



THE DIDACTIC MODULE

"MANAGEMENT OF HERITAGE SITE"



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Developed within project

EduGame: Innovative Educational Tools for Management in Heritage

Protection - gamification in didactic process

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The didactic module

"MANAGEMENT OF HERITAGE SITE"

Table of contents

1. General characteristics of the didactic module "Management of heritage site"	3
2. Learning outcomes	7
3. Curriculum.....	9
4. Syllabus for the didactic module "Management of heritage site"	11

I. General characteristics of the didactic module "Management of heritage site"

Overview

In contemporary heritage protection – very wide field comprising a large part of the cultural environment – the biggest and the most difficult task is proper management of historic objects.

Modern management of historic object, apart from conservation and technical problems, has to include, amongst others, organisational, financial, legal, functional and promotional issues. Heritage protection is most often associated with a number of restrictions, orders and prohibitions, inter alia limiting the possibility of modernisation of the heritage site, limiting the owner's right to use the historic object, forcing owner to incur additional costs and limiting possibility of the use of historic site. The sum of these problems in practice leads to conflicts between conservation authority and owners and users of historic objects. Thus, management of historic building is a complex activity carried out in conditions of permanent conflict - management and protection of the heritage is thus conflict management.

An essential element of education of people who will undertake activities in the field of heritage protection is therefore to prepare them for conflict management, which accompanies the work of a heritage conservator, designer, and administrator. It is therefore necessary not only to acquire specialist skills and substantive knowledge about heritage protection but also about management and communication.

The present system of education of architects, construction engineers, archaeologists – specialists most often involved in heritage protection, does not prepare for such activities. Practical knowledge of various methods and strategies of conflict management (e.g. cooperation strategy, negotiation strategy, mediation) will prepare students (future specialists) for more effective protection of heritage, and at the same time for functioning in a competitive labour market.

Educational games are modern educational tool that can prepare students to act in conflict conditions and help them in acquiring soft skills (personal skills, especially

interpersonal skills such as persuasive skills, conflict resolution, team work, self-presentation). Innovative form of educational game makes it possible to broaden the scope and, above all, the diversity of knowledge and skills acquired by students. Learning by heart and static acquisition of information is replaced by a dynamic process in which learners react to changing conditions and activities of other players. Essence of the game are simulations of real situations, which allows one to combine the acquisition of knowledge with shaping of creative attitudes.

Preparation for management of heritage protection requires interdisciplinary knowledge that will help students to understand complex conditions that occur in practice and to operate in these conditions. Interdisciplinary approach is difficult to teach using traditional didactic methods - lectures, exercises, projects focused on narrow issues. Therefore, the solution is an educational game, which is a tool of interdisciplinary nature, forcing active participation of all participants and at the same time having a dynamic character (allowing to react to changing circumstances and conditions).

All the universities interested in broadening their educational offer will have various possibilities of using the didactic module "Management of heritage site" in accordance to the individual needs of particular university:

- ✓ the module can be introduced into existent curriculum as obligatory, elective or facultative study subject
- ✓ the module can be offered as intensive course.

The didactic module "Management of heritage site" also can find the application in the Vocational Education and Training as additional tool for improving competences and skills of professionals acting in widely understood heritage protection sector, e.g. through organisation of intensive courses.

The general objectives of the didactic module "Management of heritage site"

The didactic module "Management of heritage site" is student-centred and outcome based. It is designed in such way that learners will develop particular mix of competences

in management and protection of cultural heritage considered useful and necessary for academic, professional and vocational area. Moreover, students will develop soft skills desired by employers, like ability to work in a group, conflict solving, creative thinking, etc.

Verifiable results are described using learning outcomes and credits.

