

SUPPLEMENTI

DICO Toolkit for Digital Career Stories

14

IL CAPITALE CULTURALE
Studies on the Value of Cultural Heritage

eum

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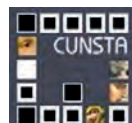
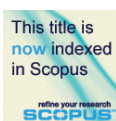
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DICO Toolkit for Digital Career Stories

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Planning the future with visual tools

Dorottya Féja*, Fanni Csernátóny**,
Anna Pais***

Abstract

Planning the future with visual tools is a 9 hour-long course for university students to assist them to make conscious plans about their careers using the visual methods of design thinking and strategic planning. The course can be changed flexibly to accommodate a wide range of circumstances, such as smaller and bigger groups, offline and online settings, students from different backgrounds and ages, etc. We recommend that the programme is completed in 1 to 5 days, in order to maintain intensity, momentum and focus. However, it is also possible to create a weekly schedule for 1-hour long sessions for 9 weeks. In this contribution we provide suggestions for the timing although these can be changed according to the needs of the group. During the course we use a canvas or an exercise book with

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printed templates that serve as guides for each task. The canvas or the exercise book also gives an easy-to-understand framework for the whole process and helps participants to build on their previous works. The left side of the canvas helps participants to discover and understand the present and the right side helps participants to envision the future and to set well defined goals. The middle part is about building a bridge between the two: identifying possible barriers and resources, listing and evaluating possible ideas to achieve future goals and creating a realistic timeline from these ideas. In this chapter we explain the process step-by-step with suggestions on how to facilitate the session.

1. Introduction

Let’s look at the basic concepts behind this programme: visualisation, storytelling, design thinking and back-casting.

Time: 60 min.

What you will need: Short presentation about the theory.

Goal: Understanding the basic concepts and motivation to use the visual tools.

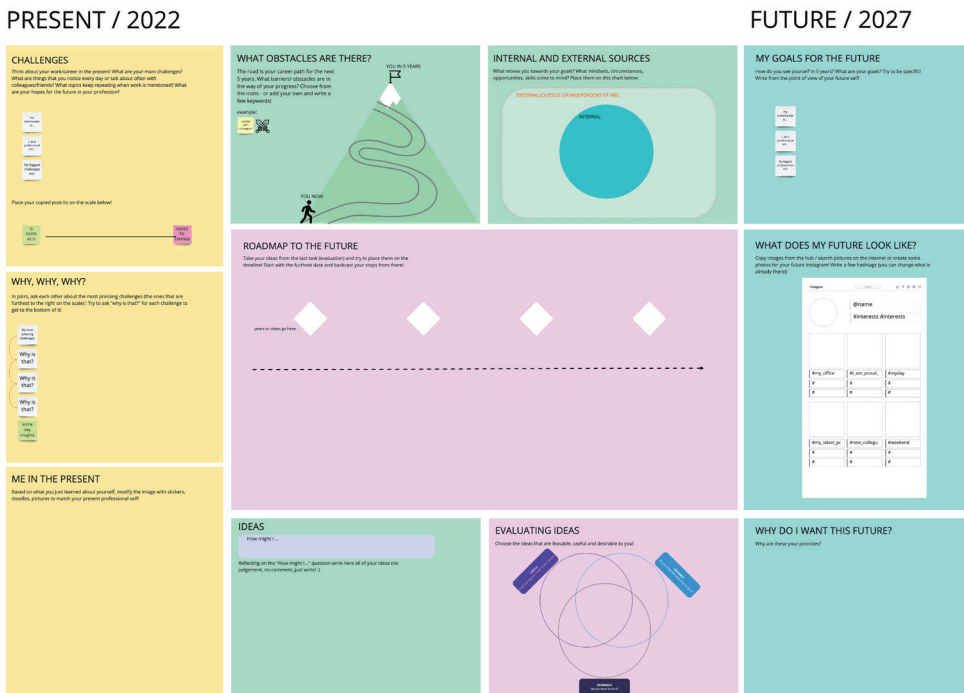


Fig. 1. Canvas

2. Challenges

Think about your work/career in the present. What are your main challenges? What are things that you notice every day or talk about often with colleagues/friends? What topics keep repeating when work is mentioned? What are your hopes for the future in your profession? Place your post-its on the scale based on how much you want to change that aspect of your present.

CHALLENGES IN THE PRESENT

Think about your work/career in the present! What are your main challenges? What are things that you notice every day or talk about often with colleagues/friends? What topics keep repeating when work is mentioned? What are your hopes for the future in your profession?

my work/career is...

