Pedagogy for ICH and COVID19 like Pandemic

Neel Kamal Chapagain, PhD
Associate Professor
Director, Centre for Heritage Management
Education for Sustainable Development (ESD)

• “education that is concerned with transforming today’s society, so as to achieve sustainable societies in the future”,

• ESD “reorients existing educational programmes towards sustainability” by “rethinking what is taught and how it is taught”,

• involves “the formation of values, skills, attitudes, and behaviours that prepare learners to anticipate, think critically, and tackle and resolve problems relating to sustainability” (p. 17).

(Quotes from p.17).
ICH in Higher Education

• Dedicated programmes or courses on ICH,
• Highlighting ICH into conventional courses, and
• Integrating ICH and other aspects of heritage in new courses.

ICH Education during COVID-19

• Heritage and disasters discussed significantly in recent times, but not necessarily pandemics context,
• The last major pandemic was a century ago, hence perhaps this aspect has not been so prominent,
• COVID-19 has brought forward this issue, hence educational programmes need to prepare future professionals in this regard as well.
• There are areas of ICH education that also need to be re-thought and re-planned.
Masters Programme in Heritage Management @ Ahmedabad University

1st Semester: FOUNDATIONAL COURSES
- Inaugural Seminar

2nd Semester: PROFESSIONAL COURSES
- Fundamentals of Management
- Fundamentals of Heritage

3rd Semester: SPECIALIZATION
- Management Skills
- Heritage related Practice Areas

4th Semester
- Thesis Proposal
- Studio & Electives
- Thesis

Cap-stone Conference

Practicum

Social Responsibility

Field-Immersion
Pedagogical Framework: Emphasis on connection to Contexts (Fields)
ICH in Higher Education: Three Key Stakeholders

- **CONTEXTS**
- **STUDENTS**
- **COMMUNITIES**
- **FACULTY**
EXPERIENTIAL PEDAGOGY & COVID-19 SITUATION

WELCOMING COMMUNITIES

INQUISITIVE AND RESPECTFUL STUDENTS

COLLABORATIVE AND MENTORING FACULTY
Heritage and COVID19: How are we doing and what can we do in the current COVID19 crisis?

Can heritage offer any assistance in fighting against and recovering from COVID19? How are people in the heritage sector such as crafts and museums coping up with the current crisis? Are our traditional knowledge systems useful in preparing for such pandemics? These were some of the questions that graduates and students of Masters in Heritage Management discussed with their faculty and colleagues from Centre for Heritage Management, Ahmedabad University on Sunday, 19th April 2020. The students were also engaged through academic exercises responding to the current crisis. These shared concerns and collective efforts will guide a series of activities at the Centre for Heritage Management at Ahmedabad University over the next few months, including but not limited to:

- A series of webinars
- Action research by small groups in different communities to revive the livelihoods,
- Policy research to identify gaps and possible ways forward,
- Reviewing educational processes at different levels of heritage practices.

- Should we not worry about the livelihood and safety of communities with whom we learn? How can we help them?
- Can we think that all our heritage learning can happen by just using remote technologies?
- What happens to the human relationship we have with the people and their contexts? Can we just switch the teaching/learning mode and move on?
- What are our larger responsibilities beyond just teachers and students?
Impact of Pandemics on Heritage Sector
Shift in Cultural Curation Post Pandemic

Moderator:
Niharika Shah
Associate Gallery Director, Kanoria Centre for Arts
Founder Director, Inventart
Alumna of Masters in Heritage Management
Ahmedabad University

Panelists:
Brinda Miller
Festival Committee Member,
Kala Ghoda Art Festival

Neena Parikh
Director, Neekoe Foundation

JOIN THE WEBINAR
May 30, 2020
Saturday
5:00 PM onwards

Impact of Pandemics on Heritage Sector
Post-covid19 Museums

JOIN THE WEBINAR Saturday 16 May 2020
5:00 PM

For registration visit the website or click on the link
info.chm@ahduni.edu.in
+91.88669 89766 www.ahduni.edu.in/chm
Centre for Heritage Management, Ahmedabad University, Central Campus, Navrangpura, Ahmedabad 380009

Dr. Deborah Thiagarajan
Art Historian and President, DakhinaChitra Museum, Chennai

Dr. Sara Ahmed
Lead Curator, Living Waters Museum, Ahmedabad
Adjunct Faculty, Centre for Heritage Management
Ahmedabad University

Moderated by
Dr. Aditya Kanth
Assistant Professor, Centre for Heritage Management
Ahmedabad University
Crafts & Folk Art;
Local Perspective, Local Initiatives

