

## Urban Stories in the Pandemic Year

Intensive Summer School

July 4-7, 2021 (online+Kraków, l'Aquila, Banska Bystrica, Bilbao)

### Concept and a short description

The main goal of the summer school was to create immersive educational situation where both international students and academic staff would be exploring heritage of historical cities (and their surroundings) while sharing their discoveries and exchanging them with the use of theoretical background provided by the classes, workshops and lectures.

In order to combine in class teaching about heritage with intensive exploration of historical surroundings a hybrid program was constructed, where renowned experts conducted lectures and trainings to be applied during the study visits of students in their field trips.

Due to the pandemic restrictions instead of common experience where all international students would all stay in one place (as it had been planned), the formula got redefined and the emphasis was put on the diversity of the backgrounds of students which they all presented and interpreted during their summer research.

The summer school was very demanding in terms of organization: not only did it take place simultaneously in four partner universities at the same time, but most of the designed results were achieved. The field trips included encounters with the local communities while the final presentations proved that students had actually benefited from the methodological training as well as the knowledge provided during the lectures.

The program of lectures was very ambitious and included all the topics that are also presented in the manual prepared for the project publication such as:

- Social memory and the construction of identity
- Industrial heritage
- Introduction to urban studies
- Museums and theory of heritage
- Nostalgia and post-communist commemoration
- Simulation games in crisis management
- Leisure studies
- Architectural planning for heritage cities
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- Being the **final result** of the project where heritage was seen as a platform for competence based education the summer school was organised around several topics that had been both represented in the project's manual and taught is the classed listed in the syllabus of the course.
- The summer school included lectures, workshops, simulation games, guideline sessions, independent and organized study trips as well as presentations of the outcomes that were shared and discussed.

- All the **lectures and other educational activities** were given by experts recognized in their fields. The guidelines provided for students to help them in their independent study trips were conducted with the highest standards of ethical, competence based learning/teaching.
- The scope of topics and themes was wide, but all the lectures were designed in such a way that they would **connect** theory with practice. Every day started off with a lecture, continued with a training session to follow up with guidelines for study visits. The combination of on-line and offline, together with a close supervision of local tutors allowed to attain high level of

## **Results**

Competences and skills acquired during the course:

1. Students are able to define heritage understood as the use of the past for the needs of the present and apply this concept in the studies of their immediate proximities.
2. Students are able to identify ways of heritage transmission as well as some practices of the construction of social identity.
3. Students are able to design study visits where the research of heritage is designed and conducted.
4. Students are able to design micro cases for urban heritage research.
5. Students understand the basic rules of urban planning with regard to crisis management.
6. Students can describe self reflective process of immersive, environment driven learning process.
7. Students are ready to take part in discussions and debates related to heritage of historic cities: its protection and threats.

## **Measuring the competences**

**All the study trips were accompanied by tutors, so the whole learning process was based on the exchanges between the participants. The tutors continuously checked the competencies of the students by examining their skills, know how and cognitive attitudes when completing both micro tasks and their case studies.**