

CH2.0 MAGAZINE

**CULTURAL O:
HERITAGEN**



**Through
the Lens**

**Witnessing the Student
Consultancy Pathway in
Copenhagen**

**Train The
Trainer**

**Welcome to
Hack the
Culture**

**From
Research to
Action**

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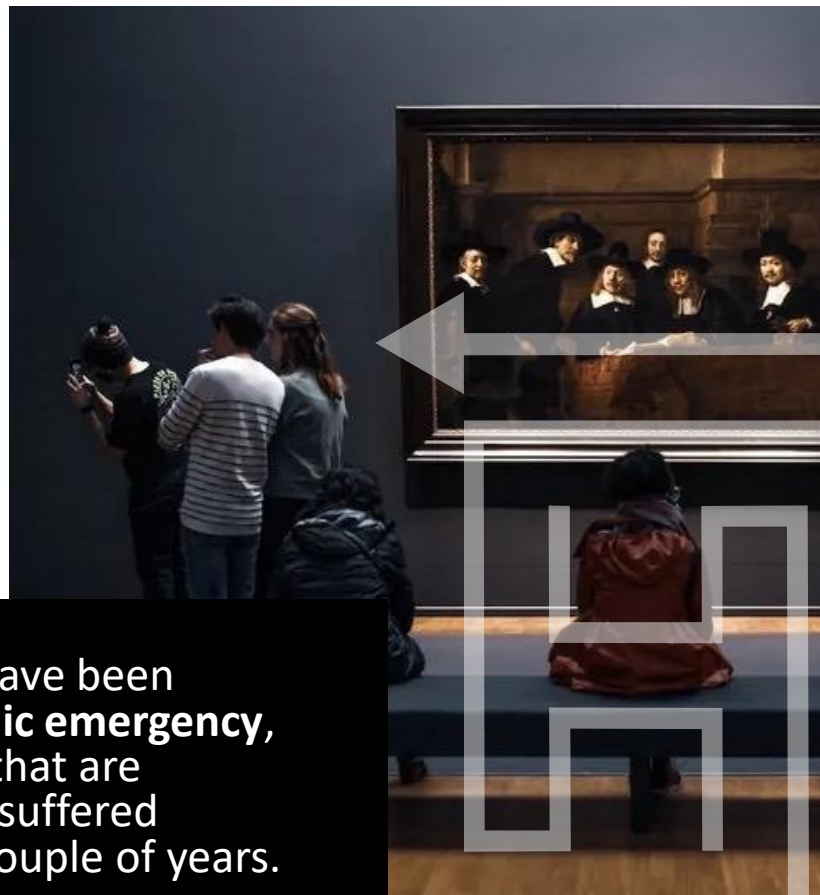
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By Daniela Pavan
Ca' Foscari
University of Venice



The cultural and creative sectors have been **severely impacted by the pandemic emergency**, especially museums and galleries that are dependent on-site visits and have suffered significant losses during the past couple of years.

This critical scenario has instilled a rapid push to develop new digital models of customer engagement, which has proven to be a significant challenging for some players in the field. COVID-19 has also pointed out some inequalities between larger cultural heritage organisations and smaller ones, especially in terms of transforming their traditional business models and making them more competitive with the new scenario brought up during the pandemic. Indeed, the recovery of the sector during this past year has been reliant on more entrepreneurial approaches to developing sustainable future business models, which are strongly embracing digitalisation.

Universities hold huge potential to support the European cultural heritage sector's regeneration, by facilitating new collaborations in order to design a more sustainable model for this field, while, at the same time, ensuring students' future-proof skills thanks to relevant and innovative education paths that relate to real-life challenges.

Cultural Heritage 2.0 aims to bridge these gaps and support Universities to effectively assist in the regeneration of the European cultural heritage sector, especially by equipping academic staff and educators with knowledge, skills and resources to engage with cultural heritage sector representatives.

