

# TEACHING INNOVATION PROJECT OF COORDINATION PRACTICES IN THE MASTER IN CULTURAL HERITAGE: RESEARCH AND MANAGEMENT. A PILOT EXPERIMENT IN FOUR SUBJECTS

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## **Abstract**

The Master's Degree in Cultural Heritage: Research and Management, Department of Historical Studies and Theory of Arts, University of the Balearic Islands, has a load of 120 ECTS, divided in four semesters (two years), three of which are the latest teaching and practice in an external institution and a master thesis. It has been running since the academic year 2007-2008, with an average of 25-30 students per course. The Master is the two-doctoral training program administered by the Department: History and Art History. It gathers a specialized academic character and other professional, so its design had an impact on the load in ECTS credits (20) of the external practices, signing agreements with more than thirty institutions and cultural enterprises of the Islands. This need to connect to the work environment led to one of the objectives of teaching innovation project consisted of directly involve a local institution.

After the experience of two calls the Master, a research team composed of four professors responsible for two subjects "Tourism and Cultural Heritage" and "Archaeological Heritage Management" and two first-year elective ("Photographic Heritage: history, documentation" and "Plans of popularization of Heritage"), considered it appropriate to raise a reflection on the dynamics and student learning. This has been accommodating the different variables that characterize the title variety of subjects (23) included in the curriculum, with three priority lines of work (artistic, documentary and archaeological), predominance of electives (19) on compulsory (4) classroom attendance compulsory for enrolled heterogeneous training, specific skills in each subject varied, and overall objectives of the Master. The ultimate intention is that this particular experience should serve as the basis for a comprehensive coordination of all subjects of the master.

The proposal was presented to the call for aid for innovation projects and improving teacher quality (academic year 2008-2009) organized by the University of the Balearic Islands, and was carried out in the second semester of 2008-2009. Their conclusions have been drawn up in January and February 2010.

These are the objectives, methodology and findings of a teaching innovation project carried out in the official Master in Cultural Heritage at the University of the Balearic Islands. We do special emphasis on the involvement of students, coordination of courses and generic and specific skills, and the design of a SWOT protocol (SWOT: Strengths, Weaknesses, Opportunities, Threats) to assess the weaknesses, threats, strengths and opportunities for developing a common training program in four different subject.

Keywords: Cultural heritage management, educational innovation, dissemination of heritage, heritage education.

## **1 INTRODUCTION**

The Master's degree in Cultural Heritage: Research and Management, Department of Historical Studies and Theory of Arts, University of the Balearic Islands, has a load of 120 ECTS credits to a course in four semesters (two years), three of which are the latest teaching and practice in an external institution and a final essay.

Has been conducted since the 2007-2008 academic year, with an average of 25-30 students per class. Their predominant profile are graduated in History and Art History are other degrees of Archaeology, Communication Studies, Architecture and Fine Arts, and Diploma in Tourism,

exceptionally (and on the basis of the grounds argued in tutoring fees) has been incorporated some degree in other disciplines such as economics, who wish to pursue a PhD in an area of knowledge related to the master. The students come mostly from the university (University of the Balearic Islands), University of Barcelona, Autonomous University of Barcelona, University of Valencia, etc., And recently, through a double degree agreement, the Russian University of Friendship of Peoples (Moscow).

The Master is the two-doctoral training program administered by the Department: History and Art History. It also meets a specialized academic profile and other professional, so its design influenced the load in ECTS credits (20) of the external practices, signing agreements with more than thirty institutions and cultural industries of the Islands.

This need to connect to the work environment led to a goal of teaching innovation project directly involve local institutions. As will be seen, the type of activity and proposal chosen lead us to invite to participate to the Museum of History of Manacor (Mallorca)<sup>1</sup>.

