

Code-Course	064522 - Mediation of Cultural Heritage and Tourism				
Year	4th	Credits	3 cr ECTS		
Thematic Area	Tourism and Culture	Course Type	Core Subject		
In-class hours	28 hours	Teacher-led learning hours	28 hours	Individual work hours	30 hours

BRIEF COURSE DESCRIPTION

Heritage - considered as a complex resource that bears multiple meanings and values- needs a process of interpretation and mediation to facilitate its presentation and communication to tourists and visitors. This subject is a follow up to the subject "tourism and heritage", where students learnt how to analyse and build a discourse based on a heritage resource. Students will now learn how to integrate this discourse into a cultural tourism product by using heritage interpretation tools: human, museographic and ICTs. Through innovative and inspirational case studies, both local and global, students will complete the course by creating cultural heritage proposal projects where mediation tools play a major role. Therefore, deciphering the meanings of heritage through research and transmitting them in a clear language and with appropriate techniques to a target audience, become one of the fundamental aspects of the subject. This course provides students with an inclusive view of culture, as well as with the tools to enhance the tourist experience.

BASIC SKILLS

BS04 – Students must be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

GENERAL SKILLS

GS05- Teamwork.

GS07- Make decisions and solve problems, critically interpreting and evaluating the results obtained.

GS08- Master the techniques of oral and written communication in order to transmit information, ideas, opinions, etc.

SPECIFIC SKILLS



SS06- Analyse and evaluate tourism potential when designing products, services, and projects.

SS11- Manage tourist accessibility and mobility.

SS12- Identify, increase the value of, and manage cultural and natural heritage for tourism use.

LEARNING OBJECTIVES

1. Identify and classify the companies and services involved in tourism production and understand their operation, as well as identify the main types of needs to which they respond.
2. Know and identify the new tendencies in the practice of tourist activities.
3. Develop skills related to the planning, organization and management of the operation of tourist establishments.
4. Develop skills related to the planning, organization and direction of the operation of tourist establishments.

ACADEMIC CONTENTS

BLOCK 1: THE CONCEPT OF CULTURE AND TOURISM MEDIATION

- 1.1. Definition and objectives of mediation
- 1.2. Heritage interpretation according to Tilden: basic principles
- 1.3. Non- formal education: learning outside the classroom

BLOCK 2. CHARACTERISTICS AND SPECIFIC CHALLENGES OF MEDIATION

- 2.1. According to heritage exhibition sites: museums, monuments and cities
- 2.2. According to the public: different profiles
- 2.3. According to types of learning

BLOCK 3. THE INSTRUMENTS OF MEDIATION

- 3.1. Human mediation
- 3.2. Musealisation elements



3.3. Digital tools

3.4. Other resources

LEARNING METHODOLOGY

The learning methodologies planned for this subject contemplate different activities that contribute to develop the skills related to this course. Some of the learning activities that will be developed are the following:

- Lectures
- Case studies
- Discussions
- Practical exercises
- Problem-based learning

ASSESSMENT SYSTEM

The assessment system measures the student's achievement of learning outcomes regarding the subject's competences and contents.

Students may choose continuous assessment or single assessment:

Continuous Assessment: the teaching-learning process is assessed by a continuous monitoring of the work done by the students throughout the course and a final individual examination. Students must attend classes in order to be assessed by continuous assessment.

Single Assessment: for those students who cannot come to class regularly, they can choose to be assessed by single assessment. The teaching-learning process is assessed by means of the assessment of all activities and in-person individual examination at the end of the course.

To qualify for this form of assessment, students must apply within the first 15 days of the start of the course through the assessment section of Virtual Campus.

The assessment activities planning will be public for the students from the start.

Activities	Type	Continuous	Single	Week deadline
	Individual	15 %	20 %	Week 6

Activity 1. Critical review *Interpreting our heritage*. F.Tilden)

Activity 2. Mediators for one day

In-class activities

Individual Final Exam

Individual (SA)
group (C A)

25%

20 %

Week 11.

