安人)保留區開始交易於 1876 年，這對那瓦霍(印地安人)是個挑戰。賀貝爾來到了 Ganado 這地方，那瓦霍族人繼 1864 年的殘酷折磨的被迫長遷到 Hweeldi 以及博斯克·雷東多（薩姆納堡，在新墨西哥州境內，和他們 4 年監禁），Ganado 成為那瓦霍(印地安人)努力適應新生活的保留區。他們於 1868 年使得返回他們被摧毀的牛群，莊稼和草屋家園，由於這場災難，使得食品和產品的交易變得很重要。

長遷事件後，當地部落聚集在交易所，當時賀貝爾既是商人也是和外界聯絡的聯絡人。他幫忙翻譯和寫信，解決爭吵，並解釋政府的政策。當時在 1866 年天花疫情席捲保留區，他貢獻自己的家做為醫院。賀貝爾說到 "在這裡，在這個國家，身為印地安交易人的我就像是扮演，商人向神父懺悔，正義的和平，法官，陪審團，上訴法院，首席醫學的人，和事實上沙皇域，這一切的全部，都由我來主持。"

值得一提的是在 19 世紀之前的毯子，都是採用羊毛的自然色，例如白，棕，黑，棕褐色，或混合物。在 19 世紀 70 年代有了新的合成染料技術，利用了新技術來生產以及實驗了許多生動的彩色紗和狂野的

圖案的織布，賀貝爾鼓勵那瓦霍人以他喜愛的舊式地毯圖案來編織設計，顏色包括的灰色，黑色，白色，和紅色的顏色。他留給後人的是有著被稱爲Ganado 紅的獨特風格。

賀貝爾於 1930 年去世，被埋葬在能俯視交易所的山上。賀貝爾交易所被視爲賀貝爾家庭的一部分，直到 1967 年，賀貝爾的妻子將交易所賣給國家公園管理處作爲國家歷史遺址保存。今天，美洲印第安人仍然帶來自製的手工地毯、珠寶、陶器和編籃到交易所販賣、購買食品雜貨以及分享著彼此的生活、故事。

約翰勞倫斯賀貝爾作爲印地安的交易人有著重大的貢獻和影響。50多年來，他以誠實的業務往來，以及對美洲印第安人的真知灼見，因此他被稱爲睦鄰的好友。探險家，藝術家，作家，科學家，甚至西奧多羅斯福總統，都喜愛這種有著牧場以及熱情好客的賀貝爾家族的這種買賣交易的氣氛。

| 交易站外觀 | 交易中心解說員 |

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傳統編織示範

交易站工作人員

交易站陳列

編織示範

賀貝爾的舊宅

賀貝爾的舊宅

賀貝爾的舊宅

五、　丹佛自然及科學博物館(Denvor Museum of Nature and Science)人類學部
博物館從1900 年的科羅拉多州自然史博物館(Colorado Museum of
Natural History)到丹佛自然史博物館(Denver Museum of Natural
History)，最後改名為丹佛自然科學博物館。該館2010年共計
1,420,000名觀眾到訪，較 2009年成長13%，計有303,000位學童，其中
有超過75,000位參加了由科學文化部贊助的12天的免費參觀日活動。
有63,000名觀眾加入博物館會員，較前一年成長了22%，會費繳交共
3,834,000美金的收入，該館志工超過1,800位，貢獻了
235,000工時，相當約超過100位的正式員工。在研究方面，博物館於
2010年於大雪村發掘到冰河時期的遺址堪稱當年博物館及科羅拉多
州的大事件，其後更發展Snowmastodon Project整合計畫。（Annual
Report, 2010）。

館內擁有超過100萬件以上的收藏品，而博物館的館藏展出於世的還
不到1%。本日（11月11日）我們拜訪人類學部門Dr. Chip
Colwell-Chanthaphonh博士，博士為我們介紹有關北美印地安文化常設
展與小部分的人類學典藏庫房。人類學部門收藏有超過 50,000件來自
世界各地的文物。針對博物館豐富的人類學館藏，是一個特別的挑
戰，因為在過去十年中，博物館只有展出有關埃及考古學和美洲印第
安人的民族學。民族學是人類學的一個分支，該館唯有透過公開活動
和特別展覽以介紹博物館浩瀚的的考古學和世界民族學館藏品。

人類學博物館部門典藏			
（依地理位置分類）			
American Ethnology Collection 美國民族學收藏	20954	World Archaeology Collection 世界考古收藏	2105
North America 北美	17285	Europe 歐洲	879
Central America 中美洲	685	Africa 非洲	648
South America 南美	1508	Asia 亞洲	403
Caribbean and Other 加勒比和其他	1476	Oceania and Australia 大洋洲和澳洲	143
		Other 其他	32

American Archaeology Collection	24015	World Ethnology Collection	5093
美國考古收藏		世界民族學收藏	
North America	21429	Europe	232
北美		歐洲	
Central America	787	Africa	1620
中美洲		非洲	
South America	707	Asia	2614
南美		亞洲	
Caribbean and Other	1092	Oceania and Australia	516
加勒比和其他		大洋洲和澳洲	
		Other	111
		其他	

博物館不再以文物爲中心的思維，而是以新博物館學的態度，呈現原住民的聲音(Shannon,2009:Brady,2009)。北美印地安文化常設展貫穿展覽的主軸概念發展基於"我們都不同，我們也都相同"，在不同的文化裡，住房、食物、服裝、交通、工具等以不同的方式發展但卻又全都是人類生活的基本需求。而本展呈現了北美印地安原住民族群，在傳統與現代生活方式上因爲地域環境與當地資源反映出豐富的文化多樣性。當我們循著展覽參觀動線行進時，我們也同時展開了旅行的行程。我們拜訪了愛斯基摩人的雪屋，到了西北岸印地安氏族的家，那瓦霍族的傳統家屋，奇夏族的帳篷等；同時我們也沿路欣賞到人們精美的編織、編籃、珠飾、陶器等生活用品；駐足聆聽人們的故事及視聽紀錄。在參觀的途中，正好有博物館教育人員以角色扮演的方式，爲過往的觀眾介紹什麼是人類學？人類學家的工作？以說故事、分享小展件等技巧與觀眾互動。

新博物館學以人爲主的尊重關懷與經營發展理念，讓人的價值重新被看到，而博物館典藏品的原始社群也成爲博物館典藏、研究、保存以及詮釋溝通的重要社群（劉婉珍，2011）。丹佛自然史博物館人類學部門主動歸還如原屬於印地安祭祀儀式中所使用的儀器，器物得以繼續於部落的的儀式中由文化領袖或巫師使用，並且紀錄原器物因藏於博物館時，部落傳統祭祀儀式因而終止，卻因歸還後儀式再現的過程，又如博物館歸還遺骸，遺骸得以重新下葬；以觀照並尊重原生社群的文化與權力的態度，建立新的合作夥伴關係。透過這樣的省思，博物館體認到部落的生活方式歷經了改變、適應，融合了傳統的智慧及現代的實證。臺博館近年來也與原鄉部落社群合作，邀請部落耆老、文化工作者到本館典藏庫房觀看文物，並辦理如「百年的等待－
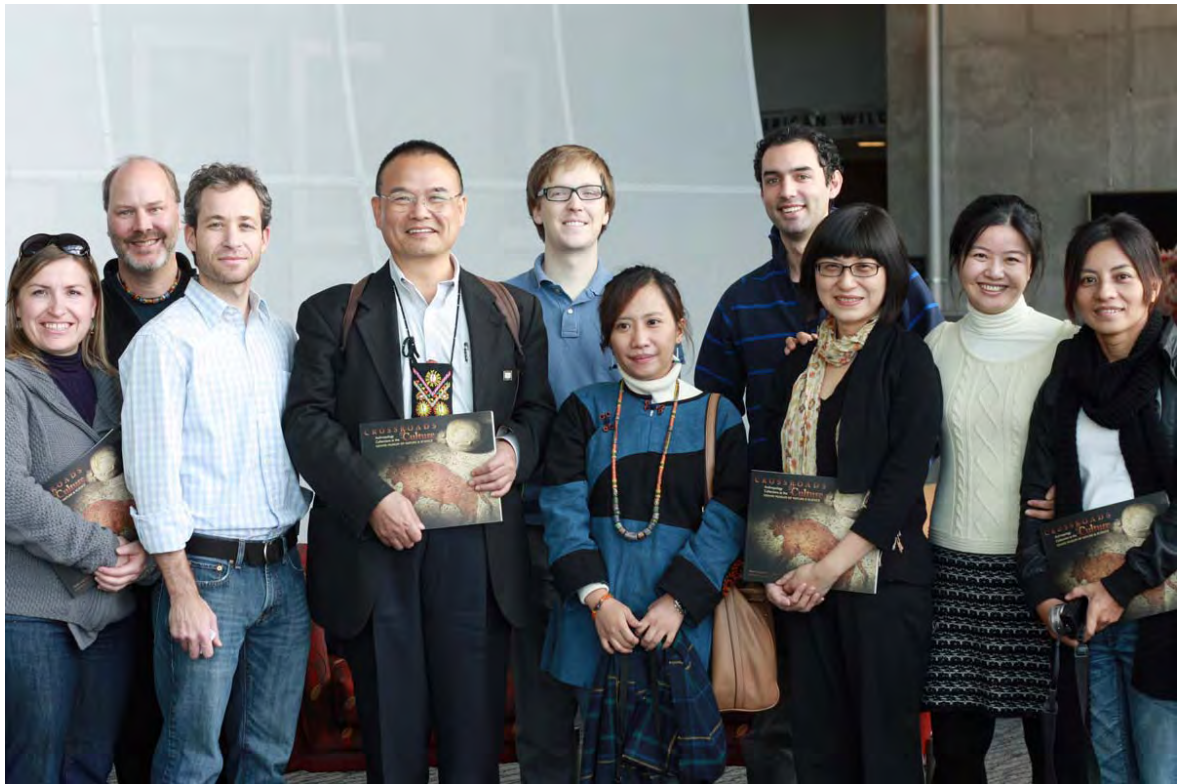
奇美文物回奇美」「來義文物回來義」等展覽，博物館人類學研究人員向部落諮詢與學習，部落的行動主導與參與，驗證了博物館進行研究採集時與文物的原生社群之間的尊重、態度與互動關係。

博物館正面外觀

由博物館眺望市區

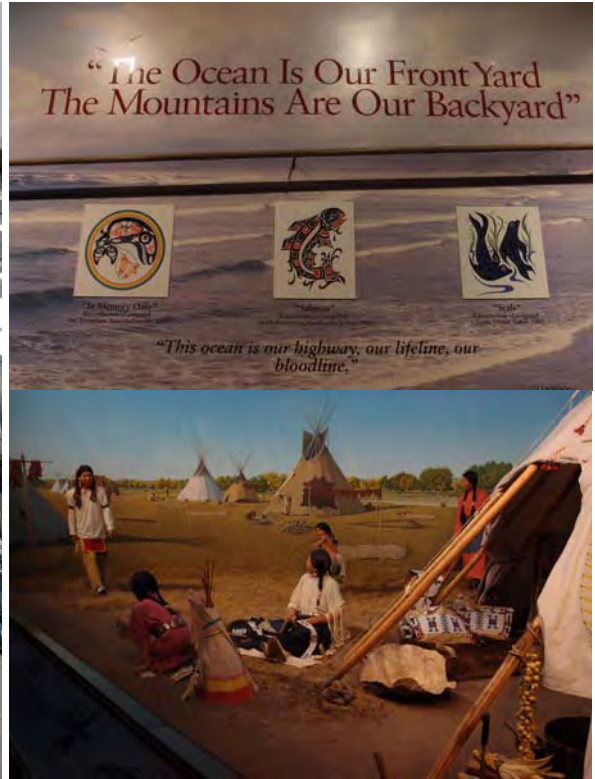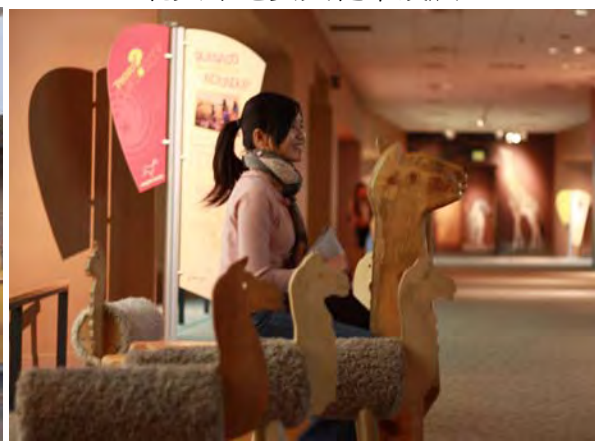Chip Colwell-Chanthaphonh 博士與愛分享團隊合影

參觀解說

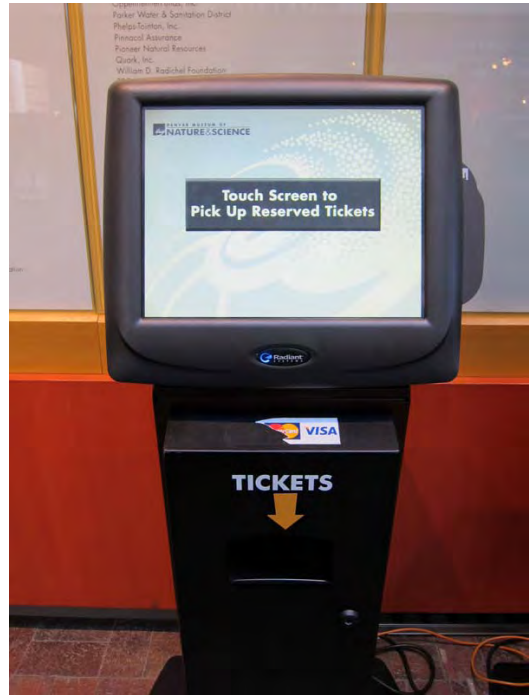教育箱

博物館入口

募款餐會準備

博物館入口意象

北美印地安文化常設展

驗票處

休憩與展示的結合

生物展廳

常設展　　　　　　　　　　　　　　　　自動取票機

志工解說　　　　　　　　　　　　　　　攝影展區

北美印地安文化常設展

北美印地安文化常設展

北美印地安文化常設展

北美印地安文化常設展

北美印地安文化常設展

教育人員示範

Oojet ID	Department	Collection	Synopsis
A447.20	Anthropology	Ethnology	jar	basketry - basketry	globular	handles - Ute	Colorado	Utah
A544.9	Anthropology	Ethnology	bowl	basketry - basketry	coiling - Navajo	Arizona - Navajo ceremonial
A544.19	Anthropology	Ethnology	jar	basketry - basketry	pitch	leather	handles - Western Apache	Arizona - water jug
A544.20	Anthropology	Ethnology	burden basket - tump line	leather	stitch	Tin	leather	cotton	fringed - Western Apache	San Carlos, AZ
A672.1	Anthropology	Ethnology	bowl	basketry - basketry	coiled - San Carlos Apache	Arizona
A703.5	Anthropology	Ethnology	burden basket - basketry	buckskin	paint	fringe	woven - Western Apache	Arizona
A919.1	Anthropology	Ethnology	tray	basketry - basketry - Western Apache
A1159.2B	Anthropology	Ethnology	jar	basketry - basketry	miniature - Navajo	New Mexico
A1159.2C	Anthropology	Ethnology	jar	basketry - basketry	miniature - Navajo	New Mexico
A1195.1	Anthropology	Ethnology	bowl	basketry - coiled	devil's claw - Western Apache	Arizona
A1323.44	Anthropology	Ethnology	bowl	basketry - coiled - Navajo	Southwest - wedding
A1323.51	Anthropology	Ethnology	bowl	basketry - Willow	coiled	dyes - Paiute	Southwest - Navajo ceremonial
A1323.52	Anthropology	Ethnology	bowl	basketry - coiled	devil's claw - Western Apache
A1374.16	Anthropology	Ethnology	bowl	basketry - coiled	Willow - Paiute - Navajo ceremonial
A1422.1	Anthropology	Ethnology	jar	basketry - pitch - Western Apache	Arizona - water
A1651.2	Anthropology	Ethnology	jar	basketry - Navajo	Mabel Skow
A1652.12	Anthropology	Ethnology	tray	basketry - wool	commercial	coiled	Gold	black	brown - Navajo	Shiprock, NM	New Mexico	Southwest - ceremonial
A1713.3	Anthropology	Ethnology	burden basket - reeds	coiled	leather - Western Apache
A1713.10			
A1717.1	Anthropology	Ethnology	bowl	basketry - coiled - Western Apache
A1814.1	Anthropology	Ethnology	jar	basketry - sumac	Willow - New Mexico	Shiprock	Navajo
A1814.2	Anthropology	Ethnology	plaque	basketry - sumac rods	split sumac - Navajo	Arizona	Mae S. Black
A1814.3	Anthropology	Ethnology	tray	basketry - sumac rods	split sumac - Navajo	Arizona	Helen Tso
A1814.4	Anthropology	Ethnology	tray	basketry - sumac rods	split sumac - Navajo	Arizona	Natalie Edgewater
A1851.1	Anthropology	Ethnology	tray	basketry - sumac rods	split sumac - Navajo	Arizona	Graham Tallman
A1866.1	Anthropology	Ethnology	bowl	basketry - wide mouth,	curving walls	rounded base	sumac	two rod and bundle triangular foundation - Navajo	Navajo Reservation - ceremonial
	Anthropology	Ethnology	tray	basketry - wide mouth	curving walls	rounded base	round coiled start	three rod vertical foundation	split stitches	self rim	sumac -