Panelists:
Soyebbhai Khatri
Artisan
Shakilbhai Langha
Folk Artist
Sureshbhai Chhanga
Sarpanch, Kunariya Gram Panchayat, Kutch

Moderators:
Shailja Parashar
Alumna, Centre for Heritage Management and Co-founder of Khayaal
Vijay Ramehandani
Senior Executive, Centre for Heritage Management

JOIN THE WEBINAR
June 6, 2020
Saturday
5:00 PM onwards
Heritage Learning Lab

Collaborative and experiential learning has been at the core of academic philosophy of the Masters programme in Heritage Management at Ahmedabad University. Since the beginning, one of the core integrated heritage learning module takes place in a community context and some of the practicum and theses works so far have also been connected to this. Drawing upon the past three years of experience of running the Masters programme, the Centre for Heritage Management has conceptualized a ‘Heritage Learning Lab’ (HLL) effective from the academic year 2018-19.

HLL is conceptualized as a process of collaborative learning – in partnership with a specific community (represented through a local organization) and contributing in the specific context to integrate heritage with community development. In practice, each HLL site may have different needs and modalities but essentially all of them will contribute in learning of our students while the students contribute back to the heritage related planning and development in the community/context. In between the two goals, there may be a range of activities and initiatives that the local partner and the centre/university may organize with each other’s support.

The first pilot of HLL has begun in Kutch – through a partnership with Setu Abhiyan. As a part of HLL in Kutch, students have undertaken a series of activities with stakeholders and communities to understand and work towards the development of a heritage plan.
WORKSHOP ON BIO-CULTURAL DOCUMENTATION FOR COMMUNITY MEMBERS FROM KUTCH

A workshop on key concepts and documentation skills for preparing bio-cultural register was conducted at Centre for Heritage Management, Ahmedabad University from 27 to 31 October 2018. 20 participants from four village panchayats in Kutch, along with staff from Setu participated in the workshop. The aim of the workshop was to enable and facilitate the village representatives and Setu staff to be able to identify and document their bio-cultural heritage. The workshop focused on concepts of nature-culture relationship, cultural and community identity and heritage along with documentation skills and techniques.

The workshop was jointly organised by Ahmedabad University, Centre for Heritage Management and Setu — an organisation working on local governance in Kutch. The workshop was a part of a pilot initiative under the Heritage Learning Lab (HLL) at Ahmedabad University as well as the Setu Learning Lab (SLL).

Figure 1: Khimji Bhai, workshop participant, talking about the cultural relationship with village ponds and different species of fish.  
Figure 2: Mr. Vijay Ramchandani and participants discussing the concepts of heritage during the workshop.
In order to continue a meaningful collaborative learning, the new pedagogy needs to account for:

A. Expedite integration of hitherto limited use of digital and online technologies for documentation and communication, into all activities,

B. Empower curriculum as well as collaborators – particularly the community of practitioners (in rural areas) with access and ability to work with digital tools and the online networks,

C. Creative course design with flexible schedule that allows for meaningful engagement (preferably real life than virtual) with the ICH element and the communities/stakeholders, while maintaining necessary health and safety protocols,

D. Critical discussion on ethical principles and processes particularly in the digital and distant modes of engagement,

E. Careful planning and deliberations to ensure that the ‘new pedagogy’ does not alienate the ‘real life’ of ICH practitioners and ICH contexts into a set of virtual elements and stories, but facilitate the continuation of these practices (more) effectively in the ‘new normal’ scenarios.
In crisis like that of COVID-19, we may maintain PHYSICAL DISTANCE but we must improve SOCIAL AND CULTURAL RELATIONSHIPS through educational processes that are socially responsible. The new pedagogy has to explore ways of meaningful collaborative education by focusing on:

- technology,
- access and equity to resources and outreach, and
- respect to communities of practice.

THANK YOU !!!