I, as a professional am...

My biggest challenges are:

Place your copied post-its on the scale below!

IS
GOOD
AS IS

NEEDS
TO
CHANGE

Fig. 2. “Challenges” canvas

Time: 15 min.

What you will need: “Challenges” canvas (online or printed) (fig. 2); offline: sticky notes, pens.

Goal: This exercise helps students to reflect on their present state – where they are on their career path, how they feel about it and the problems and challenges that they face in their everyday life.

Step by step:

1. Ask students to complete the sentences as many different ways as they can think of:
 - My work/career is...
 - I, as a professional am...
 - My biggest challenges are...
 Each answer should be on a separate sticky note.
2. Ask them to arrange the answers on a scale from “it is good as is” to “needs to change”. The ones that they are satisfied with should go on one end of the scale and the ones that they want to change on the other end. They can indicate how urgent the need for change is by placing them somewhere in between.

Tips:

- Ask students to not only state facts (e.g., My work is doing research) but to reflect on their feelings (e.g., My work is inspiring / sometimes demotivating / keeping me in a flow state).
- This exercise is also great for introductions if the participants don’t know each other. In this case give everyone the space to share a few highlights.

Mix it up: Experiment with different sentences to spark reflections on the students’ present state. E.g.

- I feel my career is...
- I am proud of...
- Sometimes I struggle with...
- My personal life is...
- Work-life balance is...
- My strengths are...
- My weaknesses are...

3. *Why, why, why?*

In pairs, ask each other about the most pressing challenges (the ones that are furthest to the right on the scale). Try to ask “why is that?” for each challenge to get to the bottom of it.

Time: 20 min.

What you will need: “Why, why, why?” canvas (online or printed) (fig. 3); offline: sticky notes, pens.

Goal: If we want to change something, we have to understand it first: why are we in this situation? Why does it bother us? Why didn’t we change it already? Sometimes it is difficult to get out of our own heads, so this exercise is done in pairs. When we have to explain something to another person, we are forced to structure our thoughts and explain things. Sometimes that is all we need to have an epiphany about a problem that we have struggled with for a long time. It is helpful if there is someone asking questions to move the reflection process forward.



Fig. 3. “Why why why?” canvas

Step by step:

1. Ask everyone to choose a partner. One of them will be the talker and the other the listener.
2. The talker should start by sharing something from the previous exercise that they want to change. The listener should find out the reasons behind that by asking the question: Why is that?
3. Whatever the answer is, the listener should encourage the talker to go deeper and ask again: Why is that?
4. After repeating the question 3-4 times, they can move to the next thing the talker wants to change in her/his life. They repeat the same steps.
5. After reflecting on 3 challenges, the talker should write down their learnings – what new insights they had about themselves.
6. After 10-15 minutes the partners change roles and repeat the exercise.

Tips: Ask the listening person to keep their suggestions and ideas to themselves – their role is not to solve the other person’s problem, but to help them understand it on a deeper level. They only need to provide their curiosity and empathy. Encourage them to listen actively – nodding, making notes, summarising what their partner said and asking the next question.

Mix it up: Students can do the same exercise individually by writing to spare some time. It is faster but the conversation is usually more helpful and inspiring.

4. *Me in the present*

Draw yourself in one picture. Illustrate your strengths and challenges as well.



Fig. 4. “Me in the present” canvas

Time: 20 min.

What you will need: Paper (A3), markers, stickers.

Goal: Visualisation techniques can be very helpful, so after a little self-reflection in the previous exercises it is time to do something hands-on. Everyone should create a basic self-portrait, about how they see themselves at present. Using basic symbols can help to convey complex ideas. However, this can be a scary task for people who are not used to drawing and consider themselves unskilled. With a group like this it is important to start with some basic drawing exercises to build a little bit of self-confidence.

Step by step:

1. Show these 10 basic shapes and ask participants to draw them on a piece of paper (fig. 5).



Fig. 5. Basic shapes

2. Ask them to combine the basic shapes to create simple drawings of the following things: list, musical notes, ladybug, bird, cloud, star, arrow, balloon, eye, leaf, wheel, house, tree, road sign, flashing camera, hot tea, lightbulb, fast car, shiny sunglasses (fig. 6).