After the efforts invested in Project Result 1, our team has been working on delivering a thorough Cultural Heritage 2.0 Digital Student Consultancy Approach, which is a learning framework and a toolkit for academic staff and educators to help them facilitate problem-based learning interventions with real-life practical examples from their local/regional cultural heritage organisations.

The project, especially with Project Result 2, wants to provide benefits for educators, students and cultural heritage organisations by combining the need for relevant and real-life-based education and new skills development, with an immediate need in a sector looking for innovation. For educators and academics, it is important to be equipped and trained with the knowledge, skills and resources to design and deliver pedagogies and methodologies that enhance the employability of their students. The consultancy programme developed during Project Result 2 aims indeed to address the skills gaps and needs of students in order to prepare them for future employability within the cultural heritage field.

Finally, Cultural Heritage 2.0 is also a project that wants to benefit the local and regional economy where cultural heritage organisations are located, by supporting these organisations to redefine their business model and continue to grow.

Where did they come from - our approach to developing Open Educational Resources

Based on the skills gaps and the overall outcomes of the scenarios-based journey development, our **50 Open Educational Resources (OERs)** address our three main topics: cultural heritage, tech/digital and management..

From augmented reality for immersive experiences to crowdfunding, accessibility and the adaptive reuse of cultural heritage sites, many relevant topics are covered and underlined with expertise from our universities and networks. As a project manager for the Cultural Heritage 2.0 project at the **University of Vienna**, one of the three higher education institutions in this project, I participated in producing podcasts on the topic of tech/digital and was inspired by our interview partners and their work. Open Educational Resources (OERs) are digital materials developed by and for educators and learners.

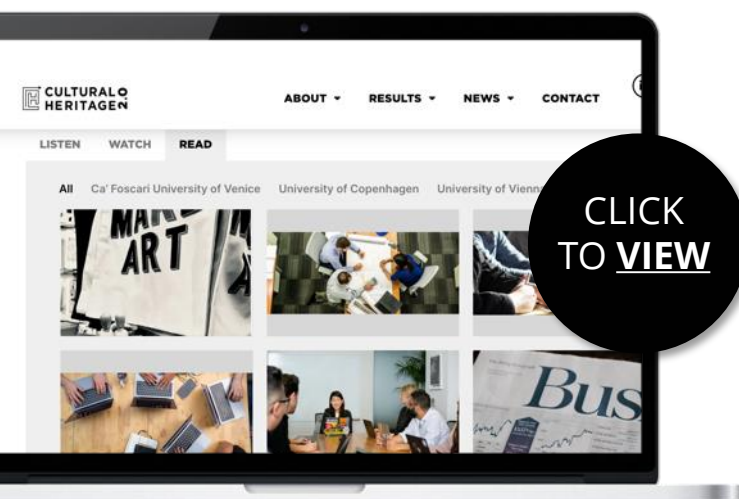


By Madeleine Harbich,
University of Vienna

They can be any material, be it audio, images, notes, etc., as long as it's openly and freely accessible. In the case of our project, we found them to be the perfect fit for our **Digital Student Consultancy Approach Course**. Our set of OERs is supposed to support and prepare educators to develop and deliver successful student consultancy projects.

The three higher education institutions, Ca Foscari, the University of Copenhagen and the University of Vienna, provided their expertise in different formats to also fit the needs of different learning types and situations. The videos, podcasts, presentations and booklets that were produced show the most current, scientifically based findings from the respective fields.

These resources can help kickstart idea generation and be the basis of further investigations for projects in the cultural heritage sector. As the basis of our Digital Student Consultancy Approach Course, the OERs contributed directly to the success stories of our project. **Browse through our library of OERs** and find learning materials for your area of interest. If you would like to know what came out of our Digital Student Consultancy Approach Course, be sure to **sign up to our ezine** and follow our project on **LinkedIn** and **Instagram**.



