Title of the course	**Cultural Heritage Education**
Description	Cultural knowledge includes an awareness of local, national and European cultural heritage. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. Heritage Education -in formal and non-formal contexts- is necessary to get the knowledge of major cultural works, including popular contemporary culture.
Learning outcomes	The students will be able to: • Know and understand the concept of heritage as an identity link of a culture. • Develop strategies and teaching methodologies in the field of heritage education. • Use creativity to design projects aimed at teaching heritage in different educational contexts.
Contents	1. Teaching/learning models into the Knowledge of major cultural Works and contemporary culture. 2. Educational Estrategies to preserve cultural heritage. 3. Strategies intended to promote creative expression of ideas, experiences and emotions in a range of media and the visual arts. 4. Programmes and training actions focusing on the acquisition of concepts, techniques and attitudes connected with Cultural Heritage, its conservation and social function. 5. Research into heritage education and innovation in Heritage Didactics. 6. Innovation in resources and tools for the interpretation of Heritage. Research into evaluation models. 7. National Education and Heritage Plan: an instrument for the administration of cultural assets.
Methodology	▪ Works in small groups, public debates and discussions. ▪ Individual works of project designs related to heritage education. ▪ Relating different educational areas related to cultural heritage. ▪ Use of visual arts such as photography, audiovisual, printmaking, painting, performance and others, to carry out the work.
Evaluation	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
Bibliography	Estepa, J.; Ávila, R. M. & Ferreras, M. (2008). Primary and secondary teachers' conceptions about heritage and heritage education: A

comparative analysis. *Teaching and Teacher Education*, 24, 8, 2095-2107.

Kuutma, K. (2012). Between Arbitration and Engineering: Concepts and Contingencies in the Shaping of Heritage Regimes. En R. F. Bendix, A. Eggert, y A. Peselmann (Eds.), *Heritage Regimes and the State* (pp. 21-36). Göttingen: Universitätsverlag Göttingen.

Lähdesmäki, T. (2016). Politics of tangibility, intangibility, and place in the making of a European cultural heritage in EU heritage policy. *International Journal of Heritage Studies*, 22 (10), 766-780, DOI: 10.1080/13527258.2016.1212386

Larouche, M. C. (2016). Using museum resources and mobile technologies to develop teens' historical thinking formative evaluation of an innovative educational set-up. In V. Gosselin and P. Livinsgtone (Eds.), *Museum and the past. Contructing historical conciousness*, (122-141). Vancouver-Toronto: UBC Press.

Munjeri, D. (2004). Tangible and Intangible Heritage: From Difference to Convergence. *Museum International*, 56 (1–2), 12–20.