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HELLENIC RESEARCH INSTITUTE OF
THE ALEXANDRIAN CIVILIZATION
[GREECE]

EDICULA

Educational Digital Innovative Cultural heritage related Learning Activities

Project Code: 2020-1-EL01-KA203-079108

Intellectual Output: **02 EDICULA Curricula Reformation**
Deliverable: **D2.3 - Evaluation report of the reformed courses**
Lead Organization: **Sapienza University of Rome**
Date: **30 November 2021**

Co-funded by the
Erasmus+ Programme
of the European Union



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1 | INTRODUCTION

1.1 | OUTPUT 2

EDICULA project aims to reform the curricula of three post graduate programs in the field of Cultural Heritage, to permit their graduates, despite their discipline, to commonly respond to the need to face grand challenges and risks in complex environments. The parallel and complementary approach of the reformation of specific courses in these Master Programs, promotes the need for harmonization for the future creation of a Joint transdisciplinary Master Degree in the field of Monument Rehabilitation and Conservation.

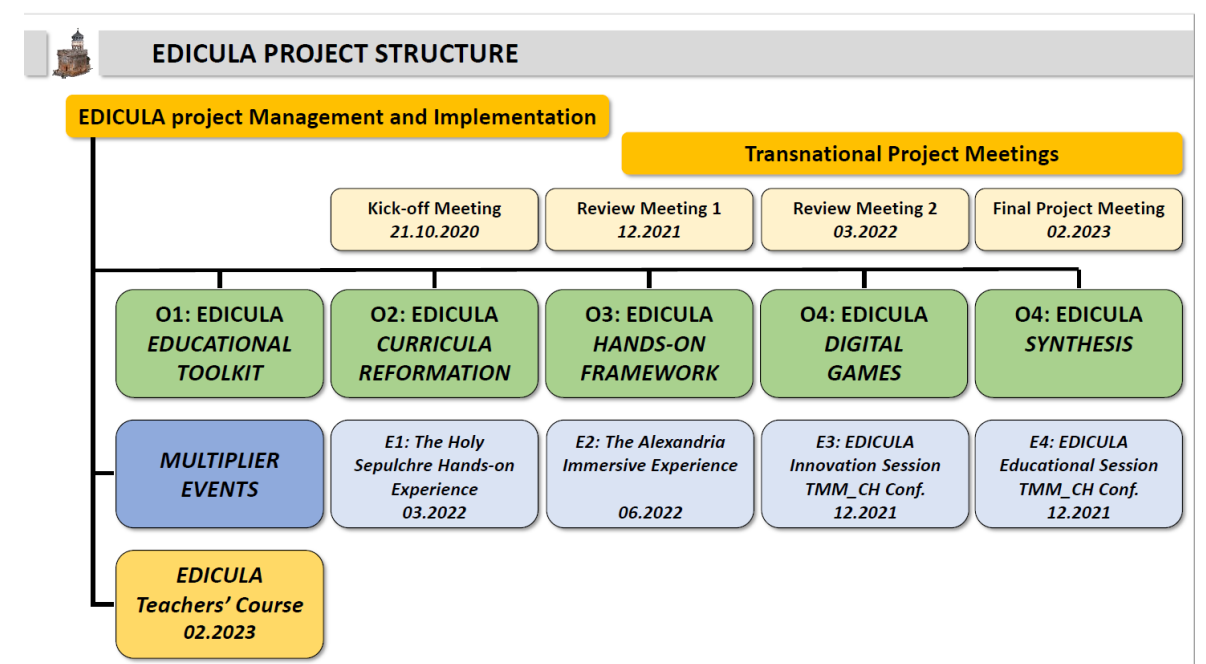


Fig. 1.1 | EDICULA Project Structure (EDICULA Kick-off Meeting 21.10.2020 Presentation)

The second output is (hereafter O2) – **EDICULA Curricula Reformation** requires the participation of the Executive Boards of the three participating Post Graduate Master:

