



IDENTIFYING DATA

(*)Educación patrimonial e innovación social

| | | | | |
|---------------------|--|----------|------|------------|
| Subject | (*)Educación patrimonial e innovación social | | | |
| Code | O02M143V03215 | | | |
| Study programme | Máster Universitario en Valoración, Gestión y Protección del Patrimonio Cultural | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | Spanish Galician | | | |
| Department | | | | |
| Coordinator | Comendador Rey, Beatriz Pilar | | | |
| Lecturers | Comendador Rey, Beatriz Pilar Garrido Labrador, Begoña Vázquez Veiga, Adela | | | |
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| Web | http://moovi.uvigo.gal/course/view.php?id=1078 | | | |
| General description | (*)Nesta materia, preténdese reflexionar sobre as experiencias da educación sobre o patrimonio cultural material e inmaterial, en diferentes contextos e cos seguintes obxectivos: Proporcionar ao alumno coñecementos teóricos e metodolóxicos baseados en experiencias prácticas, para xestionar as propostas de educación do patrimonio. en diferentes contextos e con diferentes comunidades de aprendizaxe; Diseñar propostas didácticas para a educación do patrimonio en contextos de educación formal ou non formal. | | | |

Training and Learning Results

| | |
|------|--|
| Code | |
| A4 | That the students know how to communicate their conclusions -and the knowledge and ultimate reasons that sustain them- to specialized and non-specialized audiences in a clear and unambiguous way. |
| B1 | Acquire the ability to differentiate and assess the various expressions of Cultural Heritage, know the tools for their quantification and protection, as well as the different perspectives that address their management. |
| C8 | Understand the multifactorial values of Cultural Heritage, and assess it appropriately according to criteria of social use. |
| C13 | Develop the capacity for making decisions about the function assigned to the Heritage, its value and public use, and for the elaboration of strategies aimed at its recovery. |
| C14 | Acquire the capacity for dissemination and dissemination of scientific knowledge and the creation of messages for the purpose of social awareness about the Heritage. |
| D2 | Ability to communicate orally and in writing in the Galician language. |
| D3 | Sustainability and environmental commitment. Equitable, responsible and efficient use of resources. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|--|--|
| Know and reflect on educational experiences focused on the material and immaterial Cultural Heritage in different contexts | A4 B1 C8 C13 C14 D2 D3 |

Design didactic proposals for Heritage Education in different social spaces (schools, museums, neighborhoods, institutions, etc.).

A4
B1
C8
C13
C14
D2
D3

Contents

| Topic | |
|--|---|
| Introduction to Heritage Education | Heritage Education in regulated training contexts Heritage Education in non-regulated training contexts. Common Approach to Heritage Education |
| Tools and methodologies Practices and mediations | Tools and methodologies Practices and mediations |
| Studies of cases: experiences and proposals in different contexts and social spaces. | Studies of cases: experiences and proposals in different contexts and social spaces. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------------------------|-------------|-----------------------------|-------------|
| Seminars | 4 | 0 | 4 |
| Case studies | 0 | 24 | 24 |
| Mentored work | 0 | 11 | 11 |
| Problem solving | 0 | 14 | 14 |
| Introductory activities | 1 | 0 | 1 |
| Problem and/or exercise solving | 1 | 0 | 1 |
| Essay | 0 | 15 | 15 |
| Systematic observation | 0 | 5 | 5 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|---|
| Seminars | You interview that the student is supported by the profesorado of the subject for advice/develop of activities of the subject and of the process of learning |
| Case studies | Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution. |
| Mentored work | The/The student, of individual way or in group, elaborates a document on the thematic of the matter or prepares seminars, investigations, memories, essays, summaries of readings, conferences, etc. |
| Problem solving | Activity in which they formulate problems and/or exercises related with the subject. The student/to has to develop the analysis and resolution of the problems and/or exercises of autonomous form. |
| Introductory activities | Activities directed to take contact and gather information on the students, as well as to present the subject. |

Personalized assistance

| Methodologies | Description |
|-----------------|---|
| Seminars | Along the course the profesorado will keep direct relation with the students with the object of tutorizar and resolve doubts. |
| Case studies | The personalised attention will make fundamentally through the forum of the matter. To be necessary will use also tutorías on-line, the virtual room of the platform and-meeting and the email. |
| Mentored work | The personalised attention will consist in the orientation on methodology, editorial and formal presentation of the works on the very cultural elected by the student. The attention will do by means of tutorías on-line, the forums of the platform Moodle, the virtual room of the platform and-meeting and the email. |
| Problem solving | Throughout the course, the teaching staff will maintain a direct relationship with the students in order to tutoring and solving doubts, maintaining interaction in real time through the online tutorials, the forums of the Moodle platform, the virtual room of the e-meeting platform and the email. |