庫房

庫房

COLLECTIONS   RISK   FACTORS

PROBLEMS	PREVENTION METHODS
Pest Infestation!!	No FOOD of any kind Bag all objects on open shelves IF YOU SUSPECT AN INFESTATION – ISOLATE & BAG – CALL CONSERVATION DEPT.
Stains	No LIQUIDS of any kind around objects or on work space (Closed drink containers allowed **ONLY** on individual desks)
Soiling	Use Clean Gloves for handling objects
Pen Marks	Use Pencil for recording information
Breakage, Tears, Strain	Use Pallets, Trays, Carts (handle objects indirectly) Keep a clear work space
Cuts	Use extreme care with scissors and mat knives
Dust	Place objects in cabinets or bags
Light Damage	Turn off unnecessary lights
Security	Lock cabinets; Lock room door

Please take note of these concerns and FOLLOW THE RULES
in all Collections Areas!

庫房告示

六、 科羅拉多大學自然史博物館(University of Colorado Museum of Natural History)

科羅拉多大學自然史博物館始於 1902 年，聘請 Junius Henderson 擔任無給職研究員後開始發展大學博物館的雛型。當時館藏品以化石、貝類、岩礦類、鳥類及哺乳動物類標本爲主。1909 年後博物館開始聘請支薪研究人員，1913 年開始，博物館加入人類學考古研究工作。早期博物館的藏品分散於大學的各學院內保存，如今集中於兩處博物館建築內典藏。目前博物館主要的功能在典藏、研究、展示、大學教學與對公衆的推廣教育。該館組織同仁約 50 名，擔任研究人員、典藏人員、教育人員、展示人員及行政人員。該館擁有超過 400 萬件的收藏物件，分別爲人類學與考古、地質學、動物學、植物學及古生物學等學門。博物館擁有洛磯山脈地區最大量的自然史類典藏標本。

博物館展覽分爲常設展與特展，常設展分別爲古生物展、生物展與探索室、人類學展廳；特展每年維持至少 3 個，主要以介紹生物多樣性之自然科學學域及以印地安那瓦霍族之文化資產爲主的人類學域，另外博物館亦經營巡迴展，提供展覽外借服務。目前展出的「鳥類遷徙－從藝術與科學雙面向探索人類影響鳥類的活動與習慣」特展，本展製作結合當地的視覺藝術家、鳥類協會觀鳥人士、教育人員及交通專家等人共同策展，展覽的呈現以多元藝術媒材的運用，如影片、照片、標本展示、網路等元素，如深入淺出地介紹鳥類遷徙是隨著季節變化進行的，方向確定的，有規律的和長距離的遷居活動。在動物界中，類似的活動非常常見，對昆蟲則稱爲遷飛，對魚類則稱爲迴游，對哺乳動物則稱爲遷移。遷徙是鳥類生命周期中風險最高的行爲，鳥類遷徙的途徑是鳥類往返于越冬地和繁殖地之間經過的區域，決定鳥類遷徙途徑的因素包括地表的地形、植被類型、天氣、鳥類本身的生物學特性等。鳥類遷徙受到體能、天敵等多種因素的制約，而人類的活動常常有意無意地破壞鳥類遷徙的補給站點，而給他們的遷徙製造更大的困難，有時甚至對某些物種的存續產生嚴重影響。在本展覽中特別探討人類生活的影響與介入後，鳥類改變了原有的活動與習慣。當然在展覽期間，博物館也舉辦相關的小型討論會、演講、讀書會、家庭日、戶外觀察等活動，凝聚觀衆的同理心與增進對生物多樣性中有關物種、棲息地的關心與行動力。

該館同時亦開設博物館學與田野調查研究所，提供博物館專業人員之培訓，博物館針對成人觀衆、學校、親子、社區觀衆，提供多元化的教育活動。由於該館爲一大學博物館，所以特別著重教學課程的設計，教育人員針對不同的主題，開發教學資源如教師學習手冊與參考品，提供學校外借服務與到校服務。雖然身爲大學博物館肩負學術研究與創作的本職工作，博物館也相當重視如何鼓勵大學城

內的一般民眾從居住的社區參與博物館教育活動。博物館不定期舉辦演講結合表演活動或點心時間，開發社區家庭觀眾習慣參與博物館。同時博物館也主動將展廳改為開放型，在生物標本櫃旁擺設幾張舒服的沙發，甚至提供免費咖啡等飲品，以吸引大學生以博物館為家，培養出愛上博物館的好習慣。

博物館外觀

合影

合影

示範表演與觀眾互動

合影

合影

教育車

展場

展場

活潑化的標示'

生活化的展場

學習角

學習箱

展場傳達印象

愛分享展覽

愛分享展覽

七、 丹佛美術館

丹佛市，又被稱為英哩高城（Mile-high city），因地理位置約一英哩高，位於落磯山脈旁的平原上，是美國科羅拉多州（Colorado）的首府；早期丹佛市因為掏金而興起的城市，如今則是美國中西部發展相當迅速的大城。

丹佛美術館為中西部最大的美術館，美術館為一私立非營利性質之博物館。博物館的建館宗旨為提供科羅拉多州的居民透過美術館對藝術作品的收集、保存或展示詮釋，提供最好的教育與學習資源。美術館始於 1949 年，至 1950 年代開始發展兒童美術教育活動，1971 年北棟展館開始對外開放，2006 年 10 月開放新增建之 Frederic C. Hamilton 展館。目前美術館擁有 356,000 平方英呎的面積，包含了多間的常設展廳、3 間特展廳、視聽室、賣店、餐廳等，營造出家與溫馨的氛圍，與觀眾互動。

值得一提的是美術館的新建築 Hamilton 展館與 1971 年義大利建築師 Gio Ponti 設計的舊館，互相輝映，共同連接了新舊空間傳承的責任，也象徵著城市的發展與活力。新館由 Daniel Libeskind 建築師負責設計，占地有 146,000 平方英呎。建築師自述其設計靈感來自於光線的折射於洛磯山脈的山稜線及於丹佛山麓區出產的岩石晶體；以及丹佛市民開闊開朗的臉龐。新館外觀覆以 9,000 多片的鈦金屬板，隨著陽光的變化，大膽簡單的建築比例，創造出的結構體與地景、光影、戶外雕塑交互，不斷地產生有趣的對話與互動。難能可貴的是美術館建築不僅印證了成為市中心的新地標，也與周遭附近的市民中心、圖書館、市政府等建築物協調與融合，與城市一起成長，成為市中心的連接軸線。

美術館擁有超過四萬件藝術品於展廳，其中包括印地安藝術館、歐洲古典藝術館、西班牙殖民館、前哥倫比亞時期館、非洲館、現代家具館、當代藝術館及東方藝術館等，另外，每年定期規劃推出特展。例如本次參訪時剛好丹佛美術館於今年 10 月 30 日起至明年 1 月 29 日推出「徐悲鴻，現代中國繪畫的開拓者畫展」，是美國地區首次舉辦大規模有關徐悲鴻的綜合性個人畫展。該展與徐悲鴻紀念館合作，展覽的面相從早期的山水畫、歐洲留學時期的創作素描到他成為藝術大師象徵的馬，也包括國畫及油畫等共計 61 幅作品。

歐美博物館的「看得見的蒐藏」往往就是永久展示的一部分。其設置不像其他展示般以主題展的方式挑選相關展品，通常仍維持庫房藏品

儲藏方式的密集陳列；其設置的目的不在於刻意說故事，而是讓大眾無須經過申請或特殊許可，就能夠看到博物館所蒐藏的自然或文化資源。當公諸大眾的藏品不只限於觀賞，還可供其學習或研究之用時，此即稱為「學習性藏儲」，為此而設置的學習廳（Study Gallery）除了置有相當數量的藏品，通常還有可供檢視藏品或研究所需的相關設施。配合學習廳而設置的空間可能還有研究室、儀器室及圖書室等。（葉貴玉，2004）丹佛美術館的展場規劃與教育學習的整合，驗證了博物館發展學習性藏儲的可貴。

新世紀博物館一書中點出若典藏品是博物館的心臟，教育則是博物館的靈魂（CMNC,1984:55）。當我們一行人進入美術館的一開始，馬上可以感受到美術館散發的強烈個性：在追求卓越與公平的天秤中尋求平衡點。透過展覽不僅讓觀眾讚嘆丹佛美術館是美國西部唯一擁有世界各文化藝術品的美術館，在簡潔精緻的陳設與參觀動線中，設計過的環境脈絡下，我們感動的是美術館也是一個提供觀眾輕鬆的、以學習者為主，與觀眾互動，留給觀眾提昇自我主動性學習的藝術場域。我們經歷也驗證了 Housen(1992)在美術館中所做的審美經驗發展研究，透過體驗學習，結合感官功能等複合式經驗引發觀眾的參與和回應。

值得推介的是每個展廳都結合了至少一個完整的教育學習廳，並發展其特色與服務。雖然作法上每個博物館都能施行，例如自我閱讀、觸摸區、角色扮演、觀察區、動手做、模型、教育展件、學習包、學習板等，但丹佛美術館營造出觀者心中理想的、放鬆的、細膩的家中圖書館的氛圍，從小處如考慮到顏色、地板、地毯、休憩桌椅等，大到設置對應空間的關係，考量到參觀者的認同需求，創造出多元面相及開放的學習環境。重要的是也考量到如何發揮博物館的公共責任之一即公平性，亦即符合到各年齡層觀眾的學習需求與渴望。難怪 2000 年被旅遊假期雜誌（Travel Holiday Magazine）評鑑為讓參觀者感覺舒適並考量使用者需求的博物館典範，本館應也是筆者此次參訪中最為推崇的博物館經驗。
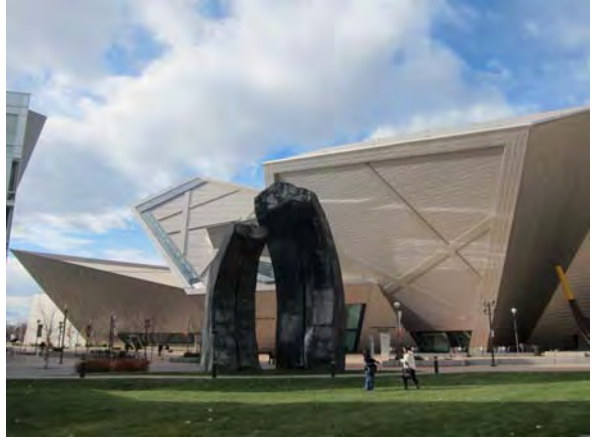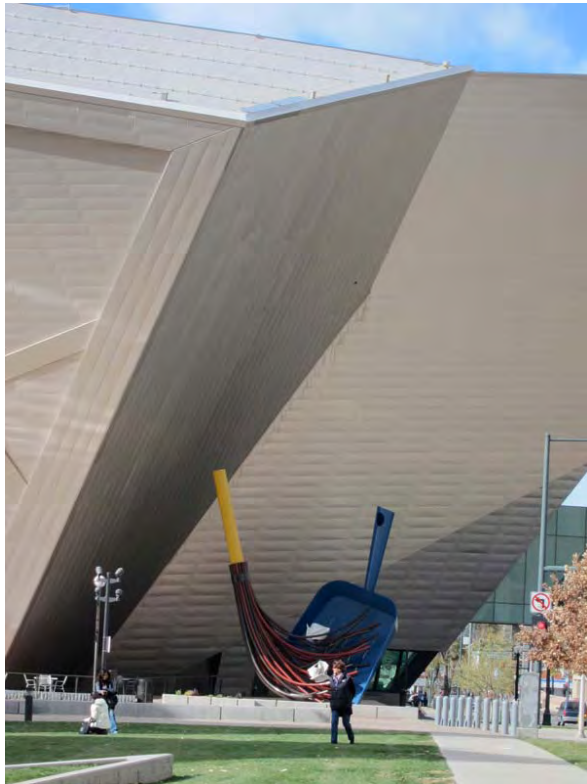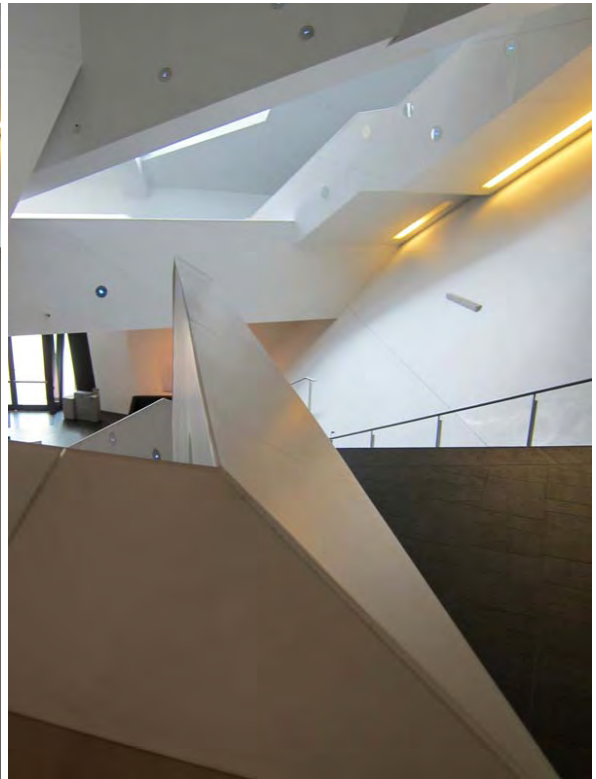
博物館外觀