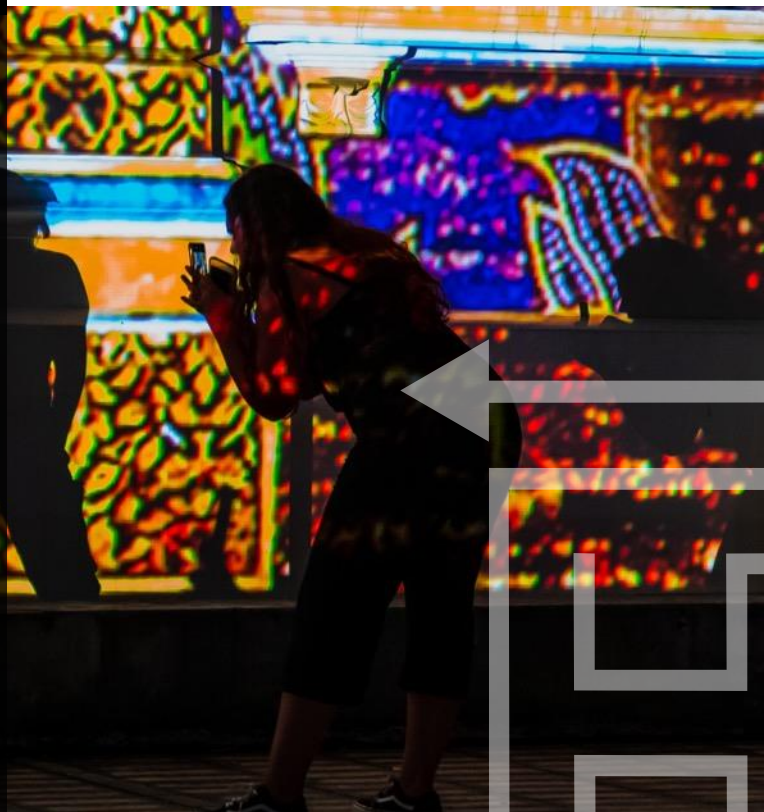
Project Result 2 Overview: The Impact of Innovative Approaches on Cultural Heritage

Cultural Heritage 2.0 can be defined as a **highly innovative project** thanks to the fact that it addresses **the concepts of cultural heritage, digitalisation, and collaborative education all together**, to create a positive impact on the cultural heritage field.

Leveraging on already existing initiatives and capabilities of the institutions involved, it wants to build synergies that can add value to local cultural ecosystems, thanks to the identification of potential educational paths that can be built at a consortium level and then adapted to local contexts.

At Ca' Foscari University for example, in Venice, there is the MAC lab (Management of Arts and Culture Laboratory), which is the meeting place for research and teaching activities at the crossroads of management, creativity and cultural productions. Its research approach is characterised by interdisciplinarity and by action and practice-based inquiries. While the lab has undertaken a number of collaborative projects for supporting the cultural heritage and creative industry sectors (Dancing Museums Project, Art & Business project), the lab can benefit from novel tools such as those developed by Project Result 2 (PR2).

By Daniela Pavan
Ca' Foscari
University of Venice



The Human & Legal Innovation Hub at the University of Copenhagen is one of the partners involved in the project. It is one of three innovation hubs at the University of Copenhagen, for students, scholars and teachers from the Faculty of Humanities, Law and Theology. The Hub helps students with creating new projects and companies, and teachers with developing courses and finding external partners. Being part of the Cultural Heritage 2.0 project allows the Hub to offer its network of cultural heritage organisations a viable collaboration in education programmes that address a novel challenge for their business models.

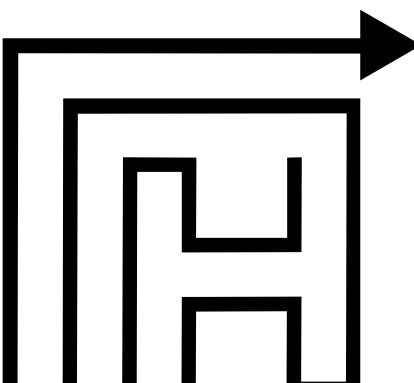
The University of Vienna conducts research on Digital Humanities which aims to develop and apply computational methods and techniques. Through its involvement in the Cultural Heritage 2.0 project, the university is now developing ways to train staff to develop a new educational offering for their students and the network.

