Universitat de Lleida

DEGREE CURRICULUM

LEARNING TO TEACH THROUGH HERITAGE AND MUSEUMS

Coordination: LLONCH MOLINA, NAYRA

Academic year 2020-21

Subject's general information

Subject name	LEARNING TO TEACH THROUGH HERITAGE AND MUSEUMS
Code	100856
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology

Degree	Course	Character	Modality
Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups

Activity type	PRAULA	TEORIA
Number of credits	1.8	4.2
Number of groups	1	1

Coordination	LLONCH MOLINA, NAYRA
Department	SPECIAL DIDACTICS
Teaching load distribution between lectures and independent student work	60 hours in-person class (in the current circumstances it is expected that the optional subjects will be virtual) 90 hours of independent student work
Important information on data processing	Consult this link for more information.
Language	Catalan
Distribution of credits	Nayra Llonch Molina 3 ECTS Verònica Parisi Moreno 3 ECTS

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LLONCH MOLINA, NAYRA	nayra.llonch@udl.cat	3	
PARISI MORENO, VERÓNICA	veronica.parisi@udl.cat	3	

Subject's extra information

UNDER NORMAL CIRCUMSTANCES, THE SUBJECT HAS ALWAYS HAD A PREVALENTLY PRACTICAL CHARACTER THAT HAS MADE IT DEVELOP TO A LARGE EXTENT OUTSIDE THE CLASSROOM; SO THAT LEARNING EXITS TO HERITAGE SPACES WERE A FUNDAMENTAL PART.

IN THE COURSE 2020-21, ATTENDING THE MEASURES THAT THE FEPTS HAS TAKEN DERIVED FROM THE CIRCUMSTANCES OF THE SITUATION CREATED BY THE 2019-2020 CORONAVIRUS DISEASE PANDEMIC, THE SUBJECT WILL DEVELOP IN A VIRTUAL WAY. THIS DOES NOT PREVENT US FROM TRYING TO PRIORITIZE ITS PRACTICAL CHARACTER, AS IT ALSO DOESN'T PREVENT THAT, WHEREVER IT IS POSSIBLE AND EXTREMING PRECAUTIONS, LEARNING VISITS WILL BE CARRIED OUT.

Learning objectives

1. To approach the concepts of museum, cultural and natural heritage and heritage education / heritage teaching.

2. To analyze and reflect on the importance of museums and heritage presentation spaces as educational resources for infant and / or primary education and the discipline of heritage education.

3. to establish connections between the infant and / or primary education curriculum and the potentialities of developing content and competencies through object didactics and heritage education.

4. To understand the importance of heritage (and specifically of objectual heritage) as a primary source of the past.

5. To approach the knowledge of the past through the remains of other times.

6. To understand the connections between past and present to promote a rigorous knowledge of the natural, social and cultural environment.

7. To understand that knowledge and valuation of heritage from an early age is possible and favors behaviors of respect and conservation towards heritage when becoming adults.

8. To know the didactic resources for infant and / or primary education offered by some heritage spaces both locally, nationally and internationally.

9. To learn to make proposals and didactic materials for the creation and revitalization of a school museum, linked to the infant and / or primary curriculum.

10. To design and execute a virtual school museum project.

Competences

Specific competences of the degree:

- Knowing the curricular areas of Infant and / or Primary Education, the interdisciplinary relationship between them,

the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.

- Designing, planning and evaluating teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.
- Designing and regulating learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights that conform the values of citizen training.
- Collaborating with the different sectors of the educational community and the social environment. Assuming the educational dimension of the teaching function and promote democratic education for active citizenship.
- Maintaining a critical and autonomous relationship with respect to knowledge, values and public and private social institutions.
- Reflecting on classroom practices to innovate and improve teaching. Acquiring habits and skills for autonomous and cooperative learning and promote it among students.
- Knowing and applying information and communication technologies in classrooms. Selectively discerning audiovisual information that contributes to learning, civic training and cultural wealth. Understanding the role, possibilities and limits of education in today's society and the fundamental competencies that affect primary schools and their professionals. Knowing models of quality improvement with application to educational centers, promoting continuity between the educational cycles and stages of the school environment and other socio-educational, family and community contexts, paying special attention to the characteristics of the rural environment.