Neel Kamal Chapagain

Associate Professor & Director
Centre for Heritage Management, Ahmedabad University

neel.kamal@ahduni.edu.in
www.ahduni.edu.in
Teaching ICH within heritage education: challenges and opportunities

Kristal Buckley AM
Deakin University Australia
Disruption

Image: Gerd Altman from Pixabay
Skills and Knowledge for Practice

JOB LEVELS

Level 1: Skilled Worker
Level 2: Middle Manager
                     Technical Specialist
Level 3: Senior Manager
Level 4: Executive

CORE COMPETENCIES

LAR: Laws and Regulations
HER: Heritage Principles/Processes
COM: Community/Rights/Knowledge
HED: Education and Interpretation
SUS: Sustainable Development
Importance of Digital Literacy

“What do students need in relation to skills, knowledge, connections and experience to be ready to join and sustain life-long involvement in cultural heritage research and professional practice globally?
Cloud Learning

‘learn anywhere’
Master of Cultural Heritage & Museum Studies
Learning in Intangible Cultural Heritage

CORE UNITS
✓ Intangible Heritage
✓ Sustainability & Human Rights in Heritage and Museums

RESEARCH UNITS
✓ Research Paper or Dissertation

WORK INTEGRATED LEARNING
✓ Internships
✓ International Study Tour
✓ Applied Heritage Project
What Abilities Are Needed?

- Values-based approaches
- Inter-disciplinary learning
- Intangible Heritage is critical
- People-centred and rights-based methods of documentation, safeguarding and transmission
- Awareness of global discourses and emerging issues
- Ethics, Reflexive Practice and Mobility
- Theory and Practice

In the field with Waddawurrung Elder Uncle Bryon Powell, west of Melbourne
Lots of TIPS!

- Break the Ice
- Be Present
- Get Together
- Reach Out
- Film It
- Set the Tone
- Break it Down
- [Just do it]
Digital Learning

- Virtual Site Visits
- Narrated presentations and Podcasts
- Zoom Community Dialogue
- Video Documentation
- Mentoring
- Emerging Professionals Networks
Issues and Challenges

- Ethical Practices
- Respecting Cultural Knowledge and Intellectual Property
- Benefit Sharing
- Access to technology
- Employment uncertainties
- Lack of Industry Requirements and Standards
- Ongoing Professional Development
Greetings from Melbourne!

- Email: chms@deakin.edu.au
- Web: deakin.edu.au/chms
- Blog: CulturalHeritage@Deakin: blogs.deakin.edu.au/heritage/
- Heritage Research: People Place Heritage https://adi.deakin.edu.au/people-place-heritage
- Twitter: DeakinHeritage

kristal.buckley@deakin.edu.au
DOCUMENTARY FILM AND NARRATIVE TECHNIQUES TO FACILITATE ARCHITECTURE STUDENTS’ UNDERSTANDING OF LOCAL CULTURAL HERITAGE
"Design creates culture
Culture shapes values
Values determine the future"

Robert L Peters

Source: Adapted by author using Surveying Tertiary Education Institutions for Intangible Cultural Heritage Network in the Asia-Pacific Region, Dec 2017. UNESCO Bangkok and ICHCAP
• Strategic embedding of ICH elements into the architecture design curriculum enable architecture students to gain the knowledge and skills that are necessary for ensuring sustainable development of historic environment in the future.

• Students explore the intrinsic multi-layered indigenous life of historic areas to understand the dynamics between rapidly transforming urban spaces and functions, mainly in the developing Asian cities.

• By applying guided inquiry-based learning techniques, encourage students to understand the process of community engagement to manage the local heritage and broader historic environment.
Today we were given a tour of Kotagede, Yogya. We started the tour as three separate groups, but would eventually meet at the final pendopo place for a quick seminar on conservation engagement.

The first leg of the day taught me about spatial dimensions of a typical household, whose kitchen was Javanese and used to conduct a non-lucrative snack business. It is run by a lady chef, who cooks, among others, a diversity of sweet kuehs. I believe she employs hands to help with the packaging and boxing. Her kitchen, which is approximately 10m by 3m, is adjacent to a small house courtyard. It was interesting to observe her rituals of cooking and to find out that her business has earned her most popular snack a tasting spot on the city’s snack competition.

The next part brought us through the ruins of the 2006 earthquake, and to a now-restored site wherein lies a magnificent joglo house. It was renovated to consist of a common pendopo area, surrounded by open rooms and a dalaman area. It was spatially mesmerizing, the way the dalaman was restored and that the house was built above flood-resistant floor plinths. It was also nice to see an elaborate display of old structure with new materials.

Lastly we dropped by the house of a silversmith, and watched as he hammered an unfired piece of silver into shape. These cultures of small home enterprises was indeed surprising because in the city of Yogya where we live, or in Kauman, we seldom see such businesses thrive at such a compelling extent as these we saw seeing in Kotagede.

These cultures of resilience in Kotagede would be valuable to conservation efforts made in Yogya, where communities are open to engage in activities that seek to preserve arts and crafts traditions by means of perpetuating the production of hand-made goods.