Project Result 2 (PR2) aims to pragmatically design a comprehensive pedagogy and a set of open educational resources (OERs), to support the educators to develop and deliver successful student consultancy projects. All of this results in building on the research outputs related to Project Result 1.



In PR2, our team worked on:

- 01** Developing a pragmatic map of the skills needed by Cultural Heritage Institutions. This report aims at identifying all the skill gaps that Cultural Institutions seem to have in Italy, Austria and Denmark, in order to address these needs and prepare students for becoming future potential partners of the cultural heritage organisations while supporting them in their business model evolution;
- 02** Producing a comprehensive pedagogy and set of 50 open educational resources (OERs) to support educators in developing and delivering successful student consultancy projects. The OERs produced cover specifically three main topics: **Management** for cultural heritage institutions covered by Ca' Foscari University, **Humanities** managed by Copenhagen University, and **Digital** covered by the University of Vienna. Content is available on the website of the project, for usage and download. Visitors will have immediate access to PDF presentations, podcasts and video content which they can [access for FREE here](#)
- 03** Designing a **Digital Student Consultancy Approach**, which represents a modular approach to the delivery of the programme a toolkit for the academic staff and educators to undertake interdisciplinary student consultancy projects based on the real problems of the cultural heritage stakeholders;
- 04** Identifying 4 potential pathways for the integration of the consultancy programme in the curriculum as well as delivery of the programme outside of the curriculum;
- 05** Defining the organisations to be involved in the pilot test part of PR3;
- 06** Design a train-the-trainer activity, as a comprehensive methodology to support all partners for the pilot test in PR3.



PR2 has indeed a very important role within the whole project, as it starts from the examination of potential futures of the cultural heritage field and develops practical and fast interventions through student activities. The design of the adaptable learning framework and approach aims to allow in fact the academics across Europe to adapt the methodology to their diverse needs and opportunities.

FROM RESEARCH TO ACTION:

A Train the Trainer session to empower educators deliver student consultancy courses



By Déspina Kortésidou, UIIN

UIIN and Ca'Foscari University developed a "Train the Trainer" session to translate the 'Digital Student Consultancy Approach' into applicable facilitation techniques that the **three** higher education institutions' project partners could utilise when delivering the Digital Student Consultancy Approach' Courses in their institutions.

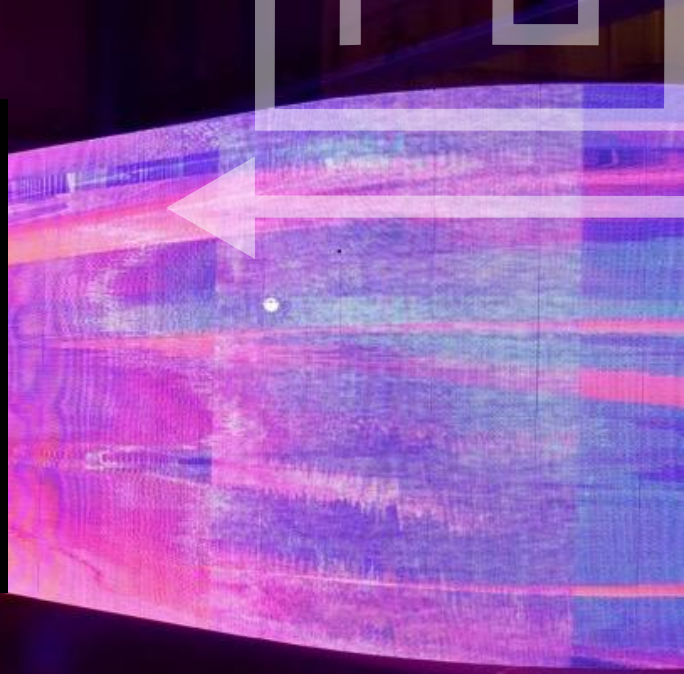
Running between May and September 2023, the "Digital Student Consultancy Approach" Courses gave local partners the flexibility to work together with

Cultural Heritage Organisations (CHOs) to realise the concept of "Community Localhood". This offers the potential and research of a preferred future in which the cultural heritage (CH) sector takes an action-oriented role in and for their local communities. For context, the "Community Localhood" scenario derived from the project's forward-looking analysis of how CHOs can anticipate new realities that might happen in the future and stay resilient, which the interested reader can find more on the project's website.

