

USE OF TECHNOLOGY IN HERITAGE CURRICULA TO FURTHER DIALOGUE IN UNIVERSITY AULA

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ABSTRACT

Objective: This paper is going to evaluate the role and the approach of several usage of technology as an effective tool that enhance the knowledge in some aspects of culture heritage and archaeology, but that also create a diverse dialogue and critical thinking among students. We are going to analyze the practical function of technology as an important tool that serve to improve several skills during a lecture and as a creative tool for generating ideas and deepen dialogue.

Data and methods: The case study will be based not only in the theoretical meaning about the applied technology in human sciences like heritage sites, museum practices, archaeological surveys, lifelong learning platforms, by understanding its practical impact in our university aula. The use of comparative data about the role and implementation of technology in other academic institutions especially in heritage curricula will define the achievement of other institutions in this regard, and also will help to evaluate its implementation among students during their research activities.

Results: The possible expectation will sum up the practical work difficulties, innovation ideas, funding issues, in order to evaluate in what measure we have to introduce digital platforms in the future. By using the quantitative questionnaires and the practical work of the students we will be able to think about how to propose in the future interesting lectures for heritage curricula.

Conclusions: We expect to understand the relationship of students with technology and its benefits by choosing digital tool to enhance their experience.

Keywords: *cultural, heritage, technological change, interpretation*

JEL Classification: Z10 Z13 O31

1. Introduction

Digital curation is essential not only for the sciences but also for preservation of culture heritage materials as well². We all are awareness about the role and the influence that technology does in our lives. Otherwise, its usage has been common to our reality from different times, since we use it in economy or digital media by creating relative apps, but as far as we are involved in class lecturing we are not confident making technology an attractive tool while lecturing, by using digital platforms that enhance the experience and the collaborative learning between students. The application to be equipped with scientific and technological knowledge was also one of the

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² Tibbo, R. H; Duff, W. *Toward a digital curation curriculum for museum studies: A North American Perspective*, 2008 Annual Conference of CIDOC, Athens, September 15-18, 2008, pg.2

European Parliament and Council recommendations since 18 December 2006³. Taking in mind the power of internet, the question raised goes to the advantages that might create the use of technology in humanity sciences by implementing this reality to improve the quality of lecturing in auditoriums as a new perspective and alternative that enrich curricula value's, the diversity of imagination and the critical thinking. The technology is the tool where we all rush to get application, but if a percentage of time we pass in Internet would be used in qualitative way from our student; the knowledge and its application shall take broader dimension in improving the quality of lectures.

2. Methodology

We have to admit that already most of universities has began implementing the diversity of lectures not only in the narrative and descriptive approach in a specific topic but bringing in classes real examples of comparison between objects (past-actual), videos, theatrical recreations to different aspects of life or even by using timeline format. One of most effective way we have implemented in some key topics in our aula has been asking students to navigate and make research in their own digital phone devices: and in this cases their interest and astonishment has been immediate. By provoking this alternative way it was easy to capture attention and developing the critical thinking in a special topic. These are not unknown experiences elsewhere. Many universities and especially to those faculties when tourism or human sciences are studied have already experienced in these issues like:

<http://www.pomui.unimore.it/site/home.html>⁵; www.imago.rimini.unibo.it;
<https://pastel.hypotheses.org/>; <http://www.digicult.info>.

Each of these websites has create e database of information divided in several areas of study that comprise various aspects of social history, scientific patrimony to finally create a university heritage network that enhance communication and valorization of heritage.

Involving students in these initiatives provide them responsible role, new skills and deepen information by making student specialized in a certain field, by influencing also in inclusion and education. The use of any of them has its advantages, because not only attract the interest among students but develop further the analytical and critical thinking.

