

Training as a heritage community: undergraduate internships at the forthcoming Museum of Geography of the University of Padua

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Abstract

Between 2015 and 2018, when it was still in its project stage, the Museum of Geography of the University of Padua hosted sixteen student interns in Heritage and Tourism Studies, who were asked to participate in various tasks connected to museum set-up. Their involvement in the crucial mechanisms of the nascent museum activated strong personal motivation, reflected in the high quality of their work. Moreover, they had the chance to experience, as main actors, their belonging to the academic heritage community. Even though the internship programme's context cannot be reproduced exactly, the programme nonetheless offers good practice insights that can guide the design of future training proposals.

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The Museum of Geography of the University of Padua was inaugurated on 3rd December 2019. During its project stage between 2015 and 2018, the museum hosted trainees from the university's History and Preservation of Cultural Heritage and Planning and Management of Cultural Tourism programmes. This positive experience had to be interrupted during the busy set-up period immediately preceding the inauguration, due to the impossibility of dedicating enough time to supporting and supervising the trainees' activity. Unfortunately, as soon as the museum was ready to resume this practice, risks related to the diffusion of Covid-19 led the Italian government to close all Italian museums on 23rd February 2020, and then to apply a general lockdown on 9th March 2020, impeding this project as well as several other planned initiatives. Persistent uncertainty forced the museum to postpone the project until January 2021.

We believe that the experience gained in the 2015–2018 period provided some clear guidelines for effectively supporting current internship proposals. The paper aims, therefore, to retrace that positive experience and to identify and share the good practices that developed from it.

STUDENT INTERNSHIPS IN ITALIAN UNIVERSITIES

Although official data are not available, it is estimated that every year in Italy 150,000 to 200,000 students undertake a curricular internship (VOLTOLINA 2020). Unlike extracurricular internships, which are directed to recently graduated students (the so-called 'first impact' internships), curricular internships are "experiences provided within a formal education or training course, whose purpose is not directly to promote job placement, but to refine the learning and training process"¹. In alignment with the current workplace flexibility trends, as well as allowing students to gain concrete experience in the subjects whose theory they are learning in the classrooms and to acquire new and useful expertise for the professions they are training for, curricular internships aim to meet students' need for 'learning information about the mechanisms of the world of work; of knowing, understanding and addressing their own interests; of identifying and evaluating, in a concrete way, their aspirations; of recognizing and experiencing their abilities; of developing and evaluating their social skills'² (DI BARI 2016, 69).

In academic contexts, curricular internships may involve bachelor's, master's, and other postgraduate students, whether on a mandatory or voluntary basis: variability reflects the fact that internships are still not fully regulated (IUZZOLINO & LOTITO 2015)³, and that universities have developed their own internal guidelines. Students can normally carry out their internships after applying either to internal university structures (e.g., offices, laboratories, museums) or to external entities, and, in both cases, they are unpaid. Internship activity is not officially assessed but gets a report from the supervisor and provides part of the educational credit⁴ needed for the final qualification.

The lack of regulation is one of the factors that makes it difficult to assess curricular internship effectiveness, but a focus on their impact on job hunting is included in the annual report concerning the employment situation of graduated students in Italy released by the Consortium *Almalaurea*, which collects and processes data from 76 Italian universities. The 2021 report mentions that, among 2019 graduates, those who undertook a curricular internship were 12.2% more likely to find employment within a year from graduation compared to those who, *ceteris paribus*, did not⁵.

1. Translated by the authors from the Nota n. 4746 of 14th February 2007 of Italian Ministry for Labour which introduces the distinction between curricular and extracurricular internships (ITALIAN MINISTRY FOR LABOUR AND SOCIAL POLICIES 2007). On the complex situation of internships in Italy see also IUZZOLINO & LOTITO 2015 and, online, Guida Best Stage 2021–2022 (downloadable from the website www.repubblicadeglistagisti.it/).

2. Translated by the authors.

3. The most recent directive on curricular internships is the ministerial decree 42/1998; as several things have changed since then, for instance the distinction between curricular and extracurricular internships has been introduced, an updated law is needed (Guida Best Stage 2021–2022).

4. One university educational credit (in Italian Credito Formativo Universitario, shortened to CFU) corresponds to 25 hours of work (lessons, home study, etc.) and is the unit which quantifies the load of work required by a curricular activity (course, internship, etc.). The duration (and therefore the value in credits) of curricular internships depends on the regulations of the single degree course (usually 75 or 150 hours, i.e. 3 or 6 CFUs).