Through these projects in **collaboration with CHOs**, students will have the opportunity to address a **three-pronged question**:

- 01** *What skills do CHO staff need to realise the "Community Localhood" preferred scenario for the CH sector?*
- 02** *How can students in higher education institutions contribute to CHOs' transformation?*
- 03** *What role will technology play in this transformation?*

As part of the “Train the Trainer” session, the “Community Localhood” scenario’s five main elements were translated into hands-on facilitation approaches. This was to ensure that student consultancy projects are optimally framed to better approach the preferable scenario’s challenges and are summarised in the table below.



SCENARIO’S ELEMENTS FOR A PREFERRED CH FUTURE	POTENTIAL FACILITATION APPROACHES FOR HEI EDUCATORS	STUDENT COMPETENCE GAPS THAT NEED TO BE ADDRESSED
CHOs have the opportunity to embed knowledge systems deeper into society.	Educators can focus on the need for uniform standards in the CH sector, e.g., the use of AI and metadata for archiving.	Multidisciplinary and Knowledge of sector challenges
CHOs embrace co-creative processes and peer learning to create time and space for dialogue.	Educators can focus on participatory design to involve the user base in co-creation and participation.	Collaboration and teamwork
CHOs understand their local communities and appreciate CH as public property.	Educators can focus on multidisciplinary approaches to reidentify the CH sector’s audience and stakeholders’ needs.	Challenge-based learning on real-life challenges
CHOs adopt effective risk-reward digitalisation strategies.	Educators can focus on teaching critical thinking around CH’s commercialisation, e.g., threats of privatising CH and the need for new norms of interaction for audiences utilising new tech.	An open-mindedness, like experimentation, creativity and flexibility
CHOs equip their staff with skills to implement technology transparently for democratic and communal awareness.	Educators can focus on teaching tech-creative literacy and historical literacy for all, e.g., AI, extended reality and global history.	(Digital) communication, like outreach methodology, relational competencies and networking

Overall, through a focus on multidisciplinary approaches and co-creation, students can develop collaboration skills and open-mindedness to support the CHOs’ transformation. Helping them to become institutions that are integral to their local communities’ needs and promote a democratic and

collective appreciation of Cultural Heritage. For more practical suggestions, stay updated with our progress by **following us on social media, signing up for our newsletter**, and engaging with our educational resources.communities



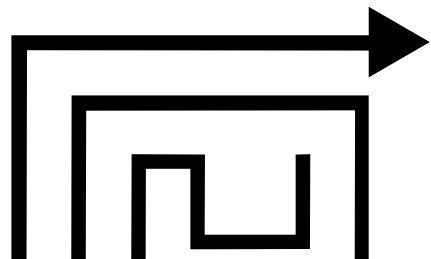
Welcome to Hack the Culture

“We have 48 hours to get ready to present new ideas to our clients. Yes Clients. Consider yourselves a part of a new student consultancy agency called Hack the Culture.”

This was the opening line when in September 2023 the University of Copenhagen turned its attention to helping three cultural institutions to develop solutions to different challenges that each institution is facing. Twenty students within the humanities were divided into teams and got the opportunity to strengthen their skills for their future professional lives.

Over 48 hours, the students got to meet their clients, look into the future scenarios with ManyOne, develop new concepts using Open Educational Resources, qualify their solutions and pitch their suggestions to an audience consisting of clients and academic professors as well as expanding their network.

The clients were exhilarated by the students’ insights and the students felt empowered by attending a rapid innovation process and putting their knowledge into practical use (see the following page)



What the **students** had to say...

