

## Teaching with Historic Sites: Heritage Education

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### ABSTRACT

The tourism sector in the world is gradually changing and most of the changes in this direction affect the field of landscape development and especially cultural heritage education. This situation has increased the interest in projects in the field of cultural heritage education and projects in the field of tourism in the historical process in the context of being a sustainable society. In this article, literature research on teaching with historical places of heritage education was conducted. The application methods of heritage education are mentioned with examples. It is thought that the study will guide educators who will conduct research in this field in the future.

### INTRODUCTION

There is a need to develop interpretive programs of historical sites to provide more accurate and meaningful information to visitors. Living history museums such as Williamsburg, VA, and Greenfield Village, MI, offer non-traditional learning opportunities that allow visitors to bridge bridges with the culture that belonged to that era. In Hunterdon County, NJ, high school students communicate with residents in that country to make better sense of history (Hunter, 1993).

In this article, literature research on teaching with historical places of heritage education was conducted. The application methods of heritage education are mentioned with examples. It is thought that the study will guide educators who will conduct research in this field in the future.

### Literature

Inheritance is the heritage acquired from the past, lived today and will be passed on to future generations. However, cultural heritage; It is not only limited to monuments and object collections, but also consists of vivid expressions inherited from our ancestors such as verbal traditions, performing

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arts, social etiquette, rituals, festive activities, knowledge and practices related to nature and the universe, and knowledge and techniques associated with traditional crafts (UNESCO, <https://en.unesco.org/fieldoffice/santiago/cultura/patrimonio>)

In recent decades, research has been carried out at European level, deepening the debate on cultural heritage and the field of heritage education and providing various contributions (Borgia et al., 2019; Castiglioni, 2012; Bortolotti et al., 2008; Branchesi, 2007).

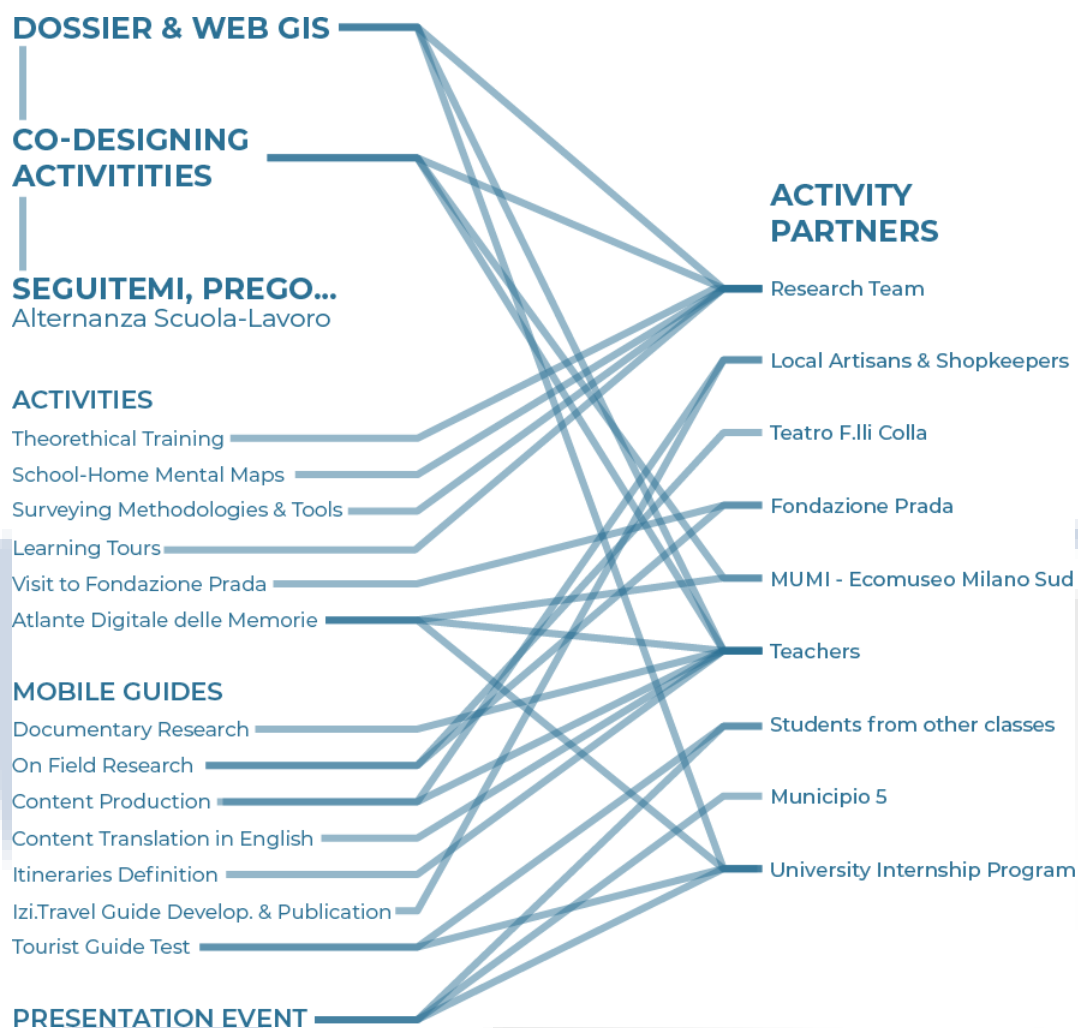
One of them is the Scuola Attiva Risorse (ScAR), a Politecnico di Milano interdisciplinary research project to activate school resources, which ended in 2021 (Bonfantini et al., 2019; Bertone et al., 2019; Casonato et al., 2021). In this project, schools and cultural heritage are recognized as focal points for supporting the region and its cultural integrity. Aims:

