

Heritage in the classroom

'Heritage in the classroom' is an outcome of a European project called HEREDUC aiming at developing heritage education, creating new methods and lesson materials.

■ Suzanne van den BERG
(Netherlands)

Heritage education has over the years gained in attention. 'Heritage in the classroom' is one of the results of this development. The book is one of the outcomes of an European project called HEREDUC. The goal of this project, which ran from October 2002 until October 2005, was to help teachers use heritage in the classroom setting. But besides that it also aimed at developing heritage education itself, creating new methods and lesson materials. The project is officially finished now, but both the manual and website remain available. They are both used in courses and training workshops still organised by the project-coordinator (a Belgian organisation for community education).

The book can be divided roughly into three parts. The first two chapters are an introduction to heritage in general. In this part the authors present the history of heritage (education) and hands teachers the tools for thinking and talking about heritage. They also touch upon the relation between neighbourhood and identity. Interesting is the European view on heritage education they present in the second chapter, although I can't keep myself from wondering whether teachers and pupils, the main target groups, are really interested in this. The authors explore further into the role heritage 'around the corner' can play in the future of the European identity. They connect this view with the development of life

long learning in which your direct environment also plays an important part. This means heritage is not so much used as a goal in itself but more as a means of learning something else. A starting point for getting from your own neighbourhood to Europe. It is in this chapter that the authors also ventilate high strung beliefs on using heritage to ensure that "...young people [get] social and political competence to develop their own opinions in modern society".

After a more general start, the third and fourth chapter are used to introduce pedagogical method. The third chapter is aimed at primary school teachers, the fourth at secondary school teachers. The method the authors describe can be used to approach different heritage areas; museums, landscapes, non-material aspects of heritage and archives. The main goal in this part appears to be teaching children that we all leave traces behind, and that afterwards every trace (culture, or heritage) can be interpreted differently. The authors discern four different phases that should take place in this 'child-shaped' approach. First of all, the **point of entry** (an initial activity), secondly **filling your bag** (gathering information, open-ended questions and answers), the third phase is '**developing a solution**' (organising the information into a presentable form) and the fourth phase '**presentation**' (reporting to the rest of the classroom). This method, gives a structure, though the children are given a lot of freedom. They are the ones that have to give shape to the different assignments within a set framework.

A large part of all of the projects they describe, requires searching and using sources like archives et cetera. This includes a lot of reading. It is known to all teachers that

not all children, especially in primary school have the reading skills you need to extract the most useful information from large quantities of text. This type of assignment is often already for secondary school children, let alone primary school pupils. With this I am not implying that using this type of project doesn't work at all. It is just meant as a caution, since the authors don't address this point in the text. Beware of the skills pupils need in order to bring projects like this to a satisfactory end. Look at the type of projects you normally do, and compare this to what you expect from them during this project. The authors present the method as a more motivating way of teaching a subject. Nothing is as frustrating as not knowing what to do.

In the last two chapters, besides describing the method in a theoretical way, they also give examples to demonstrate what using this approach means in practice. This transition from theory to practice also continues in the last part. The last chapter, taking up half the number of pages, gives a summary of 34 different heritage projects that have been executed in the last couple of years. All these projects were developed by heritage sites and institutions. It is especially this part that is inspiring and concrete. The projects are presented with a clear layout describing target group, length of the project and learning objectives. This makes it easy to read and nice for thumbing through.

Concluding

With the few remarks to the text I made before, I would say that this book is more of a tool for inspiring teachers than a direct manual on how to integrate heritage in your classroom. As such, something to inspire, this book is

a good read. Nice suggestions for subjects and, ways of approaching heritage in general and heritage in the classroom more specifically. The theory in the first chapters is good for people (teachers) wanting to know more about heritage in general, in what ways it can be used in the classroom, and what goals can be reached by using heritage.

More information can be found at www.hereduc.net. The book can be ordered through Garant.

Heritage in the classroom.
A practical manual for teachers

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Summary

Um das Thema „Kulturerbe“ in die Klassenräume zu tragen, wurde ein HEREDUC genanntes Europäisches Projekt gestartet. Das Ziel des Projektes war es, Lehrkräften bei der Einbeziehung dieses Themas in den Unterricht zu unterstützen und dabei auch eigene Unterrichtseinheiten mit neuen Methoden und Arbeitsmaterialien über das kulturelle Erbe zu entwickeln. Das Buch stellt die Geschichte der „Pädagogik des Kulturerbes“ dar und gibt Lehrkräften mehrere Handreichungen zum praktischen Unterricht. Im letzten Kapitel, das die Hälfte des Buches umfasst, werden die Ergebnisse von 34 verschiedenen Projekten der letzten Jahre kurz zusammengefasst.

Le patrimoine historique en classe est l'un des résultats du projet européen HEREDUC. Il a eu pour objectif d'aider les enseignants à introduire le patrimoine historique à l'école et, en générale, de développer l'enseignement du patrimoine historique, former de nouvelles méthodes et créer des matériels pédagogiques. Le livre présente l'historique de l'enseignement de cette matière et propose des moyens permettant aux enseignants d'aborder ce sujet en classe. Sur près d'une moitié du livre, le dernier chapitre résume 34 projets différents réalisés pendant les années dernières.