" You learn a lot from a text book but there is so much you can learn from actually being in the space, meeting new people. A lot of our studies are general, and I feel like we can contribute a lot, but we aren't really exposed to these places in which we can really matter."

"I think the hackathon almost exceeded my expectations. When we got the feedback from the clients, I realised that we had actually done something for the past 48 hours! We are really able to do this - a group of people that have never met before! I didn't expect that."

"I think we would have ended up with some really different solutions and presentations if we haven't had the education resources offered. It was like a guided chaos. The tools did a lot for us in showing us how to think outside the box and even showing us that we were actually still thinking inside the box. It really showed us how to look for that deeper knowledge. That did a lot."

"If you think about it in the long run, all the work we did and all the discussions we had during the hackathon you can just pop it into your CV. It really gives you an advantage when trying to look for a job in the future."

What the **client** had to say...

"Just taking the time to think about "what is the problem that I would want to have someone look at if I could choose" is super beneficial. Having six people look into that for two days is very valuable because it gives a fresh take on things. In part, it confirms that we are talking about the right things, but it also gives great inspiration to new steps."

Download your
FREE copy of the
Digital Student
Consultancy
Approach [HERE](#)



Meet the Clients and the scope of the cases:

VILLA KULTUR

Villa Kultur focuses on how we create better working lives for a new generation of cultural creators and creative entrepreneurs. Traditionally this all culminates in a catalogue of inspiration and ideas, which is published online and used for dialogue with politicians etc. But is there another way to develop and disseminate knowledge about cultural work? How do we ensure that the knowledge and tools that are produced are used in the cultural industry?

VOLCANO

The pedestrian streets in the small towns of Denmark are dying. Shopping malls and megastores pull the trade out of the town centre and with no trade, shops close and foot traffic dwindles down. The street loses structure, colour, and identity. How can the street be revitalised, drawing on both the history and culture? How can we use cultural placemaking to rethink the pedestrian street, with cultural heritage at the centre?

WILLUMSEN'S MUSEUM

J.F. Willumsen's Museum, north of Copenhagen in Frederikssund, opened in 1957 and is dedicated to the transgressive, grandiose and at times excessive figurative art of the Danish multi-artist Jens Ferdinand Willumsen (1863-1958) and his collection. Willumsen's Museum has earned international recognition for its exceptional collection and exhibitions yet has been experiencing a notable absence of local visitors. How can the museum strengthen its connection with the local community? How can it have a stronger presence throughout the town of Frederikssund? How can it create ownership and belonging amongst a local audience?

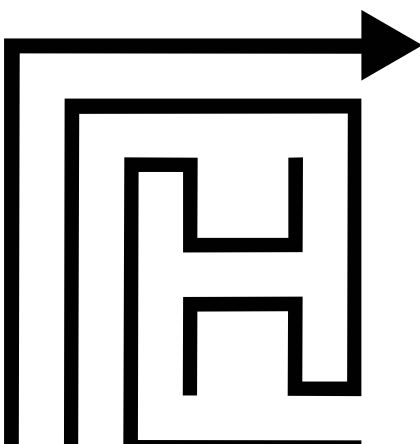
Cultural Heritage Promotional Video Launched



The **Cultural Heritage 2.0 project** recently launched a **short video** introducing the project, its **objectives**, **the work carried out and the development of the Cultural Heritage 2.0 Business Evolution Model**.

The expert team of project partners have worked over the project's lifetime to develop a series of strategies and tools that support the digital transformation of the Cultural Heritage Sector and to help future-proof Cultural Heritage Organisations.

Watch the video [here](#)



Through the Lens – Witnessing the Student Consultancy Pathway in Copenhagen



By Tanja Junge
University of Copenhagen

Putting academic knowledge into practical use

Just recently The University of Copenhagen hosted a hackathon where students had to find creative and innovative solutions to different challenges. As the designated photographer of the day, I noticed to my pleasant surprise that I recognised a lot of faces from the Hack the Culture event which I had documented two months earlier. The participants told me that they were so positively surprised with their previous experiences at Hack the Culture that they had decided

to sign up for yet another hackathon. This reminds us that students really want to put their academic knowledge into practical use and that once they try it, they like it even more.