- To develop the local landscape as a resource for intergenerational and intercultural dialogue,
- To make sense of cultural heritage, citizenship and sense of belonging to the students;
- To provide schools with inclusive and innovative educational models in the field of cultural heritage;
- To support the effective and correct use of technologies in young students

Inheritance content is stored in the form of learning resources that form a comprehensive pool of heritage learning objects “(Mendoza-Garrido, Cabarcas-Álvarez, Puello-Beltran, Fabregat-Gesa, & Baldiris-Navarro, 2021) ”.

### **Mind Maps**

Active activities, courses aimed at arousing curiosity about cultural heritage research methods and processes 1. It is considered a stage. In Figure 1, there are stages to contribute to the students to have a clearer and deeper understanding of some dominant concepts such as cultural heritage, landscape, cultural tourism, topographic map, topo-logical map and participant map.



**Figure 1. Map of Seguitemi, prego...activity carried out by 22 high-school students. The scheme summarizes the designing process and the different actors involved**

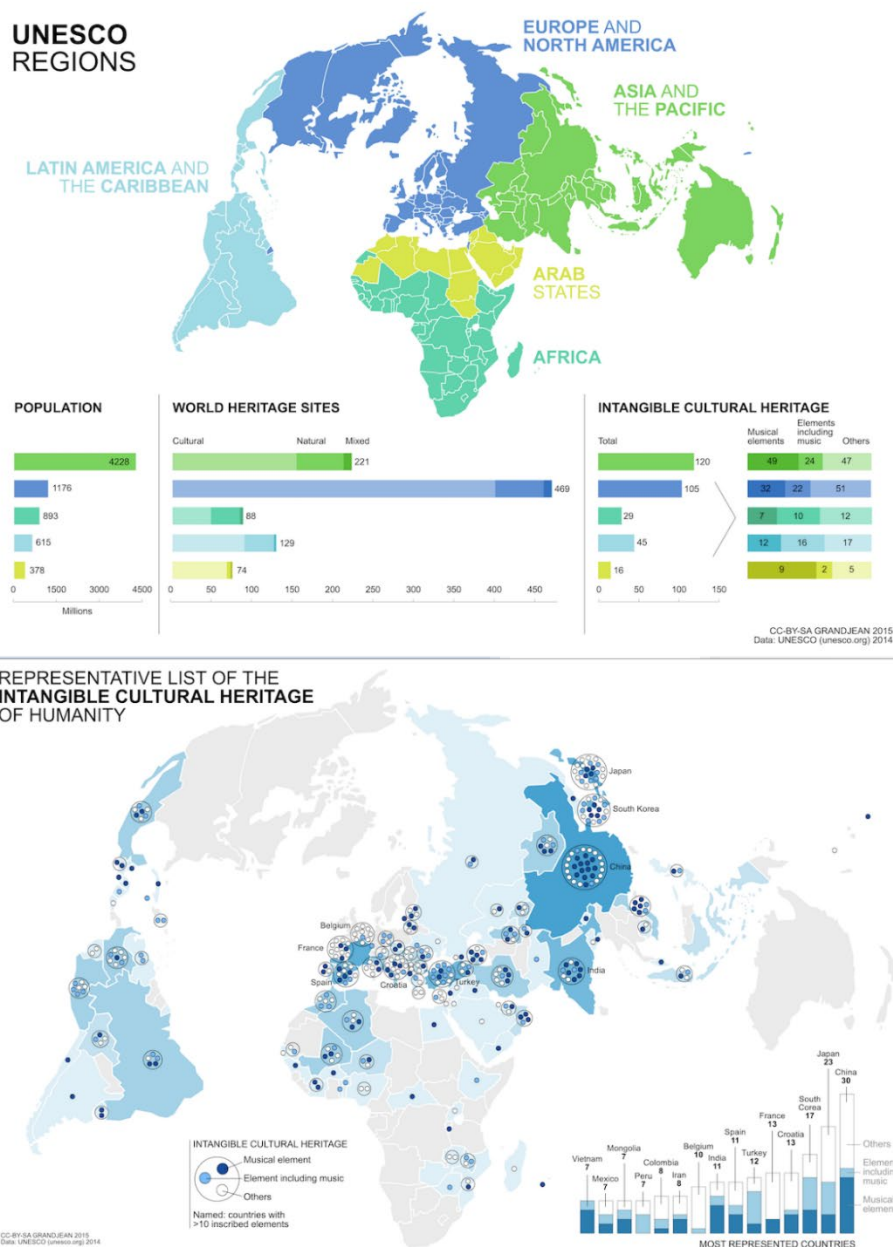
**Source:** Casonato, C., Vedoà, M. (2021).