3. Results

In addition of this we start implementing technology in course assignment made by the student Igli Bego, where in collaboration lecturer and student, made this assignment valuable not only in the academic experience but led him to collect information and then assembled in a small digital project for the education of other alumni. In his assignment it was asked him to create a Google

³<http://eur-lex.europa.eu/eli/reco/2006/962/oj>, [accessed 17.03.2017]

⁴Corradini , E; Campanella, L. *The Italian University Museums Network for the Guidance of the Scientific Culture, Museum Education and Accessibility: Bridging the Gaps Proceedings* , Edited by Dr. Giuseppe (Pino) Monaco, Smithsonian Center for Learning and Digital Access, 2016, ICOM-CECA, pg.91

⁵Corradini , E; Campanella, L. *The Italian University Museums Network for the Guidance of the Scientific Culture, Museum Education and Accessibility: Bridging the Gaps Proceedings* , Edited by Dr. Giuseppe (Pino) Monaco, Smithsonian Center for Learning and Digital Access, 2016, ICOM-CECA, pg.91

Map and then identifying there different countries where works of art and culture heritage sites were stealed or damaged after the Word War II. To do that I asked him to extend the data only for three countries that we previously had extra information (satellite coordinates, country, period and place, name of work of art stealed) with the help of Interpol database and news.culturecrime.org. These two links were very helpful for us, but this was a demanding process. To accomplish the information the images were supplemented with a brief description and an image. In this case we wanted to share with other students some facts: first giving them the location of the country where this happened by connecting the place of origin and a little history of the work of art missing. We are conscious that all data collected and implemented were made by a person and this course assignment had not many choices but we consider this as the first step in implementing digital technology in a heritage course.

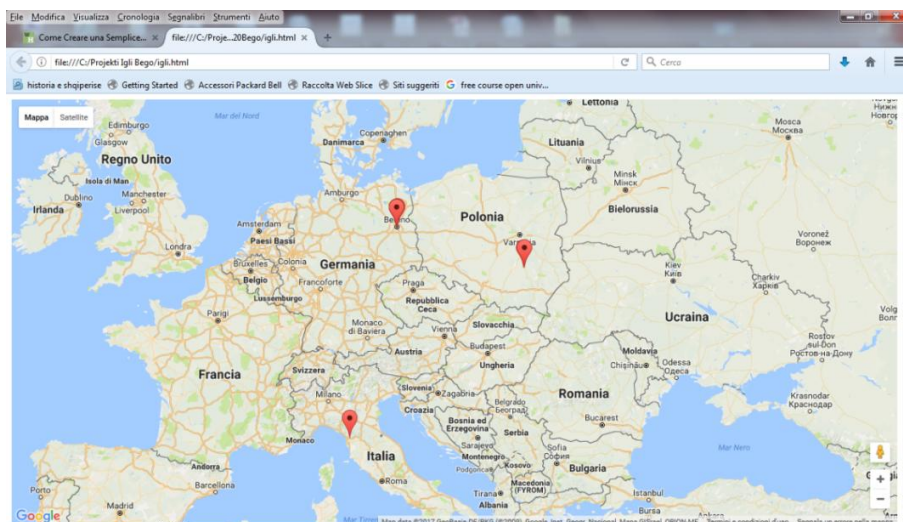


Fig.1 Google map. The location where are lost the art works.

Source: Course assignment by Igli Bego

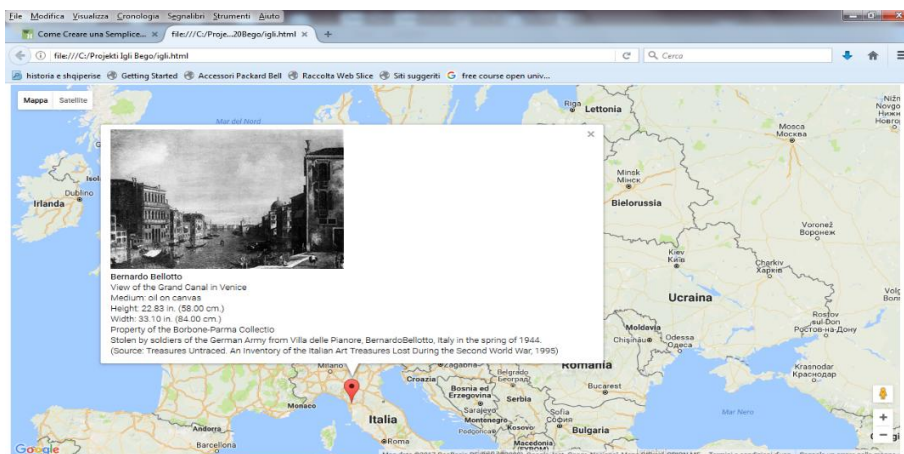


Fig.2. Description of the lost art work.