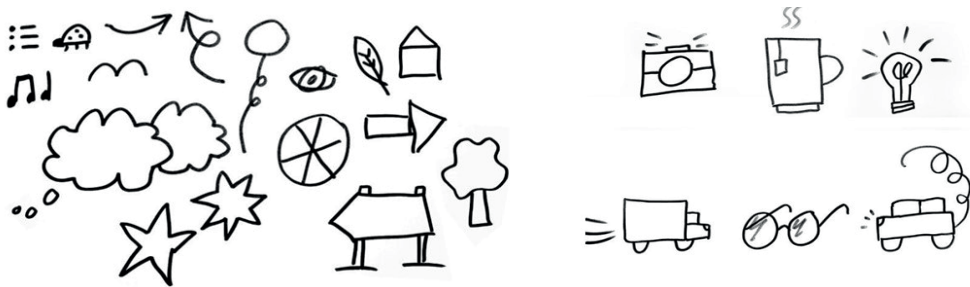


Fig. 6. Simple drawings

3. Ask them to use the basic shapes to create characters with different feelings, doing different actions. Show a few examples (fig. 7) and let them practice.



Fig. 7. Characters with different feelings

4. Now try telling a story with these shapes. Ask everyone to draw their favourite movies in just 2 minutes, so that the others can guess what it is. Upload them to an online folder or put them side by side on the wall and make a contest: who can recognise the most movies by the pictures?
5. Now that everyone is comfortable with drawing, turn back to the main exercise. Ask students to create a picture in the same style about themselves. They can use the symbols to reflect on their strengths and challenges.
6. Upload them to an online folder or put the pictures side by side and let everyone explain their picture in a few sentences.

Tips:

- For offline sessions: give the participants bigger paper to make the pictures easier for the whole group to see. Use markers with wide tips to make the lines thicker as well.
- Make sure everyone understands that they don't have to create a picture that is aesthetic: the goal is to convey complex messages with a few lines.

Mix it up: You can play other games to prepare the group for the drawing part. Write down a few words (e.g., success, speed, connection, system, nature, etc.) and give the participants 30 seconds to draw them each. Compare the pictures and reflect on similarities and differences. Usually there will be a lot of similar symbols as we have a common visual vocabulary that helps everyone to communicate this way.

5. *My goals for the future*

How do you see yourself in 5 years? What are your goals? Try to be specific. Write from the point of view of your future self.

Time: 35 min.

What you will need: “My goals for the future” canvas (online or printed) (fig. 8); offline: sticky notes, pens.

Goal: This exercise helps students to imagine themselves in the future. They will contemplate different aspects: professional and personal life, personal development and feelings.

Step by step:

1. Sometimes it is difficult to imagine the future. So many things can change and there are a lot of variables. It is important to get into the mood and train the imagination before starting the real exercise on the canvas. So, introduce this game first; lets imagine a future where anyone could learn anything by implanting a chip in their brains. What would happen? How do you imagine this future? Go around in a circle and everyone should give one answer – but everyone should come up with a different idea.
2. After the game introduce the canvas. Give 5 minutes to write answers on post-its to each question:
 - How do you see yourself in 5 years? What are your biggest achievements? What has changed in an ideal future?
 - How did you change during this time? What skills had you develop?

