

COLLABORATIVE HERITAGE LEARNING

Course syllabus

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1 GENERAL INFORMATION

Level:	First cycle – Bachelor (EQF level 6)
ECTS:	15
Entry-level requirements:	European Qualification Framework (EQF) entry-level requirement of first cycle (EQF level 6) with local national adjustment where required by national educational legislation.
Position in the educational system:	Freestanding course or elective course offered as a part of the Bachelor programmes with learning outcomes relevant for the outcomes of the course.
The main field of study:	Interdisciplinary course: heritage studies and education
Language of instruction:	English (or adaptation to national languages where required)


Short description:

The course is addressed to educators and heritage practitioners willing to engage in heritage learning to support local communities. It develops skills in integral and critical approaches towards work around heritage with local communities and gives the opportunity to take meaningful action in the immediate environment and in

collaboration with heritage practitioners and fellow students. The course is to be taught by both scholars and heritage practitioners. The teaching and assessment methods will be based on participatory, collaborative approaches and real-life cases embedded in local communities.



2 LEARNING OUTCOMES IN TERMS OF KNOWLEDGE, SKILLS, AND SOCIAL COMPETENCES




After completing the course, the student will be able to:

- ⊖ Explain and discuss various concepts of cultural heritage, its development, and theoretical underpinning.
- ⊖ Explain and discuss learning theories relevant to heritage work, with a special focus on the social dimension of heritage institutions and cultural heritage sites.
- ⊖ Recognize and critically discuss the interdisciplinary nature of heritage and its educational potential for sustainable development of communities and societies at large.
- ⊖ Initiate and maintain heritage-oriented collaboration with various stakeholders and social partners.
- ⊖ Design, and develop heritage activities tailored to local needs.
- ⊖ Develop and manage group learning strategies in different heritage sites – both physical and virtual.
- ⊖ Recognize and address ethical challenges of working with the diverse heritage of different communities.
- ⊖ Recognize and critically discuss identity, power relations, discrimination, and marginalisation issues connected to heritage work.

3 THE PROFILE OF THE COURSE PARTICIPANTS





The course can be offered as a freestanding course or as an elective course of the programme at bachelor level. If offered as an elective course of a specific bachelor-level programme, the programme requirements and students' profiles will apply. The course can be a resource and contribute to continuous professional development for professionals employed in the area of culture and education. The course may also be offered to foreign students visiting the partners' universities within the mobility and Erasmus framework and other exchange students, reinforcing the European dimension of teaching and internationalization.

The course is addressed to:

- ⊖ Students of humanities and social sciences (Arts, History, Archaeology, Literature, Education) who wish to deepen their expertise on cultural heritage and its learning potential.
- ⊖ Stakeholders and policy makers in the sector of cultural heritage who are involved in the management, preservation, and promotion of cultural heritage.
- ⊖ Teachers of all levels who are interested in exploring cultural heritage as a learning resource in their teaching.
- ⊖ Activists, informal educators, local leaders involved in community and heritage work.

4 COURSE CONTENT AND IMPLEMENTATION

This course is characterized by two distinctive features: its interdisciplinary and cross-sectoral aspects and its applied/practical orientation.

The first feature relates to the course content (different disciplines), participants, and staff: the course builds on different disciplines and requires both heritage and education experts, both scholars and practitioners. It also invites participants with different backgrounds, representing different sectors (non-institutional actors included), to increase the opportunity of peer learning as part of the course.

The second feature: the applied/practical mode of the course implies that course tutors will be both scholars and heritage practitioners, as the teaching and assessment methods will be based on participatory, collaborative approaches and real-life cases embedded in local communities. The final course assignment would require close collaboration between students and cultural heritage institutions or spaces of heritage practice.

The course will focus on building a scholarly-grounded set of skills in an integral and critical approach towards work around heritage with local communities. It will consist of two parts:

- (I) the academic part, introducing concepts and theories of critical cultural heritage and educational theories (5 ECTS),
- (II) the applied part where the students will have the opportunity to test their understanding of critical heritage and community work in their immediate environment and in collaboration with heritage practitioners and fellow students (10 ECTS).

Course modules:



I ON-CAMPUS MODULE

5 ECTS

This module will build a theoretical insight into
a) critical heritage as a concept and social practice,
b) pedagogy of cultural heritage, and c) institutions as 'third educators'. An introduction to a method of heritage-relevant work with different stakeholders (from general, like Faro Convention-based approaches, or the framework of socially engaged archaeology, to specific ones, for example, Visual Thinking Strategy (VTS) – a method of cognitive and aesthetic development for stimulating critical thinking through art) will be initiated in this module and continued throughout module II.

Main teaching methods: lectures, discussions, group activities

Assessment: participation based, and test assessed



II STUDY VISITS

5 ECTS

During the second module, students will explore local heritage institutions and sites, meeting professionals and learning about both the specific heritage and the methods of socially engaging work with visitors, specific communities, and citizens at large. Visits can be both on site and virtual. Students will be asked to reflect on the theories and methods they gained in module I and connect them with what they will observe and experience during their study visits. IO2, the catalogue of inspiring heritage practices, will provide a rich learning resource with diverse and international examples of socially engaged heritage practices.

Main teaching methods: field trips, participatory methods, workshops

Assessment: individual reflective paper on a selected heritage practice



III PROJECT

5 ECTS

The final module will require an active, creative, and collaborative approach as the students will start working in teams with peers and heritage practitioners (who will also act as co-examiners in the assessment process). They will be responsible for identifying a social need and designing, together with a heritage partner and community representatives, a heritage-relevant activity that may respond to this need.