與解說志工合影

位置圖

賣店

裝置藝術

展場服務

兒童區

大膽簡單的建築語彙

教育包

屋頂裝置藝術
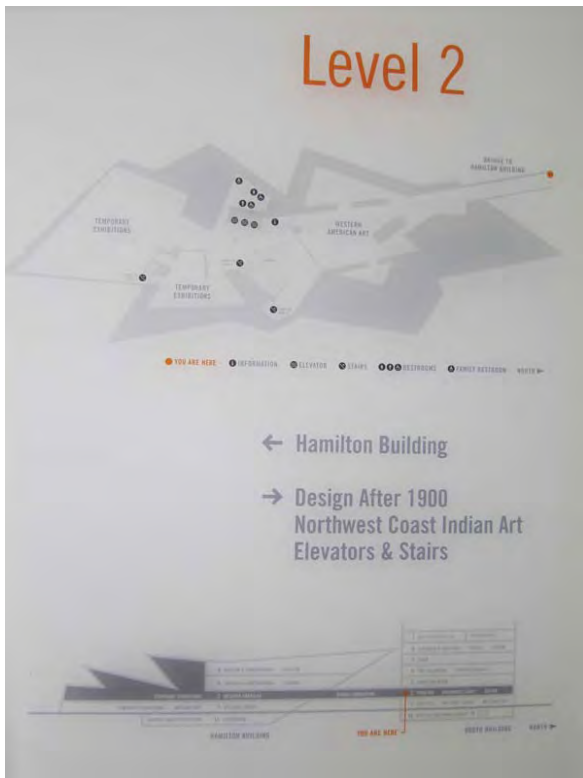
配置圖

印地安藝術展傳統服飾陳列
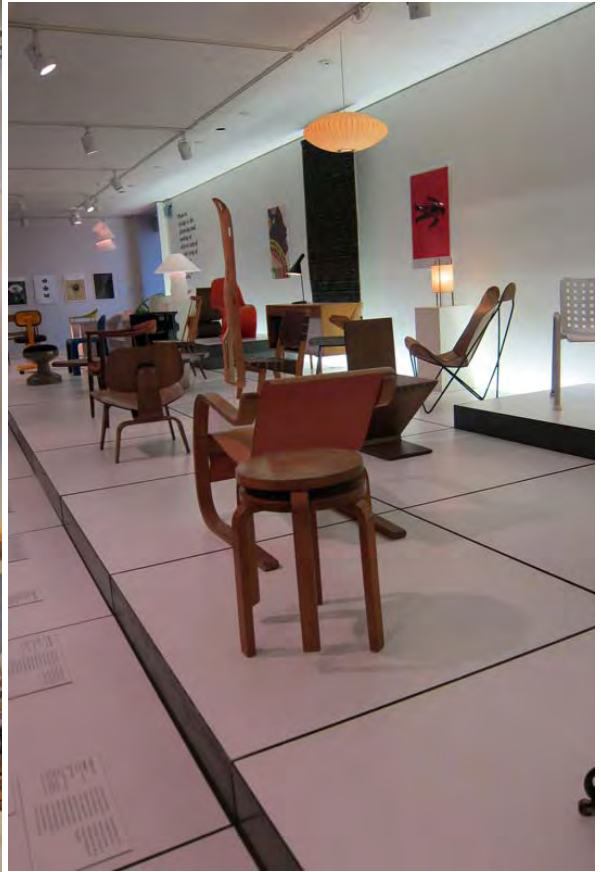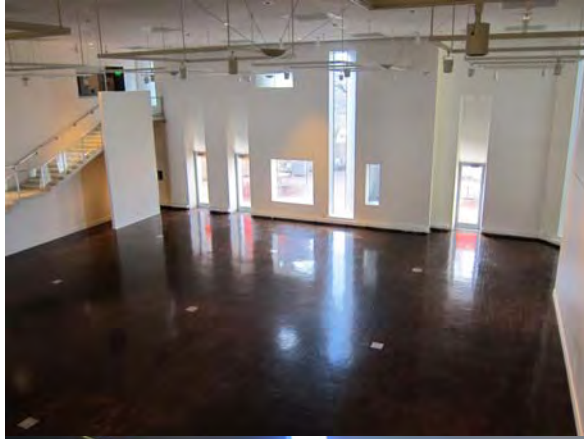
印地安藝術展面具陳列　　　　　　　　現代家具展

印地安藝術展廳　　　　　　　　　　　展廳陳設
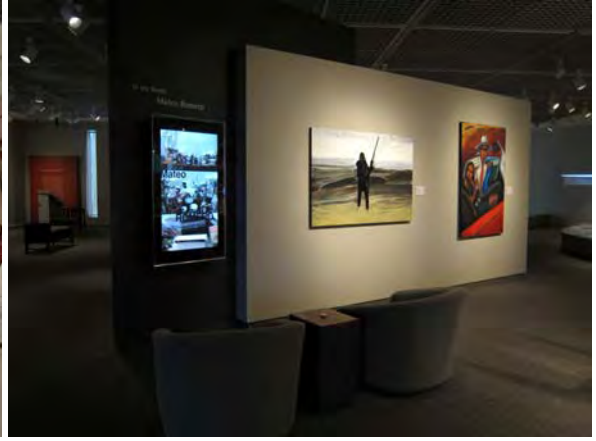
印地安藝術展廳陳設

印地安藝術展廳陳設

教育角

與觀眾互動的行動藝術

與觀眾互動的行動藝術

與觀眾互動的行動藝術

教育角

西班牙殖民時期物件展示陳列

觀眾學習區

印地安藝術展觀眾學習區

印地安藝術展示

印地安藝術展示

教育角

教育角

教育角

教育角

印地安藝術展示區

印地安藝術展示區

印地安藝術展示區

Half Indian/Half Mexican

I'm half Indian and Half Mexican.
I'm half many things.
I'm half compassionate/I'm half unfeeling.
I'm half happy/I'm half angry.
I'm half educated/I'm half ignorant.
I'm half drunk/I'm half sober.
I'm half giving/I'm half selfish:

A self made up of many things,
I do not have to be anything for anybody but myself.
I have survived long enough to find this out.
I am forty-one years old and am happy with
    my whole—self.

Don't let your children wait as long . . .

Artist, James Luna

印地安藝術展示文案

館外街景
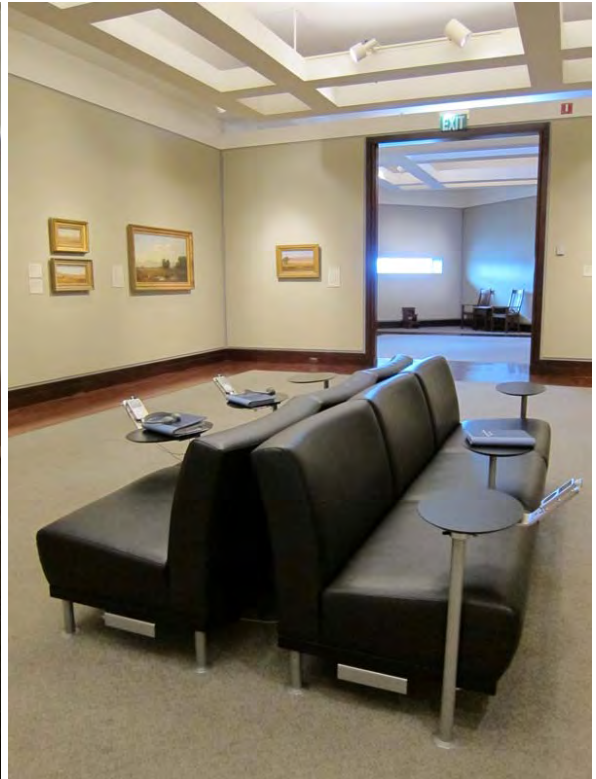
學習裝置

學習裝置

角色扮演

學習區

學習區

學習裝置

學習裝置

學習裝置

學習廳

角色扮演

學習廳

亞洲藝術文化展示廳

亞洲藝術展示廳
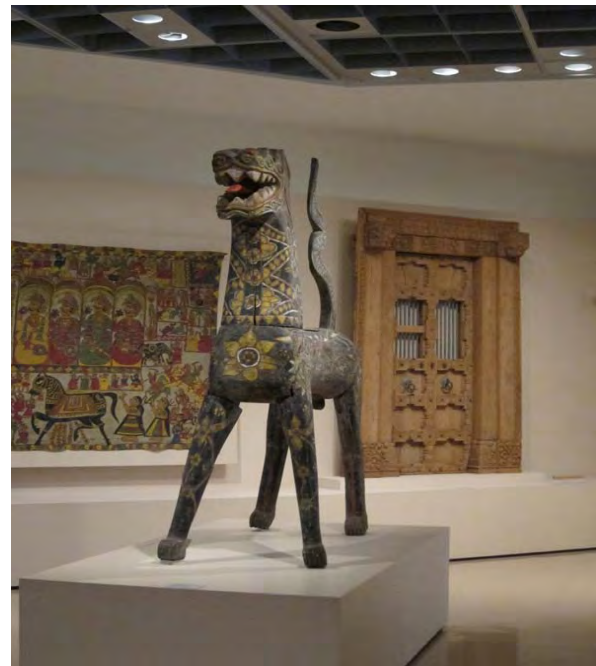
亞洲藝術文化展示廳

八、研討會
1. 介紹「愛分享：東·西博物館及社群串連計畫」

「愛分享：東·西博物館及社群串連計畫 iShare: Connecting Museums and Communities East and West」利用建置線上工作站(basecamp, skype, facebook, ftp..)；建置數位典藏社群網站(iShare Collections and Galleries)；與目標社群合作進行文化採集、詮釋及數位典藏等工作；設計製作數位典藏公共網站(iShare website)；設計製作文化教育箱(Teaching kits)；召開說明會與教育工作坊等方式，做為本案成員建立長期合作關係之平臺。計畫之活動按季度編寫，活動包括：公眾節日、音樂會、遊行、電視系列片、公共講座以及與當地媒體（印刷、電視臺和無線電廣播）合作；與當地學校系統共同舉辦活動以及與社群團體和/或當地、與區域或部落政府進行合作，同時也提供更多民眾分享及參與文化資產收藏，促進族群及國際文化交流；亦作為未來博物館及社群跨國合作模式參考。

Who are the Project Partners?

The Navajo Nation Museum is located in Window Rock, AZ. The museum includes collections, a theater, and rotating exhibits. The name the Navajo use for themselves is Diné, which means "the people." Diné Bikéyah, or Navajoland, covers 27,000 square miles (about the size of West Virginia), and extends into Utah, Arizona and New Mexico. Over 300,000 Navajo, or Diné, people live in Navajoland and in cities throughout the United States. The Nation has a three-branch system that includes executive, legislative and judicial branches, including their own supreme court.

Project Members:
Clarenda Begay
Rena Martin

The Laiyi Indigenous Museum is located in the Paiwan village of Laiyi in Pingtung, the southernmost county on the island of Taiwan. The museum has no object collections, but provides programming and is an important cultural resource for the community. Paiwan villages are located on both sides of the wet, forest-covered southern part of the Central Mountain Range of Taiwan. The Paiwan number close to 87,000 and are the third largest of fourteen federally recognized tribes on the island of Taiwan.

Project Members:
Hsiu Lin Kao
Wen Shan Chen

The National Taiwan Museum The National Taiwan Museum is a large natural history museum located in the capitol city of Taipei. It has worked with the Paiwan for a number of years developing story telling workshops, publishing Paiwan stories and songs, and assisting in recovering cultural treasures after a devastating landslide. The museum's Paiwan collection was the basis for a recent exhibition titled, Sons of the Sun – The Myths and Legends of the Paiwan People.

Project Members:
Chao-Ling Kuo
Fu-Mei Lin
Chen-Yu Wei
Yi-Ching Yang

The University of Colorado Museum of Natural History in Boulder holds major cultural collections including a Navajo textile collection considered to be one of the best in the world. The collection was featured in a recent exhibition titled, Navajo Weaving: Diamonds, Dreams and Landscapes. The museum is a teaching museum and has included graduate and undergraduate students in every aspect of the iShare collaboration.

Project Members:
Jen Shannon
Jim Hakala
Kendall Tallmadge
Irina Fartushnikova

網路改變了大家認識分享訊息的速度，特別是當社群媒體載具襲捲而來，人們運用它傳達各種訊息、知識、交朋友，儼然成為生活的一部分。因此，愛分享計畫成員除前往雙方國家互訪外，主要透過線上系統將Navajo與排灣族的物質與非物質的文化數位影像，記錄下來並上傳至ishare平臺。科羅拉多大學自然史博物館與臺博館的資訊小組則是依計畫需求，建置相關線上工作軟體、動態網站，提供實質的操作訓練。計畫需求的溝通機制，在於希望建構安全網路平臺，透過分享的精神，永續傳承文化並開啟雙向溝通模式，無論是文字、圖像、聲音、動畫與影音資料等素材均可結合在一起呈現，不受限於時間、地點，只要能連結上網際網路，就能享受到網路的互動性與便捷。另外，製作資料庫在網路上有效地管理資料內容，同時完成異地儲存的保障，讓雙方互相分享所帶來新的知識，延伸永續保存的更高價值。

Ishare網路平臺，目前由本館、屏東縣來義鄉原住民文物館、美國科羅拉多大學自然史博物館及那瓦霍博物館四團隊成員組成，首要目標是創造夥伴間的關係更加緊密，提供互相分享文化、交流的空間，ishare網站日後也是讓普羅大眾認識不同族群，並提供線上互動的公共網絡。為了克服語言上的隔閡，資訊團隊設計出英文版及中文版模式，利用google翻譯協助即時翻譯外，亦有專責的中英譯人員針對上傳檔案檢視翻譯正確性。此溝通機制，人人都可以闡述自己的意見，而且不會有身分地位的差別，讓大家可以針對主題平等的討論。目標之一在於連結Navajo Nation（那瓦霍族）與屏東縣來義鄉排灣族人，透過接觸博物館藏品與採集的經歷，開啟紀錄、收藏自身物質與非物質文化資產的行動。同時，藉由雙方互相訪問與討論，強化夥伴關係與文化認識。

2.臺博館「學習愛分享，遇見排灣」教育箱

愛分享教育箱的設計緣自於「iShare: Connecting Museums and Communities East and West（愛分享：東西博物館及社群串連國際合作計畫案）」的執行成果。

愛分享計畫執行過程中，國立臺灣博物館扮演一個協同者與促進者的腳色。將排灣文化推向國際，協助族人蒐集各項有形及無形文化資產的工作，同時透過愛分享網站的建置與大眾分享文化，並期待日後文化的傳遞能永續發展。當然，資訊流動快速，如何在全球化之下，保有各地民族的文化與特色，自是重要課題之一。博物館是藝術文化的殿堂，也是社會教育機構，除了透過展覽內容、展示活動啟發大眾外，教育活動更是教育推廣不可或缺的媒介。博物館教育活動非但包括以館內展示、研究、典藏為基礎，於館內空間舉辦之各項教育活動，如導覽解說、視聽放映、研習活動、工作坊、探索空間等，亦包含館外活動，如博物館協助學校教育、社區營造或社會服務等相關的教育活動。

博物館為一個儲存國家、文化與共同記憶的資訊工具，提供大眾一個探索、互動、沉思、啟迪、學習與享受自身與他人文化遺產的場所（Talboys，1996）。教育是一種經驗的再行組織與重新改造；教育的結果是經驗的意義繼續增加並可藉之指導未來的行為（Dewey，1966）博物館對於「人」的關懷，使得博物館的角色與功能從「以物為主」轉變為「以人為主」的取向。因此，我們也走入部落，培育地方文化人才開啟田野調查的工作，族人們分享的調查成果非凡，為了能達到宣傳效益並與更多人分享，設計了「教育箱」概念的教學手冊，在尊重東、西方學生的差異下，以孩童為主體做深入淺出的教學介紹，希望能激發孩童對於多元文化族群認識的渴望，將被動學習化為主動且自主的學習，希望透過一場美麗的邂逅，能提供體驗、探索與學習的環境及機會，並融合自身的文化與民族性，將來能發展出另外一種新生視野，促進大眾更珍惜、愛護自然與不同文化的生命力。