5. ALMALAUREA 2021. The datum confirms the positive trend registered during the previous years: for 2018 graduates the probability of finding a job within a year was +9.5% (ALMALAUREA 2020); for 2017 graduates, +9.1% (ALMALAUREA 2019).

FIRST INTERNSHIP EXPERIENCES AT THE MUSEUM OF GEOGRAPHY OF THE UNIVERSITY OF PADUA

At the University of Padua, from the academic year 2014/15 to the academic year 2018/19, the number of internships (both internal and external to the University) has increased from 20,582 to 25,539 per year (Nucleo di Valutazione di Ateneo 2020)⁶. Included in these significant numbers are the sixteen bachelor's students from the University of Padua programmes in History and Preservation of Cultural Heritage and in Planning and Management of Cultural Tourism, who, between 2015 and 2018, were hosted as trainees by the Museum of Geography of the University of Padua (GALLANTI, DONADELLI, ROCCA & VAROTTO 2019). The trainees, for whom a 150-hour internship was compulsory (as stated by the internal rules of their degree course), were not all inducted at the same time, but were hosted in different periods over the four years under consideration.

The very first group of six was selected out of a larger group of thirty-nine who answered the first call for trainee candidates in 2014, proving that the idea of an internship at the Museum of Geography seemed particularly attractive to undergraduates in Cultural Heritage Studies. We believe that, in general, university museums have strong potential in attracting this kind of candidate. Their institutional, territorial and disciplinary proximity to dimensions familiar to students tone down the aura that normally surrounds museums external to the University (DORRIAN 2014), preventing excessive intimidation and promising a more comfortable introduction into the new context. From their point of view, academic museum staff are accustomed to dialogue with students and are normally aware of their educational backgrounds (e.g. what they have studied, the kind of experience they have already had during their studies, the digital and practical tools they have had the possibility to deal with, etc.) University museum staff know, in advance, the starting point of the joint work to be done: what can be asked, what should be taught, the kind of duties that can be entrusted. Belonging to the same university community, even with different roles, and sharing a common background and identity, simplifies the interaction on psychological, practical and administrative levels. Moreover, on a pedagogical level, academic museums are jointly responsible for the quality of the training proposals provided by the university as a whole, particularly with regard to the didactical effectiveness of their internship offerings. Therefore, to contribute a significant effect to the students' educational path, academic museum staff are required to be deeply involved in the process of training them, promoting their agency while leading them towards autonomy and responsibility.

However, any consideration of the efficacy of the internship requires the opinions of the former trainees themselves. Therefore, a questionnaire was put to the trainees after their graduation and entry to the workforce, to evaluate their satisfaction with their internships in relation to the development of their careers.

Administered some time after the experience, an unstructured questionnaire was developed which included the following eleven open questions, grouped in sections:

Section 1: Former trainees' present working situation

1. Are you currently employed? If so, what is your job?
2. Do you consider your current professional situation coherent with your studies?
3. Would you like your job to be more aligned with your studies?

Section 2: Former trainees' opinion about the value of the internship for their career

4. Why did you choose an internship at the Museum of Geography? Do you consider it a useful experience for your professional career?
5. Could you indicate the aspects of the internship that you found most useful?
6. In what way do you think the experience could have been more suitable for your training?
7. Is there any aspect of the work you are doing that you had already experienced during your internship at the Museum of Geography?

Section 3: Working in pairs: a value or a disvalue?

8. Did you work in pairs during the internship? If so, do you think your experience has been favored or disadvantaged by this way of working?

6. Unfortunately, the data concerning curricular and first-impact internships are not separated.

Section 4: Trainees' sense of belonging to the university community

9. Do you feel that having participated in an internship at a university museum has increased your sense of belonging to the university community?
10. Did the handling of items used in the past by professors and students of your university evoke any particular emotion or reflection? Is there a particular item that touched you in this sense?

Section 5: Final considerations

11. Is there anything that you would like to add and let us know?

We were able to contact eleven of the sixteen former trainees, nine of whom returned the questionnaire.