- **NATIONAL TECHNICAL UNIVERSITY OF ATHENS (NTUA)** Post Graduate Program in "Protection of Monuments"
- **SAPIENZA UNIVERSITY OF ROME (UNIROMA1)** Post Graduate Program in "Science and Technology for the Conservation of Cultural Heritage"
- **BEZALEL ACADEMY OF ARTS AND DESIGN (BEZ)** Post Graduate Program in "Urban Design" together with the Conservation Unit in the Department of Architecture"

In particular,

NTUA Post Graduate Program in "**Protection of Monuments**" is focused on **Methodologies for the conservation and interventions.**

3. Was the didactic material available and adequate?
4. Was the typology of the exam clearly defined?
5. Were lectures, laboratories and other didactic activities developed during the planned hours?
6. Did the professor stimulate the attention?
7. Did the professor clearly explain the topics?
8. Were laboratories and hands-on activities useful to understand the topic?
9. Was the course developed according to that reported on the web site?
10. Was the professor available for clarification?
11. Are you interested in the topic discussed during the course?
12. Are you satisfied with the course?
14. Is the information about the online attendance adequately explained?
16. Is the information about the online exam clear?
17. Are online activities available?
18. Was the didactic material available and adequate for the study?
19. Is the professor able to use online resources and to involve both students face to face and online?
23. Are the tools adequate to attend online classes?

UNIROMA1 has started the two reformed compulsory courses for the academic year 2021/22 (each with 9 ECTS): “Applied geosciences and bioconservation laboratory” and “Plant biology and conservation for cultural heritage” (9 ECTS)

Only one optional course “Introduction to thesis and practical seminars” (6 ECTS) has started as the second one “Climate risk assessment” (6 ECTS) is planned for the second semester.

As reported in the diagram in Figure 2.1, “**Applied geosciences and bioconservation laboratory**” (blue line) shows the mean values of answers usually above the mean values registered for the Master in Science and Technology for the Conservation of Cultural Heritage (green line) the Faculty of Mathematic, Physic, Natural Sciences and (red line) the other Master degree of Sapienza (yellow line).

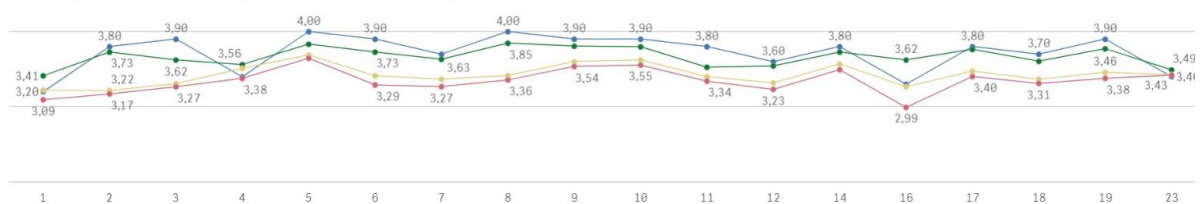


Fig. 2.1 | Report Questionnaire course “Applied geosciences and bioconservation laboratory”

Similar information is reported in Figure 2.2 line, where the colours described above are used.

