

KNOWLEDGE SHEETS OF MUSEO DE LA SALLE

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The Cooperative Workplace: De La Salle University – Dasmariñas

Abstract

Museo De La Salle is a lifestyle museum dedicated to the preservation of certain aspects and material culture of the 19th century Philippines ilustrado lifestyle. It was inaugurated in March 25, 2000. Now, it has been 17 years old. There are some guides who are in charge of entertaining visitors. They will take responsibility on taking visitors to each room in the museum. Also, the background and history of each room and each artifact will be introduced to visitors by tour guides' speech. From this point, we noticed that there is an additional way providing sustainable information for visitors. Visitors should be provided the substantial information and knowledge through material source as well. In addition, as Museo De La Salle located inside the university, the existence of this museum was not known much. The museum is trying to create some advertising sources to make the museum well-known and gain more visitors. Therefore, we decided to create and design material worksheets in terms of museum artifacts for offering to visitors instead of touring by receiving only oral information. Also, as the museum would like to create other advertisement for welcoming more visitors. Basically, the worksheets can be used to fulfill this intention. Since this campus is surrounded by a lot of other institutes, the worksheets can be distributed to those institutes for sharing information and letting them know the interest of this museum as the another way of museum advertisement.

Keywords: Worksheet, Advertisement, Museum, Museo De La Salle

1. Background of the Study

1.1. De La Salle University - Dasmariñas

De La Salle University – Dasmariñas is a Roman Catholic Lasallian University and a member institution of De La Salle Philippines located in Dasmariñas City, Cavite, DBB-B Dasmariñas, Cavite, Philippines 4115 West Ave, Dasmariñas, Cavite. The university was established on July 18, 1977 as a private nonsectarian tertiary school named General Emilio Aguinaldo College-Cavite and managed by the Yaman Lahi Foundation. In 1987, ownership and management were transferred to Frère (St.) Bénilde Romançon Educational Foundation Inc., a sister corporation of De La Salle University-Manila. It became a Catholic institution under the name De La Salle University-Emilio Aguinaldo College. In 1992, the name DLSU-EAC was changed to De La Salle University-Aguinaldo. In 1997 the institution was renamed again as De La Salle University – Dasmariñas to avoid confusion with the Emilio Aguinaldo College Cavite campus.

1.2 Location

DBB-B Dasmariñas, Cavite, Philippines 4115 West Ave, Dasmariñas, Cavite.

1.3 Office background

The Museo De La Salle, located within the campus of the De La Salle University-Dasmariñas, is a unique, cultural, cross-disciplinary institution serving as a permanent museum of the De La Salle University System. As a resource center for both indoor and outdoor collections, it dedicates

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itself to the gathering of collectible objects of intrinsic value significant to the preservation of certain aspects of the Philippine ilustrado lifestyle. The MUSEO envisions itself to be a leading contributor to the Philippine University museums' movement. It seeks to form productive partnerships that serve communities in creative ways. It vows to assist the member schools of the System in the core areas of teaching, research, community outreach, and administration. Through active collaboration with other museums in the nation, it promotes the interests of museology and upholds appreciation of the arts and culture.

1.4 Job descriptions

Week 1: Transcription and translation: Create a written transcript of the *Tour Script, Genesis of the Museum, and The Art of Letting Go* and translate into our native language.

Week 2: Preparatory to Tour Guiding: Tour Script mastery and practice delivery.

Week 3: Tour Guiding 1: Mock tour guiding to enhance English language skills.

Week 4: Tour Guiding 2- Actual: Demonstrate English speaking skills through tour guiding of BTM students who are on OJT.

Week 5-6: Research: Research and write an article in English for four (4) chosen museum artifacts. The research output may be translated into the intern's native language, and uploaded on a weekly basis on the created Facebook page. Maintain FB page by answering queries and comments.

Week 7: Museum Installation: Assist in museum exhibition installation.

Week 8: Submit Final Output: Write a reflection paper on Museo De La Salle experience.

Week 9-10:

- Familiarization of the office work/task
- Getting to know the university – offices and administrations
- Take photos and write short description

Week 11:

- Write press releases and other materials

Week 12-13:

- Monitor and post stories on the official social media and write assessment report
- Compile press releases, list of contacts and PR materials

Week 14:

- Call departments units for events and stories
- Make interview plans and protocols

Week 15:

- Write stories from interview
- Take photographs/videos during events and interview

Week 16:

- Take photographs/videos during events and interview
- Edit photographs/videos using available software

1.5 Advisor

Museo De La Salle

Ms. Cecille Torrevillas Gelicame (Director)

Mr. Jess Andre P. Ariola (Secretary)

Marketing Communications Office

Ms. Rosanni Recreo Sarile (Director)

Ms. Roanne Mitschek (Secretary)

1.6 Duration

Museo De La Salle - June 5 to August 15, 2017

Marketing Communications Office - August 16 to

September 22, 2017

1.7 Purposes

1. To improve English skills effectively through learning from other nationalities.
2. To build up more confidence and fluency in performing English skills.
3. To be able to cope with working with the others wisely.
4. To learn how to work in real-life situation.