After the experience of two years, a team composed of four professors of the Master, responsible for two compulsory and two electives subjects from the first year, considered a reflection on relevant dynamics and student learning by developing of a teaching innovation project consisted in the implementation of a series of joint activities do not face external to be made by a small group of pupils, aimed at ensuring the achievement of part of the overall objectives of the Master<sup>2</sup>. It served for the different variables that characterize the title variety of subjects (23) included in the curriculum, with three priority work (artistic, documentary and archaeological), predominance of electives (19) on compulsory (4); care attendance on the compulsory subjects for enrolled heterogeneous training, specific skills in each subject varied, and overall objectives of the Master.

The ultimate intention is understanding this particular experience as the basis for a comprehensive coordination of all the subjects of the master.

The proposal was submitted to the Call for project grants for innovation and improvement of educational quality (academic year 2008-2009) organized by the University of the Balearic Islands, and was carried out in the second semester of 2008-2009. Their conclusions have been drawn up in January and February 2010.

## **2 WORKING PROCESS**

### **2.1 Objectives and coordination skills, methodologies and assessment tools.**

The project has as main purpose the convergence of interests and objectives of four subjects taught in the Master taking as a link an issue of common benefit. Thus, the four researchers who make up the science team have opted to choose a specific area of work that engages both the subjects and their students. To streamline and make the initiative viable decided to create a small group of four students enrolled in the four subjects<sup>3</sup>.

On the other hand, one of the fundamental objectives of the Project -to be placed online through a web page- had to be reconsidered and finally abandoned because of insufficient financial allocation granted. We also put aside the holding of meetings with outside experts because we could not afford their staying in the island. 's budget has allowed for other travel expenses of students from the university to external institution co-participant. The budget itself has allowed for travel expenses of

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<sup>1</sup> Teachers and students who have participated in the project are grateful for the kindness and cooperation of Magdalena Salas Burguera, director of the Museum of History of Manacor. Without their technical contributions and their commitment has not been able to carry out this educational experience.

<sup>2</sup>

See

[http://www.uib.es/ca/infosobre/serveis/generals/postgrau/cep\\_doc/doc/descriptors/POP\\_master\\_patrimoni\\_0910\\_cat.html](http://www.uib.es/ca/infosobre/serveis/generals/postgrau/cep_doc/doc/descriptors/POP_master_patrimoni_0910_cat.html)).

<sup>3</sup> The students selected were: Laura Cifo Planisi, Jaume Deyà Miró, José Martínez Morcillo and Antonia Martínez Ortega, all of them degree in History and Art History. We appreciate all their commitment, contributions and suggestions.

students from the university to external institution co-participant.

The four subjects involved are: Tourism and Cultural Heritage (compulsory), Management of Archaeological Heritage (compulsory), Photographic Heritage: history, documentation, dissemination (optional) and Plans for disclosure of Heritage (optional). The four subjects are developed during the first-year and the second semester.

The general objectives of the project were:

- a) Developing strategies to align teaching, structure and power between the different subjects that have an influence on specific common skills and cross the Master.
- b) Developing protocols to enhance the intense and continuous use of ICT as teaching tools.
- c) Developing protocols for the harmonization of activities undertaken by students outside the classroom (visits, practices, attending conferences, etc.).
- d) Establishing outreach spaces for activities and proposals of the teachers teaching and students' work and activities.
- e) Precisely because of the lack of funds was decided to discard the points b and d, and work and c.
- f) The specific objectives were:
- g) Establishing protocols for coordinating teachers of common skills specific to the different subjects involved in the proposal.
- h) Coordinating the various teaching strategies that take place in the Master (classes, small group tutorials and individual practices, outputs, *campus extens*,<sup>4</sup> work, etc..) to plan and to bring the students' workload.
- i) Rethinking the small group activities.
- j) Developing strategies for international teaching collaboration skills to work cross subjects of the degree.
- k) Developing strategies for dissemination of teaching and research work done by teachers and students using web technologies (ICTs).
- l) To coordinate, plan and disseminate other types of outside activities (attendance at seminars and lectures, participation in archaeological excavations). Again due to budget targets, objectives e and f were discarded. For its solution was analyzed for aspects of the four selected subjects:

1. Coordination of their specific skills.
2. List of common skills with the objectives of the Master
3. Methodological coordination of their activities and practices.
4. Coordination of their criteria and assessment instruments.

