

Concept for a YUFE Minor

Planning of a 30 ECTS minor offer within YUFE

Minor Title	Heritage
Minor Coordinator (Name, Position)	Inge Bertels & Luc Van de Poele
Responsible YUFE University	Maastricht University <input type="checkbox"/> University of Antwerp <input checked="" type="checkbox"/> University of Bremen <input type="checkbox"/> University Carlos III of Madrid <input type="checkbox"/> University of Cyprus <input type="checkbox"/> University of Essex <input type="checkbox"/> University of Eastern Finland <input type="checkbox"/> University of Rijeka <input type="checkbox"/> Nicolaus Copernicus University in Torun <input type="checkbox"/>
Participating YUFE Universities	No directly relevant online courses are available in the YUFE catalogue but Collaborative Online International Learning initiatives may be explored with NCU, UEssex and UCY since very relevant physically or blended organized courses are available Maastricht University <input type="checkbox"/> University of Antwerp <input checked="" type="checkbox"/> University of Bremen <input type="checkbox"/> University Carlos III of Madrid <input type="checkbox"/> University of Cyprus <input type="checkbox"/> University of Essex <input type="checkbox"/> University of Eastern Finland <input type="checkbox"/> University of Rijeka <input type="checkbox"/> Nicolaus Copernicus University in Torun <input type="checkbox"/> Other partners
Planned start date	February 2023
Frequency of the offer	Annual <input type="checkbox"/> every semester <input type="checkbox"/> other fall semester <input type="checkbox"/> spring semester <input checked="" type="checkbox"/>
Planned number of students	10
Minor Language(s)	English (Dutch)
Minimum language requirements in the program language	B1
Other admission requirements	
Type of offer	Combined offer <input checked="" type="checkbox"/> Online offer <input type="checkbox"/> other

<p>Brief, summary presentation of the minor:</p> <ul style="list-style-type: none"> • Qualification goal • Study content • How are the YUFE profile characteristics fulfilled? 	<p>The minor is built around the concept of 'heritage', which has expanded considerably in the past 20 years: from monuments and landscapes to, among other things, museums, archives and libraries and all the movable heritage that can be found there. But also to intangible heritage - parties, skills and customs - and digital heritage, such as electronic files and the ever-increasing digitization. Heritage is by definition interdisciplinary, whereby the city is an impetus for expansion into the world. In the heritage sector, too, increasing attention is being paid to sustainable development, care and/or digitization of heritage.</p>
<p>Challenge Type</p>	<p>Service Learning <input checked="" type="checkbox"/> Internship <input type="checkbox"/> Research project participation <input type="checkbox"/> Organization and implementation of a conference <input type="checkbox"/> Other</p>
<p>Possible entry requirements (previous technical knowledge and skills)</p>	<p>For some courses from master programmes specific entry requirements might be applied</p>
<p>Description of the benefits of the participants in terms of further studies, personal development and the labour market.</p>	<p>To be added later.</p>
<p>Intended Learning Outcomes</p>	<p>Accurately processes scientific knowledge</p> <p>The student applies appropriate research methods to analyse problems</p> <p>The student shows academic skills, such as logical reasoning, analytical thinking and argumentation.</p> <p>To describe and explain different theoretical and methodological models for participation in heritage.</p> <p>To have a basic knowledge of computer programming skills and database software in the heritage sector</p> <p>To be familiar with the main concepts, tools, theories, methods, workflows and critique that define the contemporary field of digital humanities</p> <p>To recognize, understand, interpret and illustrate urban problems critically from a historical and theoretical angle.</p> <p>To describe the historical development and contemporary trends of heritage tourism</p> <p>To show an understanding in the principal strategies to protect, develop and promote cultural heritage</p> <p>To interpret the current attitudes and socio-cultural parameters that often define the design of artefacts</p> <p>To know the standards, procedures and protocols that are common for the physical management of heritage objects</p> <p>The content of chosen educational units is used to demonstrate competency in the chosen disciplines.</p> <p>The student is willing to learn new vocabularies to gain a broad understanding of sustainability-related topics.</p> <p>The student functions in a respectful and appropriate manner in an intercultural context.</p>

	<p>The student is open and tolerant towards different beliefs on sustainability-related problems.</p> <p>The student assesses the implications of his beliefs and actions on the larger community.</p> <p>The student can formulate and defend his opinion based on the acquired knowledge</p>
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Course descriptions (ILO and content)