We then ended the day back at the hotel, and headed to the Ndalem Pengaton to resume our conservation proposals.
MANAGING CHANGE

Urban Heritage and Community Development in Historic Asian Cities
THE TECHNOLOGY AND USE OF LIME IN BUILDINGS

Date
10 – 13 April 2018

Venue
NUS Baba House
157 Neil Road, Singapore 088883

Fee
SGD 1,177 (incl. GST)
Fee includes light lunch

The course has been designed with the objective to introduce the key aspects of lime, and specifying and using it in practical repair and conservation work on historic buildings. This is a hands-on programme where participants have the opportunity to work on conserving the walls at NUS Baba House, a late 19th century townhouse. The following practical sessions will be held - Lime slaking, Lime mortars, Scratch coat, Float coat, Fine lime skim plaster & Lime wash.

For each session, there is a demonstration after which participants are encouraged to have a go at the work with guidance at hand. All necessary tools, materials, and protective equipment will be provided but participants must use their own outdoor clothing and appropriate footwear. Learning will take place in a relaxed environment with ample opportunity for discussion.

The programme is conducted by Dr. Nikhil Joshi who is a Postdoctoral Fellow with NUS Department of Architecture. Dr. Joshi has research and practical experience in historic buildings conservation and community development. He has provided consultancy to organizations in Australia, Malaysia, and India. Prior to joining NUS, Dr. Joshi worked and taught in India, UK and Malaysia. In 2007, he became the only Indian to date to be awarded the prestigious Society for the Protection of Ancient Buildings Lethaby Scholarship.

Participants qualify for 5 Continuing Professional Development (CPD) points awarded by Board of Architects / Singapore Institute of Architects. Do note that architects must attend all days in order to qualify for the CPD points.

Who should attend
Architects, surveyors, planners, conservators, home owners, and craftsmen in various fields, who wish to advance their skills and professional training.

Application Deadline
Participants are strongly advised to apply at least 1 month in advance. Register at:
https://nusbabahouse_limeworkshop.eventbrite.sg

Organisers
 Held in conjunction with

Due to conservation considerations, data are by appointment only. Be a member of Friends of URA. Find out more at: URA.nus.edu.sg/about-us/membership
Meeting on strengthening collaboration between Asian universities for cultural heritage management education
Executive Programme II

Introduction to Conservation
Approaches & Philosophies

This programme aims to introduce participants to current conservation approaches such as Conservation Management Plan, Historic Area Assessments approach and applications and their application and relevance in the Asian context. The focus will be to understand how and why these concepts and approaches have evolved and applied in practice. Participants will be strongly encouraged to contextualise this with other international heritage conservation scenarios in the region and worldwide to reflect wider shifts in conservation approaches.
Cultural Heritage and COVID-19: Digital Technologies to support new forms of resilience

Danilo Pesce
danilo.pesce@polito.it

ICH Webinar Series, 2 July 2020 – Teaching and Learning Heritage-Related Disciplines during COVID-19 Pandemic
Cultural Heritage & Covid-19

- The ongoing pandemic emergency requires a strategic rethinking and reconfiguration of activities and processes in the cultural and educational contexts of heritage-related disciplines

- 90% of both public and private museums closed during the crisis and more than 10% may never open again (UNESCO data)

- 91% of school students experiencing school shutdown

- Italy: The lockdown caused a loss of nearly 19 million visitors between March and May 2020 and a loss of approximately 78 million euros (ISTAT data)
The impact of Covid-19 on cultural heritage and education
New ways of teaching and learning cultural heritage during Covid-19

How do the higher educational institutions deal with the limitations which might eventually become a new normal when the digital channels replaced the face-to-face teaching and learning experience *de jure*?

1. Collaboration with cultural institutions in sharing teaching resources and exchanging knowledge
   - High knowledge depth
   - High coordination mechanisms

2. Innovative teaching models using digital platforms
   - High knowledge breadth
   - Experimentation at the edge of the digital frontier
Explore initiatives & stories from UNESCO networks.

