



Centre adscrit



UNIVERSITAT DE
BARCELONA

SYLLABUS

Master of Tourism innovation Management

Code - Course	540035 – Human mediation in heritage spaces		
Course year	1	Credits	3 ECST
Thematic Area	Didactic mediation	Course type	Compulsory
In-class hours	22.5	Hours of individual work	52.5

BRIEF COURSE DESCRIPTION

This subject aims to bring didactics closer to the heritage and tourism fields through the figure of human mediator. Didactics as a tool can have a very important role as an element that interrelates the cultural and natural heritage and the tourism activity.

The objective of the course is to know optimal strategies and techniques of the cultural mediator in tourist-heritage spaces, to favor the transfer of knowledge to the visitor in an inclusive and enjoyable way.

For this, the agenda includes general concepts of didactics and interpretation, inclusion, responsible tourism and complementary resources to the guided tour. Likewise, the human value in the communication of cultural and natural heritage is considered fundamental in the tourism-cultural ecosystem to promote responsible development thanks to human interaction.

BASIC SKILLS

CB6- Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

CB9 - That students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.

GENERAL SKILLS

CG6- Apply communication techniques for the effective transmission of ideas, opinions, knowledge, etc.



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SPECIFIC SKILLS

CE8- Mastering the foundations and the techniques of the didactics of the heritage and applying it to the tourist area.

CE12- Transform ideas and knowledge into value for the client, generating sustainable results for tourism organizations and society.

ACADEMIC CONTENT

- Didactic mediation.
- Didactic mediation resources: human mediation through the cultural heritage interpreter-guide.
- Didactic mediation resources: human mediation through the guide-interpreter of the natural heritage.
- Other resources: educational suitcases.
- Responsible tourism.
- Inclusion of stories from the community.
- Diversity and inclusive culture.
- Practical case.

LEARNING METHODOLOGY

The learning methodology of the subject is based on expositions of concepts and ideas, complemented with examples and practical application cases, as well as group discussions and activities.

In this sense, the methodologies are broken down by type evaluation typologies:

- o Work done by the student (individual and / or group).
- o Realization of practical cases
- o Discussion panels

Additionally, it is planned to carry out trips outside the CETT as part of field work and reinforcement of learning.

ASSESSMENT SYSTEM



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The evaluation process determines the degree of a student's achieved learning with regards to the competencies of the course in hand.

Students are able to request to be evaluated via a system of continuous assessment along the academic year or a single assessment at the end of the established period of time.

Continuous Assessment consists of the evaluation of the teaching-learning process based on the continuous monitoring of the student's performance through the acquired comprehension, coursework and exams. Attending a minimum of 80% of the classes is required to follow this system.

Single Assessment consists in the evaluation of the student's learning administered at the end of the established period of time. This system of evaluation is available for all students that provide appropriate proof of their inability to regularly attend class. This assessment is determined based on the learning evidences proven through this evaluation.

Evaluation systems	Continuous	Single
Activity 1 (individual)	20 %	50 %
Activity 2 (group)	40 %	-
Activity 3 (individual)	40%	50%

Review and Reassessment of the Course

The student has the right to review 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 reassessment of the course and submit a new reassessment task, it will be mandatory to fulfil one of these conditions:



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A) Students must have been awarded a mean grade of 5.0 or higher in relation to the activities carried out throughout the semester without taking into account the final exam/s (both continuous assessment and single assessment) and having attended the final exam.

B) Students must have been awarded a final minimum grade of 4.0 in the overall course.

Remark

In the event that the health situation arising from the pandemic requires it, the subject will be taught in a synchronous online format and, therefore, the subject content could undergo slight changes as a result of its adaptation to this modality.

REFERENCES

- Coma, L. y Santacana, J. (2017). *Ciudad educadora y turismo responsable*. Gijón: Ediciones Trea.
- Espinosa, R. A., & Bonmatí, L. C. (2014). *Manual de accesibilidad e inclusión en museos y lugares del patrimonio cultural y natural*. Gijón: Trea.
- Fontal, M. O. (coord.) (2013). *La educación patrimonial: Del patrimonio a las personas*. Gijón: Trea.
- Ham, S. (2015). *Interpretación. Para marcar la diferencia intencionadamente*. Sevilla: Asociación para la Interpretación del Patrimonio (AIP).
- Hooper-Greenhill, E. (1998). *Los museos y sus visitantes*. Gijón: Trea.
- Mateos, R. S. M. (2008). *La comunicación global del patrimonio cultural*. Gijón: Trea.
- Morales, M. J. (2001). *Guía práctica para la interpretación del patrimonio: El arte de acercar el legado natural y cultural al visitante*. Sevilla: Junta de Andalucía, Consejería de Cultura.
- Pastor Homs, M^a. I. (2004). *Pedagogía museística. Nuevas perspectivas y tendencias actuales*. Barcelona: Ariel.
- Santacana, J. y Llonch, N. (2012). *Manual de didáctica del objeto en el museo*. Gijón: Trea.
- Tilden, F. (2006). *La interpretación de nuestro patrimonio*. Sevilla: Asociación para la interpretación del patrimonio.
- V.V.A.A., (1996). *La educación encierra un tesoro*. Informe a la UNESCO de la Comisión Internacional sobre la educación para el siglo XXI, presidida por Jacques Delors. Madrid: Santillana.
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The Basic Information Sources are expanded and specified in each of the Thematic Files of the sessions taught in this subject.



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