2. Duties

Week1: In the first week, the tour script, genesis of the Museum, and the art of letting go worksheets were distributed to the Thai interns for getting to know the history and background of Museo De La Salle. The scripts were translated into Thai language so that they can comprehend and memorize them easily. Also, the customized tour scripts were individually created in order to memorize and learn effectively.

Week 2: For the second week, the demonstration of being the museum tour guide was conducted by the official tour guides. We were instructed the rules of the museum, the ways of taking care of the visitors and the simple solutions for basic problems that may be caused. In addition, we had learned how to perform and deliver the tour script properly, and simulated the practical tour guiding

among our group.

Week 3: In the third week, the simulation of being the proper tour guide was done to enhance English language skills, and it was criticized by the official tour guides to find out and solve the mistakes that would be received by the visitors in the future. Also, to make sure that we were ready to make a tour with actual visitors.

Week 4: According to duty schedule, for the fourth week, English-speaking skills should be demonstrated through tour guiding of BTM students who are on their OJT program. Since there was no BTM student, we were assigned to persuade the passersby in front of the museum to have a tour. We also took care of them as their tour guide. After that, we received feedbacks and comments regarding our tour guiding and English skills performance from them in order to have a better adjustment in the future.

Week 5-6: In the fifth and sixth week, our assignment for these weeks was doing research and writing articles in English for chosen museum artifacts. Then, the research output was translated into intern's native language, and uploaded on created Facebook page. Also, the Facebook page was maintained by answering queries and comments.

Week 7: In the seventh week, there was a museum exhibition installation conducted in the exhibition room of the museum. We were required to assist in it. By this installation, we met other officers and visitors who came to see the exhibition so we had a chance to interact and communicate with them for enhancing our English speaking and listening skills.

Week 8: In the final week at Museo De La Salle, the reflection papers on Museo De La Salle experience were requested to work out as the final output. The reflection papers should be talked about experiences and improvements gained from being at the museum. After that, we submitted them to the curator, and the feedback and comment were released. Moreover, another final output which was the project for the museum was also submitted.

Week 9-10: In the ninth week, we already shifted our duty and responsibility to Marketing Communications Office. As it was our first week, we had to introduce ourselves to everyone in the office. We also met the director to acknowledge the outline of office works. For the first two weeks here, we were assigned to roam around the campus to get to know other offices and departments and to make short interviews about those offices and departments. Then,

the interviews were completed as a report submitted to the director.

Week 11: Our responsibilities for this week were writing press releases and other materials. As the purposes of this assignment were enhancing our reading and writing skills, we were requested to write and work on press releases and other materials. We were assigned to create and design the catalogue material as the publishing source for university advertisement. Also, there were other publicity sources that we had a chance to participate in editing process.

Week 12-13: As Marketing Communications Office is in charge of the responsibility regarding PR work, they are covering and monitoring social media sources such as Facebook page, Twitter and Instagram to publicize information to other departments. We were assigned to take responsibility on maintaining and monitoring these sources by answering the inquiries and comments. Thai Facebook page was created to be another way to advertise university in Thailand. Then, our duty was to translate the posts and caption from official page into Thai language.

Week 14: In the fourteenth week, there were many activities that would be held inside the university. Marketing Communications Office would be in charge of coordinating with other department to arrange the schedule, interview plans and protocols. We had a chance to take participation on this matter by being responsible to call departments units and make interview plans. Also, we answered the phone for acknowledging any inquiries.

Week 15: The assignment for this week was taking photos or videos during the events held in the university. We were also required to write comprehensive narrative report so we could use the photos taken from the events for our report. The report was requested to be described about interesting moments or events by attaching photos and caption. Then, it would be weekly submitted to the director's email.

Week 16: For the final week of our duty at Marketing Communications Office, since there was an event conducted at Museo De La Salle, we had a chance to participate in it. We were also assigned to take photos and make short interviews in the event. After that, we had learned how to edit and filter those photos by using available software. The edited photos were uploaded on Social media. The output portfolio was completed and

submitted to the director as well. We also received certification.