臺灣位於亞洲大陸東緣、西太平洋之亞熱帶，介於北緯 22-25 度及東經 120-122 度之間，北回歸線貫穿島嶼中南部。古臺灣島受歐亞大陸板塊、沖繩板塊及菲律賓海板塊擠壓而隆起，島嶼面積約 3.6 萬平方公里，地形海拔變化大，具有低、中、高海拔林相與暖、溫、寒帶的生態環境，造就了自然景觀與生態的豐富多樣。

臺灣人口主要由漢族、臺灣原住民族、閩南人、客家人組合而成，屬於南島語系的原住民族人口約佔總人口的2%，目前官方承認的族群有排灣族、魯凱族、泰雅族、賽夏族、賽德克族、阿美族、布農族、鄒族、邵族、卑南族、達悟族、噶瑪蘭族、太魯閣族及撒奇萊雅族等十四族，

是一個擁有豐富生物多樣性與多元文化的美麗之島（Ile Formosa）。排灣族是分佈在臺灣南部的原住民族之一，幾世紀以來，族人歷經部落遷徙，形形色色的世界迎面衝擊，但仍相信自己是「山」育養的孩子，身體流著太陽的血液。沒有文字的祖先，靠的是代代相傳的口述歷史為自己做見證，每位族人都具有追溯生命起源的能力。許多神話傳說描寫生命起源、文化的核心、神秘儀式、死亡的轉化、愛情故事及生活經驗等故事，源源不絕地創作出豐富的榮耀、藝術與神話圖象，直至今日仍深深影響著原住民的現實世界。原住民的科學與智慧，透過故事延續下來，喜歡聽故事是人的天性，而Vuvu說故事則是排灣文化代代相傳，匯集累積族群脈絡的方法。排灣的生活中處處是故事，將上古的事跡稱為「Milimilingan」，語意類似所謂的「創世紀」。倘若故事含有「過去發生的事跡」或「生活情境」，那麼，透由敘述中傳達的情感將之運用於教育，也是培養思考、想像力與創造力的方式。因此，依據「iShare: Connecting Museums and Communities East and West（愛分享：東西博物館及社群串連國際合作計畫）」蒐集的資料與成果，將排灣族人對自身文化的敘述描寫，配合博物館教育活動的規劃，設計一套介紹屏東縣來義鄉排灣族人文化的教學手冊，課程單元包含環境介紹篇、我的生活篇、自然科學篇、服飾篇、樂舞篇、手工藝篇及祭儀篇，每單元搭配的教材類型有插畫書、地圖、圖片、照片、影片、網站、ppt、flash及文物等。

每一種教材運用都可能引發不同的學習狀況，對於遇見排灣的各種可能，我們在學習教材的選擇上，做了多元的嘗試，影片生動、有趣的畫面，提供了書面教材以外的學習機會，搭配「愛分享計畫」架設的成果網站，則是透過資訊科技來傳遞文化。幾分鐘的影片，往往包含書面教材、線上資訊提供的許多資料，運用不同的學習方式，支援教學所需的互動，方便學習者取得學習資源，生動活潑地融合學習單元，期能誘發東、西方學童對跨文化的學習充滿好奇，同時，運用分組討論、互動及模擬型式的課程安排，促進學習效果。分組活動可以學習到溝通、領導、協調與解決問題等；互動性的課程中，進行角色扮演可以加強學習的效果；運用模擬的方法，則讓學習者透過步驟與操作來學習，從中達到更高層次的思考與探索。

學習手冊主要使用機構為「愛分享：東西博物館及社群串連國際合作計畫」合作伙伴：美國科羅拉多州博物館、那瓦霍博物館、國立臺灣博物館及屏東縣來義鄉原住民文物館，教育推廣對象為 8-12 歲學童，每單元設計 30 分鐘教學內容，素材由屏東縣來義鄉伙伴們的田野調查編輯而成外，參與各單元影片拍攝工作的古之塵原住民文物工作室、花開了工作室、來義高中藝術班及廖秋吉主任、安祿山工作室、屏東縣來義鄉原住民文物館等，大家共同為引導學生投入課程，激發學習興趣努力。各單元亦提供有趣的問題討論、五分鐘自由畫圖、有聲 CD、

影片或 Flash 等教材，協助孩童認識排灣文化是透過各種有趣的學習過程。

3.「學習愛分享，遇見排灣」課程架構：
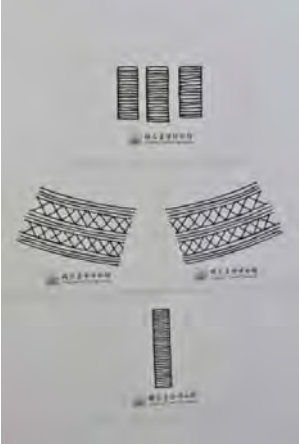
課程	內容	方法
環境介紹篇	1.誰是排灣族？ 2.最佳拍檔～來義鄉 3.米靈米靈岸創世紀	1.地圖 2.照片、圖片 3.陶壺 4.太陽的寶貝蛋插畫影片 5.太陽底下的排灣王國 flash
我的生活篇	1. 看見我的家 2. 會呼吸的石板屋 3. 排灣族傳統社會制度	1.照片、圖片 2.百步蛇的智慧插畫影片 3.會呼吸的石板屋影片 4.貴族制度 flash
自然科學篇	1. *Vuvu* 的小米故事 2. 百步蛇與熊鷹 3. 狩獵文化	1. 照片、圖片 2. 小米田音樂祭影片 3. 人死後變百步蛇與老鷹插畫影片 4. 狩獵文化影片
服飾篇	1. 瑪樂芙樂芙編織的巧手 2. 排灣服飾之美 3. 頭飾花環動手做	1. 照片、圖片 2. 男女服裝各 1 套 3. 男女頭飾各 1 組 4. 傳統服飾之美影片 5. 頭飾花環動手做影片
樂舞篇	1. 母語說一說 2. 趣味童謠～蜥蜴你去了哪裡？ 3. 大手牽小手～四步舞	1. 照片、圖片 2. 母語教學音檔 3. 母語說一說影片 4. 童謠學唱影片 5. 泰武國小古謠傳唱 CD 6. 情歌賞析影片 7. 四部舞教學影片
手工藝篇	1. 美麗的果子～琉璃珠 2. 設計自己的琉璃珠 3. 木雕裡的神話圖像	1. 照片、圖片 2. 琉璃珠項飾 3. 有聲故事插畫影片 4. 琉璃珠串飾影片 5. 設計自己的琉璃珠繪圖 6. 連杯
祭儀篇	人神盟約祭	1. 祭杯、祭盤 2. 豬骨頭標本

| | | | 3. 桑葉（祭葉）標本 |
| | | | 4. 人神盟約祭影片 |

4「學習愛分享，遇見排灣」教育箱內容項目：

編號 Article No.	項目 Article Name	照片 Image Reference	搭配單元 Complementing Unit
1.	學習愛分享，遇見排灣（含 DVD） iShare | Meeting the Paiwan Indigenous Culture (including DVD)		教學手冊 Study Manual

2.	太陽底下的排灣王國 The Paiwan Kingdom Under the Sun		童話故事書 Children's Storybook
3.	陶壺 Clay Pot		環境介紹篇 Introduction to the Environment
4.	石板屋模型 Miniature Slate House		我的生活篇 The Story of My Life

5.	紋身貼紙 Adhesive Tattoo		自然科學篇 Natural Sciences
6.	迎賓頭飾 Garland headpiece		服飾篇 Apparel
7.	女童頭飾 Girl's headpiece		
8.	女童上衣 Girl's dress		

9.	女童長裙 Girl's long skirt		
10.	男童頭飾 Boy's headpiece		
11.	男童上衣 Boy's shirt (top)		
12.	男童短裙 Boy's short skirt		

13.	泰武國小古謠傳唱CD Taiwu Elementary Folksongs (CD)		樂舞篇 Performing Arts
14.	琉璃珠項飾 Beaded ornament		手工藝篇 Handcrafts
15.	設計琉璃珠圖卡 Creative Design Sheet "Beautiful Beads: Design Your Own Mystical Bead!"		
16.	連杯 Connected Cups		

17.	祭杯 Ritual Cups		祭儀篇 Rituals and Festivals
18.	祭盤 Ritual Plates		
19.	祭葉（桑葉） Ritual Leaves		

ABOUT THE iSHARE PROJECT

iShare: Connecting Museums and Communities East and West is a partnership between the University of Colorado Museum of Natural History, the National Taiwan Museum, the Navajo Nation Museum, and the Laiyi Indigenous Museum in Taiwan.

The *iShare* project is designed to meet the requests of two indigenous communities, the Paiwan tribe and Navajo Nation, in gaining greater **access** to museum collections and recording intangible culture for their own use, as well as for dissemination to each other and to a broader public.

iShare expands upon and provides training in the latest technology in **museum-community online collaborations** to build lasting relations among project partners and to reach a broader audience than a physical exhibit would typically provide. The website allows online visitors to explore stories, oral histories, material culture and audiovisual materials that illustrate indigeneity as it is experienced and practiced in the East and in the West by the Navajo Nation in the United States and the Paiwan indigenous people of Taiwan.

This project also facilitates international, indigenous networking opportunities to our indigenous partners - not only through international travel and the online interface but also through **teaching kits** created to be shared in classrooms in each of the four partners' communities.

iShare is an ongoing project and the website **will continue to be a work in progress** as we add to the Collections and translate the information into English and Mandarin.

IN THE MENU ABOVE, YOU CAN CLICK ON A NUMBER OF FEATURES:

Collections - items that convey cultural knowledge such as songs, video interviews, museum objects, photographs.

Learn- teaching materials to use with the website for classes and informal learning environments.

Galleries- images and video that document the collaborative process.

Discussions- a place where project partners and logged in users can discuss topics.

ABOUT THE DESIGN OF THE WEBSITE

The development of the code and design for this website was also an international collaborative process. Ryan Wallace and Nick Jakobsen, of the Canadian company Culture Code, created the structure, organization and functionality of the website with input from project partners. They have also worked on the Reciprocal Research Network based out of the University of British Columbia Museum of Anthropology, which was inspiration for this more modest project. The graphic design of the website and its home page was developed, in collaboration with iShare partners, by National Taiwan Museum graphic artist Hui-Chuan Chang (Asi).

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圖說：愛分享計畫網頁

陸、 心得與建議

一、提供各國博物館如何透過網路平臺建置文化資料之範例

本次計畫之發表，提供美國 AAM 與其他國家之博物館合作之重要成功實例，對於不同文化背景的社群利用網路建置平臺開啓對談與學習，有效地節省經費與人事成本，達成博物館新的採集、典藏、研究的模式，建立一個分享與尊重的跨文化社會的機制與跨時代意義的典範。

二、強化美國與臺灣對原住民族文化的重視與交流

本次交流平臺，美方亦邀請排灣族人與本館同仁發表與分享成果與經驗，而美方亦同時發表有關與那瓦霍印地安族人之成果資料，最後完成本計畫之執行。透過本次合作，串聯兩國原住民地方的各社群團體，跨越年齡、性別、社會階層，促進當地對文化的重視與民族自信，同時也深化部落對本身文化遺產的資料詮釋模式。

三、增進博物館專業整合技能與知識

透過本次計畫的執行，對於參與計畫的四個館所的團隊，不僅運用田野調查、科技技術、網際網絡、展示與教育、時間管理與知識管理，發揮團隊合作的精神；藉由不斷操作的實作與檢驗，增進了博物館從業人員專業整合的技能與知識，同時也奠定了未來館際合作的基礎。

四、建立博物館長期合作之發展

本次交流計畫後，本館規劃於 2011 年邀請那瓦霍聯盟博物館策辦美國印地安影像展來臺並安排至全臺之原住民博物館巡迴展出，另本館亦策畫於 2011 年舉辦「愛分享」研討會，邀請參與計畫的四個館所的團隊發表相關重要的心得與研究；以延續性地發展臺灣與國際博物館間館際交流合作的意義。

Museums & Community Collaborations Abroad
Collaboration is one way to build partnerships to help museums serve and represent the communities whose objects they house.

Welcome to the iShare Project!

柒、附件：合約-愛分享 ：東·西博物館及社群串連計畫 iShare: Connecting Museums and Communities East and West

Lead Museum Face Sheet

I. Project Information

iShare: Connecting Museums and Communities East and West
Project Title

National Taiwan Museum
Partner Museum/s

$90,500
MCCA Requested Fund Amount

$70,690
Cost Share Amount

II. Lead Museum Information

University of Colorado Museum of Natural History
Name of Museum

UCB 218   Boulder, CO 80309
Mailing Address

Henderson Building, 1035 Broadway, Boulder, CO 80309
Street Address (for overnight express mail)

(303) 492-6892
Telephone

(303) 492-4195
Fax

http://cumuseum.colorado.edu/
Institution Web Address

Kociolek, Patrick
Name of Director (Surname, First Name)

III. Project Manager This is the lead coordinator to whom all program materials will be sent.

Female ☒   Male ☐

Jen Shannon
Name

Curator and Assistant Professor
Title

Cultural Anthropology
Specialty

jshannon@colorado.edu
E-mail

Work (303) 492-6276 / Cell (303) 919-5022
Telephone

(303) 492-4195
Fax

Spanish
Foreign Languages

Proficiency: Excellent ☐ Good ☒ Fair ☐

IV. Signatures

Museum Director

Project Manager

iShare: Connecting Museums and Communities East and West
2010 MCCA PROPOSAL

Partner Museum Face Sheet

I. Project Information

iShare: Connecting Museums and Communities East and West
Project Title

University of Colorado Museum of Natural History
Lead US Museum

II. Museum Information

National Taiwan Museum
Name of Museum

No.2, Siangyang Rd., Taipei City 100, Taiwan (R.O.C.).
Mailing Address

No.2, Siangyang Rd., Taipei City 100, Taiwan (R.O.C.).
Street Address (for overnight express mail)

+886 2-2382-2566   +886 2-2382-2684
Telephone   Fax

http://www.ntm.gov.tw/en/index.aspx
Institution Web Address

Tsung-huang Hsiao
Name of Director (Surname, First Name)

III. Lead Participant This is the museum coordinator to whom all program materials will be sent.

Female ☒   Male ☐
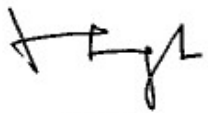
Chen-Yu Wei
Name

Head of Education and Exhibition Department   Museology, Education programming
Title   Specialty

cywei @ntm.gov.tw   +886 2 2382 2699 ext.411   +886 2 2382 2684
E-mail   Telephone   Fax

English   Proficiency: Excellent ☒ Good ☐ Fair ☐
Foreign Languages

IV. Signatures

Museum Director

Project Manager

American Association of Museums
MUSEUMS & COMMUNITY COLLABORATIONS ABROAD PROGRAM

iShare: Connecting Museums and Communities East and West

Grant Proposal Submitted March 1, 2010 by

The University of Colorado Museum of Natural History with the National Taiwan Museum

in partnership with

Paiwan and Navajo indigenous peoples

coordinated through

the Association for Paiwan's Culture and Education and the Navajo Nation Museum

ABSTRACT

iShare: Connecting Museums and Communities East and West is designed to meet the requests of two museum source communities, the Paiwan tribes and Navajo Nation, in gaining greater access to museum collections and recording intangible culture for their own use, as well as for dissemination to each other and to a broader public. The project will expand upon and provide training in the latest technology in museum-community online collaborations to build lasting relations among project partners and to reach a broader audience than a physical exhibit would typically provide. The main outputs will be a secure **Web Application** ("iShare") with a dynamically linked **Public Website** that will allow online visitors to explore stories, oral histories, material culture and audiovisual materials that illustrate indigeneity as it is experienced and practiced in the East and in the West by the Navajo Nation in the United States and the Paiwan indigenous people of Taiwan. This project will also facilitate international, indigenous networking opportunities to our indigenous partners.

