

Comparing Cultural Heritage knowledge at European Education faculty for bridging engaged learning and inter-generational dialogue.

This paper presents some results of questionnaires given to Education Degree students related to the Cultural Heritage (CH) categories offered by UNESCO. This International Institution broadens CH topic horizons, implementing new items in categories such as Intangible (music, dancing, traditional folklore) and Tangible (buildings, art crafts) heritage. This study explores general knowledge assessment based in current European educative curricula (Bologna, 1999), and focuses on new understandings that are likely to be considered in future teacher training and general learning approaches. Moreover, it would suggest first advances by comparing whether cultural heritage is a common identity topic among European citizens. The data were obtained through 649 digital questionnaires which were delivered during 3 consecutive academic courses from 2020-21; 2021-22; until 2022-23; at 3 different universities in Europe: 2 in Spain, and 1 in Belgium. In parallel, oral transmissions it is also studied using interviews (112) during 2021-22; 2022-23 courses, with the proposal of creating an inter-generational dialogue which appears to foster culture transmission and cultural diversity.

The methodology used for questionnaires was the quantitative Likert scale, and the qualitative open answer to provide a wider range of outcomes. Future teachers in Educational Science studies responded to the same QR code short questions test. Results seem to indicate that in general old city center sites are the overall idea of what is recognized as cultural heritage, even when it is not specified either their location in specific countries in Europe or the date of foundation. In relation to the method used for interviews, a short script was provided to students aiming to engage their learning by choosing an older person of their environment, to be asked questions related to bio-pic experiences and traditions. In this case, results analysis focus on gender approach in which most of the interviewees seems to be from the women line: mother, grandmother. Apparently, new elements would have a chance at intangible cultural heritage recognition, which would include local traditions such as religious rituals, local performances, gastronomy, and songs, among others.

Keywords: Cultural Heritage Education, European Higher Education, Engaged learning, Inter-generational dialogue, Gender approach.