The general objectives of the didactic module "Management of heritage site":

- ✓ Ability to identify, analyse and describe the heritage sites
- ✓ Knowledge regarding main stakeholder groups participating in process of protection, management and use of heritage objects
- ✓ Ability to evaluate the socio-political impact of (the) cultural heritage
- ✓ Knowledge of the cultural, economic, financial aspects of the architectural heritage management
- ✓ Ability to assess the socio-political-economic impact of the management of cultural heritage – job opportunities and professional paths
- ✓ Ability to define the main problems and conflicts characterising the protection, management and use of particular architectural heritage
- ✓ Knowledge regarding the management of architectural heritage, especially on organizational, legal, economic aspects.
- ✓ Skills to collect data, analyse, synthesize and assess them to elaborate strategies for architectural heritage sites.
- ✓ Knowledge regarding collaboration with stakeholders involved in protection and management of architectural heritage.
- ✓ Knowledge how to analyse the threats and negative factors affecting the architectural heritage.

- ✓ Skills on preparation of monitoring process (monitoring indicators) for architectural heritage - presentation of best practices.
- ✓ Theoretical and practical aspects of architectural training in communication
- ✓ Understanding the meaning of communication in architecture and in heritage
- ✓ Ability to express the idea and to communicate efficiently
- ✓ An intangible way of communication. Understanding of the meaning of colours versus shapes
- ✓ Soft skills: creative thinking, team work, problem-solving, conflict resolution.

Initial requirements in terms of knowledge, skills and other competences

The didactic module "Management of heritage site" is primarily geared towards first- to second-year graduate students, as well as towards professionals in field of cultural heritage willing to expand their knowledge and skills.

Candidates taking up the didactic module "Management of heritage site" must have the following knowledge and skills:

- ✓ Knowledge of history of art and architecture
- ✓ Basic knowledge of construction systems, building materials, deterioration processes, damages
- ✓ Knowledge of theory, practice and techniques of conservation, protection and re-use of cultural heritage
- ✓ General competences of survey, diagnosis and documentation of architectural heritage
- ✓ Competences in preparation structural, architectural and urban project
- ✓ Knowledge of theoretical foundations of heritage protection /doctrinal texts presenting principles of protection and management of heritage/.

- ✓ Basic knowledge regarding analysis of architectural heritage – architectural and technical aspects, value assessment.
- ✓ Basic knowledge of legal, financial, organizational aspects of heritage protection.
- ✓ Basic knowledge of threats and negative factors affecting the architectural heritage

2. Learning outcomes

The curriculum for the didactic module "Management of heritage site" guarantees the acquisition of the following knowledge, skills and social competences:

Knowledge:

- ✓ Knowledge regarding the critical analysis and value assessment of the cultural heritage
- ✓ Knowledge regarding theoretical and practical approaches for the preservation and restoration of cultural heritage
- ✓ Competencies regarding use the cultural heritage for contemporary functions
- ✓ Development of the competences for the enhancement of cultural heritage
- ✓ Critical approach to the management of cultural heritage especially in its architectural dimension.
- ✓ Knowledge on the process of management of cultural heritage and on the issues and actors involved in it.

Skills:

- ✓ Abilities to recognize a heritage site
- ✓ Abilities to identify and catch the stakeholders
- ✓ Abilities of the economic management of heritage site
- ✓ Capabilities to survey the relationships between the potentialities of the site and the interests of the stakeholders

- ✓ Abilities to discover and distinguish the risks (natural and anthropogenic) of the site
- ✓ Abilities to develop a conservation, museification and enhancement of the heritage site
- ✓ Abilities to define the goals and means for architectural heritage management.
- ✓ Abilities to collect the information necessary to prepare the management plan/system
- ✓ Abilities to build a management plan of the heritage site
- ✓ Abilities to solve in creative way local heritage problems.

Social competences:

- ✓ Abilities to solve problems and conflicts
- ✓ Abilities to interact with the stakeholders: capacity to interact between client, local citizens, local museum, eventually with tourists, city hall or government institutions
- ✓ Skills for the communication and the dissemination of the site (communication strategies; use of media; use of ICT; use of communication languages)
- ✓ Abilities to manage a working group (strategies to build and consolidate the abilities to relate all the actors involved in the safeguard, conservation, enhancement and management of the heritage site)
- ✓ Ability to understand the importance and the role of an heritage project.
- ✓ Ability to express an idea and to explain it in public.
- ✓ Understanding the intangible way of communication
- ✓ Understanding the meaning of being an architect that will develop a project in a heritage site, and its importance to society.

