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Heritage Education.

Definitions, meanings and approaches for a interdisciplinary research.

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INTRODUCTION

Heritage education. Which definition?

«A teaching approach based on cultural heritage, incorporating active educational methods, cross-curricular approaches, a partnership between the fields of education and culture and employing the widest variety of modes of communication and expression» (Council of Europe, Recommendation R(98)5). As the reference point of the discipline this definition shows up a lack in identifying clearly the object itself of heritage education and highlights the fragmented nature of research and approaches from different disciplinary fields.

AIMS

Identify the epistemic framework for Heritage Education in order to clarify the fundamentals of Heritage Education as a science and delineate the research areas of the discipline considering the interdisciplinary potential of Heritage Education.

RESEARCH DESIGN & METHODOLOGY

The first review shows the **definitional complexity of Heritage Education** reflecting the interpretive variability of the concept of cultural heritage, eliciting other research questions.

2nd LITERATURE REVIEW

Identification and selections of the studies considering **different interpretations of cultural heritage and its relationship with pedagogy**

Selection of approaches and methods about Heritage Education as a global and interdisciplinary science (Copeland, 2005)

1st LITERATURE REVIEW

3rd LITERATURE REVIEW

PRELIMINARY RESULTS

- In order to realize the aims of heritage education itself the reviews showed the **potential of a global, ecosistemico and holistic approach** (Satta, 2013) **of cultural heritage definition** (overcoming the listing taxonomy based on the aesthetic canon, characteristic in the history of Italian normative)
- The Italian translation for "Heritage Education" - educazione al patrimonio - considers cultural heritage only as the object of study (Branchesi *et al.*, 2020): the expression "**Pedagogia del patrimonio culturale**" enlightens the **participation of citizens in the educational process with, for and through the cultural heritage**
- The historical development of Heritage Education approaches and methods helped to identify the **epistemic framework** of the discipline

- Multiple intelligences (Gardner, 1994)
- Experiential learning (Dewey, 1980, Kolb, 1984, Munari, 1981)

- The "museum-school" (Venturi, 1945)
- Heritage, communities and territory partnerships (De Bartolomeis, 1983)

- The *constructivist* museum (Hein, 1998)
- The *post-constructivist* museum (Hooper-Greenhill, 2007)

RESEARCH LIMITS

- Lack of a common language:** lack of academic cooperation between museological and pedagogical researches
- Extent of the research and case studies:** selected representation of methods and approaches

RESEARCH DEVELOPMENTS

Identification of a **model for the evaluation of educational processes with, for and through the cultural heritage** (Branchesi *et al.*, 2020) in order to reflect on practices and implement a framework for heritage pedagogy pathways

Narrowing the gap between theory and practice
Proposal of a common vocabulary among professionals working in the field

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