	Heritage: Participatory Methods, Democratization and Stakeholders (Master level) 3 ECTS
ILO	<ul style="list-style-type: none"> – To describe and explain different theoretical and methodological models for participation in heritage; – to critically assess case studies of participatory heritage projects; – To develop methods for evaluating participatory projects in heritage; – To consider the needs, motivations and wishes of different stakeholders in relation to heritage; – To design and present their own proposals for participatory projects.
	<p>As approaches to and definitions of cultural and natural heritage have developed, so has the recognition of the need to involve different stakeholders including not only the heritage professionals and specialists, but also local communities, decision-makers, and others. Democratization of the processes around heritage also become increasingly important. In this course we explore some of the models that have developed not only for increasing participation in different forms of heritage, but also for participation within research of that heritage. Through international case studies we will look at different forms of heritage, including museums, heritage landscapes, built heritage, archaeological heritage and intangible cultural heritage, and consider the different approaches that might be deployed to increase participation. We will evaluate critically the successes and failures of such approaches, and discuss the needs of different stakeholder groups. Finally, students will design their own participatory heritage projects, and consider how such projects should be pitched to, among others, grant-givers.</p>

	Data Manipulation with Python for Heritage Studies (Bachelor level) 3 ECTS
ILO	<ul style="list-style-type: none"> – A basic knowledge of the Python programming language (e.g. lists, variables, functions, methods). – Acquire some intermediate knowledge of Python programming language (by becoming familiar with e.g. Numpy datascience package, dictionaries, Pandas library and DataFrames, control flows, loops). – Learning how to download datasets related to conservation/restoration and heritage studies from online platforms (eg Open Context; https://opencontext.org/) and import them in Python. – The basics of data manipulation with Python (e.g. reading and writing CSVs, basics of data aggregation, creating summary statistics, visualization).
Content	<p>An introduction to the importance of computer programming skills and database software in the heritage sector.</p> <p>Introduction to Python (variables, data types, indexes, functions, methods, packages, Numpy).</p> <p>Intermediate Python (dictionaries, Pandas DataFrames, logic, control flows, filtering, loops, user-defined functions).</p> <p>Introduction to Python for data science (importing and reading flat files; transforming, slicing and aggregating data sets; visualizing Pandas DataFrames).</p>

	Finding open conservation/restoration, heritage studies and related datasets online Using Python for data science in conservation/restoration and heritage studies (case studies).
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	Digital Humanities (Bachelor level) 6 ECTS
ILO	<ul style="list-style-type: none"> – Familiarity with the main concepts, tools, theories, methods, workflows and critique that define the contemporary field of digital humanities. – An understanding of the interdisciplinary nature of digital humanities scholarship. – Ability to think critically and reflectively on digital humanities scholarship. – Ability to think critically and reflectively to identify appropriate resources for digital humanities scholarship. – A working knowledge of a selected set of basic digital humanities methods and tools.
Content	This course provides a general introduction to the field of digital humanities with a particular focus on the theories, methods and tools applicable within heritage studies. The course starts with an overview of the history and interdisciplinary nature of digital humanities scholarship and practice. It then explores major topics in digital humanities aiming to familiarize the students with: geospatial data technologies; metadata; linked data and semantic web; digital text encoding and mining; digitization of images; immersive virtual environments for heritage visualization; information management strategies; collaboration, open science paradigm and crowdsourcing; digital humanities methods for Web 2.0; ethics and politics of digital heritage.

	Urban History & Theory (Master level) 6 ECTS
ILO	<ul style="list-style-type: none"> – The student is able to demonstrate basic insights in the field of urban history. – The student is able to explain basic concepts and theories used in the field of urban history. – The student is able to understand key approaches and debates in the field of urban history. – The student is able to reflect critically upon basic views on the city and urbanisation as articulated in the field of urban history. – The student is able to reflect critically upon basic views on the city and urbanisation in the field of urban history on the one hand, and relate this to present-day issues in the broader field of urban studies through the critical use of basic concepts and theories on the other hand. <p>Specific outcomes:</p> <p>1. Knowledge and insight: you are able to recognize, understand, interpret and illustrate urban problems critically from a historical and theoretical angle. You are able to demonstrate through oral and written participation insights in the field of urban history.</p>

