

Heritage Education as a tool for the development of significant learning.

The Castle of Miravet and the Community of Practice Heritage and School



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Heritage Education aims and objectives of the Area of Monuments and Sites (ACdPC)

- To overcome the model of teaching transmitter.
- To improve activities pedagogical methodologies
- To integrate the different competences and educational capacities that are exposed in the Competitive Guidance Model, developed by the Department of Education of Generalitat de Catalunya (Catalan Government).
- To motivate students to participate actively and autonomously to the activities generating curiosity in them.
- To promote educational equity.
- Approach School-Museum: Community of Practice Heritage and School.

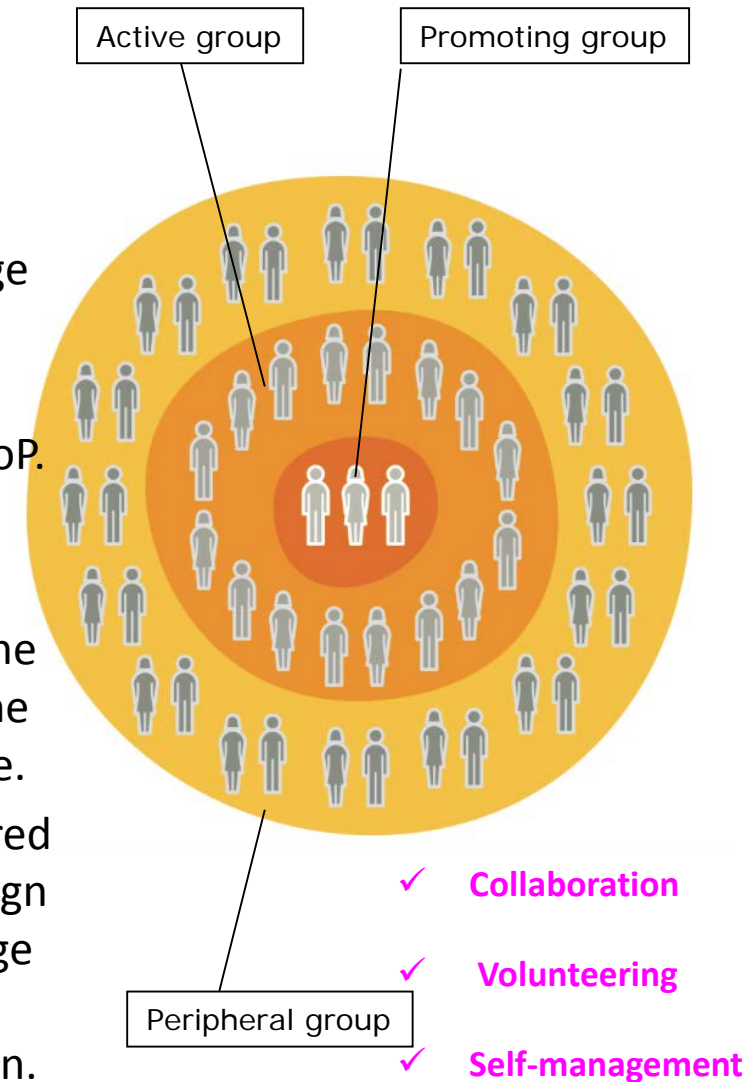
Communities of Practice (CoP)

- Group of people constituted **voluntarily** with the objective of developing specialized knowledge, based on **cooperation** and **collaboration** sharing experiences, information and knowledge, in a structured and time-limited way.
- Result: **shared knowledge** in a publication or document that can be applied to the daily practice of the group involved.
- The community works on **common shortages** that are posed at work.
- It has objectives, methodology and deadline set by the active members.
- It uses interactive digital platforms and face-to-face meetings.