3. Curriculum

Didactic module	Number of teaching hours			ECTS
	Total	Lectures	Exercises	
Management of heritage site	95	30	65	5

The didactic module "Management of heritage site" combines the following issues:

- I. Sustainable protection of heritage sites,
- II. Modern management of heritage sites,
- III. Efficient communication in cultural heritage.

The didactic module "Management of heritage site" combines the traditional teaching model (classes within the course one or two days per week) with a block teaching model. The classes within the didactic module "Management of heritage site" will have the following structure:

- ✓ up to two weeks of advance reading using an online learning environment that can be accessed through a web browser and traditional literature sources. This part can be accomplished at a distance. This activity includes part of the lectures.
- ✓ up to two weeks of intensive classroom teaching - a taught phase where all students have direct contact with the teacher. This part includes part of the lectures, study tour to selected heritage site and playing educational game during the exercise classes.
- ✓ up to four weeks of post-course phase - the student individually completes the work that will be assessed by the teacher. The work is submitted via the online learning environment. This part can be done in the student's home location.

Description of the credits system

Credits system of the assessment of learning progress corresponding to the ECTS (European Credit Transfer System) standard. It is student-centered system based on student workload, which is required for the achievement of the objectives of the curriculum set out as learning outcomes and acquired competences. ECTS credits reflect the expected workload of average student needed to learn and pass the didactic module "Management of heritage site". The workload includes both the student's work during classes organised by the University, as well as his/her own work. Number of credits for the didactic module "Management of heritage site" equals 5, as indicated in the syllabus for the didactic module "Management of heritage site" (pages 8-14). Condition for crediting a Module "Management of heritage site" is passing the exam, passing the exercise classes in frames of the didactic module and positive assessment of the work submitted by student at the end of the course.

Proof that at least half of the curriculum is implemented in the form of classes requiring direct participation of academic teachers

- Number of ECTS credits - **5**
- Number of hours per each ECTS credit - **25**
- Number of hours conducted during the course - $5 \times 25 = 125$
- Number of hours implemented as didactic classes requiring the direct participation of academic teachers - **95 which equals 76 %**

Summary indicators characterising the module "Management of heritage site":

Total number of ECTS credits, that student has to obtain at the classes requiring the direct participation of academic teachers	3
Total number of ECTS credits, that student has to obtain at the practical classes	2

Practical classes are **68,4 %** of classes specified in the module "Management of heritage site" (standard of education requires minimum **50 %**).

Elaborated by Katarzyna Choroś, Politechnika Lubelska

4. Syllabus for the didactic module "Management of heritage site"

Code of the course:	MANAGE_HERIEAGE
Form of classes and number of hours:	95
Lectures	30
Exercises	65
Number of ECTS credits:	5 ECTS
Method of assessment:	Lectures – exam Exercises – assessment
Language of instruction:	English

The purpose and objective of the course	
O1	Students are able to identify, analyse and describe the heritage sites
O2	Knowledge regarding main stakeholder groups participating in process of protection, management and use of heritage objects
O3	Students are able to evaluate the socio-political impact of (the) ¹ cultural heritage
O4	Students know the cultural, economic, financial aspects of the architectural heritage management
O5	Students are able to assess the socio-political-economic impact of the management of cultural heritage – job opportunities and professional paths
O6	Ability to define the main problems and conflicts characterising the protection, management and use of particular architectural heritage
O7	Students obtain the knowledge regarding the management of architectural heritage, especially on organizational, legal, economic aspects.
O8	Skills to collect data, analyze, synthesize and assess them to elaborate strategies for architectural heritage sites.
O9	Knowledge regarding collaboration with stakeholders involved in protection and management of architectural heritage.
O10	Students know how to analyze the threats and negative factors affecting the architectural heritage.
O11	Skills on preparation of monitoring process (monitoring indicators) for architectural heritage - presentation of best practices.
O12	Theoretical and practical aspects of architectural training in communication
O13	Understanding the meaning of communication in architecture and in heritage
O14	Ability to express the idea and to communicate efficiently
O15	An intangible way of communication. Understanding of the meaning of colours versus shapes.
O16	Soft skills: creative thinking, team work, problem-solving, conflict resolution