3. Methodology

3.1 Procedures

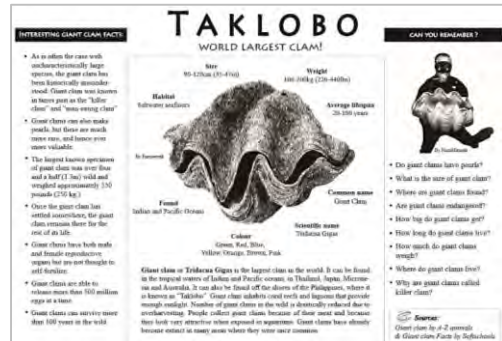
Procedures	Length of time															
	June				July				August				September			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Exploring and selecting artifacts within museum																
2. Defining target group																
3. Searching for information of each artifact																
4. Consulting with director																
5. Creating an outline																
6. Searching for more information																
7. Compiling and correcting information acquired																
8. Designing knowledge sheet																
9. Creating exercises																
10. Getting feedback from director																
11. Revising work piece																
12. Complete																

3.2 Findings of routine development



Figure 1 Pineapple in Philippines worksheet

This worksheet explains the relation of pineapple and the Philippines. This topic was chosen because there were many interesting stories regarding pineapples in the Philippines. In Museo De La Salle,



pineapples were functioned in many spots. On the first page of this worksheet, the role of pineapple in the Philippines was described since it was the question asked by most visitors. The second page shows benefits of pineapple invented by Filipino. On the last page, the true or false was employed as an exercise.

Figure 2 World largest clam worksheet

This worksheet shows the information of world largest clam. The feather and the interesting information of Taklobo was described in this worksheet. This topic was chosen because this kind of clam was shown in Museo De La Salle as decorations. Nine questions were employed as an exercise.



Figure 3 Fan talk worksheet

This worksheet shows the language of the fan in different meaning and posture. In the past time of Philippines, how women hold the fan came with the different expressions. As Abanico fan is an artifact shown in Museo De La Salle, the information in term of this topic was considered and explained in this worksheet, including the questions that request the narrative description as the answers.

4. Advantages of working in a real field

4.1. Social

1. We got chances to meet other people every day because when we were tour guides, we met many visitors, for example, students in the campus, tourists and foreigners.

2. We adjusted ourselves to work with others. We had to be both officers and tour guides, and sometimes we might have to contact with other offices.

3. We learned how to deal with strangers because we met many different people. Therefore, we should be good and courteous to them.

4. We behaved to get more discipline. For example, we had to be on time because we were required to write down our time-in and time-out in record book, and we had to be strict on our tour guiding time because we had visitor booking a tour in exact time.

4.2 Operation

1. We had realistic experiences by tour guiding as official guide in Museo De La Salle.

2. We learned many new things such as Philippine history, languages, and culture during being tour guide, and we had to do research concerning artifacts in Museo De La Salle by choosing the interesting artifacts.

3. We were able to develop English skills all the time, especially speaking and listening because we had to communicate in English with others. In addition, we had to write journal every day, so we also were able to improve our English writing skill.

5. Advantages to the organizations

1. We took responsibility as a tour guide in Museo De La Salle. When official tour guides were not available, we could do the tour as the official tour guide.

2. We could perform the duty as the officer assistant. We could take care of the office by being able to receive guest at the service and answer the phone.

3. We were able to help official officers to do any

office works, for example, making and designing advertising posters, welcoming poster and more.

4. We had completed all the projects. They would find the projects useful and effective.

6. Problems

1. Sometimes, some of visitors' questions could not be answered immediately because we did not know exact answer, for example, the age of some antique furniture in the museum.

2. Some visitors were not able to comprehend English clearly, so we were not able to communicate and make a tour effectively.

3. Sometimes, we were not able to perform or work on the assigned works properly because of a lack of the specific knowledge and abilities.

4. We did not understand clearly when we were assigned to do assignment due to a lack of vocabulary knowledge. Also, we were not familiar with some word pronunciations of speakers because of the difference of accent.

7. Solutions

7.1 According to the problem 5.1.1, we asked the official tour guide, and we answered the visitors later. In addition, we had to keep learning all the time during being tour guides to provide information and answer the question correctly.

7.2 According to the problem 5.1.2, we had to explain and give the information by speaking slowly and clearly, and using simple words.

7.3 According to the problem 5.1.3, we could ask for assistance or instruction from official officers. They would advise the proper ways to complete any assignments.

7.4 According to problem 5.1.4, we had to pay more attention than usual and ask him/her if we understand exactly to make sure that we would not make any mistakes. In addition, we should be always enthusiastic to learn something new.

8. Acknowledgement

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