CoP Community of Practice: Heritage and School

- **Promoting group:** ACdPC.
- **Active group:** 21 people between teachers and professionals of museums education and heritage facilities
- **Peripheral group:** the entire educational community that will benefit from the work of CoP.
- **Duration:** January 2017 - July 2018.
- **Methodology:** face-to-face monthly meetings of the active group to share and to collaborate in the work done by the different groups, and an on-line follow-up platform e-Catalunya and Google Drive.
- **Outcome (knowledge product):** Creation of shared indicators (museum-educational centers) to design and evaluate the educational activities of heritage institutions within the criteria of the Competent Guidance Model, of the Department of Education.



Study Case: Castle of Miravet



Educational program of the Castle of Miravet

- As an outcome after the discussion and collaboration between the museum and school: CoP Heritage and School.
- Application of the competent indicators worked together.
- Educational activities that seek, through active and cooperative methodologies, to achieve creative and critical capacities in the students:
 - The capacity to formulate new problems instead of relying on others,
 - The capacity to focus attention and to concentrate on the achievement of a goal
 - The capacity to recognize that learning is an incremental process that involves the commission of errors
 - The capacity to transfer what is learned from one context to another

Educational program:

- Discover the Castle of Miravet through the senses (early childhood education).
- We explore the Castle of Miravet (secondary school education).
- Looks on Miravet (secondary school education).

Castell de Miravet – Education Program (based on competences)

Discover the Castle of Miravet through the senses

Early childhood education



Castell de Miravet – Education Program

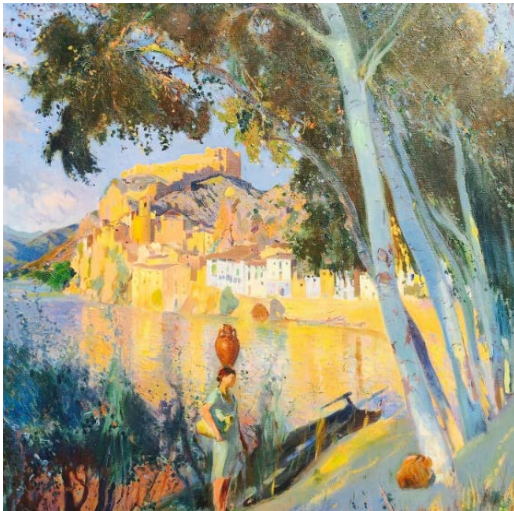
We explore the Castle of Miravet

Primary Education



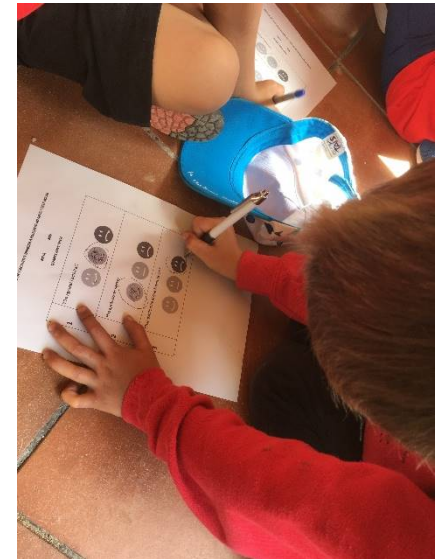
Castell de Miravet – Education Program

Looks at Miravet Secondary School



Conclusions pedagogical model

- Competence learning as an invisible pedagogy based on the transversality of knowledge.
- Children as an active subject of learning (educational equity).
- Horizontality versus verticality: collaborative learning and teamwork for a culture of peace.
- Flexible time and space.
- Educators: reflective facilitators.
- Organised work for projects.
- Activation of the sensory capacities (sight, hearing, sensitivity, etc.) and logic-educative capacities (observation, essay, error, conclusions, etc.)



To continue thinking and discussing

- Can heritage be an innovation engine for schools?
- How do we build a relationship that exceeds the relationship between heritage and school based on the consumption of educational activities?
- What are the main learning styles of the school and the 21st century heritage?
- And how can we contribute equity equipment with educational equity? Can we do something beyond ensuring accessibility to all audiences?

Thank you!

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