BENEFITS: THE MUSEUM STAFF'S POINT OF VIEW

Despite the above-mentioned limited legislative attention paid to internships in Italy, they can positively contribute not only to students' entry into the workforce, as previous reported data attests, and moreover to a better organization of the hosting institution (BITTERS & LEON 2019, DI BARI 2016). The introduction of trainees to the museum work team was aimed, in fact, towards mutual benefit.

During the four-year period the Museum received, first of all, an *administrative* benefit consisting of an increase in staff numbers when time-demanding preliminary steps were necessary for its actual set-up. The trainees multiplied the forces, making it possible for the museum staff to manage a greater number of tasks: for example, the presence of trainees made it possible to undertake the coeval census of various kinds of items (maps, instruments, photographs), as the staff role could shift, after a training phase, from census takers to supervisors. At the same time, despite the time-consuming organizational matters linked to the creation of the museum, the trainees' help made it possible to keep running the Third-Mission activities that the museum already hosted⁷, from science outreach initiatives (e.g. the Researchers' Night), to workshops with schools. (fig. 1.).

On a *museological* level, extending the museum family during the project phase allowed for the inclusion of more and various perspectives in the development of the museum: it was possible to learn from the opinions of a group of motivated young people working on the museum heritage how to include their interests and expectations in the project. Trainees' input, as well as that of every other member of the museum team, helps, in general, to put in place an effective visitor-focused approach, as theorized by

Design Thinking methodology (NASTA & PIROLO 2020).

Moreover, the new teaching role that the members of the museum staff found themselves involved in (activating their potential as members of an educating society) entailed an introspective phase concerning objectives (what do I want to convey?) and methods (how do I transmit it?) which ended up producing a clarificatory *methodological* benefit with regard to several aspects of their own work: preparing explanations of some of their duties, clearly identifying and defining objectives and work phases, improving mental order and procedural accuracy.



Fig. 1. Student interns in History and Preservation of Cultural Heritage helping to reorganize the wall map collection in 2018, when the current Discovery Room was still available for space-consuming trainees' activities. Photo by Chiara Gallanti.

first practical issues concerning work at the museum, gaining the related soft and specific skills, and, on a more general level, to test museums as suitable destinations for their career aspirations. An additional value to be found in this specific internship proposal was, in the museum staff's view, the rare opportunity

7. The Section of Geography of the Department of History, Geography, and the Ancient World of the University of Padua, which hosts the Museum of Geography, has been involved in Third Mission activities since 2002, particularly addressed to schools and teachers (VAROTTO, DONADELLI, GALLANTI & CANADELLI 2020). As the idea of the museum concretely took off, were embedded within the "Museum-to-be activities".

of participating in *creating* a museum.

A comparison between the staff's expectations and trainees' experiences is enabled by the trainees' answers to the questionnaire.

BENEFITS: THE TRAINEES' POINT OF VIEW

From the post-experience survey, besides the most expected "possibility to get an on-the-job training in continuity with what I was studying in theory", the uncommon possibility of "witnessing the birth of a museum" emerges as the main incentive in choosing an internship at the Museum of Geography. The answers testify that, in general, trainees' participation was characterized by a strong motivation right from the internship selection phase. The museum staff tried, therefore, to strengthen this essential resource by emphasizing, during the trainees' work, their role in the crucial mechanisms of the museum creation process, knowing that the actual *lack* of the museum itself might otherwise consume their enthusiasm.

Other strengthening strategies consisted in assigning tasks of some importance, and in leading interns towards an increasing degree of autonomy.

The main duty that interns were involved in was conducting a census of the collections. A general example was provided by the census that Museum staff had previously undertaken of the relief models.

After being briefly introduced to the history of the collections during a face-to-face lecture, trainees were led to familiarize themselves with the spaces and tools they had to deal with (e.g. storage and storage arrangements, available workstations and software, inventory registers and their structure, etc.).

Then they were taught, both by being shown and by contact with the objects, about the general characteristics of the specific collection they were assigned to (instruments, globes, maps, photographs, or wall charts) and the kinds of information these objects can provide.

Trainees were then introduced to a database purpose-built by the museum staff by which they could pre-catalogue the collections, the final aim of this census. The database represented a preparatory step towards the official cataloguing activity, which is one of the more typical duties of museum administrative work in Italy⁸: the database included all required record fields, but the trainees were asked to fill only a selection of them.

