



Critical Heritages (CoHERE): performing and representing identities in Europe

Work Package 5

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CoHERE explores the ways in which identities in Europe are constructed through heritage *representations* and *performances* that connect to ideas of place, history, tradition and belonging. The research identifies existing heritage practices and discourses in Europe. It also identifies means to sustain and transmit European heritages that are likely to contribute to the evolution of inclusive, communitarian identities and counteract disaffection with, and division within, the EU. A number of modes of representation and performance are explored in the project, from cultural policy, museum display, heritage interpretation, school curricula and political discourse to music and dance performances, food and cuisine, rituals and protest.

WP5 under the title “Education, Heritage and Identities” develops best practices in the production and transmission of European heritages and identities within two sectors that face challenges in an age of immigration and globalization, namely education and cultural heritage production. It explores how European identity is shaped through formal and informal learning situations both in and outside the classroom with the purpose of enhancing school curricula and informal learning at heritage sites by integrating innovative technologies and including multicultural perspectives. WP5 investigates three complementary and closely connected themes that explore aspects of the transmission and sustainability of European heritages and identities: Geography Matters; Symbolic Representations; Multicultural Europe.

In this document we present a technological tool, “Eurocraft – Explore critical heritages through vid-maps” (Beta- Version). Research in the field of typical education (programme of studies and textbooks) present poor knowledge of the Europeans concerning their cultural heritage or the cultural heritage of other Europeans (Pöllmann, 2007; Philippou, 2007; Faas, 2011b). Research conducted in the framework of Cohere (Galani, 2018, Karatza, Galani & Halkia, 2018) indicates that Greek, British and Spanish geography curricula and textbooks seem to present weaknesses in the addressing of important issues. According to the findings, European identity formation and acquaintance with its cultural heritage is not being developed overall, while the “European Other” remains largely unexplored; the “themes of geography”, that offer a multi-dimensional spatial approach, are not adequately used to the concepts studied; more emphasis is put on the European location (position) and the place (natural and human characteristics), which are important but only preliminary elements for the construction of European identity; the overall lack of a “sense of the place” of Europe causes even lower levels of identification with Europe, which may cause considerable effects and changes in modern societies (e.g. exit from the EU).

The inclusion of the elements that were found to be absent in the curricula is recommended for the acquisition of citizenship engagement, the obtainment of European values, the knowledge about European cultural heritage and the social inclusion of the “European Other”.

Symbolic markers, the common European past and the institutions and bodies of the EU should be studied for the development of a European identity. Contact with specific elements of European cultural heritage (tangible, intangible) could also enhance European identity formation, since heritage is able to give psychological substance to space (Davis, 2011, p.3). Moreover, direct references to people with racial, cultural, religious, historic-geographic/geopolitical, socioeconomic differences should be made so that they stop being a “minority” that “does not exist”.



Based on the above findings, and recognizing that formal education cannot contribute more in cultural dialogue, the research team of NKUA created the serious game prototype “Eurocraft: Explore Critical Heritages through Vid-maps” (Beta Version), with the aims:

- to fill the gap in the cultural heritage that is created by programme of studies, the textbooks and the teaching method.
- to promote the communication of cultural heritage(s) between people within Europe, as well as
- to encourage the dialogue and the understanding of the “European Other”.

Moreover, this prototype will be a research tool to investigate the perceptual regions of pupils from different parts of Europe through:

- [i] their “footprints” (material they upload),
- [ii] the games they play and
- [iii] the multilayer dot maps of heritage distributions they create (vid-maps) by overlapping thematic layers of heritage information.

The story: The aircraft “Eurocraft” travels around Europe as a matrix to collect data (images, videos, sound) and stories concerning European Heritage and Identity. The selected material is the key to create Vid-maps (multilayer dot maps) to represent heritage and identity as well as the key to unlock the stands with the heritage objects and create a heritage air-museum.

The game is aimed to students 12-17-year-olds with a view to promote the communication of cultural heritage(s) between young people within Europe, to encourage the dialogue for the notions of Europe as a multicultural place as well as of the “European Other”, to help teenagers understand Europe's new physiognomy (profile) and to encourage them to talk about their experiences.

The collection of semantic data on heritage footprints left by players, will be used by researchers to help uncover new insights about the perceptual regions of pupils from different parts of Europe, the perceptual regions of pupils from different countries of the world who live in Europe (immigrants) or they have been born in Europe by immigrant parents, the role of a virtual map collection in the building of the European identity.

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Eurocraft: Explore Critical Heritages through Vid-maps (Beta Version)

In order to design the game, research team put a high priority on its pedagogical structure, the task typologies, as well as on game's design.

The game tries to communicate heritage by using channels familiar to teenagers. The philosophy of tasks lies in the area of social media and crowdsource platforms and the way people communicate through them (ie. how do they upload and share stories and moments in Instagram, Facebook, twitter, the use of hashtags, etc.) All tasks are connected to specific rooms of the Eurocraft.

The extra material (texts, videos) of the game, consists of a user guide, information about the game and its creators, the terms of use, and a text and video which clarify the terms of tangible and intangible heritage.



Users can find the game in the following address:

<http://patrec.ece.upatras.gr/cohere-game/>

Keywords: formal education, informal education, learning by doing, serious games, heritage sites and monuments