The result of the analysis was:

1. Generic competencies common to all four subjects:
  - Ability to apply theoretical knowledge to practice.
  - Ability to analyze, relate, interpret and synthesize information.
  - Ability to develop projects and activities.
  - Ability to use and apply new tools and technologies.

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<sup>4</sup> *Campus Extens* project is developed at the Universitat de les Illes Balears is a form of flexible and distance education supported by the network. See IBÁÑEZ SALINAS, Jesus, "Mixed Models and distance university education: Campus Extens (<http://www.ucm.es/info/multidoc/multidoc/revista/cuad6-7/salinas.htm>).

- Ability to design management activities and cultural diffusion.
- Ability to transmit the acquired knowledge.

## 2. Specific skills related to the four subjects

- Knowledge of basic concepts / expertise on cultural heritage and its variants.
- Ability to develop management proposals for the conservation, protection, research and educational development of heritage tourist.
- Ability to synthesize a complex subject (of an economic nature) into something informative.

## 3. Common competencies related to the objectives of the Master:

- To train specialists in the framework of integrated conservation of cultural heritage.
- To deepen the understanding and study of cultural heritage.
- Analyze and understand the relationship between cultural heritage and local development.

## 4. Matching methodological and practical activities of the four subjects:

- Preparation of projects.
- Exhibition of projects.
- Debate from selected readings.
- Departures. Outpatient visits.

## 5. Matching criteria and assessment instruments of the four subjects:

### 5.1. Criteria:

- Knowledge of the subject (30%).
- Ability to analysis, interpretation and presentation of hypotheses (50%).
- Ability to transmit the acquired knowledge (20%).

### 5.2. Instruments:

- Review-discussion of required readings (in person / on line).
- Preparation for small group work (GP): development of a project.
- Delivery / exhibition / oral defense of work.
- Active participation in class and at the exits.

From the analysis of all elements involved we proceeded to design a specific policy framework. After several meetings, it was synthesized the selection of a specific topic of study that students should develop that should be liable to be assessed in relation to the objectives of the master and the expertise, methodology and evaluation criteria for different subjects.

## **2.2 Methodology and development**

Once the objectives, skills, teaching methodology and evaluation criteria were synthesized and confronted we proceeded to get the involvement of students and choose a project implemented and evaluated in these subjects.

The four students were selected from the total enrollment of first year Master (academic year 2008-2009) by studying their merits and interests and giving priority to those which also converge the

powers of the four subjects involved. Thus, through the students and the theme was intended to create a complex reality of teaching in which we could overlap the objectives pursued by the faculty and the interests of the students.

To promote dissemination of knowledge and improve contacts with external institutions we proposed the participation and involvement of the Museum of History of Manacor (Mallorca), as a profitable part for the proposed work. In this way, it was made known to the institution or professional use of the Master and we facilitated to the students a possible contact with a future framework.

We chose to focus the proposal on a draft asset management unit. Specifically, the theme chosen was The Early Christian churches of Mallorca. The choice was due to several reasons. First, because it is a subject of interest to both historians and art historians and archaeologists, the profiles that, as has been said, are integrated most students of the master; second, because it is an attractive subject for the four subjects participating in the project, plus applicable; thirdly, because it allows to involve a foreign institution that can provide documentation and advice while the primary beneficiary will be.

Of all known churches, it was decided to limit the scope of the project to two, the basilica of Son Peretó (Manacor) and the Baptistery of sa Carrotja (Porto Cristo). It was a simple reason: the patrimonial values needed are two action plans in hand given the dissemination and tourism, as well as archaeological studies perspectives, historical, artistic, museum and documentation. Thus, the structure of work could be integrated into Manacor History Museum, which houses most of the parts removed from the basilica of Son Peretó and has a remarkable photographic heritage that was initially going to show that site interventions since the nineteenth century.

