Teaching heritage conservation amid Covid-19

Survey results

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Who participated?

- Movable heritage: 39%
- Immovable heritage: 33%
- Intangible heritage: 11%
- Preventive conservation: 1%
- Heritage science: 12%
- Theory, History, Management: 4%

117 respondents
How was teaching before Covid?

- Lectures face-to-face: 90%
- On-site exercises: 72%
- Group exercises: 69%
- Lab work: 40%
- Other: 19%
- Online: 8%
Prepared to shift to remote teaching?

- Not at all: 24%
- A little: 33%
- Moderately: 33%
- Totally: 10%
Main challenges

- No hands-on, no in-situ (26%)
- Teaching materials & techniques (22%)
- Interpersonal interactions (21%)
- ICT issues (20%)
- Time pressure & management (11%)

318 responses
Solutions to cope

Diversify & adapt teaching modalities

- New teaching aids, tools, resources
- Diligent, focused preparation
- Adjust activities timing
- Exchange with peers
- Ensure accessibility & technical support
- Be more interactive, engage students
Positive aspects

- Foster innovation, adaptation, resilience
- Increased accessibility, availability of contents
- Less commuting, pollution, costs, time constraints
- Improved interactions with students
- Global reach, wider audience
- Foster students’ autonomy
- Less exposure to Covid risk

245 responses

But...

- None in practical classes
- Conservation will always have a face-to-face component
- Efficient though not yet quite effective;
- OK for theoretical parts
Lessons learnt

205 responses

- New ways of teaching (49 responses)
- Positive mindset & attitude (19 responses)
- Wellbeing and interpersonal interactions (14 responses)
- Uncertain world, need to be prepared (7 responses)
- Connected global community (2 responses)
- Institutional support (9 responses)