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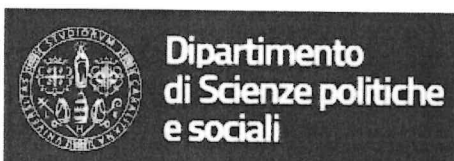
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J.03. Educating for sustainability through the arts

Drawing On Artistic Languages to Approach Tangible And Intangible Heritage. Towards Shared Knowledge Construction

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artistic languages, intangible heritage, sustainability

Terms such as sustainability, social justice, collaborative knowledge construction, and a new vision of cultural heritage are now required reference points for those with a role in education and participation surrounding cultural and landscape heritage (Bishop, 2006; McCarthy, Jinnett, 2001). This applies to both formal and informal contexts (Albert, 2015). This paper examines the initial outcomes of the doctoral program in Intangible Heritage in Socio-cultural Innovation, offered by the University of Milan-Bicocca. Since its inception, a key feature of this PhD programme – which was initially developed in collaboration with the Universities of Perugia and Basilicata on the strength of the investment programme provided for under the Italian National Recovery and Resilience Plan (PNRR) – has been active and meaningful engagement with local organizations, especially museums, local authorities, and cultural heritage sites. This has fostered ideas for new research endeavours based on inclusion, sustainability, an emphasis on heritage promotion, active participation, and the right to interpretation. The doctoral program has also been characterized by a strong emphasis on artistic languages, in terms of a wide range of interdisciplinary resources. This has been accompanied by inquiry into the practical workings of these languages and how they may be applied to document and conduct research (Barone, Eisner, 2011; Knowles, Cole, 2008). To date, artistic languages have played an invaluable part in mapping requirements and in implementing field research and cultural heritage actions. In this regard, the guidelines formulated by UNESCO concerning intangible heritage (Valdimar, 2018) bear considerable importance. Notably, the inevitable comparison with tangible heritage has become significantly more nuanced and enriched by multiple new perspectives. According to the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, "‘intangible cultural heritage’ means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage (UNESCO Convention, Art.2). The research that is ongoing under the PhD programme is focused on individual, collective, and public memories of heritage, as well as on existing and developing artistic and crafts practices. It also explores community engagement and methods of sharing research outcomes. This paper highlights preliminary findings from the ongoing doctoral research projects, particularly from the vantage point of artistic languages.

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Innovative Learning Environments: A Comparative Analysis of Projects With New Versus Established Schools

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school, environments, student

This paper offers a comparative reading of two projects. The first project entailed the construction and initial use of a new school, and also prompted the teachers to thoughtfully revisit their teaching practices (Weyland, 2014). The second project was conducted with an existing school (Fianchini, 2017) that had already been in use for some time, whose teachers proposed designing and constructing a new environment: an outdoor classroom, located in the school yard. The present analysis is based on the dual perspective of two distinct areas of professional expertise — education and architecture. We set out to identify the key themes that emerge from the feedback and data we collected (Preiser, Rabinowitz, White, 1988), including the importance of involving the teaching staff from the initial stages of any new construction or modification project, while bearing in mind from the outset the type of use to be facilitated by the proposed new spaces. In the case of the first project, the authors of this abstract were asked — following the construction of the school and its use for an initial period of two school years — to assess how the school's spaces were being used in practice as well as the degree of congruence between the architects' initial intentions and the everyday school lives of the students (Cook-Sather, 2002), teachers and other school staff, based on the collection of various kinds of data and discussions with the teachers. The second project, on the other hand, was a complex process involving multiple and diverse actors that originated with the school's internal requirement to upgrade some of its existing spaces (Dessi, Fianchini, Zuccoli, 2016; Farné, Agostini, 2015); the aim was to enhance the well-being of both students and teachers and the change introduced was found to have immediate implications for teaching practice.

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