When we hosted the hackathon back in September, I pulled the students aside to ask them a few questions



Why did you sign up for the Hack the Culture hackathon?

A girl takes over *“I signed up because I thought it would be a good supplement to my studies. What I am studying sometimes seems so academic and theoretical and it was very interesting to see how I could use my practical knowledge without having to refer to big thinkers and instead just trust my instincts in a way”*. They all laugh and nod.

“I just started studying a few weeks ago and I saw this as an opportunity to get a feeling of what the University can offer and how I can use the knowledge that I get in practice. I am really happy that I did that because I already feel like I have used a lot of what I have learned”, says one of the participants while quietly smiling.

Another participant continues *“In everyday humanities, we are far from reality sometimes and I think it is nice to work and apply your skills in a specific situation where you can get closer to reality and in a very concrete manner contribute with your academic background.”*



How did you find the experience?

Another participant states:
"I did not expect to get such a major experience – both academically and on a social scale."

They all agree.
"The different OERs did a lot for us, showing us that we are allowed to think outside the box and also sort of showing us that we were actually – still – thinking inside the box. They helped us to move ahead instead of just going in circles. It showed us to look for that deeper knowledge."

A participant smiles while saying:
"I really did not know what to expect – at first I thought it was going to be some sort of crypto-investor-entrepreneur- 'hype' kind of thing, but it was not and that was a big relief. On the contrary, it was full of motivational, inspirational, eye-opening talks and exercises."

Another participant adds *"It also made me think a lot about what I would like to do in the future. The cultural sector is so much more than just art – you can contribute in so many ways. It also gave me ideas for possible internships."* *"It has been really nice to get inspiration and to get introduced to different companies who do a bit more unconventional work. Companies who you would probably not have gotten involved with otherwise"* a group member says and they all nod.



Project Dissemination is led by Momentum Marketing Services

Momentum Marketing Services is the lead partner in **CULTURAL HERITAGE 2.0 dissemination**, providing the overall dissemination plan and executing the related marketing collateral activities.

Momentum created a tailored dissemination strategy that focuses on creating and using the necessary media to reach the identified target groups and maximise the impact of the project results. The project partners assume responsibility for the

dissemination of the project at a local, regional, and national level in their countries and adopt and share the communications materials created by Momentum.

Key objectives of the dissemination strategy are:

- 01** To create awareness of the project and its results, beyond the limits of the consortium.
- 02** To promote the **exchange of knowledge and know-how** among the different stakeholders involved.
- 03** To foster the **creation of networks** among the different target groups involved, to facilitate public dialogue and fruitful cooperation.
- 04** To **raise awareness about the results produced** in the framework of the consortium and enable end-users to reach them, providing, at the same time, a valuable impact on the effectiveness of the tools and results as well as on the problems or issues that could arise

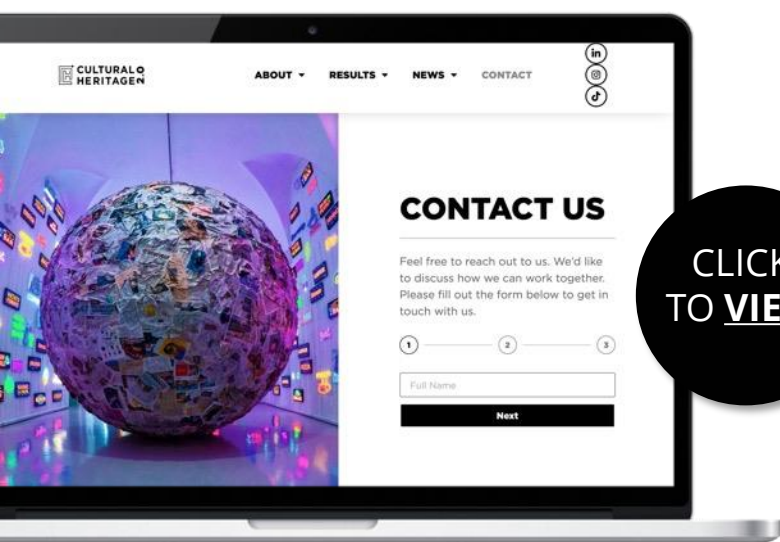


To achieve these objectives Momentum developed the Cultural Heritage 2.0 branding, visual assets and brand manual. Once these had been adopted by the consortium the next step was to develop a series of messaging templates for use throughout the project, including PowerPoint presentations, Newsletter templates and reporting templates.