The working phases and methodology were finally illustrated: assigning the object a museum code, opening a corresponding record on the database, identifying the historical inventory labels on the item, searching the related inventory register, copying the corresponding data into the database, then filling the database with information that the object itself could provide (dimensions, material, production techniques, etc.). Interns were also encouraged to carry out basic investigations on a selection of items by means of simple archival and bibliographical sources.

This allowed them to start gaining confidence in both the procedures and the technical language that are typical of museum professions.

All job phases were initially demonstrated and commented by the museum staff. Then, after a shadowing phase, trainees were entrusted with the autonomous continuation, discreetly supervised but encouraged to act independently.

It should be noted that cataloguing is not currently taught to Heritage Studies students at the University of Padua: the on-the-job experience at the Museum of Geography gave its trainees, therefore, a concrete chance to enrich their learning path with methodological and practical competence.

We believe that the high quality of the outputs, as for example the constant care and detail given to the databases, together with the awareness of their contribution to the museum project emerging from the survey ("I cannot wait to come and see what results our small but, I believe, fundamental contribution has made possible", "I trust that the catalogue of the photographs we worked on is still a useful tool for the museum") confirm the persistence of the motivation for most trainees.

In the "Strong aspects of the experience" section of the post-experience survey emerge as leading trends

8. Since the end of the XIX century in Italy, cultural heritage has been the object of a systematic and unified cataloguing process, aimed at assuring protection and enhancement. The result is the General Catalogue of Cultural Heritage, recently developed also in an open access repository: <https://catalogo.beniculturali.it/>. The cataloguing process follows a long set of rules, whose undeniable complexity depends on the necessity of standardizing fundamentally different object typologies.

words like “touch”, “contact”, “direct observation”, proving that the chance to handle items and documents directly, experiencing the quantity and quality of information that they can provide and finding answers autonomously were perceived as major benefits of the experience. One trainee, who worked with tools, defined more specifically the usefulness of direct contact as gaze- and intuition-coaching: “the constant, direct observation of scientific instruments makes it possible, in my opinion, to develop intuition regarding their original use”.

The post-internship survey also shows appreciation of the learning outcomes connected to the chances of practicing research and critical thought. This appreciation was linked to the chance of both learning how to use research sources (someone underlined a “stimulating approach to archives”, some other was inspired by “the use of books to decipher objects”) and of practicing the research process itself (“I experienced that the more you collect information the more you can develop hypothesis about the function of tools, that you must then carefully test”).

The soft skills improved by “having had the chance to autonomously find solutions to proposed issues”, as well as by “learning how to use databases”, by practicing “the organization of a big amount of information” and, on the other hand, by “meticulously and patiently researching details” are also mentioned in the survey.

Trainees were also involved in other aspects of the museum-to-be’s life: their help was occasionally requested for organizing cultural events, such as book presentations or didactical workshops. Moreover, their presence and help made it possible to embrace a range of special activities that normally could not be included due to their organizational complexity; a prime example is the “Bear Hunt” workshop inspired by the beloved picture book (ROSEN & OXENBURY 1989), which required the reconstruction of different environments within the museum’s building and garden and can be offered only if the collaboration of several persons is assured (ROCCA 2015). One former trainee wrote that “the most useful aspect of the internship was the participation in the educational activities”.

In one case, though not included in the sixteen, the outcome was unsuccessful. This trainee decided to cancel his internship after only a brief time. No clear explanation was given for his choice but, as one of the functions of an internship for a future worker is to test its consistency with “one’s personal characteristics and expectations” (CALLANAN & BENZING 2004, 82), different reactions from different temperaments are expected. However, to turn the failure into a growth possibility, we asked ourselves about the possible reasons. To help determine any issues, a confrontation with the answers to the survey question concerning the weak aspects of the internship was very useful. “I would have liked to participate in the life of an actual museum” was surely and expectably the most recurrent answer. The staff’s idea that participating in the process of the foundation of a museum could represent an additional value for the internship experience, though confirmed by several trainees among the reasons for choosing to come to the Museum of Geography, was probably too optimistic, and the ‘humble’ cataloguing activity and, in general, the fluid, in-progress situation collided too strongly against the common conceptualization of a museum. We were afraid of that and, in fact, in one case the disillusionment led to a renunciation. It is significant that this aspect emerges less among the trainees who were hosted later in time, as the museum project became progressively more evident.