### **Mapping of Cultural Heritage**

The concept called Established Heritage/Cultural Mapping is the mapping of the cultural values of the physical structure of a region.

In cultural mapping, the goal is to provide teachers with a practical guide to teach cultural mapping as a structure of their curriculum (HKICON).

In the regional distribution of World Heritage sites and intangible cultural heritage elements, Europe and North America are home to 48% of UNESCO-listed world heritage sites, while these regions make up only 16% of the world's population.

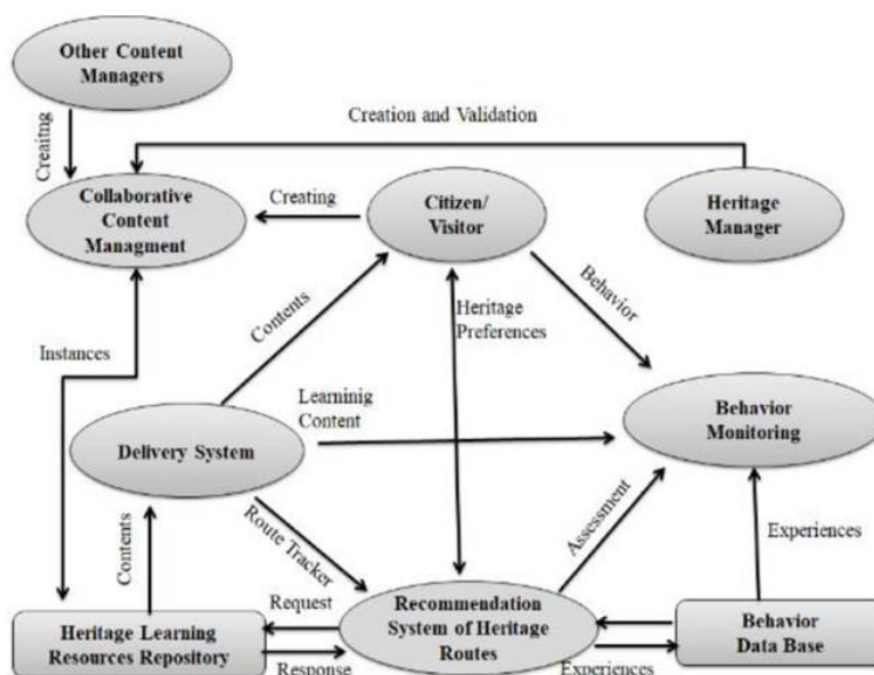


**Figure 2. Mapping UNESCO Cultural Heritage**

**Source:** UNESCO.ORG (data until 2014). <https://bifrostonline.org/mapping-unesco-cultural-heritage/>

It would be right to take advantage of augmented reality in mapping cultural heritage. Bacca et al. (2014) reviewed a systematic review of empirical research analyzing 30 artifacts. The study reveals the importance of AR's learning, motivation, interaction and collaboration.

Figure 3 shows that the Heritage Education framework is supported by AR.



**Figure 3. Heritage Education framework (AR Supported)**

**Source:** Mendoza-Garrido, Cabarcas-Álvarez, Puello-Beltran, Fabregat-Gesa, & Baldiris-Navarro (2021)

Therefore, it is seen that social heritage applications are made by taking advantage of advancing technology (Figure 4).

The stages are as follows: Application, login or registration process

The data of visitors to the application is collected during the registration process. After logging in, users have the option to create the main menu and interact with it: identifying and visualizing areas that need attention with the help of the geographic information system, personalized search through lists , uploading and evaluating content, and displaying heritage points with their content.

The development of Science and Technology, which continues to evolve significantly, developments in learning model innovations have also had an impact on cultural heritage.

