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UNIVERSIDAD
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2021

HEROES INTERNAL WORKSHOPS REPORT

PROJECT HEROES

HERITAGE, CULTURAL ROOTS AND INNOVATIVE PEER EDUCATION STRATEGIES

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INTERNAL WORKSHOPS REPORT

Peer Methodology and Cultural Heritage Education Internal Workshops for Secondary School teaching staff and cultural educators

After the pedagogical contents of the HEROES Model have been developed, between December 2020 and February 2021, each partner organized specific Internal Workshops aimed to show to teachers and cultural educators how the principles of the peer education can be concretely combined with those of cultural heritage education.

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The whole HEROES Model indeed is evaluated and validated through these workshops where the participants deepened and discussed the Guidelines' practical and theoretical contents, as preparatory action for the field testing.

During the workshops all the involved professionals explored the educational proposal designed by each partner with the aim to promote the knowledge and the valorization of the common European heritage in its extended meaning: not only as school matter but as active means encouraging intercultural dialogue, identity building processes, and civil participation among the youngest. The Internal Workshops carried out in Florence, Malaga and Athens have been similarly structured: the first session was devoted to discuss and deepen the theoretical (and pedagogical) frame of the Model (the *HEROES Guidelines*), while the second one focused the practical and methodological aspects useful to realize the peer educational activities. These activities could be fruitfully added by teachers to the traditional school teaching on cultural heritage contents. Moreover, the positive professional mix between teachers and cultural educators made during the workshops contributed to promote the fruitful exchange of different educational experiences and approaches so as to further enrich the activities for the students' benefit.

All the *peer educational activities* on cultural heritage developed within the project will be properly included in the Model's operational Appendix (the *HEROES Method*). These activities are strongly rooted in the specific features of the partners' local area and draw an ideal continuum that starts from Athens, passes through the Florentine Renaissance and culminates in Malaga between contemporary art and local traditions, embracing the idea of heritage both in its material and immaterial dimension.

Here below the description of the workshop activities carried out in each partner country.

INTERNAL WORKSHOPS IN ITALY

Uffizi Galleries School & Youth Dept. 14-16 December 2020

After a long and complex organizational phase, mainly due to the large participation of schools in the "Digital Ambassadors of Art" project, we decided to start with a general information meeting between the organizers and some protagonists of the project: the teachers and museum educators. On this occasion, replicated on two dates, so as to give those who intended to participate a possibility of choice, we were able to explain the purposes and methods of the proposed educational path, to clarify the different steps and fix the dates of the various stages. We got to know the schools participating in our initiatives for the first time and met again those who have been following our school programs for some time.

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The online meetings, held on the MEET platform, were planned on these two dates:

Monday 14 December 2020 starting at 2.30pm and Wednesday 16 December 2020 starting at 2.30pm.