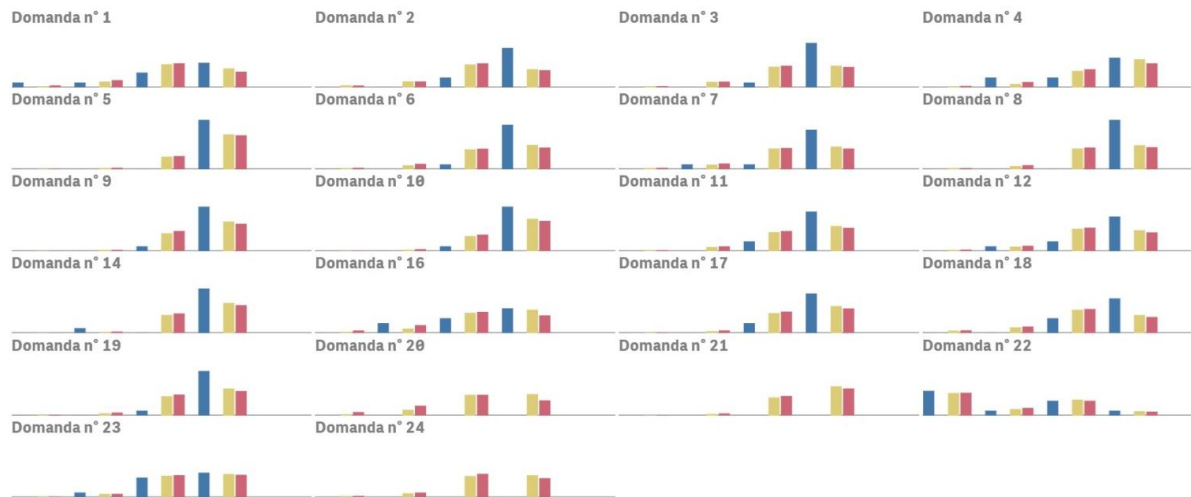


Fig. 2.2 | Report Questionnaire course “Applied geosciences and bioconservation laboratory”

Particular attention has to be given to question number 8 (“Were laboratories and hands-on activities useful to understand the topic?”). The course “Applied geosciences and bioconservation laboratory” reached the highest score, confirming the importance of **hands-on activities in the learning process**. High scores have been observed also in the course “**Plant biology and conservation for cultural heritage**”. As reported in Figure 2.3 the mean values of this course (blue line) are generally high respect to data of the Master in Science and Technology for the Conservation of Cultural Heritage (green line) the Faculty of Sciences Mathematics Physics and naturals (red line) and the other Master degree of Sapienza (yellow line), highlighting the high value of the course. Also in this case, question number 8 shows high value pointing out the importance of hands-on activities in the course.

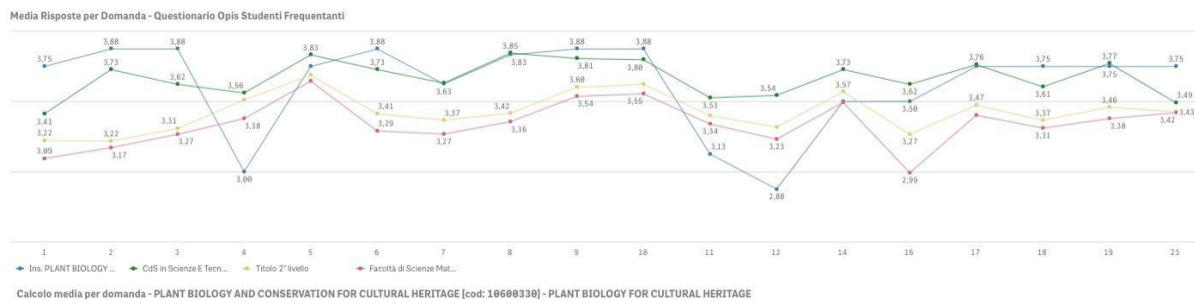


Fig. 2.3 | Report Questionnaire course “Plant biology and conservation for cultural heritage”

Similar information is reported in Figure 2.4, where the colours described above are used.