A SUCCESSFUL ‘COMMUNITY’ EXPERIENCE

Most of the trainees were introduced to the museum team in groups. The supervisors’ perception was that this could strengthen their team spirit, both among themselves and towards the museum staff members. More specifically, the trainees were organized into pairs, each of which was assigned a different object type, and worked in parallel. “Working in a pair was useful, because, by combining our knowledge, we were more effective and precise in finding the information about the photographs we were cataloguing”; “Working in a team with a colleague allowed a useful exchange of opinions about the provenance and use of instruments, but also about the best way of finding information. It was also helpful from a physical point of view, as sometimes it was necessary to move heavy objects”. The trainees identified the main advantage of working in pairs in the possibility of integrating different cultural backgrounds into the more critical work passages, together with general reciprocal support.

In addition to a *simultaneous* teamwork, a *diachronic* one was also put into effect, via a shadowing period between the outgoing and incoming group of trainees. This was fruitful for the museum staff; it revealed to them the grade of awareness reached by the trainees who were concluding their experience: outgoing trainees’ explanations often underlined the most complex phases of the work. In addressing their

peers, they were naturally more talkative. By listening in on the dialogue, the museum staff could better understand the most critical aspects of the proposed work, and intervene if necessary. New trainees, on the other hand, received a peer-to-peer perspective on the proposed tasks in addition to that of the staff which, we believe, was of practical and, in some cases, also motivational utility (fig. 2.).

On a more general level, this experience gave university students the possibility to discover and investigate pieces of heritage originally handled by their colleagues in the past or created or used by former university professors—the possibility, one can say, to tighten the bond between past and present. To test whether the internship actually activated such awareness, the survey included two questions, one asking generically



Fig. 2. A moment of shadowing between student interns in Planning and Management of Cultural Tourism working on the museum photographic archive in 2016. Photo by Giovanni Donadelli.

if the experience increased their perception of being part of the academic community; the second focused on any piece of heritage which particularly raised emotions or reflections in this domain⁹. One participant stressed the positive sensation of being “useful to my university” in various answers. However, it is in the dedicated section of the questionnaire that the majority confirmed the internship to have increased their sense of belonging to the academic institution: “It was nice to feel an active part of the university community while being involved with one of its museums (and not only as a passive participant of lectures)”; “while cataloguing photographs of the old

university excursions, I started thinking about the excursions I took part in myself and how such a practice is still in use but has changed over time”; “dealing with objects related to the history of the university was exciting, they had so much to tell; an hand-made map, in particular, was fascinating because at first we could not understand the writings which were hard to distinguish from the graphic signs; only after asking an Egyptian PhD student in Geography we discovered that the language was Arabic and the map represented a river, probably drawn by one of the professors who conducted fieldwork in North Africa... there was so much history in that and every map!”.

The answers, in general, confirm the activation of a dialogue towards the previous university community, and lead us to believe that, in general, internship experiences in museums of their own universities increase students’ identification with the academic heritage community in the sense depicted by the Faro Convention (Council of Europe 2005). Not only are the trainees working on a set of museum items, they are the natural consignees of the cultural tradition they are taking care of (DONADELLI & GALLANTI 2020). Under this perspective, the cultural value of their trainee experience is strongly accentuated, both in itself and as a formative step toward a career focused on the care of cultural collections.

AN OVERVIEW OF THE TRAINEES’ CAREERS

The aim of distributing the questionnaire to the former trainees about two years after their experience (i.e. after their possible attainment of a master’s degree and/or entry into the workforce) was to solicit their opinions of their internship experience from the point of view of their current work situations. A first and main point, in discussing their answers, is represented by the former trainees’ actual attainment of a job within the cultural heritage domain. Of the nine who answered, two were not yet working, but seeking a job in this field. Of the other seven, three were employed in different areas; one of them was, however, still looking for a position more consistent with her studies. The remaining four answered that their jobs were coherent with their studies; these included a visual arts teacher and an entrepreneur in publishing. The other two were employed, respectively, in tourism and in cultural events management. One should underline that, in Italy, the occupational situation in cultural heritage shows a general imbalance between the number of people looking for a job and the actual jobs available: there is an exceedingly large number

9. The interpretation of the results coming from this section of the questionnaire would certainly have been enriched by the possibility to compare them with those emerging from a pre-experience survey. A useful lesson for future internship experience is to lead surveys concerning both incoming and outgoing trainees’ opinions.

of training paths, both from academic and nonacademic institutions, that often do not really take into account the professional skills that are really needed in the museum domain (BOCCELLA & SALERNO 2012). The consequent expectations apparently encourage job seekers to consider a wide range of jobs in the cultural field to be consistent with their studies.