Teams will work with the designated partner(s) and keep the dialogue with the heritage community throughout the whole process: from the preparations to the evaluation of the designed heritage activity. Teams will apply a participatory, collaborative approach while designing the activity. By doing so, students will help serve the needs of local communities and simultaneously work on a journey to become heritage practitioners. Module III and its outcome will constitute a final assessment confirming (or disconfirming) course learning outcomes. They will have to demonstrate scholarly understanding of the problem addressed and apply relevant methodologies of working with specific interest groups around and through heritage issues.

Main teaching methods: collaborative work, project-based activities, engaged learning

Assessment: group project of heritage activity

Possible extension beyond the learning outcome of the course: Depending on the scale and context, a pilot activity (or complete activity) can be implemented (with national adjustments). Possible adjustments to on line learning environments: single modules or the whole course can be converted into online learning or blended learning.

5 TEACHING STAFF

When it comes to the requirements related to competencies of teaching staff, it is essential to reflect the feature of the course, such as the interdisciplinary, cross-sectoral, and practical mode of the course. Researchers and scholars of various disciplines: education, art, heritage, as well as practitioners and professionals of cultural and heritage sectors are eligible course tutors. In case of specific Higher Education qualification requirements that may be problematic for some stakeholders from outside of academia,

teaching teams can be created where at least one tutor meets the national requirements.

For academic teachers, an existing and relevant network in the region or a set of skills to locate and collaborate with local social partners would be an added value. As such, it is important that both academic and practitioners acting as course tutors demonstrate strong communication skills, both orally and in writing, in relation to multiple target groups (members of the public, colleagues, social partners, students, children, etc.).

6 QUALITY ASSURANCE

The course will follow ESG requirements with local adjustments to internal quality assurance systems of specific HEIs. The course leader, together with course tutors and students' representatives, will be responsible for a periodical overview of course content, teaching and assessment methods, and the update of course literature. Students' feedback will be analysed and included in the curriculum development. External stakeholders not involved in the course delivery will share their expertise on

the quality of the course assignments, learning outcome, and overall impact of the course in the community. Staff quality will also be reviewed periodically. Course assessment and reports will be available to all students to promote open communication and dialogue. In case the course is offered as a part of any existing programme, it will fall under the programme specific quality assurance network and activities.

7 THE CONCEPT OF COURSE PROMOTION AND RECRUITMENT

Standard recruitment strategies applied by the faculty, or a department can be complemented with the additional activities of the network of stakeholders involved in the delivery of the programme. Also, students' projects can be promoted via social media to disseminate the results of specific activities as well as to promote the course (and the programme, where relevant). It is essential to highlight the applied nature of the course and its ties with local communities

and institutions of culture and heritage. Recorded or transcribed testimonies of students, social partners, and community representatives involved in projects can be an important asset in recruiting new participants. Getting the patronage of significant actors in the region, such as professional associations involved in cultural heritage promotion and management (tourist guides, museum professionals, curators), may also support the effort.

Recommended reading material:

Bender S.J.; Messenger P.M. eds. (2019). Pedagogy and Practice in Heritage Studies. University Press of Florida

Boom K., Dries M.H. van den, Gramsch A. & Rhijn A. van (2019), A tale of the unexpected: a heritage encounter with a new target audience and the sociocultural effects experienced by this community of participants. In: Jameson J.H., Musteata S. (Eds.) *Transforming Heritage Practice in the 21st century, Contributions from Community Archaeology. One World Archaeology.* Cham: Springer Nature Switzerland AG. 29-43.

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Dries M.H. van den (2019), Bring it on! Increasing heritage participation through engagement opportunities at unconventional places.. In: John H. Jameson & Sergiu Musteata (eds.) (Ed.) *Transforming Heritage Practice in the 21st century, Contributions from Community Archaeology. One World Archaeology.* Cham: Springer Nature Switzerland AG. 321-336.

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Νικονάνου, Ν., Μπούνια, Α., Φιλιππουπολίτη, Α., Χουρμουζιάδη, Α., & Γιαννούτσου, Ν. (2015). Μουσειακή μάθηση και εμπειρία στον 21ο αιώνα.

Psomadaki, O. I., Dimoulas, C. A., Kalliris, G. M., & Paschalidis, G. (2019). Digital storytelling and audience engagement in cultural heritage management: A collaborative model based on the Digital City of Thessaloniki. *Journal of Cultural Heritage*, 36, 12-22.

Reut, M. (2021). *O unieważnianiu i ważności humanistyki*. Wrocław: Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej.

Witkowski, L. (2011). *Historie autorytetu wobec kultury i edukacji*. Kraków: Wydawnictwo Impuls. (I: Wydziedziczenie i imponderabilia kulturowe; VI: Edukacja i pedagogika: prowokacje).

Publications of the EU_CUL project (2018-2021), Exploring European Cultural Heritage for fostering academic teaching and social responsibility in Higher Education. Ref. no. KA203-051104 www.eucul.com:

⊕ *Cultural heritage between sectors. Mapping the cooperation of universities and social partners*, eds. Ewa Kurantowicz & Maria Reut

⊕ *Inspirational Practices in Cultural Heritage Management. Fostering Social Responsibility*, eds. Monique H. van den Dries & Miyuki J.H. Kerkhof

⊕ *Together for Cultural Heritage. Booklet of Recommendations for Social Partners*, eds. Clotilde Lechuga Jiménez & Ewa Kurantowicz

⊕ *Collaborative Heritage Learning. Course syllabus*, eds. Adrianna Nizińska & Maria Persson



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