EXECUTIVE SUMMARY

The University of Colorado Museum of Natural History with The National Taiwan Museum
Funding Request: $90,500

Project Summary

- The project will form a collaborative online **Web Application** (iShare) to respond to Paiwan and Navajo source community requests to access museum collections and preserve intangible culture. The project will also enable the Paiwan tribes and Navajo Nation to network internationally.

- A dynamically linked **Public Website** will make resources deemed appropriate by our indigenous partners available to the public. The museum partners will work with the communities to interpret the collected materials for this site. A key aspect of the Public Website is interactive design. Like "Facebook" or the "Reciprocal Research Network" (RRN), it will invite participation from a wide audience of Native and non-Native peoples.

- The total cost of this international collaboration is $211,100. The CUMNH seeks a $90,500 grant from the American Association of Museums to accomplish this project, with the understanding that an additional $70,690 cost share will come from the CU Museum of Natural History and $49,910 from the National Taiwan Musem.

- Participants will travel to each other's countries and work both in person as well as through online networking. This project will facilitate international indigenous networking, shared technological training of the partners by our IT consultants (who worked on the University of British Columbia Museum of Anthropology RRN project), and an opportunity to collaborate in determining the content and methods of producing the online collaborative website and curated public site.

Outputs

- **Digital imaging and recordings** of Paiwan and Navajo tangible and intangible culture for communities and online collaboration.

- **iShare, a user-friendly online collaborative Web Application,** which will be password protected with access limited to the immediate partners (Paiwan community, Navajo Nation, National Taiwan Museum, CU Museum of Natural History) and invited others.

- A **curated Public Website/social networking site of cultural resources,** dynamically linked from the Web Application for use by indigenous community members, museum educators, teachers, and the general public .

- **A CD-ROM** of the Public Website, which will include education materials for distribution by the museum partners to schools, libraries, museums, cultural centers, and Native communities, etc.

- **A Symposium** about the project hosted at CUMNHS; audiovisual documentation of the Symposium will be included on the Public website and the CD-ROM.

- **Scholarly articles** by Chao-Ling Kuo and Jen Shannon about the project for publication in *Taiwan Natural Science Quarterly* and *Museum Anthropology,* respectively, along with a modest **catalogue.**

Target Audience

Visitors to the Public Website will be diverse and international, Native and non-Native. Visitors will expand their notions of "Indians" and "Asians": they will learn that the Navajo are not just a people of the past, and they will discover that there are indigenous peoples in Asia. Visitors and project partners will learn directly from the Navajo and Paiwan about the meaning of tangible and intangible culture to the continuity and vitality of their contemporary communities.

PROJECT BACKGROUND

Responding to requests from communities whose collections they house, the National Taiwan Museum and the University of Colorado Museum, half a world apart, propose a project that will enable their source communities, the Navajo and Paiwan indigenous peoples, to have remote access to museum collections and to preserve intangible culture through a collaborative online Web Application (iShare). This project will not only bridge geographical distance and build lasting interpersonal relations through travel, it will also create a sustained platform to continue the collaboration among the project partners. In addition, *Connecting East and West* will provide opportunities for networking among distant indigenous peoples, for sharing different continental traditions of museum practice, and for connecting source communities to museum collections and wider publics.

Web Application/ iShare: supporting indigenous communities' concerns about unmediated access to their knowledge, this is a collaborative, secure online site; it will document the tangible and intangible culture of the Paiwan and Navajo communities and facilitate communication among project partners.

Public Website: a dynamically linked website to iShare; materials deemed appropriate by indigenous project partners will be tagged in iShare to appear in this publically accessible and interactive website.

The Navajo Nation Museum has expressed interest in having greater access to CUMNH collections, while the Paiwan tribes are interested in documenting their oral traditions. *Connecting East and West* is designed to respond to these community requests by using the latest technology in museum-community online collaborations to build partnerships between museums and indigenous communities and bring the knowledge generated from that process to a broader audience than what a physical exhibit would typically reach. The main outcomes will be a secure Web Application ("iShare") with a dynamically linked Public Website that will allow online visitors to explore stories, oral histories, material culture and audiovisual materials illustrating indigeneity as it is experienced and practiced in the East and in the West by the Navajo Nation and the Paiwan tribes. These websites will also provide a model for collaboration to the wider museum professional audience and a pilot case for a larger museum-wide project at the University of Colorado.

The Paiwan and Navajo communities have expressed enthusiasm for participating in this project, whether for recording origin stories or gaining technical knowledge and access to collections. While the precise content of the collaboration and its resultant community-curated Public Website will remain unknown until the preliminary meetings among all partners are underway, major goals of this project include gaining greater understanding of and among indigenous peoples from the East and West as well

as a global perspective of contemporary indigeneity and museum practice. Through this process, we will learn more about each community's relations with museums and the wider public, their concerns about access to and control over knowledge, and the role of technology in cultural transmission.

Accordingly, *Connecting East and West* will address a number of broad questions, including: How is indigeneity viewed in the West? In the East? What can this unique partnership of indigenous peoples of the East and West teach us and our indigenous partners about contemporary indigeneity? About their shared and unique pasts? How does tangible and intangible culture represent indigenous lived experience and knowledge? How can museums engage in reciprocity and sharing of authority with indigenous communities? What models of collaboration and technological tools can we develop to work productively with indigenous communities? How can social networking and online collaborative spaces facilitate and create new ways of communicating with, representing, and dialoging with distant peoples? In serving indigenous communities as well as museum visitors?

The Navajo Nation land base is called Diné Bikéyah, or Navajoland. Navajo are the second largest indigenous group in the United States; 175,200 individuals reside on Navajo Nation reservation and trust lands, which total 27,000 square miles. Additional Navajo, or Diné, people live in cities throughout the United States. Unlike the Navajo, who live on a dry plateau environment, the Paiwan are scattered on both sides of the wet, forest-covered southern part of the Central Mountain Range of Taiwan. The Paiwan number close to 87,000 and are the third largest indigenous group of Taiwan. Both indigenous communities engage in tourism as an economic resource and have highly valued artwork.

Currently, the main partnering institutions are displaying temporary exhibits about the tangible and intangible culture of their indigenous partners. At the CU Museum, *Navajo Weaving: Diamonds, Dreams, Landscapes* showcases our collection of Navajo textiles, illustrating the inspiration of natural environment, cultural history and spiritual knowledge in this art form. At the National Taiwan Museum, *Sons of the Sun: The Myths and Legends of the Paiwan People* features Paiwan views on their spiritual and cultural history and life experiences. Both of these exhibits express the creativity of generations and the integration of tradition and innovation in past and contemporary artworks. Both indigenous communities have experienced relocation and policies of extermination and assimilation (by the U.S. and Japanese governments) and have been significantly affected by surrounding dominant cultures. These exhibits and histories of the Navajo and Paiwan provide a starting point for our partnership.

Through this partnership, then, community outreach will take place in a number of significant directions, largely but not solely through online participation: with underrepresented constituents and source communities, our indigenous partners; with a broader and perhaps different demographic

audience than our museums reach through conventional exhibits; and with museum professionals in different continental traditions of museum practice. Using web and other technologies to build interactive programs between the museums and communities, we will reach diverse communities near and far from the museums. Our indigenous partners will be provided with opportunities to learn from each other through onsite meetings, online collaboration, and the development of the public online website and curricular content together. They will be provided equipment to assist in the oral history and documentation aspects of the project and will work closely with museum staff to create the websites and accompanying materials.

Flexibility and sensitivity to issues of knowledge sharing are key components in any collaborative endeavor involving indigenous communities. All partners realize that the project structure is subject to change with increasing input from our indigenous partners, but we also believe the description below to be a feasible and productive outline to guide our process.

The Reciprocal Research Network, a model for our iShare project, was founded on a collaboration with First Nations that emphasized the "principle of respect" that participants had for museums and indigenous communities (Rowley et. al. 2010: 3). Respecting different knowledge systems and allowing partners to "structure their own participation" (Rowley 2010: 6) are key to implementation and sustainability. Feedback from the RRN process shows that major problems can be encountered when a common metadata format is not agreed upon; with the University of Colorado's "best practices" documents for digitization and metadata (CUDUL 2009a,2009b) and our IT consultants' experience working with many different major museum institutions' data through the RRN, we do not believe this to be a major hurdle for our more modest and narrowly defined project.

We will keep in mind that different communities have different relationships to media and that digital projects bring both great benefits and particular challenges when working with indigenous peoples (Hennessy 2009). However, as is often the case with collaborative endeavors, "problems encountered can lead all project participants to find new ways to collaborate and share knowledge" (Rowley et. al. 2010: 3).

Connecting East and West will surely be a learning process for all of us—learning not just about the Paiwan and the Navajo, but also how best to work together and how to incorporate technology as a productive means, but not an end for our work together; the ultimate goal remains to build a foundation of ethical, lasting and reciprocal relationships with the source communities with whom we work upon which future projects can be built.

PROJECT STRUCTURE

Phase I : Preliminary Planning

The main purpose of Phase I, from May until August 2010, is to have preliminary discussions to establish best practice according to our indigenous partners for the project: for example, to determine the goals of participation for each project partner, the main representatives from the indigenous communities who will work most closely with museum staff, proper amounts and methods of remuneration for different participants in the process, best ways to communicate with participants at a distance, and technical needs for all parties involved. First, the museums must establish relationships and have preliminary discussions with their constituent communities; then, the international dialogue can begin.

An online "Basecamp" will be created as a simple wiki site for initial information gathering from the museum institutions about logistics and technical needs. Initial project personnel (museums, indigenous communities, IT consultants, students) will be selected and introduced to one another by email and Skype. The CUMNH and the Navajo Nation representatives, and the NTM and Paiwan representatives, will meet in their respective countries or conduct teleconferences to discuss best practice and determine appropriate liaisons for the project from within the indigenous communities. During these meetings, participants will address project goals, strategies, timeline, concerns about the process, and appropriate honoraria amounts and methods of payment.

After these preliminary discussions have been held, in July 2010 an international meeting will take place where two Navajo liaisons, two Paiwan liaisons, Jen Shannon, Jim Hakala, and a CU graduate student will **travel to NTM** and the Paiwan tribes for five days. The primary purpose of this meeting will be to introduce the partners, determine the scope of the project content, learn the technology and collection that NTM has established, and set the goals and best practices of the project. A memoranda of understanding will be drawn up reflecting the results of this meeting. Introducing the indigenous partners will be a key step in inviting them to determine the content or main themes of the project's data collection for the Web Application. Additional Taiwan constituents, like teachers or storytellers, may be present at some of these initial meetings.

Phase II : Content Collection and Populating iShare

- Knowledge Exchange
- Digitally Imaged collection objects
- Digitally uploaded oral history interviews, stories, object histories, and audiovisual materials
- iShare Web Application

In Phase II, project partners will prepare their own communities to participate in the project as they see fit and embark on content collection. Indigenous partners will begin to work on identifying the appropriate personnel for data collection (for example, youth or cultural organization staff). The IT consultants will begin working on the code for the iShare website. CUMNH will begin imaging the Navajo collection, and the NTM will provide already digitized images of the Paiwan collection for the IT consultants to incorporate in the iShare Web Application.

In August of 2010, two Navajo community liaisons, two Paiwan liaisons, Chen-Yu Wei and Chao-Ling Kuo will **travel to CUMNH** for five days. This meeting will determine personnel and best practices for data collection and, along with IT personnel (present or by Skype) to field questions and answers, will present the two main options for Web Application development: use the RRN model with slight modification; or, use pieces of the RRN code and create something fairly different (a paper drawn prototype will be provided to compare to online viewing of RRN website). The IT consultants will take what they learn from this meeting and refine their prototype to be discussed at the next international meeting.

By September, new data collection for the Web Application will begin. Local participants will begin recording oral history interviews and imaging collections. Young Paiwan and Navajo community members will be encouraged to be part of a documentary team and collect interviews and images. The IT consultants will begin designing the collaborative Web Application; and, when the site is ready, the partners will begin to test the Web Application by populating it with collections images and preliminary audiovisual content. This process will provide feedback to the IT consultants as they continue to improve the application according to the needs of the partners.

In March of 2011, museum personnel and indigenous community liaisons will **travel to NTM** for five days (including a visit to the Paiwan tribes). Two Paiwan liaisons, two Navajo community liaisons, Jen Shannon, Jim Hakala, and a graduate student from CU will travel to this meeting. The partners will review collected content thus far, discuss content appropriate for the Public Website, continue to refine the Web Application, and determine how the public will be able to interact with material on the site (for example, moderated chat sessions with invited guests, posting content, social networking tools, etc.).

By June 2011 the Web Application should be well underway, and the Public Website should be in its preliminary stages (through links from the iShare Web Application). At this time, the CUMNH Public Programs staff will begin marketing for Public Website opening and Symposium.

Phase III : Public Website and Public Programs
• Public Website
• Symposium
• CD-ROM educational resource
• Catalogue

During Phase III, all projects underway will come to a close and evaluation will be solicited from the partners and the wider public. Two Paiwan community liaisons, Chen-Yu Wei and Chao-Ling Kuo will **travel to CUMNH** in August of 2011 from Taiwan, along with Navajo liaisons and community members. During this five day visit, the participants will view and make adjustments for final approval of the design and content for the educational resources and Public Website, visit CU collections and network with other specialists on campus, and participate in the Symposium. The Symposium will be a daylong forum in which participants can share their experiences and feedback on the process. Prepared remarks will be incorporated into the catalogue. The Symposium will be marketed widely for participation by the university and public at large and be broadcast simultaneously in Taiwan and Colorado by podcast.

Feedback about the project will be solicited from all project participants as well as the viewing public; assistance for this process will be provided by students and additional resource persons (see for example Loomis et. al. 2003). The project team, led by Jim Hakala and assisted by graduate students from the Museum and Field Studies graduate program, will conduct a formative and summative evaluation of the iShare Project Public Web Site. The purpose of these studies will be to determine the types of content that will most engage the public, to determine if the design and content will succeed in achieving the identified learning goals with the identified target audiences, and to provide recommendations to the principal investigators and design team.

The testing will be conducted in the museum environment, using the stand-alone kiosk version of the web site. Participants will be asked to interactively explore the "iShare" interactive Public Website. Through observations of participants using the site and through post-activity interviews, formative testing will assess the types of content that are most engaging and the kinds of questions that arise as the site is explored.

Before launching the Public Website, the formative testing process will explore the following questions:

6

1. When initially faced with the web site, do participants know where and how to begin?
2. When the site is explored, what are the "frequently asked questions" participants generate?
3. What topics do participants find most engaging?
4. How long do participants remain engaged with the site? What are the barriers to full engagement?
5. Do participants find the site interesting and enjoyable? What do they like best? What would improve the experience for them?

At the conclusion of summative testing, the evaluation team will submit a report outlining the methodology, results, and recommendations to the principal investigators and IT consultants.

Summative testing will take place with the revised site. Through post-activity interviews of participants, the summative testing will assess the achievement of the learning goals identified for the system.

After the Public Website is launched, the summative testing will explore the following questions:

1. What are the barriers to full engagement with the web site?
2. Do participants find the site interesting and enjoyable? What do they like best? What would improve the experience for them?
3. Does the site enable participants to
   a. Understand more fully the contemporary lives of Paiwan and Navajo indigenous peoples?
   b. Understand how tangible and intangible culture contribute to their unique and shared experiences as indigenous peoples? To their continuing vitality as indigenous peoples?
   c. Challenge stereotypes of "Asians" and "Indians"?

At the conclusion of summative testing, the evaluation team will submit a report outlining the methodology, results, and recommendations to the principal investigators and IT consultants.

The catalogue, being updated throughout the process, will be published and provided as a gift of participation to the partners and their communities and as a record of the project outcomes for the museums (Jen Shannon will be the project manager for the catalogue).