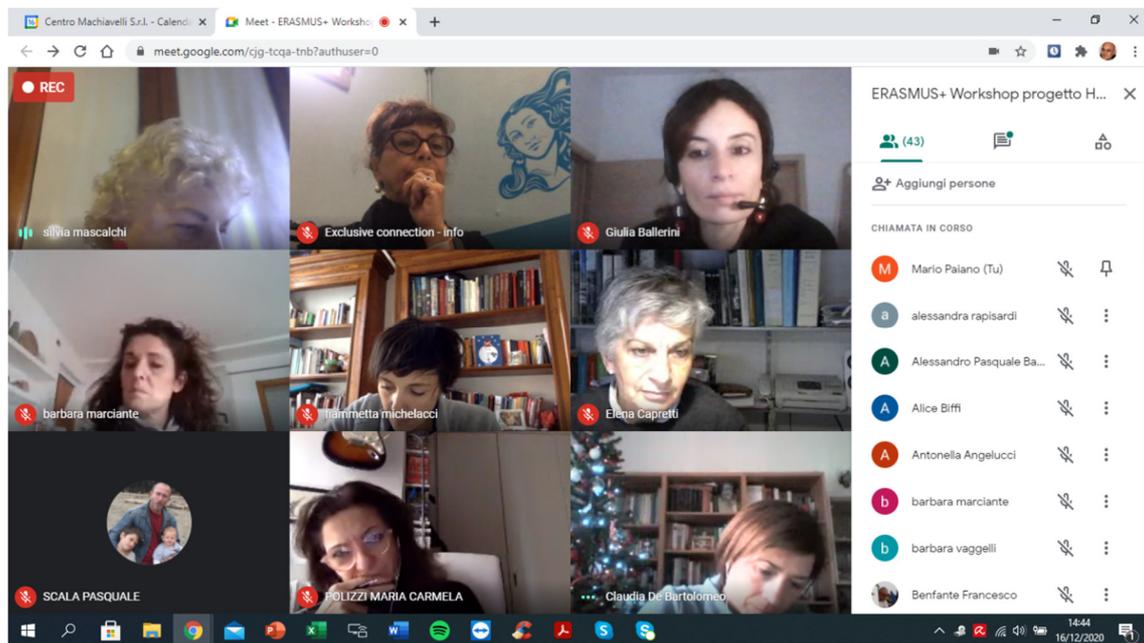
The workshops lasted about two hours and were attended by the professors in charge of the PCTO activity of the 66 classes involved from the 24 upper secondary schools, from various regions of the national territory (Tuscany, Lazio, Veneto, Puglia and Sicily), adhering to the project.

Thanks to the Workshops, the School & Youth Dept. of the Uffizi Galleries launched the fruitful mixing between the traditional School-Work Alternation (PCTO) activities done in collaboration with Secondary Schools and the innovative contents proposed by the HEROES project for cultural heritage education. This first sharing of the pedagogical contents developed by the project contributed to lay the foundations of their future sustainability, valorizing the positive combination between heritage education and the peer (education) approach as well as their addition to the traditional curricular activities.

The workshops also fostered the exchange of experiences for educational purposes between School (represented by teachers) and Culture (represented by cultural educators), promoting their mutual contamination and interaction.

Further participants were: the members of the School and Youth Office of the Education Department of the Uffizi Galleries, some trainees from the Academy of Fine Arts in Florence, the 11 museum educators (acting as peer facilitators, too) in charge of carrying out the training activity of the project and some partners involved in the Erasmus + Heroes project, such as the Centro Machiavelli and the Marco Polo

Technical Institute for Tourism (which also adheres to the PCTO in question). During the workshops, the project and the educational proposal formulated by the Department to bring the secondary school students closer to cultural heritage through a peer-to-peer approach were explained. The main goal of the "Digital Art Ambassadors", this is the activity's name, is calling young people to reflect on the difficult socio-economic phase faced by the Country and on the potential of cultural heritage as restart engine, not only from economic but also from an ideal and identity point of view. The students will make short videos (max 6 minutes) whose subject will be cultural heritage as a reason of inspiration for the restart of the country system.



ITT Marco Polo Institute
28-29 January 2021

January 28th, 2020 was the first day of the “Internal Workshop “organized by the Istituto Tecnico di Turismo Marco Polo for teachers and cultural educators to introduce the first stages of the guidelines for the Heroes model for the framework of the project “Heritage and Culture Roots for Innovative Peer Education Strategies”.

Despite the still critical situation linked to the Covid-19 health emergency, the meeting was held in “dual learning” mode in the newly renovated space Aula Liberamente with ten teachers from the school present, while in distance learning via video conference about 15 teachers from Marco Polo, teachers from other schools in and around Florence, the cultural educators from the School Department of Youth of the Uffizi Gallery, and two international partners of the project, representing EKEDISY, National Centre for Research and Preservation of School Material from Athens. With the support



of Professoressa Jane Nyhan the workshop was enriched by the translation in English, allowing the Greek partners to interact and intervene, speak in real time with QUESTIONS, and requests for clarification.