	<p>2. Skills: you are able to analyse, synthesise, question and comment critically on the course materials.</p> <p>3. Attitudes: Independence Inquisitiveness Critical attitude Respect and tolerance for other academic viewpoints and opinions</p>
Content	<p>This course is not a classical ‘world-history’ overview of canonical cities throughout the ages (for instance recently: A. Lees, <i>The city. A world history</i>, Oxford, 2015). It is NEITHER a classical history overview connecting cities to major socio-economic, political or cultural historic events and processes in the past (for instance recently: P. Clark ed., <i>Oxford handbook of cities in world history</i>, Oxford, 2013). Rather, we will collectively discuss and question how in the last two hundred years different academic disciplines – ranging from archeology, over sociology to geography – have theoretically reflected upon the historical evolution, form, function, life and meaning of cities in the past.</p> <p>While people have thought and written about cities before the nineteenth century, it was mainly from the Enlightenment (c. 1750) onwards that cities, for various reasons, were recognized as main objects of intellectual inquiry and study in Europe. By that time, mainly, north-western Europe became rapidly a ‘urban continent’, and by the 1850s people in England, Belgium, France and Germany were describing their age as defined and leavened by cities. Rapid urbanization triggered by the four horsemen of industrialization, nationalization, imperial expansion and technological-scientific progress, turned intellectual reflection to cities and their history, taking clues as well as warnings from their humble beginnings and checkered evolution. This very specific historical context has cast a long shadow on urban theory building and goes a long way in explaining way urban theory – in some instances until today! – has been shaped by particularly Western ideas and representations.</p> <p>This course will start from a reflection on urban history and theory, taking as a starting point how intellectual discussions and theoretical notions ON cities and their past can never be separated FROM their broader historical contexts. In order to substantiate this claim, this course will follow a loose chronological trajectory in which students gain both an understanding of the historical evolution of cities through the ages, and simultaneously will learn more about the ways in which an urban theoretical understanding of the city and its past was shaped and transformed in reaction to changing historical contexts in the nineteenth, twentieth and twenty-first centuries. Thus, we will look into concepts such as the ‘urban revolution’ in the middle east, the supposed precocity of medieval cities in the West, the concept of ‘colonial’ and ‘capital city’, before delving deeper in the ‘modern city’ that spawned myriad branches of urban theory today.</p>

	<p>Photography and intermediality (Master level) 6 ECTS</p>
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ILO	<ul style="list-style-type: none"> – Learn different theoretical approaches to the analysis of photographs in a historical context, in a passage from analogic to digital photography. – Be able to apply such theoretical instruments to a variety of fields. – Be able to apply such theoretical instruments to a variety of practical examples.
Content	<p>This course introduces you to the meaning of photography across time and place. Addressing early photography as well as contemporary digital practices it brings in a creative dialogue with each other early daguerreotypes with Instagram; mobile phone photography with the image philosophy of Benjamin, Bazin and Barthes; 360 degrees images with Indian and aboriginal Australian visual culture; the making of photographs with the curation of exhibitions. Starting off with an introduction to the invention of photography, the course proceeds with an exploration of the classics that make up our understanding of photography. We explore the connections of photography with matters of life and death, with magic and violence. You will then be introduced to semiotics, phenomenology and postmodern theory. Finally you will learn to analyse photographs within the context of today's digital habitats with the multiple screens, interactivity and multimodality. Addressing emerging camera technologies as well as the world of Snapchat, Instagram, Facebook, etc. this section will introduce you hence also to basic elements of digital culture. All lectures will be illustrated with the help of visual materials.</p>