Phase IV : Dissemination of Materials
• Scholarly articles and conference presentations
• Distribution of catalogues and CD-ROMs

The post-grant period will be dedicated to reciprocity with our indigenous partners through deliverables, such as targeted distribution of catalogues and CD-ROMs (for example, to indigenous communities, local schools, etc.). This phase will also include writing and publishing articles and conference presentations based on the Public Website and Symposium content as well as the process of collaboration among the museum and indigenous partners.

PROJECT OUTPUTS

- *Knowledge Exchange:* It is essential the partners visit in person to develop the project goals and content as well as to learn from each other and do community outreach. This exchange will include constituents of the museums, including elementary schools, university students, and the indigenous communities. Representatives from our indigenous partner communities will visit each other and share their histories, experiences and arts with each other and with the museums. This process will emphasize cultural diversity within our countries. It will also provide people an opportunity to consider what has been common experience between indigenous peoples in the East and West.

- *iShare Web Application:* a secure website to facilitate the work of the project that will be dynamically linked to provide material at the Public Website; both will be housed on a CU server

    o **Digital imaging** of Paiwan and Navajo collections items

    o **Recorded stories, oral histories and interviews**

- *Public Website* including:
    o Navajo and Paiwan tangible and intangible culture appropriate for public viewing
    o Social networking tools to create a collaborative site with the wider public
    o Mechanism to gather assessment/feedback from online visitors
    o Storytelling, collections images, and oral history resources for indigenous community members, museum educators, teachers, children and storytellers
    o Symposium materials

- *Symposium with Live Broadcast:*

    o A **CD-ROM of the Public Website** which includes education materials for distribution by the museum partners to schools, libraries, museums, cultural centers, Native communities, etc.

- *Formative and Summative Evaluation:* conducted before and after Public Website launch.

- *Catalogue* documenting the collaborative process of the MCCA project and highlighting the Symposium and Public Website; copies will be provided to museums and indigenous communities. It will be published inexpensively through an online publisher (eg., lulu.com or uniquelitho.com)

- *Scholarly Articles:* Chao-Ling Kuo and Jen Shannon will produce scholarly articles for *Taiwan Natural Science Quarterly* and *Museum Anthropology,* respectively. These publications, produced after the end of the grant period, will demonstrate additional dedication of time and money to continue the collaboration into the future. This project, then, will also contribute to the museum professional community and the growing literature on collaborative and critical museology. Conference presentations based on the articles about the project can be presented at meetings of the American Association of Museums, the International Council of Museums, the American Anthropological Association, and the Mountain Plains Museum Association.

PROJECT OUTCOMES

- ***Changing Attitudes about Indigenous Peoples:*** We believe that, through viewing tangible and intangible culture online, and through the modeled behavior of collaboration, visitors will learn to expand their notions of "Indians" and "Asians": they will learn that the Navajo are not just a people of the past, and they will discover that there are indeed indigenous peoples in Asia. They will learn directly from the Navajo and Paiwan about the meaning of tangible and intangible culture to the continuance and vitality of their contemporary communities.

- ***Expanding Ideas about Indigeneity:*** We believe this collaboration will circulate new ideas—among Native and non-Native peoples—about contemporary indigeneity from a global perspective. This project will provide a framework for the Paiwan and Navajo communities, half a world apart, to learn from each other and to build lasting relationships beyond museum involvement. New audiences engaged by these indigenous communities, then, include each other.

- ***Celebrating Cultural Diversity and Acknowledging Histories of Oppression:*** We want to raise visibility and awareness in each country of the indigenous populations who live there, as well as those who are overseas. We want to celebrate their cultural diversity and acknowledge their histories as part of each country's past, present and future.

- ***Using Advanced Technology and Multimedia to Engage Underserved Communities:*** We want to facilitate interaction with and access to each other, museums, and a wider public.

- ***Collaborative Ethic and Shared Authority:*** At each stage of the project and our partnership, we are committed to reciprocity with our indigenous partners and to engaging in innovative approaches to working with and displaying contemporary indigenous cultural experience and artistic expression. This means inviting them to determine content of the archives and exhibits, as well as seeking their participation in the collection of oral histories and images for the archives and exhibitions.

- ***Self- Representation:*** We want to facilitate, through the collaborative process, representations in museums and educational materials that reflect the indigenous communities and the museum-community relationship in ways our indigenous partners deem appropriate.

- ***Fostering Dialogue and Networking:*** We want to foster international indigenous networking and facilitate dialogue about indigenous peoples' histories, their material culture, their contemporary lives, and the ongoing relationships between museums and indigenous peoples—not only among those communities themselves, but also among students (university and elementary) and the visiting public.

- ***Lasting Relationships:*** We want to build long-term relationships among all partners and to document, through video and online materials, the partnership and the technological tools we develop as a model from which others can learn.

INSTITUTIONAL CAPACITY

Primary Project Partners

The Paiwan, represented by the Association for Paiwan's Culture and Education and cultural workers of Paiwan tribes, have particular capacities to facilitate the success of this project. They have audio- and visual-tech recording experience and have access to libraries in the Museum and the Cultural Center, elementary schools and high schools around their homelands, and cell phone access to team members. The Navajo Nation has a museum, through which this project will be coordinated, with access to collection objects and computers for the community.

Connecting East and West not only provides a unique pairing and East-West look at indigeneity through the Paiwan and Navajo communities, but also a unique collaboration between a university museum and a national museum, fostering different interpretations of the goals of the project in each location. The NTM has an existing digitization project and equipment, while the CUMNH would like to embark on a similar process. The university is striving for ways to get its student population involved with the museum and train new museum professionals in contemporary technology and collaborative methods, and the NTM is looking for ways to encourage self-identity and self-representation of indigenous peoples in its halls and in elementary classrooms.

The CUMNH mission is to foster "exploration and appreciation of the natural environment and human cultures through research, teaching, and community outreach. We provide academic training for graduate students in Museum and Field Studies; build, conserve, and interpret research collections; and offer exhibits and educational programs for the University and the public." Therefore, CUMNH will use grant money as well as cost sharing funds to provide support for university students to be involved in every aspect of the project, from digitizing collections to community visits to the Symposium. Furthermore, the CUMNH will purchase, through cost share, digitization equipment to accomplish the goals of this project.

The NTM, administered by the Taiwan government, seeks to "to collect and research Taiwan's natural history in the fields of anthropology, earth sciences, zoology and botany, and disseminates knowledge through education and exhibition." Accordingly, the NTM will provide support for materials and outreach and involve school teachers in the project in Taiwan. Finally, the NTM would like to enhance their existing relationship with the Paiwan, and the CUMNH is looking to embark on a new, and lasting, relationship with the Navajo Nation.

As this is an international collaboration, the Navajo Nation will provide translators, should they be required for interviews with elders (most Navajo also speak English); the Association for Paiwan's

Culture and Education will provide translators for Paiwan to Chinese translation; and, American Institute in Taiwan (AIT) staff will help with translation from Chinese into English. The project as a whole includes a collaborative methodology specialist (Jen Shannon; see Shannon 2007, 2009), IT specialists and NTM's IT manager wity specialized training working with indigenous peoples (see Rowley et. al. 2010 and Fu-Mei Lin 2006), education and assessment specialists (Jim Hakala and see Loomis 2003), fieldwork specialists (anthropologists Jen Shannon and Yi-Ching Yang), a museum relations specialist (Chao-Ling Kuo), and content specialists (our indigenous community liaisons; see also see Yang 2009).

IT Consultants

 IT consultants Ryan Wallace and Nicholas Jakobsen and are not only informed about sensitivities when working with Native peoples and their material culture, they are also experienced in the technological skills to create web applications. They have unique training in having worked directly with anthropological collections, First Nations communities and interactive museum websites in the past. The NTM IT consultant, Robert Hong, Project Manager of Medialand Tech Inc., has been working with the museum staff and the digitalization project of NTM's collections. He is familiar with IT applications and needs of users, including museum professionals and the public. He also managed to build the museum website and NTM's on-line collection library. The NTM digitalization-collection website and NTM's website have been awarded the "Click! Award."

Additional Resources

A number of people have expressed interest in learning more about our AAM project and a desire to be resources during the development process, including: Kate Hennessy (anthropologist, collaborative website developer, and theorist on digital technologies and indigenous peoples), Tim Riggs (CU Digital Media Services Center), Rob Guralnick (CUMNH Curator of Invertebrate Zoology; biodiversity data management, and instructor for the Museums and Digital Media class at CU), Mariko Kageyama (CUMNH Zoology collections manager; metadata management and online forum moderation), Christie Cain (CUMNH Anthropology collections manager; database and data management), Ross Loomis (emeritus professor, museum evaluation), and Mark Gammon (Academic Technology Coordinator at CU; education and information technology). People who have expressed interest in learning about this project include: the director of research at the School for Advanced Research in New Mexico, Anthropology and museum studies faculty at University of Denver, Anthropology curators at Denver Museum of Nature and Science, Anthropology curators at Taiwan National Museum of Prehistory, musician Buka Curimudjuq, and independent documentary director Kevan Tjaugadu.

SUSTAINABILITY

We are dedicated to **Sustaining Cultural Heritage** through connecting communities to their material culture and working collaboratively with them to document their tangible and intangible culture. We believe this project most relates to the sub-themes of **Relevance and Reciprocity: Engaging New Audiences** and **Intangible Cultural Heritage** through its collaborative model of knowledge production, the engagement of indigenous communities and students in the project at every step of the process, and the creation of a multimedia source of intangible cultural heritage that will be a resource for the Public Website and programming curriculum as well as for the communities themselves. Furthermore, this project will provide a framework for the Paiwan and Navajo communities half a world apart to learn from each other and to build a lasting relationship beyond the involvement of the museums. Again, new audiences engaged by these indigenous communities include each other.

This project also speaks to the sub-themes of **Biodiversity and Cultural Diversity** and **Sustainable Tourism.** The content of the Public Website and the secure Web Application will show how different communities live in different natural environments that are integral to their cultural histories and spiritual knowledge, which are represented in the materials and symbolism represented in their artwork and oral histories. Through the development of the iShare Web Application, Public Website, and education curricular CD-ROMs and catalogue, there will be material available for the indigenous communities to use in local tourism and educational endeavors as they see fit.

Finally, next year, the CUMNH intends to apply for an IMLS 21st Century Museum Professionals grant in which the museum will focus on museums and technology—in curriculum, collections practice, interpretation, evaluation, and exhibition design among other areas—to **help create not only a 21st Century Museum, but also a 21st Century Museum Studies program** that reflects the current needs of the field and prepares a competitive and innovative next generation of museum professionals. This larger project would view the *Connecting East and West* project as a pilot study and would provide as one of its outcomes curricula about technology and museums for the wider museum field. Therefore, while *Connecting East and West* is a self-contained and meritorious project on its own, it also has the potential to be the foundation for a much larger endeavor for the CUMNH and museum studies in general.

TIMELINE

PHASE I : Preliminary Planning

May 2010
- Project personnel (museums, indigenous communities, IT consultants, students) selected and introduced to one another by email and Skype

June 2010
- Set up a "Basecamp" site online as a simple wiki site for initial information gathering from the institutions about logistics and technical needs

July 2010
- Museum personnel and Indigenous Community participants determine project goals, strategies, timeline, and concerns; discuss appropriate remuneration/honoraria amounts and methods of payment
- **First international exchange meeting, NTM**

PHASE II : Content Collection and Populating iShare

August 2010
- **Second international exchange meeting, CUMNH**

September 2010
- Begin oral history interviews recording and collections imaging
- Begin designing the collaborative Web Application
- Begin to populate the website with collections images and audiovisual content (starting with NTM's existing object images)

March 2011
- **Third international exchange, NTM**
- Discuss content of Public Website; continue to refine iShare Web Application

June 2011
- Public Website prototype developed
- Formative evaluation of Public Website prototype
- Continue work and use of iShare Web Application

PHASE III : Public Website and Public Programs

July 2011
- CU Public Programs marketing for Public Website opening and Symposium
- Continue preparation of catalogue
- Solicit remarks for Symposium to be included in catalogue
- Begin writing AAM final report

August 2011

- **Fourth international exchange meeting, CUMNH**
- August 30 Public Website opens and Symposium held at CU with project personnel
- Add online video of Symposium to Public Website
- Summative evaluation of launched Public Website
- Finish AAM final report and summative evaluations
- Send catalogue to online publisher
- Copy Public Website materials to CD-ROM for distribution

PHASE IV : Dissemination of Materials (Post-Grant Period)

- Formal evaluation process summation for AAM, project partners, RRN users, etc.
- Distribute catalogue
- Distribute CD-ROM
- Write scholarly articles and prepare conference presentations
- March 15, 2011 CUMNH applies for IMLS 21st Century Museum Professionals grant

TECHNICAL DETAILS and INNOVATIONS

- Collaboration among Information Technology personnel in North America and Taiwan will provide the museums with **training in this newer field of museum practice** (digitization and online collaboration)—both as technical and ethical endeavors in working with indigenous communities and the next generation of museum professionals (students).

- **Basecamp** is a simple online wiki program that will facilitate information sharing about logistical plans and technical needs at the start of the project before the iShare Web Application is developed

- Ruby on Rails web development framework is an easy to use, open source tool that will be used to develop the iShare Web Application. Choosing this platform allows our IT consultants to **reuse parts of the RRN codebase.**

- This project is an opportunity to **experiment and expand upon the capabilities of the RRN,** such as working with a bilingual environment online, including audiovisual materials (as opposed to only object images and text), and determining which parts of the open source codebase can be modified and used effectively for smaller, more focused projects.

- The **websites will be hosted by the University of Colorado;** the grant budget will cover this cost for three years, after which additional grant projects, such as the IMLS 21st Century Museum Professionals grant, will do so.

- We have selected to use **Skype.com** when possible in teleconferencing because it is a free technology for long distance voice and video communication.

BUDGET

	MCCA Grant	CUMNH Cost Share	NTM Cost Share
Travel	47,000		
Supplies	5,800	10,000	13,000
IT Personnel	16,000		
Student Assistance	4,000	4,024	
Fieldtrips			
Honorarium			4,500
Programming	10,200		
Staff Time	7,500		8,000
Indirect Costs (26%)		23,428	17,900
Total		9,738 plus 23,500	6,510
Total Project Budget	**MCCA: 90,500**	**CUMNH: 70,690**	**NTM: 49,910**
		$211,100	

BUDGET NARRATIVE

- **Travel:** Travel costs are for two five day trips for four people to Taiwan from Denver, and for two five day trips for four people to Denver from Taiwan (Round-trip airfare $1,500 (x 16), Hotel $150/day/traveler (x80), Ground transportation $100/traveler (x 16), Per diem $60/day/traveler (x 80), Misc. travel expense $100/traveler/trip (x16)= $44,000. Trips from indigenous communities to respective museums at $1500 per trip (x4) = $3,000. Total travel budget from MCCA: $47,000.

- **Supplies:** Supplies include web hosting at the University of Colorado ($50/month x36) = $1,800. Video camera/voice recorders for indigenous communities = $4000 = $5,800. For digitization equipment, CU will provide $10,000 in cost share. NTM will provide $13,000 in cost share for editing services and fieldwork equipment (ex., computers and recording devices) for indigenous collectors.

- **Technology personnel costs:** 320 hours @ $50/hour = $16,000.

- **Student assistance:** Budget for student travel = $4,000. CU will provide $3,821 (50% of a 25% time graduate assistant) salary and $203 in benefits (5.3%) = $4,024 total cost share.

- **Fieldtrips:** NTM will provide cost share of $4500 for assistants' and indigenous interpreter's fieldtrips, insurance included.

- **Honoraria:** For translation, interviews, and consultations with indigenous representatives (2 representatives per trip x 4 trips) = $10,200.