¹ The article "THE" means to refer to the specific site starting from the generalisation of the approach

Initial requirements in terms of knowledge, skills and other competences	
1	Knowledge of history of art and architecture
2	Knowledge of construction systems and construction materials, decays, alterations and damages
3	Knowledge of theory and techniques of conservation and restoration of cultural heritage
4	General competences of aetiology and diagnosis applied to cultural heritage
5	Competences in architectural, urban and structural project
6	Knowledge of theoretical foundations of heritage protection /doctrinal texts presenting principles of protection and management of heritage/.
7	Basic knowledge regarding analysis of architectural heritage – architectural and technical aspects, value assessment.
8	Basic knowledge of legal, financial, organizational aspects of heritage protection.
9	Basic knowledge of threats and negative factors affecting the architectural heritage

Learning outcomes	
	Knowledge:
LO 1	Knowledge regarding the critical analysis and value assessment of the cultural heritage
LO 2	Knowledge regarding theoretical and practical approaches for the preservation and restoration of cultural heritage
LO3	Competencies regarding use the cultural heritage for contemporary functions
LO4	Development of the competences for the enhancement of cultural heritage
LO 5	Critical approach to the management of cultural heritage especially in its architectural dimension.
LO 6	Knowledge on the process of management of cultural heritage and on the issues and actors involved in it.
	Skills:
LO 7	Abilities to recognize a heritage site
LO 8	Abilities to identify and catch the stakeholders
LO 9	Abilities of the economic management of heritage site
LO 10	Capabilities to survey the relationships between the potentialities of the site and the interests of the stakeholders
LO 11	Abilities to discover and distinguish the risks (natural and anthropogenic) of the site
LO 12	Abilities to develop a conservation, muzeification and enhancement of the heritage site
LO 13	Abilities to define the goals and means for architectural heritage management.
LO 14	Abilities to collect the information necessary to prepare the management plan/system.
LO 15	Abilities to build a management plan of the heritage site
LO 16	Abilities to solve in creative way local heritage problems.
	Social competences:
LO 17	Abilities to solve problems and conflicts
LO 18	Abilities to interact with the stakeholders: capacity to interact between client, local citizens, local museum, eventually with tourists and city hall

LO 19	Skills for the communication and the dissemination of the site (communication strategies; use of media; use of ICT; use of communication languages)
LO 20	Abilities to manage a working group (strategies to build and consolidate the abilities to relate all the actors involved in the safeguard, conservation, enhancement and management of the heritage site)
LO 21	Ability to understand the importance and the role of heritage.
LO 22	Ability to express an idea and to explain it in public.
LO 23	Understanding the intangible way of communication
LO 24	Understanding the meaning of being an architect that will develop a project in a heritage site, and its importance to society.

Programme content	
Form of classes – lectures	
Curriculum contents	
L1	Definition of cultural heritage The social role of the cultural heritage Comparative analyses of the management policies of cultural heritage Theory and history of conservation and restoration of cultural heritage
L2	Technologies, materials and architectural construction Diagnosis for the conservation of cultural heritage Restoration techniques for cultural heritage Management of the safety at all the phases of restoration
L3	Definition of musealisation. Theory and history of musealisation Society and museum Criteria and tools for the musealisation
L4	Definition of management of cultural heritage. Theory and history of management of heritage site Cultural and economic definition of heritage site The actors involved in the management of heritage sites Identification of the beneficiaries of the management Pinpointing the relationships between the heritage site and the interests of the society
L5	Identification of the heritage site: practice on a case of study after the theoretical lesson about what are the archaeological sites Theory and history of art, of architecture; theory and history of conservation and restoration
L6	Identification of the stakeholders: territorial analysis; analyses of the social system; discovering of the catchment area
L7	Developing the abilities of the economic aspects of the management: from the administrative expenses to expenses for restoration and enhancement
L8	Analyses of the interests of the heritage sites and their conservation and the interest of the stakeholders; surveying of the criteria according to which it is possible to connect the two sets of interests without affecting one or the other
L9	Evaluation of the risks connected with the conservation due by endogenous causes (as the fragility of the site) and exogenous (as natural risks – seismic, climate, etc. – and as anthropogenic risks – as the wear by the use)
L10	The problems connected with the management of the heritage sites
L11	The professional figures involved in the management and simulation of their roles in