	International Design Workshop (Master level) 3 ECTS
ILO	<ul style="list-style-type: none"> – The student is able to realize in group, from a conceptual approach, an original design/design research that offers a qualitative answer to the question. – The student can develop a personal vision and introduce this into the group process. (M3) – The student can think and act interdisciplinary. – The student can adopt a critical attitude with respect to prevailing visions in the domain, "thinking outside the box". – The student can translate civic engagement in design solutions and vice versa. – The student is aware of his/her own (cultural) frame of reference and his/her own world view, and (s)he can relate this to other views or perspectives. – The student can understand extended speech and lectures, spoken in another language than his/her mother tongue (English) and related to his/her field of study. (S)he can subsequently deduce the main rationale of the argument. – The student can report in a consistent manner and based on arguments about the process of the workshop week, both in words and pictures.
content	<p>The International Design Workshop week is an international event consisting of workshops and lectures around a socially relevant theme. 'React by design' occupies a central position: students are challenged to step outside their comfort zone and adopt a critical attitude to prevailing views in the domain. The conceptual and shaping ability of the student is developed from a work process that radically differs from regular courses both in space and in time, in methodology and in perspective. Several workshops will be organized by national and international guest lecturers who occupy a distinct position within the chosen theme. Based on abstracts, students choose one of the workshops and commit themselves for a week of intensive research and design in group. The groups cut across educational programs with the aim to familiarize students with an interdisciplinary approach to</p>

	design research. Students work on continuous output throughout the week (instant publishing) and towards a final product exhibited at a closing event.
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	Heritage & Tourism (Master level) 3 ECTS
ILO	<ul style="list-style-type: none"> – The student has a good idea of the historical development and contemporary trends of heritage tourism in Belgium and neighbouring countries – The student has a basic knowledge of the supply side of heritage tourism, including the typology of the most popular attractions. – The student will have a basic knowledge of the demand side of heritage tourism, including the profile of visitors and their motivations. – The student will have an understanding of the key management strategies for heritage tourism – The student has an understanding in the principal strategies to protect, develop and promote cultural heritage for touristic purposes. – The student can reflect on claims of authenticity regarding heritage tourism. – The student can reflect on ethical issues linked to the touristic exploitation of dark or dissonant heritage
Content	Today, heritage tourism is one of the fastest growing economic sectors worldwide. On the one hand, the relationship between heritage and tourism generates many benefits such larger visibility and accessibility of heritage, increased funding opportunities, and other boons. On the other hand, tourismification also puts a lot of pressure on the heritage sector in the form of overtourism or Dysnefication. In this course, we will critically examine the relationship between tourism and heritage by zeroing in on the historical development and current trends in heritage tourism, by looking at the supply and demand side, by studying management and promotion strategies, and by scrutinizing ethical issues linked with dark heritage, commercialisation, authenticity, and other controversial topics.

	Design & furniture (Bachelor level - Only for students with design background) 3 ECTS
ILO	<p>Only for students with design background!</p> <ul style="list-style-type: none"> – The student is capable of commenting on the pieces of furniture -seen in the courses- in an analytical way. Applied to construction, use, as to the formal characteristics and finishing details. Important is the degree of correctness of this analysis. – The degree in which the student understands and motivates that formal characteristics are based on both technical, construction related and functional parameters and possibilities (or limitations). – The students are capable of interpreting the current attitudes and socio-cultural parameters that often define the design of a piece of furniture. – The students have the capability to recognize pieces of furniture and are able to refer to the right designer. – The student is capable of drawing a classic piece of furniture in a detailed way out of photographic material, with only the "overall" measurements. These detailed drawings have correct proportions.

	<ul style="list-style-type: none"> – The student is capable of -after measuring part per part and drawing in a detailed way of the existing piece of furniture- to make the transfer to the analytical research in which the piece of furniture is reworked in a personal and contemporary design. – The student is capable of assembling a prototype or producing a scale model in the modelling workshop of UA, under the supervision of the present staff, being the collaborators of the Mecano workshop. The student achieves this by employing the materials at hand and the present techniques and infrastructure.
Content	<p>Based on furniture pieces from the 18th and 19th century, the students are taught to identify both the formal characteristics and the constructive and functional parameters, which all together define the appearance of the piece of furniture.</p> <p>The students are shown that the formal details are inherently connected with the total appearance, the perception and the appreciation of the piece of furniture.</p> <p>Attention is given to the "shadow zone" between furniture pieces and pieces of art; when does a piece of art become a piece of furniture and vice versa? Which parameters are decisive in the appreciation of this "transition area" between furniture and art?</p>

