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| 1. **Title of module**
 |
| **Heritage Interpretation as an Informal Learning Resource** | **REV:** | **A** |
| 1. **Module code**
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| **MSTR7021** |
| 1. **Malta Qualifications Framework (MQF) level**
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| **MQF Level 7** |
| 1. **Module objective**
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| This module will explore key elements of informal learning within a cultural heritage context, particularly through the interpretation of heritage. The content will cover important components, such as the Constructivist Learning and theories related to heritage interpretation, and discuss how prospective heritage interpreters can capitalise on this and other information in order to provide the best learning experience and connect with a wide variety of audiences. This module will seek to inform learners about the various approaches to informal heritage interpretation learning, notably those considered as 'traditional' and 'modern' and which are currently being employed. The module shall also cover topics related to the deployment of heritage interpretation resources from both the real world and the digital world. The discussions here will highlight the main issues pertaining to learning outside of the traditional classroom and how these may be overcome by implementing proper heritage interpretation learning strategies and building the necessary capacity to acquire knowledge on subjects which can be effectively learned in and through heritage spaces, places and objects. |
| 1. **Learning outcomes**
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| * 1. *Knowledge: – at the end of the module/unit the learner will have been exposed to the following:*
 |
| 1. Understand various theories related to heritage interpretation and education, experiential learning and object-based learning, expressing how these may translate into practice.
2. Interpret how the different methods of learning can be delivered in a more efficient and effective way in and through heritage interpretation.
3. Evaluate heritage interpretation resources, particularly those which may contribute toward informal education and their impact (whether positive or negative) on teaching and learning.
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| *5.2 Skills – at the end of the module/unit the learner will have mastered the following skills:* |
| ***Applying knowledge and understanding*** *The learner will be able to:*  |
| 1. Meet the demands of local providers of informal education in light of the curricular requirements and develop heritage interpretation educational activities using different resources available, such as heritage spaces, places or objects, and ensure that these are in line with the curriculum.
2. Conduct research on heritage interpretation education and the use of adequate learning resource.
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| *5.2.1 Judgment Skills and Critical Abilities* *The learner will be able to:*  |
| 1. Critically evaluate and monitor the effectiveness of heritage interpretation education programmes and take stock of the available resources.
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| *5.2.2 Additional Module-Specific Communication Skills, if required.**The learner will be able to:*  |
| 1. Communicate with peers and specialists in informal education on the key components of heritage interpretation, particularly on the resources that such framework should have in order to deliver the right messages to students and the general public.
2. Communicate effectively in writing and orally, on how the design and management of heritage interpretation resources influences the learning experience in a heritage context.
3. Effectively communicate in writing and orally the social context of the heritage interpretation, examining this across different cultures and educational settings with peers.
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| *5.3 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:*   |
| 1. Comprehensively develop critical competence and awareness in relation to the educational elements of the heritage interpretation so as to understand the potential for learning in and through heritage spaces, places and objects.
2. Systematically identify and understand the framework of Heritage interpretation within the context of informal education and put such understanding in practice within a specific education setting.
3. Deploy originality in the application of experiential learning through different heritage interpretation resources and alternative learning such as hands-on activities, role play, group-work and activities.
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| **6. Hours of total learning for this Module/Unit** |
|  Contact hours: \_\_35\_\_*(Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor)*  |  Supervised practice hours: \_\_\_\_*(During these hours the learner is supervised, coached or mentored)* |
|  Self-Study hours: \_\_85\_\_*(Estimated workload of research and study)* | Assessment hours: \_\_5\_\_ (*Examinations/ presentations/ group work/ projects/ etc..)* |
| **6.1** Total Number of ECTS/ECVETs of the Module/Unit |
| \_\_5\_\_ ECTS / ECVETs |
|  **6.2 Please explain how this module/unit will be taught**  |
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| **Teaching Method** | **Choose most appropriate (tick)** | **Brief Description** |
| Lecturer Centred | X | Lectures, Seminars |
| Learner Centred  |  |  |
| Content Centred  |  |  |
| Practical / Hands-on  |  |  |
| Interactive / Participative  |  |  |

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|  **6.3. Please explain how this module/unit will be assessed**  (ex: presentation 40% and assignment 60%) |
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| **Assignment type** | **Choose most appropriate (tick)** | **Number & percentage** | **Metric** |
| Exam  |  |  | Hours  |
| Presentation |  |  | Minutes  |
| Case Study |  |  | Words |
| Assignments | 100% |  | Words |
| Portfolio |  |  | N/A |
| Report |  |  | Words |
| Poster |  |  | Minutes |
| Journal |  |  | Words |
| Practical Test  |  |  | Hours  |
| Group Final Project |  |  |  |
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| **7. Reading list**  |
| **Core reading list**1. Ablett, P. G., & Dyer, P. K. (2009). Heritage and hermeneutics: Towards a broader interpretation of interpretation. Current Issues in Tourism, 12(3), 209-233.
2. Giménez, J. E., Ruiz, R. M. Á., & Listán, M. F. (2008). Primary and secondary teachers’ conceptions about heritage and heritage education: A comparative analysis. Teaching and Teacher Education, 24(8), 2095-2107.
3. Molyneaux, B. L., & Stone, P. G. (2003). The presented past: heritage, museums and education. Routledge: London. Poria, Y., Biran, A., & Reichel, A. (2009). Visitors' preferences for interpretation at heritage sites. Journal of Travel Research, 48(1), 92- 105.
4. Prentice, R., Guerin, S., & McGugan, S. (1998). Visitor learning at a heritage attraction: A case study of discovery as a media product. Tourism management, 19(1), 5-23.

 **Supplementary Reading List**1. Stewart, E. J., Hayward, B. M., Devlin, P. J., & Kirby, V. G. (1998). The “place” of interpretation: A new approach to the evaluation of interpretation. Tourism management, 19(3), 257-266.
2. Uzzell, D. (1998). Interpreting our heritage: a theoretical interpretation. Contemporary issues in heritage and environmental interpretation. London: The Stationary Office, 11-25.
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| 1. **Minimum formal qualifications and experience required to teach this module/unit**
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| Individuals teaching this module must have an MQF level 8 qualification in an area related to Heritage Interpretation and education or a cognate area and experience in research and working within the same field of study.Or An MQF level 7 qualification in an area related to Heritage Interpretation or a cognate area and a minimum of 10 years experience in research and work or teaching subjects related to this field. |
| **9. Board of Studies - Approval** |
| **Date**  |
| **10. Programme Quality Validation Board - Approval** |
| **Date**  |