The development of the bill passed by the convergence of interests. Subjects Tourism and cultural heritage and heritage outreach plans had a common objective study of the adequacy of the archaeological sites mentioned for tourist development, which naturally included the disclosure at different scales and levels of knowledge of the facts surrounding both assets. The objectives of both subjects were unattainable without the active participation of the other two through research through the oldest photographic sources and management of archaeological sites themselves. Therefore, in the Heritage photographic subject proceeded to catalog the background image of the Museum of History of Manacor and the Management of archaeological heritage is the diversity of practices systematized proposals as a whole were related to management skills specific assets, the archaeological.

Thus, the names of the work were:

- Developing a comprehensive project asset management Baptistery sa Carrotja (Porto Cristo, Mallorca).
- Preparation of two-visit teaching guides for students in first and second cycle of primary education: Museum of Manacor and Son site Peretó (Manacor).
- Cataloging the collection of photographs of the archaeological campaigns conducted at the site of Son Peretó (Manacor).
- Conceptual synthesis of previous work. Reflection on the problems of economic character appeared in the production of work.

Were prerequisites:

- The production team (with one or two responsible for activity).
- The presence of teachers through coaching of monitoring and control, problem-posing and technical and scientific advice.
- The direct involvement of foreign institution (accepting and facilitating their incorporation documentation, material and practical experience).

Once the work is made individually assessed in each subject. At the end of the process students were asked to reply to a satisfaction survey that would confront the perception of the teacher and student. The same applied to the external institution. It also gave the institution the activities so they could study and apply if they consider optimal and feasible.

With the intention to present schematically the result of the project, it was decided to use the method of SWOT analysis (SWOT: Strengths, Weaknesses, Opportunities, Threats, Weaknesses, Threats, Strengths and Opportunities) to give it more dynamism and understanding.

## 2.3 Basic problem

He has worked with the same asset type characterized by very different situations for the conservation of archaeological remains. This required: common theoretical approach, definition of various museum and adaptation strategies, adapting them to the concrete reality of each set of assets.

- Variety of activities around two economic units, which has involved the combination of strategies range from the analysis of the archaeological to the processing and cataloging of photographic heritage and dissemination strategies and teaching protocols and the adequacy of archaeological heritage .

- Load teaching, research and management of teachers involved, making it difficult to face meetings systematic.

Time-Limited availability of the students involved, he was forced to combine compulsory attendance at classes, preparation of courses, development of occupations, team meetings, coordination with faculty, coordination with the institution and movement to it.

- Need for greater commitment to the coordination of both parties: teachers and students.

## 3 CONCLUSIONS: SWOT PROTOCOL

### 3.1 SWOT of the subject Tourism and cultural heritage.

The proposal to the students was the realization of a project on the remains of the baptistry of sa Carrotja (Porto Cristo, Mallorca). Its lamentable condition several issues:

- Raising an archaeological excavation.
- Ask a museum-intervention
- Designing the installation of a future museum of sa Carrotja.
- Prime on the same aspects that favor the tourist visit and debris.
- Create a plan of dissemination of the site.

#### STRENGTHS:

Taken as the primary basis the attractiveness of the project remains, an important, semi-abandoned on a street Portocristo. The project work of archaeological excavation and museum revealed exciting and good prospects were offered an incentive to project a number of different possibilities musealization the same, facing his holding key cultural tourism.

#### WEAKNESSES:

Were based on such aspects of intellectual capacity and knowledge gaps. The time of construction of the building is unknown in the history of the Balearic Islands and, therefore, raised many difficulties in understanding the site itself for both the students and for further dissemination to a mass-media age.