In most cases, however, the internship experience achieved the goal of being a positive occasion for orientation and self-awareness. In one case, it directly influenced the decision of the trainee to complete her education in Heritage Studies: “An episode during my internship made up my mind about what I wanted to do next: it was when I watched my supervisor cataloguing an old globe, using books in three different languages to unveil its secrets, while explaining the procedure to me. In that moment I understood what I wanted to do in my life!” In two other cases, gratification experienced while assisting in educational workshops contributed to the choice of a child-oriented career: “I particularly enjoyed participating in the organization and tutoring of workshops for children, which is still one of my current tasks”; “I am a teacher now, and for me that was the first approach to engaging with school-age groups”. Another answered that, even her job turned out to be distant from her educational path, “I would like to find something more similar to what I experienced while I was a trainee”, hinting that, nevertheless, the internship achieved the goal of career orientation.

THE GENERAL TEACHINGS OF A SPECIAL EXPERIENCE

It cannot be denied that several of the conditions that positively affected the internship experience are not fully reproducible. Even if strongly encouraged toward autonomy, the trainees were constantly supervised by the small number of museum staff. Supervision was no longer possible when the set-up phase of the museum started, requiring all staff energies to be focused on the practical organizational tasks, forcing temporary suspension of the internship programme. Opening the museum also drew the staff into numerous new activities, inevitably shortening the time that can be devoted to supervising trainees.

Moreover, the spaces available for the trainees’ work from 2015–2018 corresponded, for the most part, to those of the future museum. As the museum was still in its project phase, these areas were ‘suspended spaces’, available to house the work teams and the commodities they needed (e.g., tables, chairs, computers, collection objects, inventories, cameras). This condition also expired as the museum approached its definitive form. Additionally, the volume of hard resources required by the student teams became progressively less compatible with the availability of space in the developing museum.

However, even though the new space and time conditions have reduced the number of trainees who can be hosted at one time, two spare workstations equipped with laptops have been established in the museum’s two storage areas. Moreover, the unusual conditions determined by the pandemic have inspired alternative solutions, like alternating periods of individual in-person activity with periods of remote work (fig. 3.).

Even though the internship programme was determined by almost unique conditions, we decided to treasure the experience as good practice, and to repeat it, albeit adapted to a different phase of the museum’s life cycle: the difference with today’s internships lies not only in the number of trainees that can be hosted at one time, but also in the kinds of tasks they are entrusted with; these are currently more focused on communication and digitization.



Fig. 3. Trainees working in-presence in the Discovery Room of the Museum of Geography in 2021. Photo by Giovanni Donadelli.

Finally, some general reflections about internships in academic museums of undergraduates in Heritage and Tourism Studies are worth sharing:

- 1) Academic museums are a particularly appropriate context for hosting trainees from university courses, as they offer a natural inclination for dialogue with students, and students are likely to find university museums less intimidating than extra-academic ones.
- 2) Involving undergraduates with a strong motivation to gain experience in a museum context

- represents a mutually beneficial situation both for trainees and museums, as long as sufficient staff are available to supervise them.
- 3) Trainees' work is more driven and effective if they are introduced into the museum team in small groups or pairs, rather than alone.
 - 4) The museum spaces should include at least one dedicated workstation for trainees, equipped with computer, Internet access and enough room to accommodate collection items, books, documents, etc.
 - 5) Even though they are often employed in menial duties, trainees can take on challenging assignments. Making them feel like a responsible part of the team is essential to achieving good results.
 - 6) It is important to make room for autonomy to allow trainees to gradually express their potential.
 - 7) Trainees enrich the diversity that museums are invited to deal with. They bring with them the needs, interests, and wishes of their generation, providing opportunities to investigate their preferences, for example, by conducting simple communication experiments. Their inputs contribute to an effective visitor-focused approach.
 - 8) For students in Cultural Heritage Studies, undertaking an internship at a museum within their own academic institution represents a concrete and unique chance to 'inaugurate' their career while dealing with a heritage they are the natural consignees of, therefore experiencing the academic heritage community that they belong to.

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