

# Inclusive Memory

## PR3.A1. Identification of teachers and trainers

Results 1   Activity one	
Title. Identification of teachers and trainers	
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Leader /Co-Leader	University of Iceland
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## PR3.A1. Identification of teachers and trainers

### Introduction

Through new collaboration between HEIs, Health and Social Institutions and Museums, the project is addressed to define, design and realize specific learning programmes addressed to in-training social care givers, healthcare givers and teachers aimed at promoting social inclusion, health and wellbeing. Using 1 and 2 project results, Partners carry out the action plan for the development of a blended Pilot course to train future museum professionals, social care givers, school teachers and healthcare personnel into the idea of Inclusive Museums.

The project involves two main target groups. The first one is composed by higher education teachers and students in the field of education, social care and medical sciences, in training and in service museum professionals and curators who will receive training and will be involved in the definition of an inclusive system for health and wellbeing between museums and HEIs.

The second group includes people with health problems who will benefit from the inclusive paths for health and wellbeing created in the contexts of the museums during the pilot phase of the project. In relation to each output, different participants are selected, giving great importance on one side to university teachers and students, and on the other side to museum professionals, social care givers, school teachers and healthcare personnel stakeholders and people with health problems to make sure the strategic partnership is well exploited in the definition of the needs, practices, educational materials, practices and guidelines.

Additionally, partners believe Inclusive Memory has the potential to include a number of learners which may benefit from the outcomes beyond our expectations. Teachers, students, museum professionals, social care givers, school teachers and healthcare personnel are selected during project implementation, with the support of the partner universities and associated partners of the project, on a voluntary scale and based on their interest and commitment to the project. In particular, students will be selected within degree courses or post-graduate courses in museum education, pedagogy, social sciences, medical sciences and computer science. Specifically, the degree courses involved will be the following: – UNIMORE Bachelor's degree in Educational Sciences, Master's degree in Pedagogical Sciences, post-graduate course in Heritage education and Digital technologies, Advanced studies of museum education and Museum Education: Theoretical Aspects. – UAb Bachelor's degree in Education, Bachelor's degree in History (Minor in Arts and Heritage), Master degree in eLearning Pedagogy, Master degree in Heritage Studies. – UNED Bachelor degree in Computer Science, Master's Degree in Teachers Education (both Computer Science and Arts and History specialization), Master's Degree in Languages and Informatic Systems, University Senior Programme. – Uniceland Bachelor and graduate course in Museum Studies. ZÈTEMA are involved in the selection of museum educators in service. ICS are involved in the selection of social care and healthcare professional. People with health problems will participate in the project as beneficiaries of the innovative learning pathways and multiplier events built by future museum professionals, social care givers, school teachers and healthcare personnel. INTER ALIA select further associations and bodies to be included in the teaching activities produced by the project.

Participants will be identified and involved following the principles of equal access opportunity and attention to individual support requirements; learning and piloting activities will be designed and

implemented in order to facilitate participation of people with disabilities and health problems; laboratories and installations at the Museum will be designed to allow as much as possible inclusion and access to all disadvantaged categories; educational materials will be made available to all learners, widening access to knowledge; project results will be distributed at the widest possible audience to increase participation. Furthermore, the project is clearly aimed at the inclusion of disadvantaged groups such as people with health problems and physical and mental disabilities.

## Identification of teachers and trainers

In the design of the Pilot course and foreseen in carrying out the course, the identification of teachers and trainers have followed the criteria of benefiting from specific knowledge and skills of each partner. Teachers will be within IM-partners and Trainers within IM-partners postgraduates.

### **\_Unit I. Introduction to the course and definition of basic concepts on inclusion and wellbeing.**

**Leader:** Unimore, Uab, Zetema. Co-leader: all partners.

Students are asked to fill out a survey introducing themselves (their background), answer why they chose the course + what do they expect to get from it. They are also asked their understanding of disability and if they are familiar the social model of disabilities as opposed to the medical model.

### **\_Unit II. Understanding the Basis of Human Well-Being applied to Positive Education and Art-health Experience.**

**Leader:** HI, UNED. Co-leader: all partners

Students will learn about the roots of individual and social wellbeing based on the development of human strengths and resources. This leads to learning about positive emotions and the sense of a meaningful life. Thus, connecting with the basis of positive education and art-health experience.

### **\_Unit III. Museum Education for Well-being and Inclusion.**

**Leader:** InterAlia, Zetema, ICS. Co-leader: all partners

How can museums be inclusive spaces and help the improving of well-being and promotion of inclusion for all users. Dissemination of the barriers that users with disabilities or special needs must face while visiting museums.

### **\_Unit IV. Best Practices at Museum for Inclusion and Wellbeing based on the Use of Technology.**

**Leader:** UAb/UNED. Co-leader: all partners

Students will learn about best practices that have been developed in museums worldwide to enhance inclusion with activities based on innovative technologies. They serve as examples and give ideas to the students to start developing their own proposal for an inclusive museum visit.

### **\_Unit V. Plan an inclusive Museum Experience for Well-being promotion.**

**Leader:** HI, InterAlia, Unimore, ICS. Co-leader: all partners.

Plan an experience to a museum with a specific target group with the aim to increase Wellbeing and feeling of Inclusion. Factors to be taken into consideration are discussed.

## End-users (target students) for the Pilot Course

The first target group (composed by HEIs teachers, students in the field of education, social care, medical sciences and museum professionals, social care givers, school teachers and healthcare personnel) is organized in the following way:

At least 500 participants are identified among HEIs students who will attend the Inclusive Memory blended course developed. They will be trained on the use of museums as inclusive spaces for health and wellbeing promotions, through the creation of innovative learning paths that support the social integration of people with health problems. This group can be divided as follows: – min. 100 university students and teachers of UNIMORE (future primary school teachers, educators, museum educator, social care givers) – min. 50 university students and teachers of Uniceland (future educators and museum educators, healthcare professionals) – min. 50 university students and teachers of UAb (future educators, eLearning pedagogical designers, museum educators, local and regional heritage researchers) – min. 50 university students, 50 senior students and teachers of UNED (future educators, historians, local and regional heritage researchers) – min. 200 museum operators, health and social care givers involved by INTER ALIA, ZÈTEMA, ICS and Associated partners. Among them, teachers, museum educators, in training school teachers, interns, health and social care researchers and trainers, as well as the HEIs students, will be engaged in the development of art-based laboratories, workshops, permanent installation, to define a physical space in the Museum used as an inclusive space and for health and wellbeing promotion within people with health problems.