	the process and of the ways according to which they can relate one each other
L12	Basic elements of management system: legal framework, organizational form, financial sources, economic analysis.
L13	Elements of management plans: architectural heritage values assessment, forms of protection, technical evaluation, protection boundaries, buffer zones, sustainable use, stakeholders, monitoring system.
L14	Theoretical assumptions and practical aspect of management plan preparation. Process of management plan elaboration.
L15	Monitoring process – Heritage Impact Assessment, threats analysis, monitoring indicators.
L16	Intangible values of heritage.
L17	Cultural identity of a specific place.
L18	Ways of communication by the use of shapes, colours, textures, proportion, scale, etc.
L19	The sense of joy and social psychic well-being in architecture.
L20	Promotion and advertisement of heritage sites.
L21	Strategies of dissemination of an idea and a concept through communication.
L22	Analyses of the communication strategies. Studies of ICT and their use in the enhancement project
Form of classes – exercises	
Curriculum contents	
E1	Presentation and critical analysis of an architectural monument/site as the subject the management (different case studies).
E2	Identification of key factors important for preparation the management strategy for selected architectural monuments/site (different case studies) - Game.
E3	Collaboration with the stakeholders (mediation strategies) - Game.
E4	Elaboration of the Management Plans for selected architectural monuments/sites - Game.

Didactic methods	
1	Lectures with Power Point presentations and case studies
2	e-learning
3	Study tour to selected heritage site
4	Exercises – educational game

Student Workload	
Form of activity	Average number of hours for implementation of activity
Contact hours with lecturers, including:	95
Participation in lectures	30
Participation in exercises	65
Student's own work, including:	30
Preparation to examination	20
Preparation to exercises	10
Total time of student work	125

Summary number of ECTS credits for the course:	5
Number of ECTS credits in frames of practical classes (exercises, laboratory classes, design classes)	2