The meeting, coordinated by prof. Elena Radicchi, the Business Tourism teacher, Marco Polo Erasmus Referent, and team member of HEROES, opened the workshop introducing the Art History teacher Daniela Bove who gave an interesting historical panorama of the Peer to Peer education methodology. There are traces of the first attempts to apply this method which date back to the Middle Ages with “il mutuo insegnamento “(mutual teaching/learning), then later in the seventeenth century by the protestant pastor, Comenius and in the following two centuries by philanthropists and pedagogists, finding then an extension rather close to the contemporary approach with the School of Don Milani in the second half of the 900.

Peer education is an educational method based on the empowerment of a part of the members of a group, called “Peer Educators”, who train to become the Tutors for the said

group. The Peer Educator aims to enhance both the acquiring and sharing of knowledge, as well as Life skills among peers. In the modern approach one establishes a reciprocal sharing of ideas based on a common language through direct contact, and circular communication.

Prof. Bove's intervention focused on the importance of the artistic and cultural heritage both material and immaterial to inspire us today, in these particularly hard times, to re-launch the country. "Il Bello produce bellezza, spingendo l'uomo a nobili azioni" or beauty produces beauty pushing man to noble actions... without forgetting the importance of a scientific approach to include in the implementation of the Peer Education model.

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The intervention of Prof. Bove continued with the illustration of an outline of the model, in which the students are protagonists in the process of building their own professional expertise where the Teacher/Facilitator plays a very important role. The teacher/Facilitator works to create and promote a climate of collaboration and dialogue between the various participants. Afterwards the main stages of the Peer Education Model were illustrated to the colleagues and guests explaining the details and the layout of the stages for the implementation in the Secondary Schools (High Schools).

The workshop continued with other interventions from a more practical point of view starting with the Art History teacher Professoressa Paola Cammeo and the Spanish teacher Prof Rita Chemeri. Prof Cammeo was the first to begin her presentation on the Peer Education activity proposed by Marco Polo, "Firenze per bene 2.0", a project regarding the training of a group of students from high schools (10th to grade 13, or "triennio") in the role of guides/ambassadors to provide information to the visitors and residents themselves of the city of Florence who intend to explore its historical, cultural, and natural beauties of their territory. In addition to providing information about hospitality services, leisure time activities, restaurants and cafés, the students' goal would be to sensitize the residents, tourists, and city users to the good practices and behaviour etiquette for the full fruition and appreciation of the historical city center of Florence. The activity carried out by the students will be mostly peer-to-peer, as the young students will be trained to relate to visitors and citizens of their same age, in other words, young adolescents (millennials).

Professoressa Chemeri highlighted in her speech the importance of the specific need for foreign language skills – which not only enhances communication skills for diversified target audiences, it allows young people to learn how to relate to others on equal terms, "au pair", and last but not least, it increases one's self esteem and sense of active citizenship.

At the end of the interventions, Professore Roberto Mannucci's speech was particularly interesting: he is the Referent for the project "Blog Florence Teen" which he curates at school in collaboration with the city of Florence. Its writers are all under twenty one years of age, and the blog gives suggestions on how to live, explore, and love the city of Florence from young people's perspective.

The description of a city and its artistic and cultural heritage through projects like Heroes have the potential to foster the reconstruction between "pietra e il popolo" (between the stones and its citizens) a sense of public spirit, geared to young people and their cultural heritage of the territory where they live, even if nowadays it is impossible not to adapt to the recent language of modern day based also on the use of new multimedia technology.

The second day of the Workshop, January 29, 2021, was carried out with activities in 'asynchronous' mode. Participants in the first day were invited to carry out a personal and autonomous reflection on the topics shared the previous day, also with the help and support of materials made available (Summary of the Model Heroes and Florence project card for Bene 2.0). This activity has allowed, through the compilation of a short set of questions, to collect feedback for the implementation and improvement of the Guidelines for the Peer Education Methodology.

INTERNAL WORKSHOPS IN GREECE

EKEDISY - School Life and Education Museum 09 -10 February 2021

School Life and Education Museum of EKEDISY organized the online workshop on Tuesday and Wednesday 09-10/02/2021 at 17:00 -21: 00 entitled "Peer Education: Creating educational programs" within the project "HERitage, cultural ROots and innovative peer Education Strategies" implemented for the European program Erasmus + KA2. 60 teachers and museum educators took part in the workshop who either already participate in the project or intend to participate in the near future.