	Global Justice (Bachelor level) 3ECTS
ILO	<ul style="list-style-type: none"> – Students develop the ability to describe, to analyse and to understand the complexity as well as the different dimensions of a social phenomenon (systems thinking). – Students learn to map, clarify and weigh values, principles and aims (normative thinking). – Students learn how different disciplines, worldviews, moral and philosophical views can encounter, interact, and mutually influence each other, and they learn how to reasonably participate in this conversation (active pluralism). – Students develop the ability to describe, analyse and understand the complexity and different dimensions of a social phenomenon (systems thinking). – Students are able to operationalize different global justice perspectives in function of some contemporary global issues. – Students learn to map, clarify and weigh up values, principles and goals (normative thinking). Students are able to position themselves and others in the ongoing debate on these global issues. – Students learn, from an interdisciplinary perspective, to analyse social phenomena, evolutions and problems. From this perspective, they are able to think in a solution-oriented way and to reach long-term visions (interdisciplinary thinking). – Students learn to analyse social phenomena, evolutions and problems from an interdisciplinary perspective; and on the basis of this they improve their problem-solving thinking and can formulate a long-term vision (interdisciplinary thinking).

Content	<p>The course provides students with a framework for critical reflection on justice in a context of globalization – which pre-eminently corresponds to a context characterized by inter-sectional diversity as well as deep social, economic and political inequality and power differences that are the outcome of historical and more recent trajectories. The aim of the course is to distinguish various global justice issues and to analyze them in connection with the research, work and policy area that students will be involved with.</p> <p>The course is set up around four main justice/injustice issues (positionality, colonialism, climate, intersectionality) and three possible remedies (human rights, development cooperation and technological innovation) that are presented in a way that allows students to reflect on their own value-based perspectives, aspirations and goals.</p> <p>The learning process is structured around 7 lectures, 7 small-groups seminars as continuous learning and assessing Lectures are delivered by the teaching team and guest speakers. Seminars are small groups of students who gather once every two weeks to discuss the content of the previous lecture and to engage with the readings, concepts and personal experiences.</p> <p>The introductory lecture presents some key concepts (the multiple forms of inequality; the inter-dependence between local and global inequality; the interconnection of inequalities (intersectionality) and the importance of adopting a broad and self-reflective approach to the global world.</p> <p>The second lecture nudges students into thinking at the present through the lenses of history, colonialism and decolonization, so that their vision of present injustices is enriched by notions such as restoration and reparation.</p> <p>The third lecture invites the students to engage with the environmental crisis through the lenses of social and climate justice. On the one hand, climate change is discussed as a man-made catastrophe that is produced and affects people unevenly. On the other hand, some interventions in protection of the environment will be assessed for their social implications and their potential injustice.</p> <p>Lecture forth expands on the notion of intersectionality and discusses the interconnections between class, race and gender-based injustices and how they reinforce subordination, marginalization and the unequal distribution of resources and opportunities.</p> <p>From the fifth lecture on, students are presented with the tools to critically engage with three of the ‘global solutions’ that are often offered to tackle global injustice: law, development and technology.</p> <p>In section five we deal with ‘Human Rights and Rule of Law’ as tools for governance and protection of the victims of injustice, but also as possible forms of exclusion and reproduction of historical inequalities.</p> <p>The sixth section deals with the notions of development cooperation and sustainable development, allowing students to understand the historical construction of the notion and to critically engage with some of the main concerns raised with regards to the construction and implementation of the Sustainable Development Goals.</p> <p>Finally, section seven looks at technology – a topic of particular interest for students, policy makers and researchers – through the lenses of inequality. Often presented as an opportunity for economic growth or as the provider of the solution to the world’s most pressing problems, technological innovation raises issues of ownership, accessibility, universalism and uneven distribution of opportunities that must be addressed in the context of the future of the planet and of the global society.</p>
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	Summer school Social City Design (Master level) 3 ECTS
ILO	Top be added
Content	<p>[Examples based on previous editions]</p> <ul style="list-style-type: none"> – Human centered design in the city: methodology, tools and cases – Using technology and citizen-collected data to cover blind spots in research – Let the city inspire you, let's explore the city and grasp the meaning of social innovation in an urban context – The impact of digital technologies in urban design – Prototyping and how to visualise your ideas into testable and tangible concepts