- **Programming and Curriculum:** For development of school curricula to accompany the web site, and production of CD-ROM of school materials ($2,500) and for development and production of Symposium and catalog ($5,000) = $7,500. For indigenous voluntary collectors and school storytellers training programs NTM will provide $10,000 cost share.

- **Staff time:** CU will provide 340 hours of PI staff time @ $41/hour ($13,792) and $3,365 (26.8%) benefits, and 173.33 hours of Co-PI staff time @ $28/hour ($4,911) and $1,360 (27.7%) benefits cost share = $23,428. NTM will provide staff time (curators) @ $33/hour ($9,900) benefits included and staff time (assistants)@ $20/hour ($8,000) benefits included=cost share $17,900.

- **Indirect Costs:** At the off campus rate of 26%, CU will provide $9,738 in indirect costs cost share on their portion of direct costs on the grant ($37,452) and an additional $23,530 in indirect costs cost share on the MCCA portion of direct costs on the grant ($90,500) for a total indirect cost share = $33,268. NTM's indirect cost includes a 10% of NTM's total cost share ($43,400) for Administration Charge ($4,340), and 5% for miscellaneous expenses ($2,170) for a total indirect cost share = $6,510.

REFERENCES

From IT Consultants

Hong, Robert. 2010. Medialand Digitech, Inc. See http://medialand.com.tw/.

Rowley, Susan, Dave Schaepe, Leona Sparrow, Andrea Sanborn, Ulrike Radermacher, **Ryan Wallace, Nick Jakobsen,** Hannah Turner, Sivia Sadofsky, and Tristan Goffman. 2010. Building an On-Line Research Community: The Reciprocal Research Network. To be presented at *Museums and the Web 2010* Conference. Denver, CO, April 13-17: Archives and Museum Informatics.

From Museum Partners

Shannon, Jennifer. 2007. Informed Consent: Documenting the Intersection of Bureaucratic Regulation and Ethnographic Practice. *PoLAR: Political and Legal Anthropology Review* 30 (2):229-248.

———. 2009. The Construction of Native Voice at the National Museum of the American Indian. In *Contested Knowledge: Museums and Indigenous Perspectives,* edited by S. Sleeper-Smith. Lincoln: University of Nebraska Press.

University of Colorado Digital Library [CUDL]. 2009a. Metadata Best Practices: Version 1.0. Available at https://www.cu.edu/digitallibrary/creatingcollection.html.

———. 2009b. Digitization Best Practices: Version 1.0. Available at https://www.cu.edu/digitallibrary/creatingcollection.html.

Yang, Yi Ching. 2009. *Sons of the Sun: Paiwan's Stories,* Author of Audio book, National Taiwan Museum Press.

From Resource Persons

Hennessy, Kate. 2009. Digital Matters: Anthropology, Disciplinarity, and Repatriation in a Northern Athapaskan Community. Presented at *Meetings of the American Anthropological Association.* Philadelphia, PA, December 4. See also http://www.virtualmuseum.ca/Exhibitions/Danewajich/.

Loomis, Ross, Steven Elias, and Marcella Wells. 2003. Report - Website Availability and Visitor Motivation: An Evaluation Study for the Colorado Digitization Project. Funded by a grant to the University of Denver Penrose Library from the Institute for Museum and Library Services.

Accompanying Materials

Letters of Support

- Pat Kociolek, Director of CU Museum of Natural History

- Tsung-huang Hsiao, Director of the National Taiwan Museum

- Drayup Lutalengan, President of the association for Paiwan's Culture and Society

- Manny Wheeler, Director of the Navajo Nation Museum and Community Partner

CVs and Bios

University of Colorado Museum of Natural History

- Jen Shannon, Curator & Assistant Professor of Cultural Anthropology

- Jim Hakala, Senior Educator

National Taiwan Museum

- Chen-Yu Wei , Head of Education and Exhibition Department

- Chao-Ling Kuo, Curator & Museum Relations Coordinator

- Yi-Ching Yang, Curator (Anthropologist)

- Fu-Mei Lin, Curator & Museum IT Manager

IT Consultants

- Ryan Wallace, RRN Developer for the University of British Columbia Museum of Anthropology

- Nick Jakobsen, RRN Developer for the University of British Columbia Museum of Anthropology

Select Additional Resource Persons

- Mariko Kageyama, CUMNH Collections Manager

- Christie Cain, CUMNH Collections Manager

- Kate Hennessy, Web designer and Media Anthropologist

***

Ideally, we are hoping that this project can engage more communities as well as individuals who are interested in indigenous cultures and in our museum collections. Through this project, we plan to develop long-term relationship among museums, source communities, and on-line visitors.

We thank you for your consideration—

Sincerely,
Jen, Chao-Ling, Jim, and Mariko

Letters of Support

Pat Kociolek, Director of CU Museum of Natural History

Tsung-huang Hsiao, Director of the National Taiwan Museum

Drayup Lutalengan, Chairman of the Paiwan's Culture Society

Manny Wheeler, Director of the Navajo Nation Museum and Community Partner

University of Colorado at Boulder

Museum of Natural History

Henderson Building
218 UCB
Boulder, Colorado 80309-0218 U.S.A.
(303) 492-6892
Fax: (303) 492-4195

16 February, 2010

American Association of Museums
Museums & Community Collaborations Abroad Program
1575 Eye Street NW, Suite 400
Washington DC 20005

To Whom it May Concern:

I am happy to support the proposal by Shannon and Hakala, "Contemporary Indigenous Arts and Knowledge 2.0: Connecting East and West" submitted to the American Association of Museums, Community Collaborations Abroad Program.

This is a collaboration between the CU Museum of Natural History and members of the Navajo Nation, as well as partnering with a sister Museum in Taiwan and IT professionals who have engineered other similar, relevant projects. We are excited to build stronger ties with the Navajo Nation, and to establish new connections with our partners in Taiwan. We have much to learn from, and to offer, one another in this well-thought out and diverse program.

The proposed project includes a wide range of resources, programs and papers, all of which will highlight and forward the collaborations. We believe this will be a model project on many levels, including the intersection of indigenous communities, museums and technology across countries and around the world.

The CU Museum of Natural History is proposing to leverage resources as part of our match, which far exceeds the requested amount. We are genuinely excited about the prospect this program holds for all of the participants.

Sincerely,

J. Patrick Kociolek
Director, CU Museum of Natural History

Feburary23, 2010
MCCA Program
American Association of Museums
1575 Eye Street NW, Suite 400
Washington, DC 20005
U.S.A.

Dear MCCA committee:

On behalf of National Taiwan Museum, I enthusiastically support the proposal-
"Connecting Museums and Communities East and West."

This proposal has brought University of Colorado Museum of Natural History and
National Taiwan Museum together and outreached to indigenous communities to
collect and share intangible heritage of Navajo and Paiwan tribes.   Furthermore, it
engages ideas of Internet sharing and applications of technology to create a link for
two cultures that are half a world apart.   I believe that this project will contribute a
unique result both on professional and cultural connections and will become a mold in
the museum filed in the future.

I am glad to see colleagues of our two museums have build a great goal to
achieve and I also believe that your esteemed committee will fund this proposal and
kindly assist to make this project successful.

With best regards,

Tsung-huang Hsiao
Director
National Taiwan Museum

Feburary23, 2010
MCCA Program
American Association of Museums
1575 Eye Street NW, Suite 400
Washington, DC 20005
U.S.A.

Dear Committee:
I wrote this letter is to support the proposal "iShare: Connecting Museums and Communities East and West."

It is our pleasure that National Taiwan Museum invites the Association for Paiwan's Culture and Education to participate in this cultural exchange project with the Navajo tribe in the United States.   It is a good chance to share our culture and to connect with others globally.

I believe this project will be successful and will create a new approach to people who are interested in our cultures.

With best regards,

Drayup Lutalengan
President
Association for Paiwan's Culture and Education

郭純良 2010, 02, 24

JOE SHIRLEY, JR.
PRESIDENT

BEN SHELLY
VICE-PRESIDENT

February 26, 2010

American Association of Museums

Museums & Community Collaborations Abroad Program

1575 Eye Street NW, Suite 400

Washington DC 20005

Dear MCCA committee:

As Director of the Navajo Nation Museum (navajonationmuseum.org), I appreciate the interest in working

with us.   The University of Colorado Museum of Natural History has expressed an interest in facilitating

Navajo input for their institution which in turn they would share with The National Taiwan Museum. This

project sounds very interesting as it would help provide more accurate information about Navajo people.

There are many misconceptions about American Indians in general by world populations. In specific when

dealing with perceptions about Navajo people it obviously is best to get first person accounts about who

we are. To be honest it is difficult for us to define ourselves but that is because the Navajo people have

grown into a nation with a momentum of positive possibilities. At the root of our diversity there is a

common bond which unites us and that has been our spirit and all that it implies. Part of this spirit is related

to our 'cultural material'. Museums around the world have these items and their stories must be told.

Sincerely,

Manuelito Wheeler

Director

Navajo Nation Museum

Primary Participant CVs

(ordered alphabetically)

University of Colorado Museum of Natural History

- Jen Shannon, Curator & Assistant Professor of Cultural Anthropology

- Jim Hakala, Senior Educator

National Taiwan Museum

- Chen-Yu Wei , Head of Education and Exhibition Department

- Chao-Ling Kuo, Curator & Museum Relations Coordinator

- Yi-Ching Yang, Curator (Anthropologist)

- Fu-Mei Lin, Curator & Museum IT Manager

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JIM S. H. HAKALA

Senior Educator, University of Colorado Museum of Natural History

Education

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Degrees

- **Master of Arts in Teaching,** Museum Education, The George Washington University, Washington DC, 1998.
- **Bachelor of Science,** History and Anthropology, Western Michigan University, Kalamazoo, MI, 1983.

Certifications

- **Interpretive Trainer,** Guide and Host modules, National Association for Interpretation, Fort Collins, CO, 2006.
- **Interpretive Guide,** National Association for Interpretation, Fort Collins, CO, 2004.
- **Teacher,** Secondary, History, Western Michigan University, Kalamazoo, MI, 1988.

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Professional Experience

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University of Colorado, Museum of Natural History, Boulder, CO. 1/10 to present.
- Senior Educator
- Graduate faculty

University of Colorado, Museum of Natural History, Boulder, CO. 8/05 to present.
- Assistant Director
- Graduate faculty

University of Colorado, Museum of Natural History, Boulder, CO. 8/99 to 8/05.
- Education Coordinator
- Graduate faculty

Smithsonian Institution, National Air and Space Museum, Washington DC. 1/28 to 8/99
- Education Project Manager, Hall of Air Transportation 9/98 to 8/99.
- Education Programmer, Explainers Program, How Things Fly Gallery 1/98 to 9/98.

American Association of Museums, Washington DC. 9/97 to 9/98.
- Program Assistant (evaluation), Museum Assessment Program

National Park Service, 1988-97.
- Interpretive Park Ranger/Resource Educator

<div align="center">

Selected Professional Service

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American Association of Museums (AAM)
Standing Professional Committee Council (Chair, 2009-2010; Vice Chair, 2008-2009)
National Program Committee, AAM Annual Meeting Denver 2008, Los Angeles 2010
AAM representative to the Definitions Project

Standing Professional Committee on Education of AAM (EdCom)
Executive Board Chair, 2006-2010; Executive Board Vice Chair, Issues, 2004-2006

<div align="center">

Selected Publications

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- "Building Balance: Integrating Interpretive Planning in a Research Institution," Journal of Museum Education, Museum Education Roundtable, Volume 33, Number 3, Fall 2008.
- "Excellence in Practice: Museum Education Principles and Standards," Developed and published by the Committee on Education Task Force on Best Practices for Museum Education (Task Force Chair), Standing Professional Committee on Education (EdCom), American Association of Museums, 2002; Revised 2005.

Chao-Ling Kuo

National Taiwan Museum ．Department of Exhibition and Education ．

clkuo@ntm.gov.tw · (T)+886 2 2382 2699 ext.421 · (F)+886 2 2382 2684

Education:
2004
1996
　　　Museum of Texas Tech University, M.A. in Museum Science
　　　Chun Yuan Christian University, B.A. in Interior Design

Recent Work Experience:
2004-present Curator & Coordinator, National Taiwan Museum
2003Curatorial Assistant, Centre Pompidou

Selected References:

2009　"A Deep Breath in A Century: Approaches to the Exhibition Design of 'The Story of Collection in A Century: National Taiwan Museum Centennial Exhibition'" (Taiwan *Natural Science,* vol.28-2, 82-91)

2006　"The Solo Dance of A Woolly Mammoth: A One-object Exhibition" (Taiwan *Natural Science)*

2006　"An Interaction: Exhibition Manufacture and Transportation Procedures for the International Traveling Exhibition—'A Thousand Faces of Formosa' " (Taiwan *Natural Science,* vol.25-1, 76-89)

2005　"The Sparkle in An Old Square- Introduction to the National Museum in Prague" (Fountain *of Youth,* vol.2, 70-73)

2005　"Meet the Curator of 'Rhythms of Life'" (Taiwan *Natural Science,* vol.24-3, 10-13)

2005　"The Journey of An International Exhibition: the Touring Exhibition 'Rhythms of Life'" (Taiwan *Natural Science* , vol.24-2, 80-89)

Fu-Mei Lin

National Taiwan Museum．Department of Exhibition and Education．

fumei@ntm.gov.tw · (T)+886 2 2382 2699 ext.685 · (F)+886 2 2382 2684

Education:
1993**Maharishi International University**
      M.S. in Computer Science

1989   **National Taiwan University**
     M.S. in Plant Pathology and Entomology

1987   **National Taiwan University**
     B.A. in Plant Pathology and Entomology

Experience:
1995-present **National Taiwan Museum**
      Curator & IT manager

1993-1994   **Leo**
     Project manager

1990-1992   **Agriculture Science Information Center**
     Data Analyst

References:
2008
     "A Study on the Information System of Voluntary Service for National Taiwan Museum"(Journal *of the National Taiwan Museum,*

     vol.60-2,29-60)

2009   "Application and Management of Multimedia in the Museum Exhibitions" (Taiwan *Natural Science,vol.28-3,92-99)*

2006   "A Platform for Managing Collections and Collection Digital Resources –A Case Study of the Collection Management System of National Taiwan Museum" *(Taiwan Natural Science,* vol.25-3, 88-93)

2003   "The architecture of the PDA guiding system through wireless

     technology." (Taiwan *Natural Science,* vol.22-3, 98-101)

Jennifer A. Shannon

Curator & Assistant Professor of Cultural Anthropology
University of Colorado Museum of Natural History and Department of Anthropology

INTERESTS

Critical Museology; Indigenous Rights and Representation; Anthropology of Media and Cultural Production; Anthropology of Tourism; Ethics and Collaborative Practice; Native North America and Caribbean.

ACADEMIC EXPERIENCE

August 2009-Present	**University of Colorado,** Curator & Asst. Professor of Cultural Anthropology Boulder, CO	
Aug. 2008-Aug. 2009	**University of British Columbia,** Postdoctoral Teaching Fellow	Vancouver, BC Canada
Aug. 2002-Aug. 2008	**Cornell University,** Ph.D. in Sociocultural Anthropology	Ithaca, NY

RELEVANT WORK EXPERIENCE

June-Sept. 2003   **National Museum of the American Indian (Smithsonian Inst.)Suitland, MD**
Contract Fieldworker and Exhibit Consultant
Assisted in editing the script for the Inuit exhibit in the *Our Lives* Gallery; traveled with and assisted the NMAI media team in Igloolik, Nunavut (Canada).