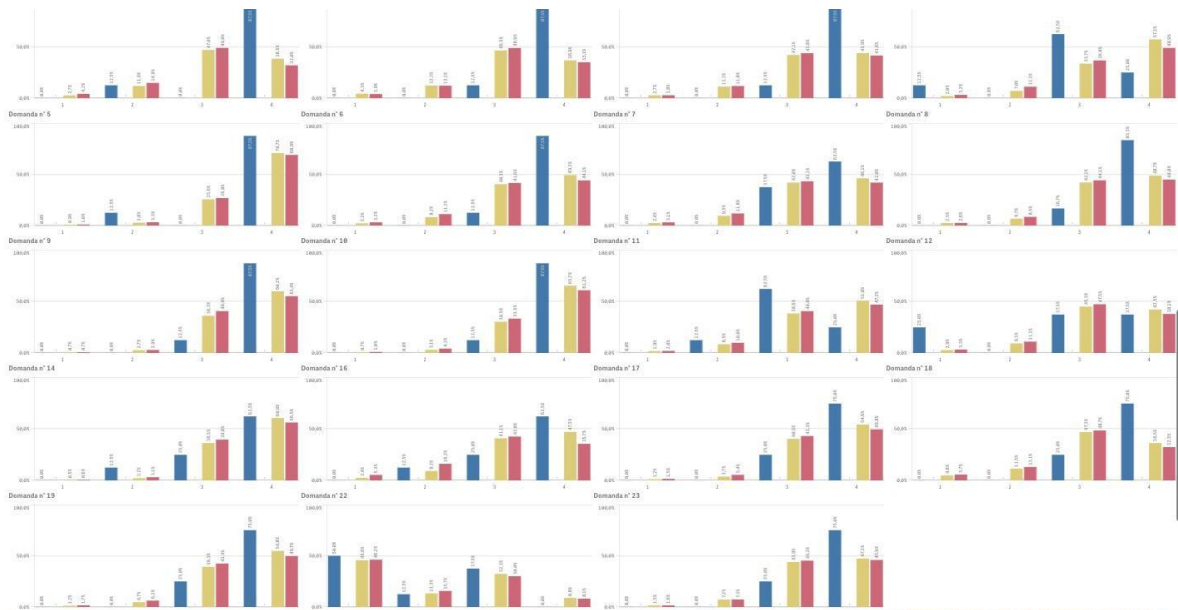


Fig. 2.4 | Report Questionnaire course “Plant biology and conservation for cultural heritage”

Finally, the course of “Introduction to thesis and practical seminars” shows high scores. As reported in Figure 2.5 the mean values of this course (blue line) are higher than those of the Master in Science and Technology for the Conservation of Cultural Heritage (green line) the Faculty of Mathematic, Physic, and Natural Sciences (red line) and the other Master degree of Sapienza (yellow line), highlighting the high value of the course

Similar information is reported in Figure 2.6, where the colours described above are used.

Also in this case, question number 8 shows high values. Hands-on activities and laboratories are positively evaluated by students as important tools to better understand the topics discussed during lectures.

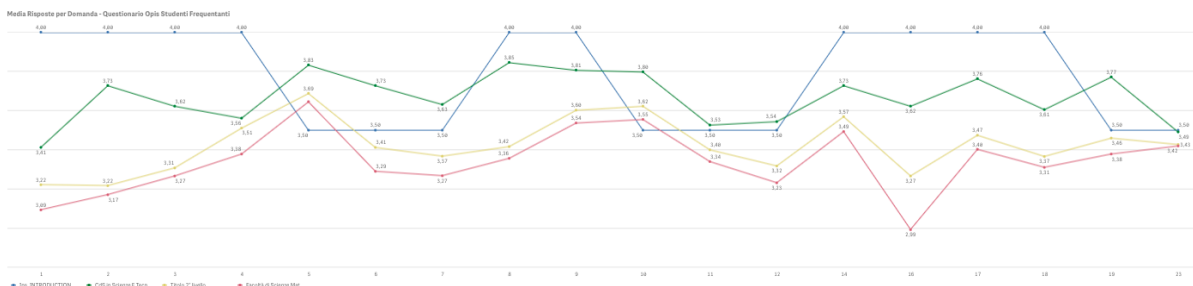


Fig. 2.5 | Report Questionnaire course “Introduction to thesis and practical seminars”



Fig. 2.6 | Report Questionnaire course “Introduction to thesis and practical seminars”

November 2021