Individual / group

10 %

At teacher's discretion

Individual

50 %

60 %

Exam period

TOTAL

100%

100%

To pass the course, it is mandatory to have obtained a minimum final grade of "5", as long as the student has completed the individual exam/s or work/s established in the course. This exam/s or final work/s must be graded with a minimum of "4" in order to be able to calculate the average of all the assessment activities carried out during the course.

Review and Reassessment of the Course

The student has the right to revise all the evidences that have been designed for the assessment of learning.

If a student fails to achieve the learning objectives of the course, in order to opt for the subject reassessment, it will be necessary to have obtained a final grade of the subject between "4-4.9", and to have attended the individual final exam/s or final work/s of the course.

The reassessment process will only involve the modification of the final grade in the case that the new assessment activity is passed and, in any case, the maximum grade will be "5". This grade will be averaged with the other grades of the assessment activities carried out by the student during the corresponding academic period, considering the percentages established in each subject, setting the final grade for the course.

REFERENCES

BASIC INTERPRETATION HANDBOOK



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COURSE CONTENT

Bachelor's Degree in Tourism

Tilden, F. (1957) *Interpreting our heritage*. The University of Carolina Press. Chapel Hill, 3a ed. 1977.

BLOCK 1

Beck, L. and Cable, T. (2002) *Interpretation for the 21st Century: fifteen guiding Principles for Interpreting Nature and culture*. Sagamore Publishing.

Ham, S.H. (2013). *Interpretation: making a difference on purpose*. Golden, Colorado: Fulcrum Publishing.

Fernández, M. and Osácar, E. (coords.) (2009). El turismo cultural en el entorno del patrimonio, *Her&Mus. Heritage & Museography.*, vol. I, núm. 2, Gijón: Trea.

Llonch, N. (2012). El turismo escolar y la crisis de la escuela, *Tour&Her. Tourism & Heritage*, vol. I, núm. 1.

Morales, J. (1998). *Guía práctica para la interpretación del patrimonio*, Junta de Andalucía, Sevilla.

Trilla, J. [and others] (2003). *La educación fuera de la escuela: Ámbitos no formales y educación social*. Barcelona: Ariel Educación.

BLOCK 2

Coma, L. y Santacana, J. (2010). *Ciudad educadora y patrimonio*. Cookbook of Heritage. Gijón: Trea.

Diputació de Barcelona. (2005). *The Hicira Handbook: Heritage Interpretation Centres*.

Espinosa, A. and Bonmatí, C. (2013). *Manual de accesibilidad e inclusión en museos y lugares del patrimonio cultural y natural*. Gijón: Trea.

Hernández, F.X. and Rojo, M.C. (2012). *Museografía didáctica e interpretación de espacios arqueológicos*. Gijón: Trea.

Richards, G. (ed.). (2007). *Cultural Tourism: Global and local perspectives*. New York: Haworth Press.

Santacana, J. y Serrat, N. (coords.) (2005). *Museografía didáctica*. Barcelona: Ariel.

BLOCK 3

Bellido, M.L. (2001). *Arte, museos y nuevas tecnologías*. Gijón: Trea.

Boniface, P. (1995). *Managing quality cultural tourism*. London: Routledge.



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COURSE CONTENT

Bachelor's Degree in Tourism

Brochu, L., Merriman, T., & National Association for Interpretation (U.S.). (2003). *Interpretive planning: The 5-M model for successful planning projects*. Fort Collins, CO: InterpPress.

Castell, J. y Martín, C. (2012). La museografía nómada. In *Museografía didáctica e interpretación de espacios arqueológicos*. Gijón: Trea.

Coma, L. and Sallés, N. (2011). Recursos y materiales didácticos interactivos. En *Manual de museografía interactiva*. Gijón: Trea.

Larsen, D. (ed.). (2003). *Meaningful interpretation-how to connect hearts and minds to places, objects and other resources*. Eastern National.

Pérez, P. (2012). *Manual de la exposición sensitiva y emocional*. Gijón: Trea.

Sabaté, M. and Gort, R. (2012). *Museos y comunidad. Un museo para todos los públicos*. Gijón: Trea.

Santacana, J. Martín, C. (2011). *Manual de museografía interactiva*. Gijón: Trea.