Sept. 1999- June 2002   **National Museum of the American IndianSuitland, MD**
Lead Researcher, *Our Lives* Gallery (December 2000-June 2002)
Assisted in content and design development of inaugural exhibitions. Coordinated and conducted research for the *Our Lives* gallery (contemporary Native identities) and managed assistant researchers and interns. Implemented technology strategies for the recording and dissemination of information. Conducted fieldwork, interviews and community meetings in the Carib Territory (Dominica Island, Caribbean), Chicago Indian (Illinois), and Inuit (Igloolik, Nunavut) communities.

Curatorial Research Assistant, *Our Peoples* Gallery (Sept. 1999-Dec. 2000)
Conducted historical and archival research for the *Our Peoples* gallery (Native tribal histories). Conducted research on contemporary indigenous rights issues.

Jun. 2008--Jun. 2009   **Gear Up With Alice!Chicago, IL/Pine Ridge Reservation, SD**
Project Consultant and Classroom Teaching Assistant
Consultant to computer programming and media arts educators from Columba Arts and Lake Forest Colleges to design the project and teach art, math and storytelling through computer gaming programs to encourage Native students to consider higher education and high tech careers they can pursue by telecommuting from the reservation.

SELECTED PUBLICATIONS

Forth.   *An Ethnography of "Our Lives": Collaborative Exhibit Making at the National Museum of the American Indian.* (Under contract with New York: SUNY Press).

2009   "The construction of Native Voice at the National Museum of the American Indian" in *Contesting Knowledge: Museums and Indigenous Perspectives.* Edited by Susan Sleeper-Smith. (Lincoln: University of Nebraska Press).

2009   "The Carib Liberation Movement: The Legacy of American Indian Activism in Dominica" in *Visions and Voices: American Indian Activism in the Sixties.* Edited by Terry Straus and Kurt Peters (Chicago: Albatross Press). [Coauthored with Garnette Joseph, former Chief of the Carib Territory, Dominica]

2007   "Informed Consent: Documenting the intersection of bureaucratic regulation and ethnographic practice." *Political and Legal Anthropology Review* 30(2): 229-248.

Chen-Yu Wei

National Taiwan Museum . Department of Exhibition and Education .
cywei@ntm.gov.tw · (T)+886 2 2382 2699 ext.411 · (F)+886 2 2382 2684

Education
1992 **University of London,** University College London, MA in Museum Studies

Interests

- Particularly interested in museum learning experiences, education for the disabled, museum management, fund raising and museum public relations.

Experience

- 17 Years of Museum experience.
- Have published widely in museum practice related to educational programs and exhibitions planning.

National Taiwan Museum, Taiwan
Head of the Department Education and Exhibition

***Taiwan Natural Science* Journal**
Chief Editor of National Taiwan Museum Journal

National Taiwan Museum Cooperative Enterprise
Chairman

Yi-Ching Yang

National Taiwan Museum ．Department of Exhibition and Education．

ejyang@ntm.gov.tw · (T)+886 2 2382 2699 ext.603 · (F)+886 2 2382 2684

Education:
2006**National Hualien University of Education**

M.A. in Folk Literature

2002   **Soochow University**

B.A in Chinese Literature

Work Experience:
2008-present **National Taiwan Museum**

Curator

2006-08   *History of O'ponoho Project*
Fieldwork Specialist, Project Manger of

2005   **National Science Council**
Research Assistant

2004   **Cultural Affairs Bureau of Kaohsiung County Government**
Research Assistant

2004   **SETTV**
Guest Speaker

References:
2009
Sons of the Sun: Paiwan's Stories. Audio book, National Taiwan Museum Press.

2005   "A research of Taiwan's Indigenous Petroglyph," *Journal of Folk Literature,* National Hualien University of Education Press (May): 35-50.

Selected Resource Persons CVs

(ordered alphabetically)

IT Consultants

- Ryan Wallace, RRN Developer for the University of British Columbia Museum of Anthropology

- Nick Jakobsen, RRN Developer for the University of British Columbia Museum of Anthropology

Additional Resource Persons

- Mariko Kageyama, CUMNH Collections Manager

- Christie Cain, CUMNH Collections Manager

- Kate Hennessy, Web designer and Media Anthropologist

Christina M. Cain

1691 Cody Ct., Lafayette, CO 80026   303-832-3107 (Home)
Christina.Cain@Colorado.edu   303-492-2198 (Work)

PROFESSIONAL EXPERIENCE

University of Colorado Museum of Natural History   Boulder, CO
Anthropology Collections Manager   2009-Present
- Supervise two Museum and Field Studies graduate students
- Manage projects for compliance with the Native American Graves Protection and Repatriation Act
- Manage access to the collections and collections information by researchers
- Conduct tours of collections storage spaces for students and classes
- Maintain data and collections information using Access and Re:Discovery databases
- Manage and supervise conservation projects
- Supervise graduate student projects involving the collections

Denver Art Museum   Denver, CO
Collections Manager   2006-2008
- Managed four staff members and up to 20 volunteers and interns
- Managed IMLS conservation grants for 2006-2010 to move 23,000 art objects to a new storage space in the Hamilton wing of the museum and to relocate 6,000 objects for the renovation of North building storage space
- Coordinated inventories of collections (60,000 art objects)
- Coordinated with Registrar's office, Conservation and Security departments to develop and implement museum disaster preparedness plan
- Conducted seminars on safe art handling practices for museum staff, volunteers and interns
- Recruited and managed graduate and undergraduate Collections Management intern program
- Managed three on-site and three off-site art storage facilities
- Managed all art access by curatorial departments, researchers, tour groups and staff
- Managed the monitoring of environmental conditions of all exhibitions and art storage areas
- Assisted with the development of grants supporting the museum's collection
- Managed departmental budget and individual grant budgets

Denver Art Museum   Denver, CO
Assistant Registrar 2004-2006
- Processed, numbered, and conditioned incoming and outgoing loans and acquisitions
- Coordinated shipping for loans and gifts
- Coordinated disposition stage of textile deaccession (2,800 objects)
- Set up and monitored integrated pest management program in North and Hamilton building
- Updated collection records using Argus Open Edition

EDUCATION
University of Colorado, Boulder, CO   MS, 2003
Master's in Museum and Field Studies; Concentration in Collections Management

Ball State University, Muncie, IN   BA, 1999
B.A. in Anthropology; Concentration in Cultural Anthropology and Minor in Religious Studies

KATE HENNESSY

Website: http://www.katehennessy.com

Education

2010 **University of British Columbia.**
>   PhD, Anthropology
>   Thesis: Repatriation, Digital Technology, and Culture in a Northern Athapaskan Community

2002 **University of London, School of Oriental and African Studies**
>   MA, Anthropology of Media (with Distinction)

1999 **Gulf Islands Film and Television School**
>   Media Intensive Program

1999 **Beijing Language and Culture University**
>   Intermediate Mandarin Certificate

1996 **University of British Columbia**
>   BA, Anthropology (First Class)

Selected Publications

(Forth.)**Repatriation and Digital Cultural Heritage.** In Touching the Intangible. Heritage Matters Series. Peter Davis, ed. London: Boydell & Brewer Ltd.

2009b   Kate Hennessy. **Virtual Repatriation and Digital Cultural Heritage: The Ethics of Managing Online Collections.** Anthropology News (April 2009):5-6.

2008b   Mike Ananny and Kate Hennessy. **The Future of Public Institutions: New Media, the Press, and the Museum.** (Symposium Report) Canadian Issues (Summer 2008):50-52.

2008c   Amber Ridington and Kate Hennessy. **Building Indigenous Agency Through Web-Based Exhibition: Dane-Wajich – Dane-zaa Stories and Songs: Dreamers and the Land.** in J. Trant and D. Bearman (eds.). Museums and the Web 2008: Proceedings, Toronto: Archives & Museum Informatics, published March 1, 2008 at http://www.archimuse.com/mw2008/papers/ridington/ridington.html.

2006a   Patrick Moore and Kate Hennessy. **New Technologies and Contested Ideologies: The Tagish First Voices Project.** American Indian Quarterly, Special Issue: Indigenous Languages and Indigenous Literatures 30 (1-2):119-137.

2006c   Kate Hennessy and Patrick Moore. **Language, Identity and Community Control: The Tagish First Voices Project.** In Information Technology and Indigenous People. E. Dyson, M. Hendriks and S. Grant, eds. Hershey, PA: Idea Group. Pp. 189-191.

2008   **Website of the Society for Visual Anthropology** (Website/ Blog)
>   Role: Co-designer, Manager (with Craig Campbell)
>   http://societyforvisualanthropology.org/

2007   **Dane Wajich- Dane-zaa Stories and Songs: Dreamers and the Land** (Virtual Museum Exhibit). Role: Co-Curator, Producer, Project Coordinator, Community Consultant (with Amber Ridington). http://www.virtualmuseum.ca/Exhibitions/Danewajich/

2003   Visual Anthropology Review 19(1-2). A **CD-ROM companion to Volume 19(1-2) of the Visual Anthropology Review.** Role: Assistant Editor of Journal, Web Design and HTML Programming, Video Editing (with Peter Biella). http://bss.sfsu.edu/biella/varcd/

Additional Skills: Working knowledge of Mandarin; Participatory Research Methodologies; Digital Video Production; Web Design; Image and Graphic Design.

NICHOLAS JAKOBSEN

Technical Skills	Graphic Design	Soft Skills
• Assembly, C++ • HTML • CSS, Java/JavaScript • SQL • Ruby on Rails • Server Deployment	• Photoshop • Paint Shop Pro • 3D Studio Max • Adobe Premier • Adobe After Effects	• Team Management • Project Management • Technical Writing • Human-Computer Interaction

SELECTED TECHNICAL PROJECTS

Reciprocal Research Network May 2007 — Present
- Designed and developed online research community centered around First Nations objects from the Northwest Coast
- Designed systems to automate integration of data from museums and cultural institutions in Canada, the US, and England
- Worked closely with First Nations community members to develop a system to help them achieve their goals
- Managed a number of work-study, co-op, and graduate students involved in the project
- Deployed hardware at multiple institutions, including the central RRN servers at UBC, and servers at two of the project's co-developers sites
- Presented at and helped host two conferences focused on the development of the RRN

Project Coordination Tool Jan. 2007 — May 2007
- Extended an existing piece of software into an online tool for coordinating multiple
- projects and managing teams
- Wrote technical documentation to provide support to users of the software

Colibri Online Collaboration Tool Sep. 2006 — Dec. 2006
- Developed an application that allowed groups of users to simultaneously edit documents over the Internet
- Created a graphical interface for the application that garnered high praise from users

WORK EXPERIENCE

Reciprocal Research Network 2007 — Present
Worked as a lead developer on a software system that linked the databases of 15 institutions with Northwest Coast artifacts in an online, social environment.

digitalFoundry.ca Web Design 2002 — 2005
As Co-Founder, designed websites and web-related promo material for local Vancouver businesses

SAMPLE PUBL ICATIONS AND PRESENTATIONS
See Ryan Wallace CV

Mariko Kageyama
Curriculum Vitae

(1 February 2010)

Present Position: Collections Manager for Vertebrate Zoology (1 July 2005-)
Interim Collections Manager for Invertebrate Zoology, (May 2008-)
University of Colorado Museum of Natural History, Zoology Section
265 UCB, Boulder, Colorado 80309-0265 U.S.A.
Phone: +1-303-492-0160 / FAX:+1-303-735-2274
Email: mariko.kageyama@colorado.edu

Previous Positions:
Jan 04-June 05 *Digital Imaging Specialist,* Department of Mammalogy, Division of Vertebrate Zoology, American Museum of Natural History, New York
Sept 01-Dec 03 *Graduate Curatorial Assistant,* Natural Science Research Laboratory, Museum of Texas Tech University, Lubbock, Texas

Education:
Texas Tech University, Lubbock, Texas, M.A., Museum Science, Aug 01-Dec 03
Kyoto University, Japan, finished coursework as partial fulfillment for D.Sc., April 99-March 05
Kyoto University, Japan, M.S., Biological Sciences (Zoology), April 97-March 99
Nagoya University, Japan, B.Ag.Sc., Applied Biological Science, April 93-March 97

Honors and Awards:
Institute of Museum and Library Services (IMLS) Connecting to Collections Bookshelf recipient (June 09), Mountain-Plains Museums Association Emerging Museum Professionals Scholarship (Oct 08), Research Coordination Network, CollectionsWeb Workshop I invited participant (March 08), American Law Institute-American Bar Association 36th Annual Course of Study: Legal issues in Museum Administration, full tuition scholarship (February 08), International Council of Museums 60th Anniversary Mentoring Grants for Younger Members, the only recipient from the USA (Aug 07), American Association of Museums Registrars Committee Young Professionals Award (April 06), Texas Association of Museums Multicultural Initiatives Scholarship (April 02)

Professional Affiliations
ICOM, ICOM-NATHIST, AAM, RC-AAM, SPNHC, MPMA, American Society of Mammalogists (ASM), Mammalogical Society of Japan (MSJ), Japanese Society of Systematic Zoology (JSSZ)

Recent Professional Community Services:
Institute of Museum and Library Services (IMLS) Conservation Project Support Grants program field reviewer (2008-2009 cycles)
The Challenges of Caring For and Preserving Organic Materials in Our Collections – Lloyd, K., **Kageyama, M.,** and Cain, C.; one-day workshop, Association of Northern Front Range Museums professional group meeting in Boulder, Colorado (September 2009)

Lists of Grants, Publications, and Professional Presentations are available upon request.

RYAN WALLACE

Software Experience	Language Experience	Soft Skills
• Web Application Design • Database Schema Design • Server Configuration • Server Administration	• Ruby on Rails • SQL • HTML, Javascript, CSS • Java, C++	• Project management skills • Teamwork/collaboration skills • Technical writing skills • Research skills

TECHNICAL PROJECTS

Reciprocal Research Network (RRN) May 2007 – Present
- Designing and developing an online community for researching Northwest Coast artifacts.
- Integrating artifact data from the Collection Management Systems of ten museums and cultural institutions.
- Working closely with members of the originating communities and museum staff to create a product that satisfies all target user groups.
- Supervising and providing guidance to a diverse group of undergraduate and graduate students, including Computer Science, First Nations' Studies and Anthropology majors.
- Configuring and maintaining the two Unix servers that are responsible for serving the RRN.
- Presented at and helped host two conferences devoted to the development of the RRN.

OpnTag-based Project Co-ordination Tool January 2007 – May 2007
- Developed an extension to an existing software product.
- Utilized Ruby on Rails to create a web application.
- Created a technical report to document the finished software.

Colibri Online Collaboration Tool Sept 2006 – December 2006
- Developed a Java-based, distributed application for the concurrent editing of documents.
- Managed a team of six UBC Computer and Software Engineering students.

Interactive CPR Doll Jan 2006 – May 2006
- Designed an electronic feedback system for an existing CPR doll using sensors and a
- microcontroller.
- Developed PC software to interface with the doll and to display sensor information in real-time.
- Co-managed a team of six UBC Electrical, Computer and Software Engineering students.

WORK EXPERIENCE

RRN Software Developer
Museum of Anthropology, UBC May 2007 – Present
Designing and developing an extensive software system (the RRN) for the museum's Renewal Project.

SAMPLE PUBLICATIONS AND PRESENTATIONS

Rowley, S., Jakobsen, N., Wallace R., Sparrow, L., Schaepe, D., Sanborn, A., Radermacher, U., Turner, H., Sadofsky, S., Kienholz, J. (In Preparation). Building an online research community: The Reciprocal Research Network. *To be presented at Museums and the Web 2010*

Iverson, L., Rowley, S., Sparrow, L., Schaepe, D., Sanborn, A., Wallace, R., Jakobsen, N., Radermacher, U. The Reciprocal Research Network, in J. Trant and D. Bearman (eds.). *Museums and the Web 2008: Proceedings,* Toronto: Archives & Museum Informatics. Published March 31, 2008. http://www.archimuse.com/mw2008/papers/iverson/iverson.html