	Community Service learning Challenge (bachelor level) 3 ECTS
ILO	<ul style="list-style-type: none"> – Students are able to make a connection between the academic component and the experiential hands-on learning; and use this as a basis for critical analysis of a social theme. – Students develop empathy and social responsibility, can deal with social and cultural diversity, and understand the potential impact of civic engagement. – Students can use complex information and personal experience to form (substantiated) opinions, and demonstrate a willingness to question and adjust stereotypes and principles. – Students can interact with a social organization, can collaborate positively and constructively with others, and are aware of the possibilities of group dynamics. – Students can dialogue and critically reflect on social issues from their own frame of reference. – Students can indicate where their personal strengths lie, realize where there is still room for growth, and can thus help (co)steer their own learning process. – Students learn how different disciplines, worldviews, moral and philosophical views can encounter, interact, and mutually influence each other, and they learn how to reasonably participate in this conversation (active pluralism). – Students learn, from an interdisciplinary perspective, to analyse social phenomena, evolutions and problems. From this perspective, they are able to think in a solution-oriented way and to reach long-term visions (interdisciplinary thinking). – Students develop the ability to describe, to analyse and to understand the complexity as well as the different dimensions of a social phenomenon (systems thinking).

	<ul style="list-style-type: none"> – Students learn to map, clarify and weigh values, principles and aims (normative thinking).
Content	<p>Students gain curricular credits by performing service (volunteering) that answers to the needs of the community (social organization). Students do not just perform volunteering work, but support the organization in answering a current need/question on the basis of academic input. On the basis of this need, a research question is formulated in co-creation with the organization. An answer is sought through practical research. This results in an end product (paper, creative work piece, etc.) that is useful and relevant for the organization and its target audience. In addition, students will keep a learning diary where they register the hours and activities (40hrs volunteering work) and reflect on their accomplishments, strengths, challenges and social role (video-diaries/supervision/reflection sessions). We collaborate with various community (social) partners (who preferably support vulnerable individuals and groups).</p> <p>International students are linked with local students (buddy system). Max. 3 students work together in one organization.</p>

	Applied arts in the low countries (Taught in DUTCH), 3 ECTS
ILO	<ul style="list-style-type: none"> – The student knows and recognizes various objects from the material culture of the low countries as well as historical techniques and is able to interpret these objects typologically. – The student can link style periods to objects and object types and can situate them in time and the general living and living culture of our regions. – The student can make connections between technological evolutions and insights with regard to the applied arts in the low countries and can appoint important designers if these are known.
Content	<p>This course (taught in Dutch) gives a concise chronological and thematic overview of the applied arts ranging from forest glass from the Middle Ages to the Art Deco period and the Style movement. Geographically, the focus is mainly on the low countries (Belgium and the Netherlands). The nature of the applied arts and their position within the general history of art and culture are investigated through the study of objects and the living culture in general. Attention is paid to various crafts, workshops, designs and their designers, as well as to the practical, social and cultural context of specific objects.</p>

	Museum & Storage facilities (taught in Dutch) 6 ECTS
ILO	<ul style="list-style-type: none"> – The student demonstrates knowledge of and insight into the functioning of the museum as an organisation, in particular with regard to collection management. – The student knows the standards, procedures and protocols that are common for the physical management of objects in the museum and depot and can apply them judiciously. – The student demonstrates how to use collection information systems correctly and to register objects according to the correct standards. The student is able to inspect the condition of objects, sub-collections and collections and to register this according to the correct methods. – The student knows the materials, instruments and methods that are used in the context of the physical management of objects such as packaging design, packaging materials, depot design, depot management, exhibition scenography, art transport and art handling. – The student is able to provide the right advice in the context of collection assistance and knows the most common methods and interventions. – The student demonstrates that he/she is able to work in a team context and that he/she has insight into his/her own functioning.
Content	<p>This course (taught in Dutch) examines the management of heritage in a museum context in more detail. This concerns both the physical management of objects (location relocation and transport, art handling, depot management, designing packaging for storage and transport, packaging of objects and packaging materials, numbering and photographing objects, condition checks, ...) and information management (use of collection information systems, location registration, loan administration, condition reporting, ...). Methods and techniques are also taught to carry out collection assistance after a disaster. All this based on concrete cases that reflect the diversity of the museum landscape and with attention to future challenges. During a depot visit, professional depot management is discussed in more detail. In the practical lessons, theoretical knowledge is used on location, in a collection management institution, in collaboration with museum professionals to critically analyze existing situations, formulate proposals for optimization and implement them in practice. In the practical lessons, techniques and methods are provided that are essential in the management of heritage in a museum context, and students work in teams to realize concrete projects.</p>