From World Heritage sites to Creative Cities, UNESCO partners and teams join forces against Covid-19, to bring out the best in our shared humanity through culture, information and solidarity.
Explore initiatives & stories from UNESCO networks.
From World Heritage sites to Creative Cities, UNESCO partners and teams join forces against Covid-19, to bring out the best in our shared humanity through culture, information and solidarity.
The Bedroom in Arles, Vincent Van Gogh 1888
The Bedroom

Arles, October 1888 Vincent van Gogh (1853 - 1890)

oil on canvas, 72.4 cm x 91.3 cm
Van Gogh Museum, Amsterdam (Vincent van Gogh Foundation)

While he was in Arles, Van Gogh made this painting of his bedroom in the Yellow House. He prepared the room himself with simple furniture and with his own work on the wall. The bright colours were meant to express absolute 'repose' or 'sleep'. Research shows that the strongly contrasting colours we see in the work today are the result of discolouration over the years. The walls and doors, for instance, were originally purple rather than blue.

The apparently odd angle of the rear wall, meanwhile, is not a mistake on Van Gogh's part - the corner really was skewed. The rules of perspective seem not to have been accurately applied throughout the painting, but this was a deliberate choice. Vincent told Theo in a letter that he had deliberately 'flattened' the interior and left out the shadows so that his picture would resemble a Japanese print. Van Gogh was very pleased with the painting: 'When I saw my canvases again after my illness, what seemed to me the best was the bedroom.'

Research in progress: Discoloration of Van Gogh's 'Bedroom'
Van Gogh Museum website

https://www.vangoghmuseum.nl/en
### Technology adoption

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### Connectivity (Annual Report)

- 1995
- 2001
- 2005
- 2011
- 2016
- 2017

### Connectivity (Strategic Plan)

- 1997
- 2002
- 2006
- 2009
- 2010
- 2014

### Digitization (Annual Report)

- 1998
- 2003
- 2007

### Digitization (Strategic Plan)

- 2004
- 2008
- 2012
- 2015

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### Museum Affairs

1. 1.1 Art
2. 1.2 Collection Management
3. 1.3 Records
4. 1.4 Library and Documentation
5. 1.5 Education
6. 1.6 Education and Interpretation
7. 1.7 Education and Communication
8. 1.8 Education and Public Service
9. 1.9 Publications
10. 1.10 Publications

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### Public Affairs

1. 2.1 Marketing
2. 2.2 Communication
3. 2.3 Fundraising and Relation Management
4. 2.4 Visitors Service
5. 2.5 Publications
6. 2.6 Commercial Affiliate (VdA)M

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### Operational Management

1. 3.1 Personnel and Organization (HR)
2. 3.2 Finance
3. 3.3 Security
4. 3.4 ICT
5. 3.5 General and Technical

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### Operation Sector

1. 4.1 B2B
2. 4.2 Finance
3. 4.3 Facility
4. 4.4 Security
5. 4.5 ICT
Check out what scientists discovered about the sunflowers Van Gogh depicted: In a study published March 29 in the journal PLoS Genetics, a team of University of Georgia scientists reveals the mutation behind the distinctive, thick bands of yellow "double flowers" that Vincent van Gogh painted more than 100 years ago.

Full article: http://www.sciencedaily.com/releases/2012/03/120329225232.htm — con Jay Day, Fedora Boeri e Charalampis Tseroukidis
What do you want to know about our Sunflowers-research?

Type something....

Curator Nienke Bakker will answer your questions tomorrow

LIVE on Instagram 5:30 PM CET

Prof. Ella Hendriks will answer your questions tomorrow

LIVE Q&A 5 Feb 5:15 CET

Conservator René Boiteije has been working on the ‘Sunflowers’ for last weeks.
Argomento relativo a "Van gogh museum"

15 collezioni

24 storie
The real thing is always better
New user experience and...

...new meanings in knowledge dissemination
Paint has two essential elements: a solid pigment to provide colour and a liquid binder or binding medium that acts as a glue and coats, lubricates and surrounds the finely divided pigment particles dispersed within it, allowing them to be applied as paint. As the binding medium dries or sets into a solid film, the colour within it is fixed in a durable...
Paint

Paint has two essential elements: a solid pigment to provide colour, and a liquid binder or binding medium that acts as a glue and coats, lubricates and surrounds the finely divided pigment particles dispersed within it, allowing them to be bonded as paint. As the binding medium dries or sets into a solid film, the colour within it is filed in a durable... READ MORE

67,303 items

Organize by

Paint

Paint has two essential elements: a solid pigment to provide colour, and a liquid binder or binding medium that acts as a glue and coats, lubricates and surrounds the finely divided pigment particles dispersed within it, allowing them to be applied as paint. As the binding medium dries or sets into a solid film, the colour within it is fixed in a durable...