#### OPPORTUNITIES:

The work became a desirable first step to a more substantial project that allowed several further action:

- Continue to work on it and expose a paper or poster in the next Congress Musealisation archaeological sites (which celebrated its fifth anniversary in Cartagena in 2008).
- Once past the level of research and development, presenting the project to relevant authorities (Consell de Mallorca Ajuntament de Manacor) in order to raise questions about the possibility of carrying it out. This point also entail the introduction of students in a professional work environment in relation to the overall objectives of the Master.
- Create a series of guides on the site, reporting the research, in which different viewpoints prevail: from the most basic to the teaching guide for schools and colleges or small book dedicated professionals.

#### THREATS:

Branched in two ways, first in the ever-dreaded lack of real collaboration between the four students who made up the working group, taking a greater interest in each other. From the perspective of content, threats focused on the possibility of emptying the project of intellectual importance for the history of Mallorca and the Balearic Islands, being in a museum installation simple without too much cultural value beyond its simple use in tourism.

### **3.2 SWOT of the subject *Heritage outreach plans.***

The primary objective of this work was the design of two tutorials for students of first and second cycle of primary education to serve as a means of informing children of school age, the Museum of History of Manacor and Son site Peretó, instilling and aware of the importance and value of heritage in general. In the process of "patrimonial" education plays a fundamental role. When this education is conscious, structured, planned and reflexive, to intervene positively in patrimonial processes from a scientific perspective and professional. Heritage-centered learning as well as awareness develops, among other things, comparative and critical methods, enables them to communicate ideas through the creation, encourages creativity and education for cultural diversity, tolerance and respect.

#### STRENGTHS:

- Easy and convenient access to heritage values reason for the study, allowing to know in situ the functioning of an institution of this kind.
- Ability to work as a team, allowing the division and allocation of tasks and roles.
- Opportunity to work the same topic from different perspectives and disciplines.
- Need to foster imagination and creativity, key strategies to make heritage accessible and understandable to the public.

#### WEAKNESSES:

- Difficulty to synchronize the schedules of different members of the student group and between them and the group of teachers.
- Lack of organization and group communication.

#### OPPORTUNITIES:

- To acquire skills and experience to work in the future in an interdisciplinary team or a company or institution dedicated to cultural heritage management.
- Introduce the "heritage education" emerging discipline with a bright future.

#### THREATS:

- Lack of funding to disseminate and implement the result of the work, which would materialize in the publication of educational guides and in subsequent school visits to the Museum of History of Manacor and Son Peretó site.

### **3.3 SWOT of the subject *Photographic Heritage: history, documentation, dissemination.***

Course work should consist initially of the photographic documentation of the Museum of History of Manacor. Following the working sessions with the institution, at its request, limiting the issue was agreed and only the photographic catalog of the various campaigns preserved archaeological site of Son Peretó. The change is not possible to reach all the powers of the subject but also served to familiarize the students with a specific material (analog and digital images) and the usual method of managing a collection of photographs.

The process started with the control of the portfolio: type, amount, technique, condition, approximate dating generic problem. Parallel students of literature available on the photo management and cataloging guidelines (see web, document descriptor of the subject). Then the group developed a catalog card, as a computerized database as the application that was reviewed, amended and agreed by the teacher, museum director and the students themselves, so a product that was made consistent Standard Management with a photographic background while useful for managing archaeological museum. That is, the database (card catalog) was adapted to the specific needs of the institution in relation to the archaeological field. The result, in the form of computerized database, was delivered to the museum so he could give the use and application to consider.

Proposed work prevailed over all its practical and useful, adapting the standard management for a specific application: the photographic collection of archaeological campaigns San Peretó. The result was the manufacture of a niche product in a heritage area (photographic heritage) appropriate to the specific needs of the Museum and likely to integrate new images for future archaeological campaigns.

#### STRENGTHS:

- Basic knowledge of photographic documentation.
- Skill in computer management and database design.
- Learn first hand the problems of the management of photographic collections.
- To know the daily reality of public museums of the island
- Learn to identify how they are documented archaeological campaigns.