Basic literature	
1	FRANÇOISE CHOAY, <i>THE INVENTION OF THE HISTORIC MONUMENT</i> , TRANS. LAUREN M. O'CONNELL. CAMBRIDGE, UK: CAMBRIDGE UNIVERSITY PRESS, 1999. 255 PP.; 21 B/W (0521454743)
2	<i>DEVELOPING LOCAL CULTURAL NETWORKS: THE CASE OF DANTE 2021 IN RAVENNA</i> ALESSIA PATUELLI IMT INSTITUTE FOR ADVANCED STUDIES, LUCCA, ITALY ALESSIA.PATUELLI@IMTLUCCA.IT FABIO DONATO UNIVERSITY OF FERRARA, FERRARA, ITALY FABIO.DONATO@UNIFE.IT, ENCATC JOURNAL OF CULTURAL MANAGEMENT & POLICY VOL. 8, ISSUE 1, 2018 ISSN 2224-2554 [HTTPS://WWW.ENCATC.ORG/MEDIA/4534-ENCATC_JOURNAL_VOL8_ISSUE1_PATUELLI_DONATO.PDF]
3	<i>MANAGEMENT PLANS FOR ARCHAEOLOGICAL SITES: A WORLD HERITAGE TEMPLATE</i> HENRY CLEERE, JOURNAL CONSERVATION AND MANAGEMENT OF ARCHAEOLOGICAL SITES VOLUME 12, 2010 - ISSUE 1
4	<i>A GUIDE TO RISK MANAGEMENT OF CULTURAL HERITAGE</i> , ICCROM, HTTPS://WWW.ICCROM.ORG/WP-CONTENT/UPLOADS/GUIDE-TO-RISK-MANAGEMENT_ENGLISH.PDF
5	PEDERSEN, A. (ED). <i>MANAGING TOURISM AT WORLD HERITAGE SITES. A PRACTICAL MANUAL FOR WORLD HERITAGE SITE MANAGERS</i> . WORLD HERITAGE MANUALS, UNESCO WORLD HERITAGE CENTRE, PARIS, 2002.
6	SZMYGIN BOGUSŁAW, FORTUNA-MAREK ANNA, SIWEK ANDRZEJ, <i>ASSESSING THE VALUES OF HERITAGE IN SV SYSTEM – THE METHOD AND EXAMPLES OF USE</i> , LUBLIN UNIVERSITY OF TECHNOLOGY, LUBLIN, 2018
7	FEILDEN, BERNARD M., JUKKA JOKILEHTO. <i>MANAGEMENT GUIDELINES FOR WORLD CULTURAL HERITAGE SITES</i> , ICCROM, ROME, 1998.
8	RINGBECK, BIRGITTA. <i>MANAGEMENT PLANS FOR WORLD HERITAGE SITES. A PRACTICAL GUIDE</i> , GERMAN COMMISSION FOR UNESCO, BONN, 2008.
9	SZMYGIN BOGUSŁAW, FORTUNA-MAREK ANNA, SIWEK ANDRZEJ, <i>PAPER MILL IN DUSZNIKI ZDRÓJ – VALUE ASSESSMENT AND MANAGEMENT PLAN</i> , LUBLIN UNIVERSITY OF TECHNOLOGY, DUSZNIKI ZDRÓJ - LUBLIN, 2018
10	BJ FOGG, <i>A BEHAVIOR MODEL FOR PERSUASIVE DESIGN</i> , 2009 (SUMMARY OF BJ FOGG'S FRAMEWORK FOR BEHAVIOR CHANGE.)
11	JESSE SCHELL, <i>THE ART OF GAME DESIGN: A BOOK OF LENSES (AN EXHAUSTIVE YET FUN COMPENDIUM OF DIGITAL GAME DESIGN TECHNIQUES AND CONCEPTS.)</i>
12	JESSE SCHELL, <i>DESIGN OUTSIDE THE BOX</i> , 2010 DICE CONFERENCE PRESENTATION VIDEO. (HILARIOUS AND PROVOCATIVE TALK ABOUT THE POTENTIAL OF GAMIFICATION, WHICH JUMPSTARTED INTEREST IN THE CONCEPT. A CLIP APPEARS IN ONE OF THE LECTURES.)
13	KATIE SALEN AND ERIC ZIMMERMAN, <i>RULES OF PLAY: GAME DESIGN</i>

