

<b>POLI</b> ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO  <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.012.03
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Course	Socio-Cultural Intervention					
Subject	Socio-Cultural Intervention and Cultural Heritage					
Academic year	2021/2022	Curricular year	1st	Study period	2nd semester	
Type of subject	Compulsory	Student workload (H)	Total:135 0	Contact: 45	ECTS	5
Professor(s)	Ana Isabel Ventura Lopes Ferreira					
<input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department	(select)	Carlos Francisco Lopes Canelas				

## PLANNED SUBJECT DESCRIPTION

### 1. LEARNING OBJECTIVES

- Apply the conceptual domains related to the heritage and its evolution;
- Identify places and locations patrimonially rated;
- Recognize the importance of the natural elements as a patrimonial resource;
- Analyze the relation of human groups with the environment and its need for valorization and preservation;
- Characterize the diversity and plurality of the nature of patrimonial assets;
- Value the cultural heritage as developing agent;
- Identify heritage as touristic resource.

### 2. PROGRAMME

#### Introduction

Heritage and Portuguese identity

Concept of heritage and evolution

Cultural Heritage, memory and identity

#### 1. The Cultural Heritage and New Museology

- 1.1. Cultural heritage: concepts and classifications
- 1.2. The geography of classified sites
- 1.3. Cultural heritage as a resource / tourism product
- 1.4. Cultural Heritage, Tourism and citizenship
- 1.5. Cultural Parks

#### 2 The Heritage Interpretation

- 2.1. Concept and objectives

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2.2. Interpretation Steps

2.3. Heritage Interpretation Strategies

### **3. The Community Development and Cultural Heritage**

3.1 Development and Heritage

3.2 Animation and Asset Enhancement Strategies

3.3 Heritage and community development

### **4- Sociocultural Intervention and Cultural Heritage Protection**

Case Studies

### **3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES**

Feel the importance of environment and heritage is of major significance for the sociocultural community development agent. Thus, recognizing the value of cultural heritage must be the foundation for local and regional development policies. This curricular unit intends to show the role of the sociocultural agent and the projects that matter in the development of the regions focusing on its main heritage which is territory.

### **4. MAIN BIBLIOGRAPHY**

BABELON, Jean-Pierre (2000) - La notion de patrimoine . Collection Opinion, Paris.

BALLART HÉRNANDEZ, Josep (2001) - Gestion del Património Cultural, Ariel, Barcelona.

CASTRO, Emanuel (2007) – Análise Integrada da Paisagem da Raia Central Portuguesa: a paisagem como recurso de desenvolvimento. Dissertação de Mestrado, Universidade de Coimbra.

ESTEVÃO, Carla (2010) – O Património Geológico em Áreas Protegidas: inventariação de geosítios baseada em pesquisa bibliográfica. Dissertação de Mestrado, Universidade do Minho.

FERNANDES, João Luís J. (2003) - Dinâmicas de Desenvolvimento, Territórios e Áreas Protegidas. Território, do Global ao Local e Trajectórias de Desenvolvimento, Centro de Estudos Geográficos. Coimbra.

HOWARD, Peter (2003) - Heritage: Management, Interpretation, Identity, Continuum, London.

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LOPES, Ana (2007) – Potencialidades Territoriais no Desenvolvimento do Turismo Cultural: terras do Demo. Dissertação de Mestrado, Universidade de Coimbra.

## 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Among the methodologies used, we highlight: expository/interactive lessons, individual and group work, encouraging research and individual and collective reading of the documentation available on the proposed contents. Various aids to learning will be used, such as: schemes on the board, multimedia supports, texts of different origins for reflection and discussion.

The evaluation of the curricular unit is subject to the general evaluation criteria in force at the Guarda Superior School of Education, Communication and Sport. The summative dimension of the curricular unit's continuous assessment is defined through the following elements: two written tests and practical reports to be developed individually and in groups by the students. The weights of each assessment element will be defined in accordance with the teacher and students.

Written Test	30% (2*15%) 6 valores)	29 de abril 3 de junho
Four Individual Reports	40% (4*10%) (8 valores)	25 de março 22 de abril 13 de maio 27 de junho
Presentation and discussion of investigation written work (two students group)	30% (6 valores) 15% 15%	13 e 17 de junho/20 e 24 de junho  apresentação e defesa oral e entrega do trabalho escrito.
	100% (20)	

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## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The central methodology to be applied involves the need to introduce students to the theoretical and practical dimensions of the issues to be dealt with, always instilling a global and coherent vision of knowledge about contemporary social problems. We will encourage individual intervention and initiative, as well as collective reflection. Assessment is an essential and integral element of the teaching-learning process, considered as an integral, systematic, gradual and continuous process, in order to provide feedback that regulates the activity of students and teachers. We understand the continuous assessment of the curricular unit "Animation and Cultural Heritage" as a dynamic and permanent process, which is not only carried out at the end of the semester, highlighting its formative dimension (active participation of trainees through doubts, comments, suggestions, criticisms, among others, revealing their interest and capacity in relation to the contents covered). Through the exposition of the contents of the curricular unit carried out by the teacher, the results of research and analysis in different sources and the respective individual and collective reflection on them during the teaching sessions (contact hours), the trainees acquire and develop the skills of integration, critical analysis and mobilization of the set of information and knowledge available for the understanding and resolution of social problems in their daily lives. They also improve their communication skills (reading, writing, speaking and listening), questioning and argumentative essential to active people and citizens.

## 7. ATTENDANCE

## 8. CONTACTS AND OFFICE HOURS

anaventura@ipg.pt

### DATE

22 de março de 2022

### SIGNATURES

Professor

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(signature)