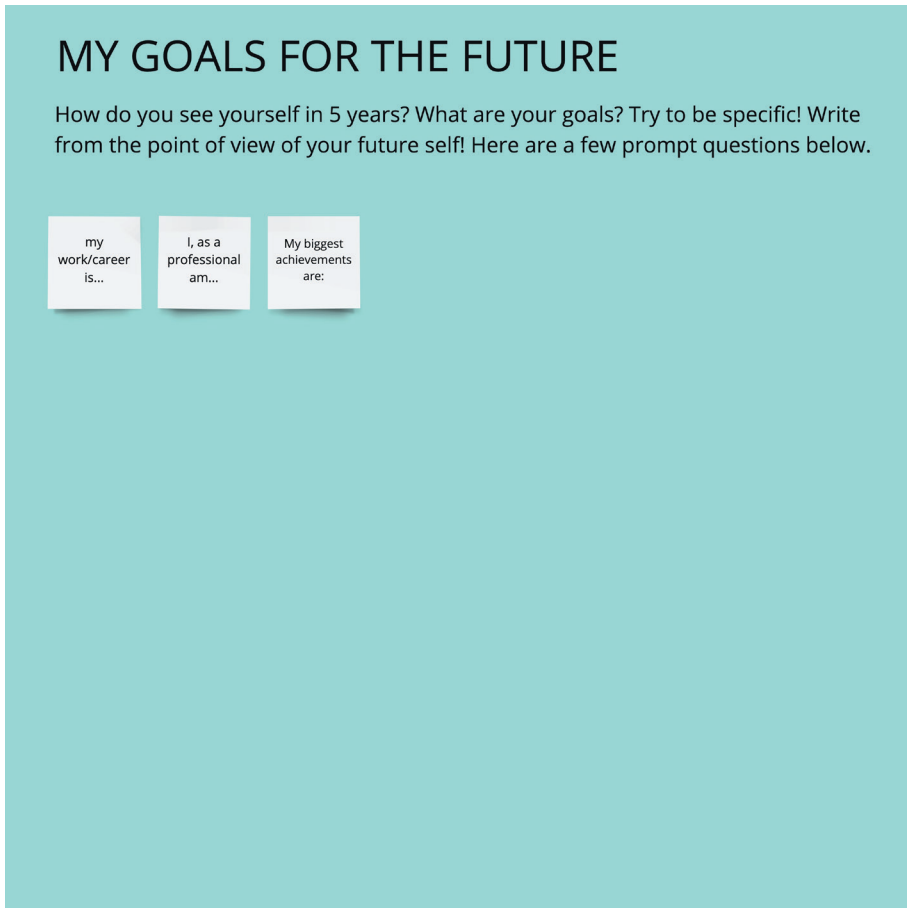


Fig. 8. “My goals for the future” canvas

- How are you feeling? What is your general mood? What is happening in your personal life?

Tips:

- You can give 5 minutes for everyone to close their eyes and invite them to time travel into the future. Ask them to imagine themselves in 5 years waking up in the morning. What are they seeing? What are they feeling?
- Emphasise the importance of being optimistic and to think of an ideal scenario. What if every problem they have right now would be solved in 5 years?

Mix it up: You can play the warm-up game with several different questions:

- What if we would be able to teleport anywhere?
- What if anyone could travel to space?
- What if we had to work only three days a week?

6. *What does my future look like?*

Copy images from the hub / search pictures on the internet or create some photos for your future Instagram. Write a few hashtags (you can change what is already there).

WHAT DOES MY FUTURE LOOK LIKE?

From provided materials create some photos for your future Instagram! Write a few hashtags!

Instagram

🏠 🔍 + 🌐 ❤️

#my_office

#I_am_proud_of

#myday

#

#

#

#

#

#

#my_latest_project

#new_colleague

#weekend

#

#

#

#

#

#

Fig. 9. “What does my future look like?” canvas

Time: 75 min.

What you will need: “What does my future look like?” canvas (online or printed) (fig. 9); offline: sticky notes, pens, printed pictures, or old magazines that they can cut, phones or cameras.

Goal: This exercise helps students to visualise their dreams.

Step by step:

1. Ask students to create their future Instagram with pictures and hashtags they will post in 5 years about their life. They can choose or create pictures and place them on the canvas.
2. When they have at least 6 posts, ask them to form groups of 3 or 4.
3. Everyone should present their Instagram profile to the others explaining the pictures from the point of view of their future selves (e.g., Look at this picture! It was taken last week, when I presented my new research in a conference in Miami).
4. After the roleplay, sit down in a circle and invite everyone to share their insights and experience.

Tips:

- If you have time, ask students to create their own pictures with their cameras or give this exercise as a homework between sessions so they can go to different locations to create the pictures.
- They can do the exercise in pairs. This way they can photograph each other in different situations and discuss their futures as well.

Mix it up:

- You can use different social media platforms and ask the students to imagine what they would post on Twitter, LinkedIn or Facebook.
- You can actually ask the students to create new accounts on Instagram and create real posts. They can update it later as well adding more and more goals and dreams.
- You can encourage the students (if it fits with their abilities and skills) to use more artistic tools such as painting, collage etc. to convey their visions.

7. *Why do I want this future?*

Why are these your priorities?

Time: 40 min.

What you will need: “Why do I want this future?” canvas (online or printed) (fig. 10); offline: sticky notes, pens.

Goal: This exercise helps students to prioritise their goals and starts them thinking about how to achieve their goals.



Fig. 10. “Why do I want this future?” canvas

Step by step:

1. Ask students to choose 4-6 goals inspired by the previous exercises that are the most important for them.
2. Write them in the form of a question starting “How might I...?” (e.g.: How might I develop my time management skills? How might I start my own company?).
3. Everyone shares the questions.

Tips: Encourage students to be bold and choose some real challenges even if they seem difficult.