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On the first day of the workshop the speakers were:

Dr. Evangelia Kantartzi, Director of the School Life and Education Museum, with the presentation: "Peer Learning: Principles and Benefits"

Ms. Kantartzi initially presented the project "HERitage, cultural ROots and innovative peer Education Strategies", the partners and the project website. She then presented the peer education model and how it will be applied to the specific project, while at the same time establishing the theoretical background and the educational practices that will be used.

Giota Papadimitriou, Principal of the 15th High School of Peristeri with the presentation: "Intra-school activities of long range: The Day of Educational Game."

Ms. Papadimitriou, principal of the 15th High School of Peristeri which participates in the project, presented an example of activities that had previously been implemented in her school by students, giving practical advice and techniques for the implementation of these types of activities.

Costas Stoforos, Author-Journalist, collaborator of the Museum of School Life and Education with the presentation: "Students Designing activities for students: Examples from the School Life and Education Museum "

Mr. Stoforos presented examples of activities and programs implemented by the School Life and Education Museum using peer education methods, focusing on the program "The Little Detectives - Mystery Walk in Plaka".

Christoforos Kostaris, Informatics Teacher, 15th High School of Peristeri, M.Sc e-Learning, Med with the presentation: "The contribution of the educational game to the meaning of the learning process"

Mr. Kostaris, teacher of the 15th High School of Peristeri and responsible for the group of students participating in the project, presented methods of designing educational games with students, using digital tools and gave examples of educational games he has already implemented with his students.

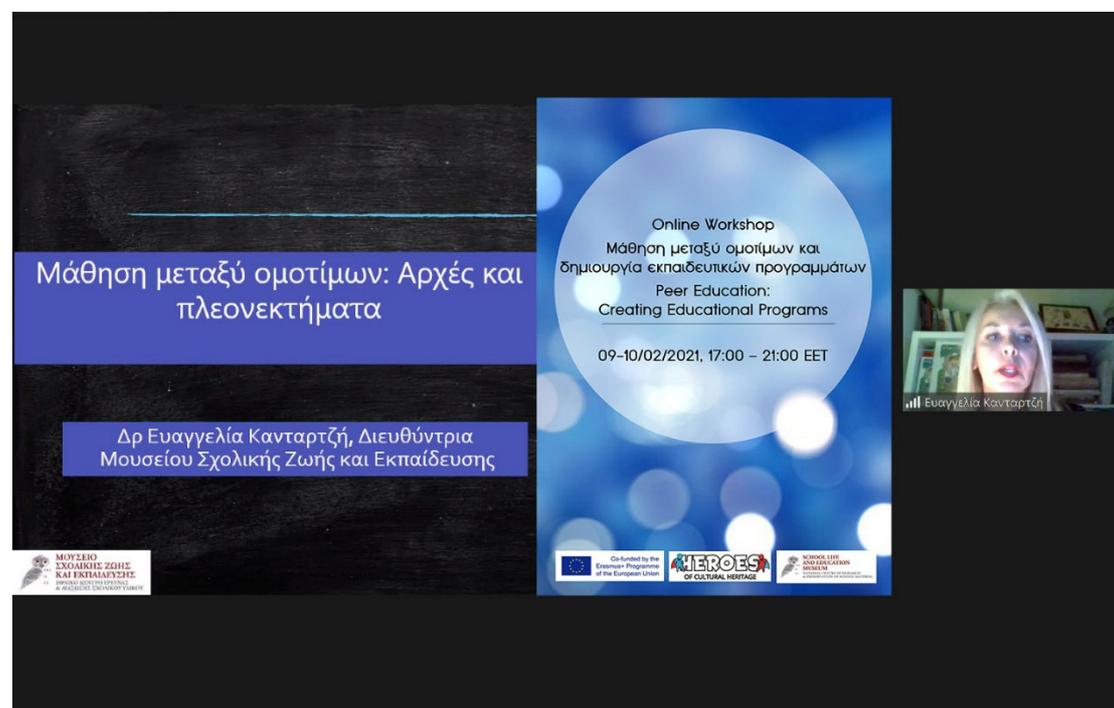
On the second day of the workshop the speakers were:

Thanos Fourgkatsiotis, Development Manager of the School Life and Education Museum & **Elli Lampadaridou**, Head of Educational Programs of the School Life and Education Museum with the presentation: The educational programs “Treasure Hunt in Ancient Greece” & “Exploring School Life and Education Museum – How schools have changed through the years”.

