



UNIVERSIDAD DE MÁLAGA

"Report on Transnational Field Testing"

Learning Teaching Training Activities (LTTA) in Malaga – October 2021

Premise

The Cathedral of Malaga, the Sanctuary of the Virgen de la Victoria and the Jorge Rando Museum were the three scenarios of the historical-artistic heritage of Malaga chosen to carry out during the 26th and 27th of October workshops of the Heritage, Cultural, Roots and innovative peer Education Strategies (HEROES) project, which is part of the European program Erasmus+Ka2Education. The workshops were led by students from Cardenal Herrera Oria, Santa Rosa de Lima and San José schools, and addressed to a group of students from the Marco Polo Technical Institute for Tourism in Florence.

The European Council of Ministers urges the governments of the member states to integrate into school didactics the development of pedagogical and awareness-raising activities for young people through interdisciplinary projects focused on cultural heritage.

Following this recommendation, professors from the Faculty of Education at the University of Malaga, together with the Galleria degli Uffizi in Florence and the Museum of Education and School Life in Athens, are trying to validate a peer-to-peer educational model based on cultural heritage education. To this end, groups of students from three schools in Malaga, with the support of the teachers of the subject Plastic and Visual Education, Victoria Márquez and Lola Sánchez, have worked on cultural and heritage contents with the intention of learning how to carry out peer-to-peer learning activities.

Taking advantage of the peculiar cultural environments offered by the Cathedral of Malaga, the Sanctuary of Santa María de la Victoria and the Jorge Rando Museum, the activity began on Tuesday 26th with the presentation of the Cathedral and the Sanctuary by the students of the 2nd year of Bachillerato of the Cardenal Herrera Oria School. The students not only presented the technical and historical-artistic elements of both monuments, but also introduced their Florentine peers to the understanding of the popular fervor of the Malaga Holy Week, taking advantage of the religious images of the different brotherhoods that during those days were exhibited in the Cathedral.



1. Students from the schools Cardenal Herrera Oria and the Marco Polo Technical Institute of Florence in the Plaza de las Cadenas of the Cathedral Basilica of Malaga

2. The group of Florentine students listening attentively to the presentation by the students of the Cardenal Herrera Oria School of the Camarín de la Virgen de la Victoria, a work by Felipe de Unzuurrungaza.



THE ACTIVITY

The peer-to-peer activity continued the 27th with students from the Santa Rosa de Lima school, who presented the work of the neo-expressionist painter Jorge Rando to their peers from the Marco Polo Institute in Florence.

3. Students from the San José School and the Marco Polo Institute of Florence during the visit-presentation of the Jorge Rando Museum.



On the other hand, and inspired by Jorge Rando's work, Patrona de Málaga (Patron Saint of Malaga), a sculpture in oxidized steel that houses six bronze representations of the Virgin of Victory in six chapels, six students from the San José school, from the Visual and Audiovisual Plastic Education course, have shown their work on the concept of interculturality. Starting from an approach that goes beyond the symbolism of the work, they have opted for the understanding between Christian and Muslim cultures. With a previous study of the work of Jorge Rando and the carving of the Virgin of the Victory that is in the homonymous sanctuary. Involving the subject of Technology, the group of students has created an installation made with thin recycled paper tubes, in which the cube and the pyramid symbolize the idea of unity and strength between cultures. From it, they have designed a performative action that consists of walking on these geometric bodies without taking into account whether they break or not, as it is part of the performance. With this they want to symbolize the fragility of human relations and the union of both cultures in order to, as the professor in charge of the project, Lola Sánchez, says, "give strength and resistance to the fluctuations of the different populations and - instead of rejecting the different cultural origins - find help and humanitarian support". This particular way of understanding cultural heritage from a contemporary point of view is part of the Faro Convention (2005), which promotes knowledge of heritage as a common resource for the peaceful coexistence of different

cultures.

For their part, the students of the Marco Polo Institute showed a video on how they understand and narrate cultural heritage in theatrical form, based on the Tesoro dei Granduchi collection of the Galleria Palatina in Florence.



4. The students of the three schools were attentive to the presentation of the work carried out by the students of the Marco Polo Institute of Florence.

