

3. Training Methodology (Result 33)

The Training Methodology needs to represent the philosophy of heritage interpretation linked to learning for sustainability. Training methods can be:

- a) the subject of the training by themselves (e.g. methods of how to involve visitors)
- b) represented by the course design (e.g. training modules encouraging participation).

The latter is especially relevant regarding learning for sustainability. Some key terms of contemporary learning in democratic societies are

- respect
- empowerment
- facilitation
- participation.

UNESCO highlights the following teaching and learning strategies in terms of Education for Sustainable Development:

- Experiential learning
- Storytelling
- Values education
- Enquiry learning
- Appropriate assessment
- Future problem solving
- Learning outside the classroom
- Community problem solving.

Although they are meant to be used in formal learning, all of these aspects will also be considered within the pilot course, showing how they can be connected to non-formal learning as it takes place in heritage interpretation.

According to the ParcInterp trainer manual, single didactic principles mandatory to training are to:

- design learning holistically (with head, heart and hand) and in various forms
- respect the needs of the individual learner
- include experiences from the learner's own work and life
- initiate and promote new learning experiences and inspire the desire for learning
- strengthen personal responsibility and the readiness to give and to receive critiques
- support the cooperation of learners with each other and with other players
- use pin boards, flip charts, moderation cards, markers and other media in a professional way

- integrate content spontaneously from a computer or the internet using a data projector
- develop ideas together with learners using a computer and a data projector
- demonstrate, at the start, all methods learners will acquire
- allow cooperative development of content in realistic situations
- provide space to share new experiences and to challenge habitual ways of thinking
- visualise results in the seminar room – and relate to them during following training sessions.

It is essential to highlight throughout the course that these points are not only relevant to the course itself but also

- to the interpretive agents when teaching interpretive guides
- to the way these guides interact with visitors
- to the way interpretive agents are setting up networks.

During the pilot course, participants should experience and develop learning subjects mainly on their own in small groups and in exercises on site, allowing them to take ownership of their learning, sharing the outcomes and providing feedback to assess the results against common standards and criteria.

One special opportunity for participation is individual course projects started by each participant during the pilot course, carried out back home and reflected during the study visit (see Chapter 2).