	FUNDAMENTALS (A COMPREHENSIVE DESCRIPTION OF THE CORE CONCEPTS OF GAMES AND PLAY, TARGETED TOWARD GAME DESIGNERS. A DENSE BUT REWARDING READ.)
14	SEBASTIAN DETERDING, ET AL, FROM GAME DESIGN ELEMENTS TO GAMEFULNESS: DEFINING “GAMIFICATION”, PROCEEDINGS OF THE 15TH INTERNATIONAL ACADEMIC MINDTREK CONFERENCE, 2011 (ACADEMIC PAPER OFFERING A STRAIGHTFORWARD DEFINITION OF GAMIFICATION. I USE A CHART FROM THIS ARTICLE IN ONE OF THE LECTURES.)
15	SETH PRIEBACH, THE GAME LAYER ON TOP OF THE WORLD, TEDXBOSTON 2010 VIDEO (A VISION OF GAMIFICATION BECOMING MORE PERVASIVE IN THE PHYSICAL WORLD.)
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9	THE CULTURAL HERITAGE AND THE COMMUNICATION STRATEGIES ADOPTED BY INSTITUTIONAL AGENTS IN THE CITY OF COIMBRA IN PORTUGAL: BETWEEN VISITORS AND VISITED. IV HERITY INTERNATIONAL CONFERENCE. 5-7 DECEMBER 2012, ROME, ITALY
10	UNESCO, <i>BASIC TEXTS OF THE 1972 WORLS HERITAGE CONVENTION</i> , 2019, PARIS
11	HUGUES DEVARINE, <i>L’ÉCOMUSÉE SINGULIER ET PLURIEL-; UN TÉMOIGNAGE SUR CINQUANTE ANS DE MUSÉOLOGIE COMMUNAUTAIRE DANS LE MONDE</i> , 2017
12	MARC GUILLAUME, <i>LA POLITIQUE DU PATRIMOINE</i> , GALILLÉE, 1980
13	M.TOIRAC SUARÉZ, <i>COMUNICACIÓN Y PATRIMONIO, UNA UNIÓN PARA CONSERVAR</i> , QUESTIÓN REVISTA ESPECIALIZADA EN PERIODISMO Y COMUNICACION, VOL I, N° 55
14	BOARD MEMBERS OF THE FONDAZIONE ROMUALDO DEL BIANCO. (2016) <i>I SITI PER IL DIALOGO. IL PATRIMONIO PER IL DIALOGO INTERCULTURALE CON IL VIAGGIO LIFE BEYOND TOURISM®</i> , FIRENZE: MASSO DELLE FATE. BOOK IN ITALIAN, ENGLISH AND RUSSIAN. ISBN 978-88-6039-383-8

Learning outcomes matrix				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O3	L1, L5, L16, L17, E1	1, 2, 3	A1
LO 2	O1, O6	L2	1, 2	A1
LO 3	O1, O2, O3	L3	1, 2	A1
LO 4	O3, O6,	L9, L15, L22	1, 2	A1
LO 5	O4, O7	L4, L10	1, 2	A1
LO 6	O2, O4, O7	L6, L7, L8, L10, L11, L12, L13, L14	1, 2	A1
LO 7	O1	L1, L5, E1	1, 3	A1, A2
LO 8	O2, O9	L6, L11, E3	1, 3, 4	A1, A2
LO 9	O7	L7, L10, L12, L14, E4	1, 3, 4	A1, A2
LO 10	O2, O9	L8, L13, L20, E3	1, 3, 4	A1, A2
LO 11	O10	L5, L9, L15, E1	1, 3, 4	A1, A2
LO 12	O5, O8	L2, L3, E2, E4	1, 4	A1, A2
LO 13	O4, O5, O7	L7, L10, L12, L13, L14, L15, E2	1, 3, 4	A1, A2
LO 14	O8	L12, L13, E2, E4	1, 3, 4	A1, A2
LO 15	O7, O11	L7, L13, L14, E1, E2, E4	1, 4	A1, A2
LO 16	O1, O3, O6, O9, O10, O16	L6, L11, L17, L18, L21, L22, E3	1, 4	A1, A2
LO 17	O6, O9, O13, O14, O16	L6, L8, E3	1, 4	A1, A2
LO 18	O13, O14, O15, O16	L6, L11, L18, E3	1, 4	A1, A2
LO 19	O12, O13, O16	L18, L20, L21, L22, E3	1, 4	A1, A2
LO 20	O16	E3, E4	4	A2
LO 21	O1, O12, O13	L17, L20, E3	1, 4	A1, A2
LO 22	O12, O13, 14	L18, L20, L21, E1, E2, E4	1, 4	A1, A2
LO 23	O13, O14, O15	L16, L17, L22, E3	1, 4	A1, A2
LO 24	O12, O13	L18, L19, L20, L21, E3, E4	1, 4	A1, A2

Assessment methods and criteria		
Assessment method symbol	Assessment method description	Pass threshold
A1	Final Exam	60%

A2	Attendance and Active Participation in the Game	60%
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The didactic module

"MANAGEMENT OF HERITAGE SITE"

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