



## Kursplan

Fakultetsnämnden för humaniora och samhällsvetenskap  
Institutionen för kulturvetenskaper

1KU016 Kulturmiljöpedagogik, 15 högskolepoäng  
Historic Environment Education, 15 credits

**Ämnesgrupp**  
Kulturvetenskap

**Nivå**  
Grundnivå

**Fördjupning**  
G1N

**Fastställande**  
Fastställd av institutionsstyrelsen vid Institutionen för kulturvetenskaper 2012-06-05  
Kursplanen gäller från och med vårterminen 2013

**Förkunskaper**  
INGET VÄRDE ANGIVET

### Mål

After completing the course the student will be able to:

- account for the concept and selected practices of Historic Environment Education
- critically discuss the aims, selected methods and outcomes of Historic Environment Education

### *Module 1 Historic Environment Education I 7.5 credits*

After completing the module the student will be able to:

- assess what place history and cultural heritage have in our culture and society, and why the past is meaningful in our time.
- compare and contrast different pedagogical methods in historic environment education

### *Module 2 Historic Environment Education II 7.5 credits*

After completing the module the student will be able to:

- analyze and discuss selected historic environments from a perspective of historic environment education.

- apply selected pedagogical methods to a project in historic environment education.
- plan, carry out and evaluate a project in historic environment education.

## Innehåll

The course illuminates historic environment education from the perspectives of archaeology, heritage studies, pedagogy, didactics of history and museum pedagogy. It discusses the importance of the past and cultural heritage for today's society and people, as well as the potential of cultural heritage and the historic environment for learning. Special attention will be paid to practical aspects especially in relation to a project in historic environment education. Kalmar County Museum's focus on time travel provides a central case study.

### ***Module 1 Historic Environment Education I 7.5 credits***

The module provides an introduction to the theory and practice of historic environment education. It highlights the significance of cultural heritage in our time and introduce approaches to heritage education in relation to archaeology, heritage studies, pedagogy, didactics of history and museum pedagogy.

### ***Module 2 Historic Environment Education II 7.5 credits***

In this module theoretical and practical knowledge about cultural heritage education will be consolidated in relation to specific projects. Students learn how to independently plan, carry out, discuss and evaluate a project in historic environment education.

## Undervisningsformer

Teaching is in the form of lectures, seminars, and supervision. All elements of the course will be carried out through distance learning techniques and using a digital learning platform.

## Examinationsformer

Kursen bedöms med betygen Underkänd, Godkänd eller Väl godkänd.

In order to pass the course, students need to meet the expected learning outcomes.

Examination is by written hand-in tasks and through presentation and critical discussion of a project report.

Grades are awarded according to the international ECTS scale.

A resit is offered within six weeks (within the framework of regular terms) and the number of resits is limited to five (in accordance with the Higher Education Ordinance 6 chap. 21§).

## Kursvärdering

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

## Överlappning

Kursen kan inte ingå i examen med annan kurs, vars innehåll helt eller delvis överensstämmer med innehållet: 1KU015, 15 hp

## Kurslitteratur och övriga läromedel

### **Obligatorisk litteratur**

#### **Module 1 Historic Environment Education I 7.5 credits**

Ammert, Niklas. "What do you know when you know something about history?". (Manuscript submitted for publication) Available via the course's web-based learning platform. 19 pp.

Biesta Gert J.J. (2009). Good Education: What it is and why we need it. Inaugural Lecture, The Stirling Institute of Education, University of Stirling. Available at <https://www.stirling.ac.uk/stirling-institute-of-education/2009-09-22-good-education-what-it-is-and-why-we-need-it/>

www.ioe.str.ac.uk/documents/GOODEEDUCATION--  
WHATITISANDWHYWENEEDITInauguralLectureProfGertBiesta.pdf (14 pp.)

Biesta, Gert J.J. (2009). Theorising learning through complexity: An educational critique. *Complicity* 6 (1), 28-33.

Freire, Paulo (1974/2005). *Education for Critical Consciousness*. New York: Continuum International Publishing Group (146 pp.).

Högberg, Anders (2007). The Past is the Present – Prehistory and Preservation from a Children's Point of View. *Public Archaeology* 6 (1), 28-46.

Holtorf, Cornelius (2007). "Can you hear me at the back? Archaeology, Communication and Society". *European Journal of Archaeology* 10 (2/3), 149-65.

Holtorf, Cornelius (2010). "Heritage Values in Contemporary Popular Culture". In: *Heritage values. The Past in Contemporary Society*, edited by G. Smith, P. Messenger and H. Soderland, pp. 43-54. Walnut Creek: Left Coast Press.

Holtorf, Cornelius, Birgitta E. Gustafsson and Ebbe Westergren (eds) 2011 The Social Benefits of Heritage. *Museum International* 63 (1/2), No. 249-50, 1-139.

Tilden, Freeman (2007/1957). *Interpreting Our Heritage*. University of North Carolina Press. (212 pp.)

Westergren, Ebbe (Ed.) (2006). *Holy Cow – This is great: Report from a symposium on Historic Environment Education and Time Travels in Vimmerby, Sweden, November 2004*. Kalmar: Kalmar läns museum. (110 pp.)

## **Module 2 Historic Environment Education II 7.5 credits**

Illeris, Helen. (2005). Young people and Contemporary Art. *International Journal of Arts & Design Education* 24 (3), 231-242.

Kyvig, David and Myron Marty. (1996). *Nearby History: Exploring the Past around You*. Walnut Creek, California: Altamira Press. (250 pp.)

Ozola, Agrita red (n.d.) *Time Travels. Innovative and Creative Methods of Historic Environment Education in Modern Museums*. Tukums museum, Latvia. (50 pp.)

Westergren, Ebbe et al. (2010). *This place has meaning. Case studies of Time Travels and Historic Environment Education, South Africa 2006-2010*. (52 pp.)

Plus written material in relation to each specific project (ca 200 pp.)

### **Referenslitteratur**

Christensen, Laird and Hal Crimmel. (2008). *Teaching about Place: Learning from the Land* Reno, Nevada: University of Nevada Press.

Fairclough, Graham, Rodney Harrison, John J. Jameson Jnr. and John Schofield (eds) (2007) *The Heritage Reader*. Section four on "Interpretation and Communication" pp 425-556. London and New York: Routledge.

Gardner, James B. and Peter S. La Paglia. (eds) (2006). *Public History: Essays from the Field*. Malabar, Florida: Kreiger Publishing. 420 pp

Hargreaves, Andy (2003). *Teaching in the Knowledge Society – education in the age of insecurity*. New York: Teachers College Press, Columbia University. 230 pp.

Jameson, John H. Jr. & Baugher, S. (eds). (2008). *Past Meets Present. Archeologists Partnering with Museum Curators, Teachers, and Community Groups*. Springer.

Kammen, Carol. (2003) *On Doing Local History* Walnut Creek, California: Altamira Press.

Merriman, Nick (ed.) (2004). *Public Archaeology*. London and New York: Routledge. 300 pp. ISBN: 978-0415258890

Rosenzweig, Roy & David Thelen. (2000). *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press. 200 pp.

Roth, Stacy (1998) *Past into Present: Effective Techniques for First Person Historical Interpretation*. Chapel Hill: University of North Carolina Press.