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Mr. Fourgkatsiotis and Ms. Lampadaridou, presented the activities that will be developed and implemented by the participating students within the "Heroes" project: The educational goals of the programs, the role of the teachers and museum educators in their implementation, the methods, the tools and the materials that will be used as well as the expected results were extensively developed.

At the end of the second day of the workshop, there was time for discussion, answering questions but also planning the next steps. The main concern during the discussion was the way the activities are going to be implemented due to the restrictions that we face with the COVID-19 pandemic. There was common ground in the suggestion that the activities can be implemented online if there is no other way.



INTERNAL WORKSHOPS IN SPAIN

UNIVERSIDAD DE MALAGA

10 February 2021

The workshop is developed in two sessions:

Theoretical session, aimed at exposing and discussing the draft model. This refers to the results of mapping on good practices in heritage teaching in museums and schools (1st workshop), the analysis of the status of the issue relating to heritage teaching and peer methodology, and methodological proposals to develop HEROES model.

Practical session, in which the assistants - two educators of the Thyssen Museum and the Jorge Rando Museum, seven teachers of Secondary Education and Baccalaureate, and the five professors who develop the project 'HEROES' at the University of Malaga - participate in the design of an activity sensitive to peer learning, following the following scheme:

Profiles of participating students and previous interests

Profile: Group: students from 16 to 18 years old, who usually show no interest in artistic heritage and who do not access museums autonomously. Therefore, its approach to the museum is subject to family or school accompaniment.

Previous interests: The proposal provides for an initial discussion with the members of the group to ask them:

- what they would like to learn in the museum context
- what they want to teach their peer group
- and from what works they want to work on.

Once these premises have been defined, the subsequent and joint intervention of teachers and museum educators will be considered, to facilitate the training of students and the activity they will carry out with their peers.

Heritage and cultural offer of the museum

Considering that heritage speaks of our culture and identity and that artistic language allows us to get to know each other, the **Thyssen Museum** offers workshops adapted to different levels of interest, in which the artistic production of students is promoted from the works that can be seen in the halls. In the same line works the **Jorge Rando Museum**, connecting in its workshops the curricular contents with in the plastic works that give it content.

Activity title

Since the session does not have students, attendees shuffle different formats of activity between pairs, among which stands out the idea of using performative/creative activity, musical expression to communicate the heritage contents and thus promote the interest of the group. That's where the term "*Raptrimonium*" comes from.

Heritage object

Since the session does not have students, nor do the heritage objects that will be the reason for the intervention be realized. Your choice will depend on the interests of the group and the concept it decides to address with the activity. In this sense, possible ideas are shuffled such as: beauty or ugliness, love, war, sustainability, etc.

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Teaching and learning objectives

At the artistic and heritage level, the objectives will be in tune with the heritage objects that contain the activity.

Likewise, the educational objectives will have to do with the cross-cutting topic that the group raises for the development of its activity.

Expected results: key competencies that develop

It is envisaged that the activity will be performative and creative, which will therefore have an expressive character, that it will have basic elements such as debate and dialogue and that it will be generating a new cultural and aesthetic experience.