8. What obstacles are there?

The road is your career path for the next 5 years. What barriers/obstacles are in the way of your progress? Choose from the icons or add your own and write a few keywords!

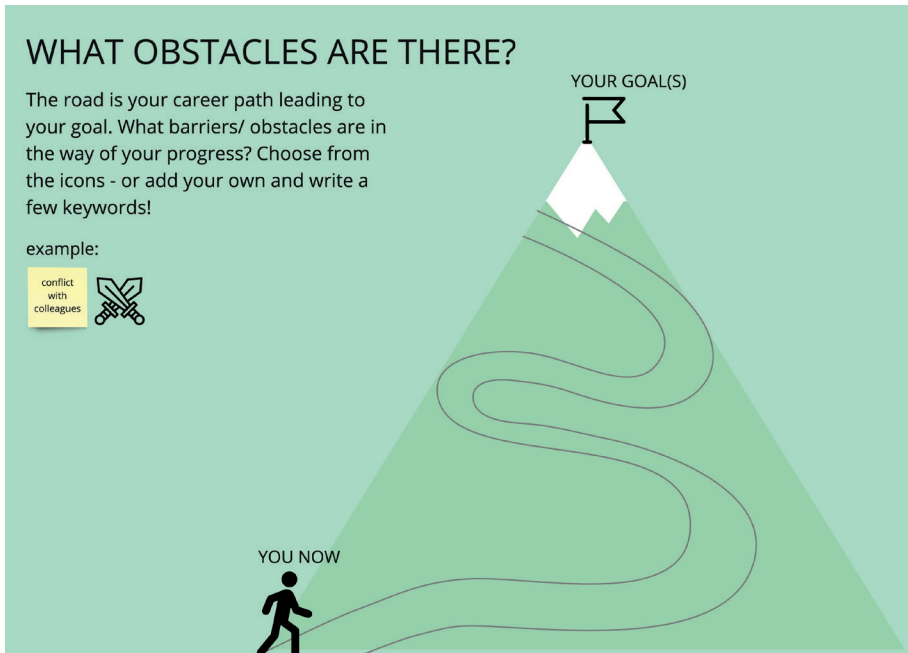


Fig. 11. “Obstacles” canvas

Time: 15 min.

What you will need: “Obstacles” canvas (online or printed) (fig. 11); offline: sticky notes, pens, stickers, icons.

Goal: This exercise helps students to prepare for obstacles by listing everything that might stop them achieving their goals.

Step by step:

1. Students should choose different icons that represent possible obstacles on the way to success or draw their own.
2. Ask them to stick the symbols on the canvas adding a title to the obstacle.

Mix it up: Working online, not only symbols, but also gifs, uploaded images, photos can be used – whatever shows the best, how the participant feels about a specific obstacle. If we work offline, we also can work with photos, printed images, newspaper cut-outs.

9. *Internal and external resources*

What moves you towards your goals? What mind-sets, circumstances, opportunities, skills come to mind? Place them on this chart below!

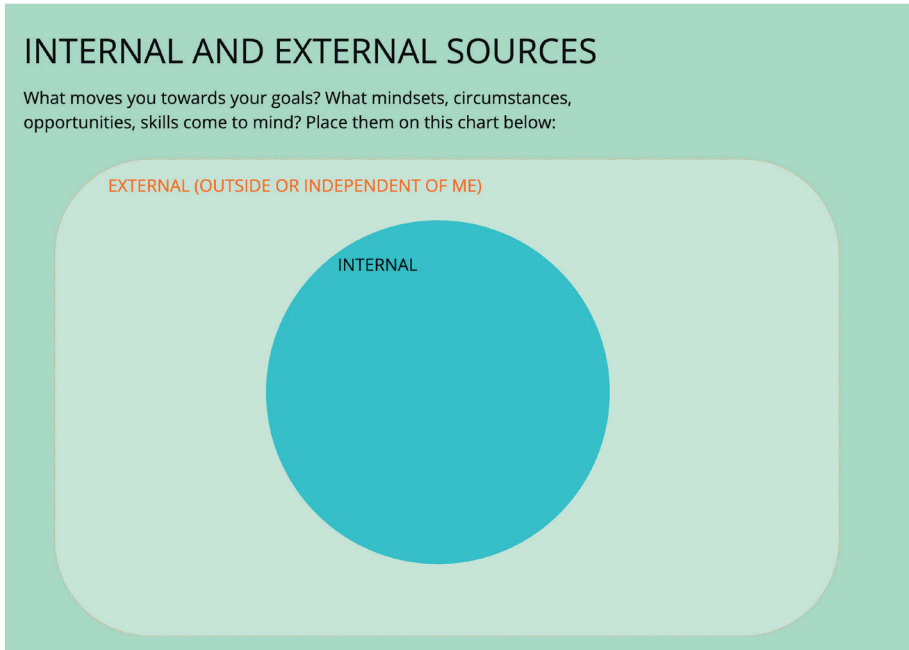


Fig. 12. “Internal and external resources” canvas

Time: 15 min.

