IDENTIFYING DATA

(*)Educación patrimonial e innovación social

Subject	(*)Educación patrimonial e innovación social
Code	O02M143V03215
Study programme	(*)Máster Universitario en Valoración, xestión e protección do 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
E-mail	beacomendador@uvigo.es
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; Deseñar propostas didácticas para a educación do patrimonio en contextos de educación formal ou non formal.

Skills

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.

Learning outcomes

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 turorías 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.	50	A4	C13 C14	D3
Systematic observation	It will value wool active participation in distinct wools activities by telematic means of to *capacitar *al students for *tareas of education *patrimonial.	30			D2

Other comments on the Evaluation

The student, according to current regulations, has two calls for evaluation.

The first takes place during the teaching term. In the event that the teaching weeks of the subject are not sufficient for the delivery of all the planned works, the teaching platform will be enabled an additional week, at the end of each semester, to facilitate said delivery, establishing in this case a alternate homework delivery schedule.

The second evaluation is carried out 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 prospectivas 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

Santacana, J. y López Benito, V., **Educación, tecnología digital y patrimonio cultural. Para una educación inclusiva**, Trea, 2015

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

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

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

VVAA, **Imaxinar para transformar. Manual de traballo colectivo**, Gabinete de Imaxinación 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.

Contingency plan

Description

=== EXCEPTIONAL PLANNING ===
Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===
* Teaching methodologies maintained

* Teaching methodologies modified

* Non-attendance mechanisms for student attention (tutoring)

* Modifications (if applicable) of the contents

* Additional bibliography to facilitate self-learning

* Other modifications

=== ADAPTATION OF THE TESTS ===
* Tests already carried out
Test XX: [Previous Weight 00%] [Proposed Weight 00%]
...

* Pending tests that are maintained
Test XX: [Previous Weight 00%] [Proposed Weight 00%]
...

* Tests that are modified
[Previous test] => [New test]

* New tests

* Additional Information