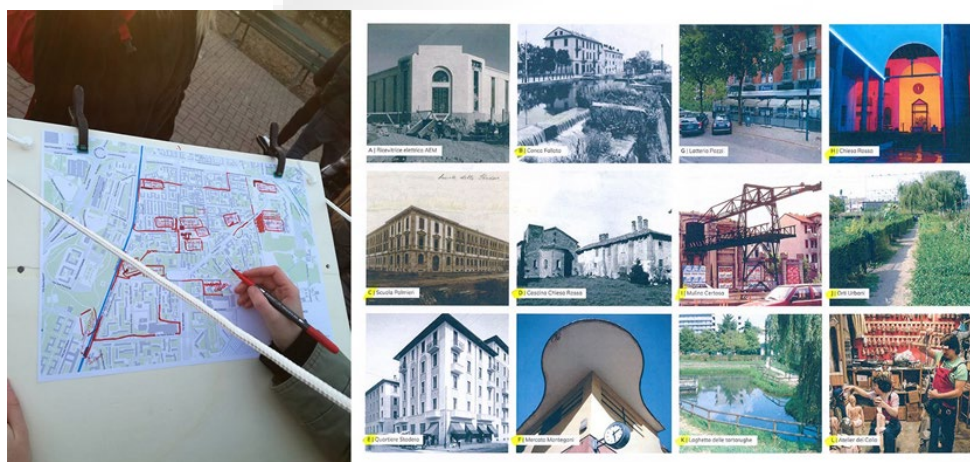




**Figure 4. Social Heritage app**

**Source:** Mendoza-Garrido, Cabarcas-Álvarez, Puello-Beltran, Fabregat-Gesa, & Baldiris-Navarro (2021)

In contemporary teaching methods in Heritage Education, it can be stated that the use of information technologies that transfer information to students in the educational environment is very useful. In this context, the schemes encountered in cultural heritage education once again reveal the importance of the collaborative method. In the development of mobile applications, it is necessary to comprehend the region by being involved in the exploration of the region and learning and interpretation tours in the teaching of cultural heritage. Figure 5 shows an example of the route created to deepen the knowledge of the region.



**Figure 5. The route drawn during the learning tour**

**Source:** Casonato & Vedoà (2021).  
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## How does cultural heritage work?

Before, during and after learning rounds, it is important to communicate in a professional manner. The research team and the professional tourist guide of the region can be invited to the region where the cultural heritage education will be held. In order to support the guides, students will be able to research the literature of the region in physical and online libraries and archives, which will trigger learning. It is also very important to experience the region by taking advantage of the perspective of the local people.

A model of the region and buildings can be made by the students. Teaching can be internalized through drama activities. Mobile applications can be developed and analysis of the number of visitors can be obtained. In this context, application development studies can be carried out. Therefore, students will adopt this education even more.

The importance of cultural heritage applied to educational pathways is geared towards the development of cross-key competencies. For example, the theme of promoting European citizenship through European culture has been widely researched from many different sources through heritage education and is still being explored.†

(Čeginskas et. al., 2021) aims to develop "the concept of 'social Europe' by exploring the cultural aspect based on the European Heritage Label analysis, which is an EU heritage action (Čeginskas, Kaasik-Krogerus, Lähdesmäki, Mäkinen, 2021).

## Results and Suggestions

As a result of the literature researches, it is thought that the Teaching with Historical Places practices will begin to give the following results: an increase in the number of teachers who implement heritage education activities together with museum experts; development of heritage education activities appropriate to the age and group area; and to identify the pros and cons of the method of inheritance education (National Trust for Historic Preservation, 1990).

Teachers can collaborate with experts from the museum to organize a project for heritage education. In order to be useful to society, they can develop applications that can be downloaded from mobile communication devices, including digital graphics studies. In the studies to be carried out with historical places in cultural heritage education, it may be recommended that students take notes, compare notes and work in small groups to share and discuss the notes taken, and if possible, they conduct a workshop. It is important that a research expert is present in the team during the tours to be organized in cultural

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† It seems appropriate to mention here the World Heritage Education Programme launched by UNESCO in 1994 and aimed, through the implementation of activities and initiatives (such as World Heritage Youth Forums, World Heritage Volunteers, seminars for the training of teachers etc.) but also through the spread of educational packages in schools (see: World Heritage in Young Hands, available in 32 languages), at promoting to young people the knowledge and awareness of the themes of conservation of natural and cultural heritage – as a fundamental prerequisite in order to be able to exercise an effective active citizenship (in particular see the website <<http://whc.unesco.org/en/wheducation/>>, last access: June 15<sup>th</sup>, 2011).

heritage education. While benefiting from the experience of the expert, it is thought that working with a student or professional photographer who is curious about photography will support education in order to ensure permanence in visual memory. It is thought that innovative research supports will attract the attention of students who will participate in education and contribute to measurement activities.

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