READ MORE
Paint

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READ MORE
Paint

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Create your own museum online

Create note
Related bundling: Variety (1,400 institutions) + Reduction of search costs

THREE museums in ONE place

From the collection of Van Gogh Museum
From the collection of The Art Institute of Chicago
From the collection of Musée d’Orsay, Paris

Google Arts & Culture
https://www.google.com/culturalinstitute
Explore artworks in one 3-dimensional space
Take people on a “time travel” journey
Embracing the future to preserve the past
Back to life in Virtual Reality
Finding “surprising” connections
Exploring heritage (through selfies)

62%

Portrait of Modesto Sánchez Ortiz
Santiago Rusiñol i Prats

Cau Ferrat Museum
Google Arts & Culture
Exploring heritage (through selfies)
Can a machine be creative?
Preserving Afghan Heritage

Explore the art, architecture, craft and the people who keep it alive

In collaboration with

[Logos of Turquoise Mountain and British Council]
Build a DIGITAL core
Back to Strategy!

• **Who? Who not?**
  – What changes did the audience undergo during the Covid-19 pandemic and how did it live the learning experience when the digital channels replaced the brick-and-mortar experience de jure?

• **What? What not?**
  – What are the most suitable tools for fostering a dialogue process with an audience whose habits have been profoundly changed by the pandemic?

• **How? How not?**
  – What are the new indicators (e.g., skills, incentives, culture, structures) that universities and cultural institutions should take into account when redesigning processes and activities with the intention of enhancing the collections and increasing the dialogue with students/visitors?

• **Profit formula?**
  – How to respond, overcome and prevent the ongoing health emergency, while balancing cultural betterment with economic sustainability?
The “possible” winning formula:

• New qualitative evaluation systems to measure the “sentiment” that the teaching & learning experience has produced at a cognitive and emotional level

• **Combining** digital assets and physical assets to address connected visitors/students’ needs
thank you!

Danilo Pesce
danilo.pesce@polito.it@dape87
Inheritance and Innovation of Intangible Cultural Heritage during the COVID-19

Jin Jiangbo

Professor

Shanghai University/China
Shanghai University reviewed and summarized works of ICH protection and innovative design over the past five years, and organized a team of graduate students and teachers to write and edit the book.

The book focused on the relevant works of China ICH Bearers Training Program led and supported by the Ministry of Culture and Tourism, the Ministry of Education and the Ministry of Human Resource and Social Security since 2015.
China ICH Beraers Training Program
led and supported by the Ministry of Culture and Tourism, the Ministry of Education and the Ministry of Human Resource and Social Security
organized a team of graduate students and teachers to write and edit the book
The cross-border cooperation break through the boundary of professional acknowledge to create possibilities of innovation and development in unknown areas.
Teaching and research module for ICH innovation

(1) Lectures and academic exchanges subject to ICH trans-border Innovation

(2) comprehensive creation courses cooperated with contemporary designers
ICH innovations, successfully incubated more than 500 modernized works
During the quarantine, online aesthetic education courses were offered by PACC. It recorded the manual courses of several ICH skills and launched the “Cloud Classroom” to the public.

In addition, the practice of ICH inheritance has been incorporated into undergraduate courses.
Cloud Classroom
online aesthetic education courses
undergraduate courses
students from SAFA created a new image of “anti-epidemic” threshold guardian (Men Shen) and cooperated with the inheritors to produce the traditional woodblock printings in the new fashion.
undergraduate courses
students from SAFA created a new image of “anti-epidemic” threshold guardian (Men Shen) and cooperated with the inheritors to produce the traditional woodblock printings in the new fashion.
The epidemic has blocked the movement of people between provinces and cities, but the works of ICH poverty alleviation, the cross-border cooperation between ICH and time-honored brands are still under progress.

Shanghai University owns 2 national-level traditional handicraft workstations established by the Department of ICH of Culture and Tourism.
Establish national tradition handicraft workstations to promote the collaboration between the East and West regions

(1) “Shanghai University Qinghai Guoluo Workstation”

the fourth traditional handicraft workstation of eco-cultural protection in China
Establish national tradition handicraft workstations to promote the collaboration between the East and West regions

(1) “Shanghai University Qinghai Guoluo Workstation”

the fourth traditional handicraft workstation of eco-cultural protection in China
Establish national tradition handicraft workstations to promote the collaboration between the East and West regions

(2) “Shanghai University Traditional Handicraft Workstation”

the sole and only traditional handicraft workstation built in colleges and universities in China
Bearers

Time-honoured enterprise

Well-known brands
“Bamboo for Safety” bamboo dim sum gift box
Inheritance and Innovation of Intangible Cultural Heritage