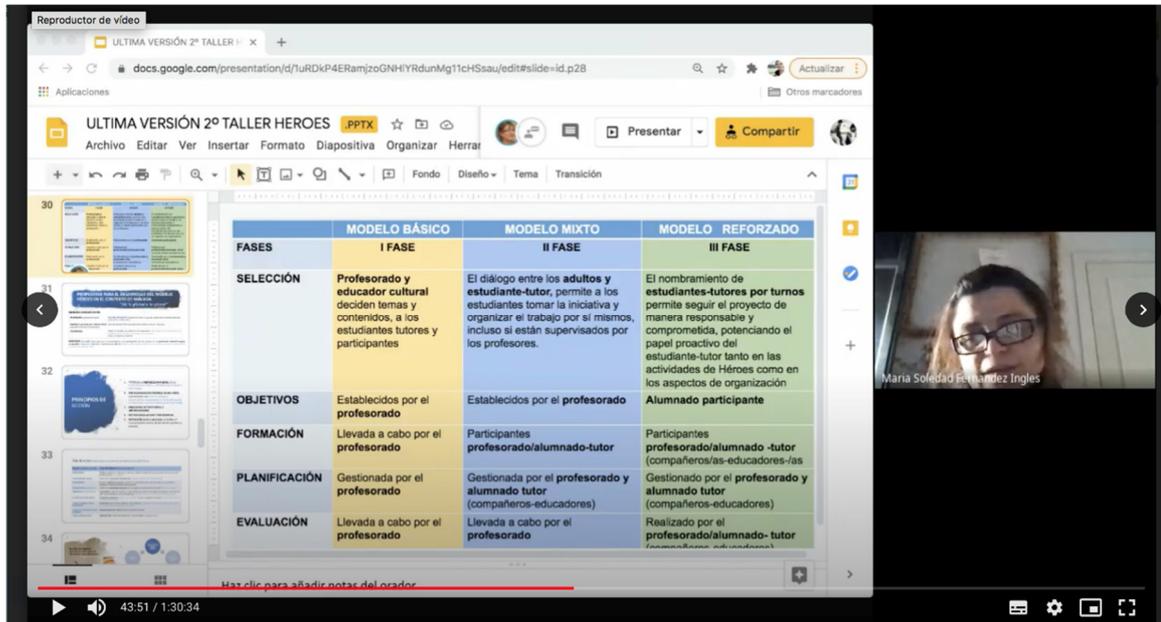
Therefore, the group will have the possibility to develop the specific skills linked to the different talents of the participating students, language skills, digital skills, ability to learn to learn, social and civic competence, sense of initiative and entrepreneurial spirit and, of course, awareness and cultural expressions.

Description of the activity from the HEROES Model

Although the activity does not material because the central idea is that the group of students who will develop it does, the workshop attendees propose that it will have the following elements:

- **Interdisciplinarity character:** music, dramatization, plastic expression, history, art history, literature, etc.
- **Prominence of the interests of students:** initial questions that highlight the interests of the group around art, with the aim of connecting the teaching of heritage with its concerns and artistic, musical and plastic actions (e.g. rap or graffiti).

- **Learning model:** dialogical, based on artistic and heritage experience.
- **Methodology:** dialogical talk.
- **Resources:** an estate object that responds to the interests of the group and the subject matter of their choice.



FASES	MODELO BÁSICO I FASE	MODELO MIXTO II FASE	MODELO REFORZADO III FASE
SELECCIÓN	Profesorado y educador cultural deciden temas y contenidos, a los estudiantes tutores y participantes	El diálogo entre los adultos y estudiante-tutor, permite a los estudiantes tomar la iniciativa y organizar el trabajo por sí mismos, incluso si están supervisados por los profesores.	El nombramiento de estudiantes-tutores por turnos permite seguir el proyecto de manera responsable y comprometida, potenciando el papel proactivo del estudiante-tutor tanto en las actividades de Héros como en los aspectos de organización
OBJETIVOS	Establecidos por el profesorado	Establecidos por el profesorado	Alumnado participante
FORMACIÓN	Llevada a cabo por el profesorado	Participantes profesorado/alumnado-tutor	Participantes profesorado/alumnado-tutor (compañeros/as-educadores/as)
PLANIFICACIÓN	Gestionada por el profesorado	Gestionada por el profesorado y alumnado tutor (compañeros-educadores)	Gestionada por el profesorado y alumnado tutor (compañeros-educadores)
EVALUACIÓN	Llevada a cabo por el profesorado	Llevada a cabo por el profesorado	Realizado por el profesorado/alumnado-tutor

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