Assessment

| Description | Qualification | Training and Learning Results |
|-------------|---------------|-------------------------------|
|-------------|---------------|-------------------------------|

| | | | |
|---------------------------------|--|----|---------------|
| Problem and/or exercise solving | Proofs for evaluation of the competitions purchased that include enclosed questions with different alternative of answer (true/false), multiple election, pairing of elements...). The students selects an answer between a number limited of possibilities. | 20 | B1 C8 |
| Essay | Presentation by writing and oralmente of an individual work that presents the result obtained in the preparation of a document on the thematic of the matter, in the preparation of seminars, investigations, memories, essays, summaries of readings, conferences, etc. | 40 | A4 C13 D3 C14 |
| Systematic observation | Active participation in the different activities will be valued by telematic means in order to train students for heritage education tasks. | 40 | D2 |

Other comments on the Evaluation

According to the 2023 "Regulation on the evaluation, qualification and quality of teaching and the student learning process of the University of Vigo", there are two evaluation systems that students can choose: the preferred one, which will be applied by default, of **"continuous evaluation"** (diversified tests and activities that take place throughout the semester), and the so-called **"global evaluation"** (tests and/or delivery of work/exercises to be carried out on the official dates of evaluation established in the academic calendar), which must be expressly requested by the interested students, and communicated to the responsible teaching staff within a maximum period of 31 days from the beginning of each term.

The **"global evaluation"** tests for this subject will consist as follows: objective questions test (40%); delivery of an mandatory essay (40%); problem and/or exercise solving (20%)

Students have two evaluation calls/opportunities. The first is carried out during the teaching semester. The second (or 2nd opportunity) will take place in the month of July, for which access to the teaching platform will be enabled again.

If student approves in the first announcement, there will be no possible to improve note in the second.

Sources of information

Basic Bibliography

Ares, P. y Risler, J., **Manual de mapeo colectivo**, Tinta Limón, 2013

Calaf i Masachs, R., **Didáctica del patrimonio: epistemología, metodología y estudio de casos**, Trea, 2009

Fontal Merillas, O (coord.), **La educación patrimonial: del patrimonio a las personas**, Trea, 2013

Fontal Merillas, O., **La educación patrimonial. Teoría y práctica en el aula.**, Trea, 2003

Santacana, J. et al (coords.), **La evaluación de las «apps» en el patrimonio cultural**, Trea, 2018

Complementary Bibliography

Boillier, D., **Pensar desde los comunes. Una breve introducción**, Traficantes de Sueños, 2016

Estepa Giménez, J. (ed.), **La educación patrimonial en la escuela y el museo: investigación y experiencias**, 178, Servicio de Publicaciones de la Universidad de Hue, 2016

Fontal Merillas, O (coord.), **Educación patrimonial: retrospectiva y perspectivas para la próxima década**, 2, Estudios Pedagógicos, 2016

Fontal, O., Ballesteros, P. y Domingo, M. (coords.), **I Congreso Internacional de Educación Patrimonial. Mirando a Europa: estado de la cuestión y perspectivas de futuro**, Instituto del Patrimonio Cultural de España y Obse, 2012

García Valecillo, Zaida, **La educación patrimonial. Retos y pautas para educar a la ciudadanía desde lo patrimonial en Latinoamérica**, Revista Muesca, 2015

González, M., Feliu-Torruella, Cardona, G., **Las Visual Thinking Strategies (VTS) desde la perspectiva del educador patrimonial. DAFO del método en su aplicación práctica**, 375, Revista de Educación, 2017

Santacana, J. y Coma, L., **El m-learning y la educación patrimonial**, Trea, 2014

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Silke, Helrich, **Genes, Bites y Emisiones: Bienes comunes y Ciudadanía**, Fundación Heinrich Böll, 2008

Trabajo, M. y Cuenca, J.M^a., **La educación patrimonial para la adquisición de competencias emocionales y territoriales del alumnado de enseñanza secundaria**, 40, Pulso, 2017

Vargas Vargas, L. y Bustillos, G., **Técnicas participativas para la educación popular**, Editorial Lumen-Humanitas, 1997

VVAA, **Imaxinar para transformar. Manual de trabajo colectivo**, Gabinete de Imaginación Política, 2018

VVAA, **Manual de metodologías participativas**, Observatorio Internacional de Ciudadanía y Medioam, 2009

Yuli, J.A. y Urbano, C.A., **Mapas y herramientas para conocer la escuela. . Investigación Etnográfica e Investigación-Acción**, Editorial Brujas, 2005

Recommendations

Subjects that continue the syllabus

Dissemination and Socialisation of Cultural Heritage/O02M143V03210

Subjects that are recommended to be taken simultaneously

Dissemination and Socialisation of Cultural Heritage/O02M143V03210

Other comments

The teaching of the subject will be always of face-to-face telematic way, well was synchronous or asynchronous, using the eMoodle (MooVi) educational platform and participating in the educational activities through multiple videoconference (e-meeting, Remote Campus).

To be able to receive the teaching of effective way it si recommended , previously to the start of the subject, to consult the manual of access to the platform and to follow the technical specifications in order to assist to the remote sessions. It is indispensable that each student access to the educational platform of the subject previously to the beginning of the same.