To conclude the peer-to-peer activity, the students continued interacting in the courtyard of the Museum's centenary mandarin tree with a mini-workshop given by the students of San José school, where they taught, intermingled in groups, the construction of the particular recycled paper modules that have been used to design the installation.



5. Students from the schools learning how to build the paper modules in the mini-workshop given by the students of San José school.

The head of the HEROES project at the University of Malaga, Rosario Gutiérrez Pérez, received the Florentine students on October 28 at the Faculty of Education. Recalling the tour that her peers from the three schools have carried out, she wanted to hear what they would have done receiving the group of students if they had been able to go to Florence. They assured that they would have done the same: take them to the Galleria degli Uffizi, Palazzo Pitti, Giardino di Boboli and different squares with their churches, with activities similar to those of the students from Malaga.

Rosario Gutiérrez explained that the intention of the teachers participating in the project and the University faculty was to try to go beyond the mere transmission of theoretical content: the idea was for them to have a more direct experience with the environment, a personal experience, because it is from there that knowledge is built around the spaces. Hence, some of the activities designed by teachers Lola Sánchez and Victoria Márquez had to do with performance. For their part, the Florentine teachers have added that they are in line with what the students of Florence have done in the video shown the day before, theatricalizing the content they have worked on.

The students and the two teachers, Paola Moraschinelli and Laura Ciuccetti, then answered the questionnaire proposed by the Centro Machiavelli.

In the questionnaire answered by the Florentine students, half of the group considered that the organization of the activities was sufficient, while the logistical organization was very good. All of them agree that they feel fortunate to have participated in the project and that they have changed the idea they had of Malaga. As for the validity of the peer-to-peer methodology to approach new contents, it has remained anecdotal for the Florentine students, although they agree on its usefulness for practicing the Spanish language and acquiring linguistic competence. The group emphasizes the importance of projects of this type to know other young people of their age and establishing interpersonal relationships. They all agree on the brevity of the experience and regret not having been able to interact with young people of their own age, considering that the project did not include the official participation of Spanish students, so they were only able to be absent from the classroom during the hours that coincided with the Plastic and Visual Education course of the teachers who offered to carry out the project among peers.

For their part, the two Florentine teachers consider that the number of students participating in the activity compared to the number of facilitators has favored the transnational test, given the quality of the participating teachers and their ability to improve the students' skills. Both agree on the correspondence between the expectations and the results obtained because of the good organization of the project and because they are convinced of the validity of the experience not only to help them understand the need to include and appreciate cultural heritage in their training, but also because it increases participation in school life and opens to the relationship between teachers and students from different countries. They agree with their students on the opportunity to improve their knowledge of a language and to understand different cultures in an active way. They advocate the need to organize a project of this type with the possibility that the host students can also carry out this experience, so that interpersonal relationships are strengthened and not lost, among

other reasons due to the short time they have spent together. The relationship between the two Florentine teachers and the Malaga teachers has been close and cordial.

Rosario Gutiérrez gave them the certificates of participation and they visited different areas of the University. Finally, the group was treated to breakfast.



6. The students and teachers of the Marco Polo Institute receiving their certificates of attendance

As for the impact of the collaborative museum-school project on cultural heritage, it has been a challenge both for the students and for the teachers and the museum educator in Malaga.

Although the students have not been able to experience peer learning due to mobility limitations, the project carried out has been a source of personal satisfaction since all the information obtained has been the result of group research, something that has allowed them to understand the scope of what was being asked of them.

The museum educator is not used to students coming to the classroom-museum prepared. This preparation has allowed her to delve deeper into the meaning of Jorge Rando's work.

The teachers, despite the fact that they work with project-based learning methodology in their teaching, consider this experience to be highly satisfactory, given that they have found in the students' attitude a motivation to broaden their research on peer-to-peer learning.

The fact of working on the interpretation of Jorge Rando's work on the Virgin of Victory, first with sketches and then with 3D sculpture, with one of the teachers, makes it possible to understand those contents that are not usually worked on in the Visual and Plastic Education classroom. On the other hand, the work proposed by another teacher and agreed with the students, which aims to interpret Rando's work in relation to the meaning of the cube as an integrating element, opens the spectrum towards the understanding not only of the subject of Plastic Arts or cultural heritage, but also works in a transversal way on interculturality and, thus, establishing contents and objectives of the culture of peace.