General competences of the degree:

- Expressing themselves correctly orally and in writing.
- Mastering information and communication technologies (ICT).
- Respecting the fundamental rights of equality between men and women, promoting human rights and the values proper to a culture of peace and democratic values.
- Communicating with different educational agents effectively in different educational settings: in the classroom, with the teaching team and with the educational community.
- Managing adequate information for the development of the functions of the profession. Knowing how to understand and understand the changing social reality that their educational work develops. Recognizing changes in society and know how to evolve with them. Knowing how to change.
- Assuming the commitment of personal and professional development with oneself and the community. Adapting the learning proposals to the most significant cultural developments.

Subject contents

This content index is indicative and does not correspond to closed topics, since it will try to adapt to the course conditions and developement:

- Heritage: connections between the past, present and future
- Museums: much more than containers of objects
- Objects and their educational potential: object-based learning, didactic suitcases and school museums
- Beyond the museum: other heritage presentation spaces
- Heritage didactics and heritage education
- Heritage, museums and school: connections between the Infant and / or Primary Education curriculum and heritage spaces
- The school goes to heritage and museums: Teaching resources of museums and heritage spaces
  - Resources for teaching prehistoric heritage: the Board of Directors of Sant Llorenç de Montgai
  - Natural heritage educational resources: the Blue Museum and its Science Nest
  - Examples of urban heritage teaching resources: Born Center for Culture and Memory
  - Educational resources of the scientific-technical heritage: Maritime Museum of Barcelona
  - Resources to bring students closer to Roman heritage: Roman Villa of Els Munts, Altafulla and the MNAT
- Heritage and museums enter the school: school museums
- Educator and community museum: the example of the Lleida Museum

Methodology

As mentioned, at the closing date of this teaching guide, the optional subjects of the Primary Education Degree and the

Double Degree in Infant and Primary Education will be develloped virtually. For this reason, when referring to oral presentations and presentations, expert seminars, workshops, etc. it should be understood that it will be done using both synchronous and asynchronous virtual teaching tools.

- *Flipped classroom*
- Oral exposition of the teaching staff
- Expert Seminars
- Workshop seminars
- Practical classes
- Visits to museums and cultural facilities
- Readings and reflection on them
- Individual work
- Group and collaborative work
- Discussion spaces
- Tutories
- Oral presentations
- Presentations supported by new technologies
- Learning activities

Development plan

The course will unfold as follows:

Weeks 1-5 sessions and work related to the introduction to the subject and the contents Heritage: connections between the past, the present and the future, The didactics of heritage and heritage education, Museums: much more than containers of objects, Beyond the museum: other spaces for the presentation of heritage and the educational resources of museums and heritage spaces.

Weeks 6-8 sessions and work related to the contents Heritage, museums and school: connections between the Early Childhood and / or Primary Education curriculum and the spaces for the presentation of heritage, The school goes to heritage and museums and Heritage and museums They enter the school: the school museums.

Weeks 9-15 sessions and work related to the development of the subject project **(the project will begin to develop around week 5)**. This is expected to be a teaching **innovation and improvement project that will lead to the creation of a collaborative Virtual School Museum to document the experiences derived from the 2019-2020 coronavirus disease pandemic.**

The exits to heritage spaces (weeks 3-8 aproximately) will be carried out depending on the development of the circumstances surrounding the situation derived from the pandemic of covid disease19:

- Noguera Learning Camp (Sant Llorenç de Montgai)
- El Born Cultural Center (Barcelona)
- Museu Blau - Natural History Museum (Barcelona)
- Museu Marítim de Barcelona
- Els Munts, MNAT (Altafulla)

Evaluation

The evaluation of the subject will be carried out from 4/5 evidences. Despite the virtual nature of the subject with respect to the 2020-21 academic year, the involvement of students throughout the course of the course will be taken into account.

Continuous assessment *

Individual evidence 40% - readings, campus activities, active participation in class, attendance at outings, follow-up tutorials... **It is important to bear in mind that it is not a single piece of evidence, but rather several pieces of evidence to be carried out or collected throughout, above all, the first half of the course (weeks 1 to 8 approximately) and none of them represents a weight equal to or greater than 30% of the global qualification.**

Evidence linked to the group project 50% - individual 10% (approx.) - 4 evidences linked to the project to create a Virtual School Museum, one of which will be INDIVIDUAL and will consist of evaluating the individual involvement of students in the group project

THEREFORE,

50% INDIVIDUAL WORK EVALUATION

50% GROUP WORK EVALUATION

Alternative assessment **

4/5 evidences all of individual character

* To pass the subject the average of the individual evidence must be equal to or greater than 5 out of 10.

** To pass the subject the average of the evidence must be equal to or greater than 5 out of 10.

Bibliography

It is an orientative bibliography. More information resources will be provided throughout the course and students are expected to search for them on their own.

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