Source: Course assignment by Igli Bego

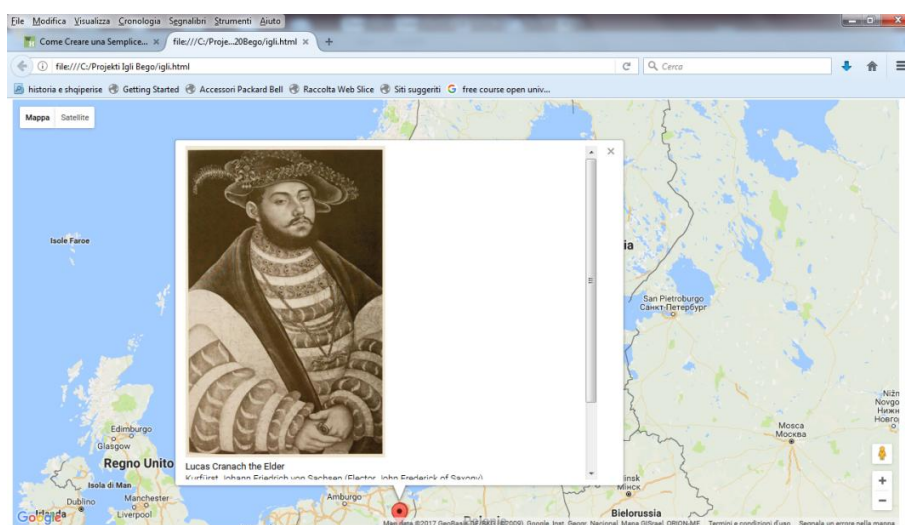


Fig.3. Information about the missing art work.

Source: Course assignment by Igli Bego

4. Conclusion

Initiatives in digital humanities have demonstrated a paradigm shift in how cultural heritage materials can be searched, mined, displayed, taught and analyzing utilizing digital technologies⁶. In doing this my intention has been so far gathering and sharing digital videos, timeline, virtual exhibition that helped students have a broad and comparative idea about the small funds that this initiative requires to be developed. Just motivation and serious engagement to participate, and this is a precious first step. To achieve this they need orientation and a motivated supervisor. I am of the opinion that the creation of a blog not only will emphasize the reputation of institution, but might change the evaluation of the local territory. By enriching it with updated and scientific data, images, information that shall pass into a cataloging, this research process than, led the valorization of tangible and intangible heritage, and as a consequence empower the values of a certain territory. In this context students will be the real actors in term of collecting, selection and peers of used histories guided by a lector for each field, to finally enhance their collaboration with other universities by sharing stories, knowledge improve education for their common heritage.

A preliminary framework of this blog/database might include these topics:

Tangible heritage:	<i>Archaeology</i>	<i>Architectural Buildings</i>	<i>Contemporary Buildings</i>	<i>Drawings, Work of Art</i>	<i>Worships Monuments</i>
Intangible heritage	Storytelling	Oral history	Traditions	Customs	Photos
Environment	Landscape	Territory	Road Map	Maritime Map	
Technology	Re-creation	3D modelling	Videos		
Industrial Heritage					

Source: Author D.Xheraj-Subashi

⁶<http://www.asist.org/events/webinars/introducing-cultural-heritage-informatics-into-the-curriculum-of-lis-education/>, last access 25.03.2017

Technology has a broader meaning and in this context we should not be limited to create a heritage blog/virtual laboratory/virtual database, that might be valuable to anyone, and student may have access in any time and in doing so we give to them an effective tool that improve their studies. We believe that creating and get involved in such initiative might be a valuable possibility for tourism students and led them to gain new practical skills, improve access and practice to cultural heritage, as well the use of heritage to an effective communication even in social context. In addition of this they also provide possibilities to develop also projects for virtual exhibition, digital collection and environment. Forwarding we could include opportunities to participate in projects that develop 'ambient intelligence' services and applications, allowing them to be among the first to attract on-site and online visitors with compelling new cultural experiences⁷.

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⁷ The Future Digital Heritage Space An Expedition Report Thematic Issue, Guntram Geser and John Pereira (eds.) 7 December 2004, pg.5