#### WEAKNESSES:

- Unable to work with the diversity of techniques and media characteristic of the photographic heritage by focusing on a specific type: flexible 35 mm negative. and digital images.
- Encourage individual work on the group, since students did not encourage reflection on how to design the card catalog, distributed a priori to different tasks.

#### OPPORTUNITIES:

- Extend this particular work the entire photographic archive of the museum.
  - Providing the topic and the method to other public and private institutions that have preserved images.
  - Disseminate the archaeological campaigns through the Museum website.
  - Check the bottom publicly through the Museum website.
- hat involved holding a job for the theory.

#### THREATS:

- Presenting work holistically, designing a catalog card valid for any file photograph of the museum, not just those related to the archaeological campaigns.

### **3.4 SWOT of the subject Archaeological heritage management.**

Unlike the other three, because of the cross-cutting character of the subject *Archaeological heritage management* in relation to the chosen theme, we chose a different strategy that involved holding a job for the theory.

We chose to work in a cross on methodological issues and reflection of the problems that exist in the methodological design and implementation of each of the projects presented in the other subjects. This is getting two goals: first that the students became aware of the need for a global strategy for



action on a set of assets, regardless of the specific and limited development of specific projects in the papers in each subject and, secondly hand, students were forced to a continuous process of reflection and feedback throughout the design and execution of work, beyond the specific purpose of writing them. Many of discussions at the level of cross-conceptualization of how to act in the joint property were not reflected in the specific works, but it possible lines of thought about the possibilities of socialization that a group could present the archaeological heritage. In that sense, we will work on theoretical and methodological aspects of general and cross, and the need to realize these aspects with the specific development of each project.

The result of the experience gained throughout this process can draw some conclusions presented in the following SWOT analysis.

#### STRENGTHS:

One of the great strengths of the project presented was the possibility that some of the work could become concrete and implementable projects. This aspect especially motivated students he was no longer see work as an exercise to go to view it as a specific project to be executed.

The richness and variety of the two sets property on which they worked allowed a diversity of approaches and approaches both conceptually and from the opportunities to develop specific strategies.

The fact that both sets property is related to a museum that coordinated and which could provide alternative discourses to those offered in the joint property, allowed a variety of strategies as well as a display of individual institutions and necessary to act in them.

#### WEAKNESSES:

- The difficulty for the students involved the combination of specific tasks related to the specific development of each job with a theoretical, methodological and conceptual global strategy to implement the integrated management of a set of assets.

- Problems of theoretical, methodological and heritage, embodied in three levels: the different possibilities to design comprehensive project asset management, specific strategies to develop specific actions and a limited knowledge of the historical, the functional and stylistic joint property upon which they acted.

- Severe limitations by the student in the time available and the workload necessary result of the high planning effort that involves the proper monitoring of each course of the Master.

- A lack of coordination among the students in each of the work, which resulted in the lack of an overview and cross-cutting intervention.

- Problems in the transmission of information and the development of activities to develop, both among the students who worked on this pilot project as between students and teachers and even among teachers themselves.

#### OPPORTUNITIES:

This pilot has been allowed to see the need for greater coordination among teachers, in the development of work and completion of required skills, and in the monitoring of each work. In this sense, this experience allows redesign strategies to address these deficiencies.

At the same time in valuing the importance of a balance between work approach and the burden of effort required by the student.

If both aspects are addressed such joint projects enable the development of many of the skills of each subject, creating synergies for collaboration and reflection that hardly can be achieved from specific points from each of the subjects separately.

## THREATS:

Looking to the future is to work hard to adjust the stress loads associated with each job and hours ECTS for its implementation. In this sense, a work not clearly dimensioned on each of its sections creates a threat that was just too much concrete in a generic work without going into essentials that would allow developing the powers provided for each subject and for the entire Master

Together with the earlier threat, the development of day to day project has generated some group dynamics where some of the students taking the initiative while others remained in the background. This same dynamic of work has made many efforts to invest in specific parts of neglecting the work elsewhere, which led to unbalanced work and approaches.

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