Next, we built a website and set up social media accounts on LinkedIn, Instagram and TikTok. The website is the anchor of all dissemination material

hosting results, downloadable multimedia resources, and project updates. A series of digital newsletters or ezines have been developed and are emailed to subscribers and available to download from the website. Social media posts are published each week to promote the work of the project, its results and downloadable resources to the target audience.

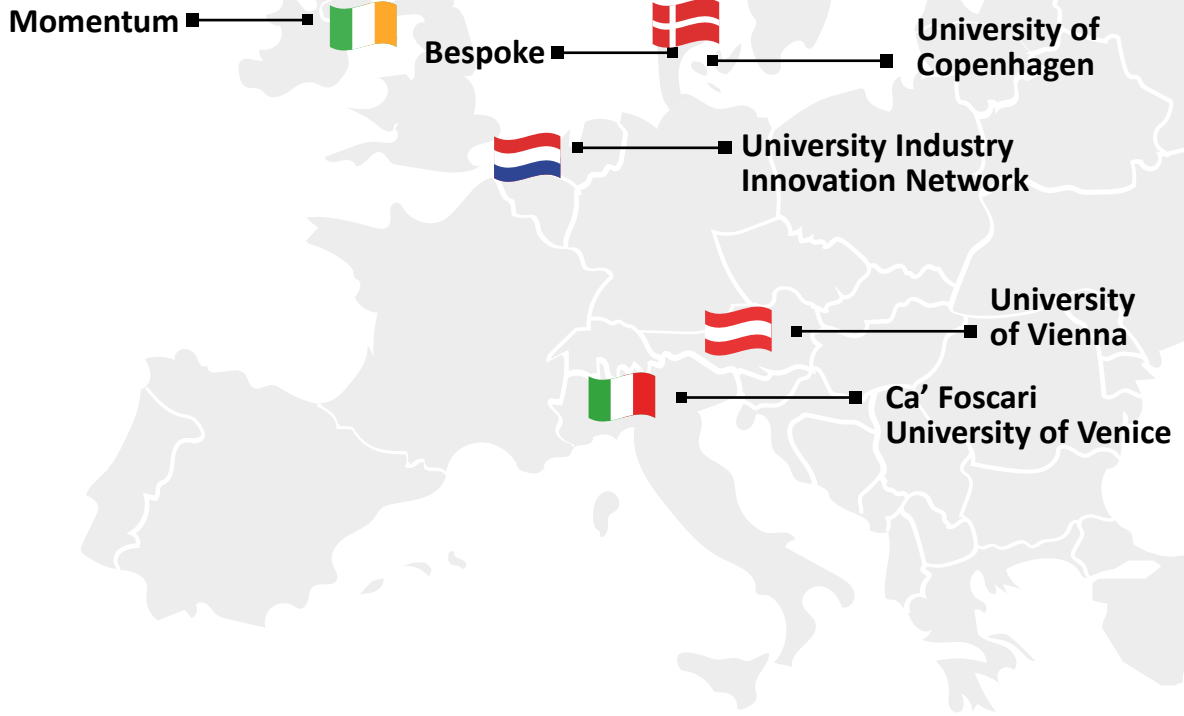
The target audience includes HEI educators and Academics, Students and Cultural Heritage Organisations.



To keep up to date with the latest project results and news, **subscribe to our newsletter** and follow us on **LinkedIn**, **Instagram** or **TikTok**.



CULTURAL HERITAGE 2.0



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[educate + innovate]

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