What you will need: “Internal and external resources” canvas (online or printed) (fig. 12); offline; sticky notes, pens.

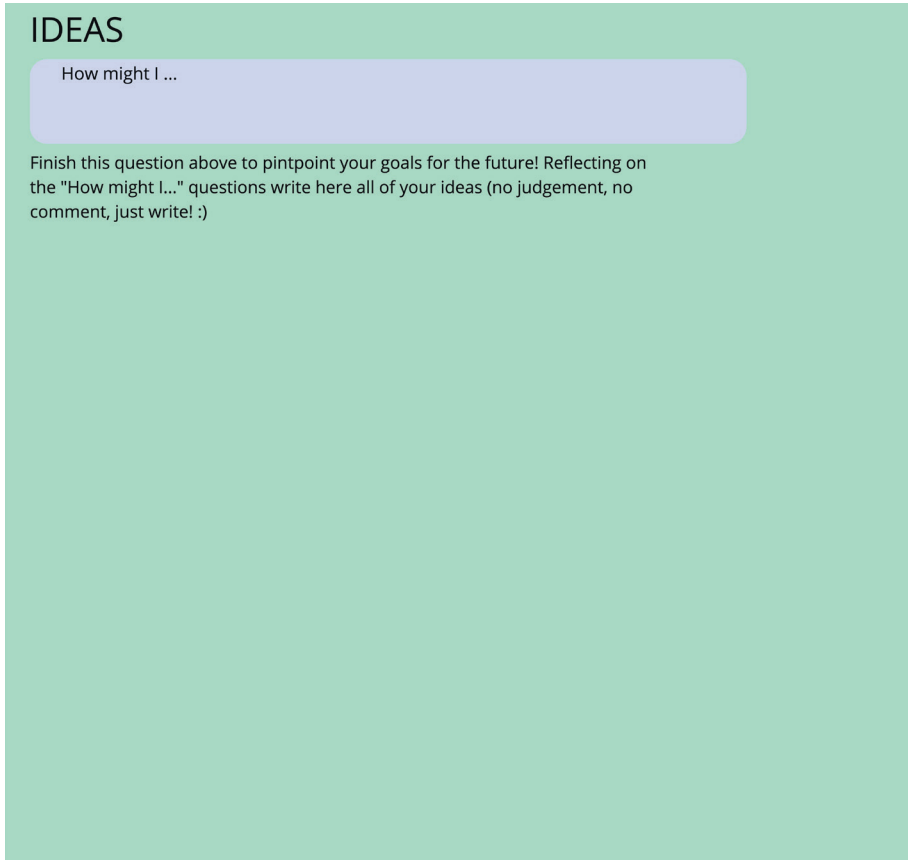
Goal: This exercise gives students the confidence that they can overcome the obstacles.

Step by step:

1. Ask participants to list every internal or external resource they can use to overcome the barriers defined in the previous exercise.
2. Define internal and external resources together.
3. Ask them to place their resources in the appropriate part of the canvas.

10. *Ideas*

Reflecting on the “How might I...” questions and write here all of your ideas. No judgement, no comment, just write.



IDEAS

How might I ...

Finish this question above to pinpoint your goals for the future! Reflecting on the "How might I..." questions write here all of your ideas (no judgement, no comment, just write! :)

Fig. 13. “Ideas” canvas

Time: 30 min

What you will need: “Ideas” canvas (online or printed) (fig. 13); offline: sticky notes, pens.

Goal: This exercise is all about creativity. It helps to create a plan to reach the most important goals that was defined previously.

Step by step:

1. Give everyone post-its to write on.
2. Students have 5 minutes to brainstorm ideas on how to achieve their goals, e.g., How might I develop my time management skills? Possible ideas: Attend a time management

training; read a book about time management; download a new to-do-list app; create a timeline for every project I start; have a deadline-buddy who can remind me to start things in time, etc.

3. After 5 minutes they can start thinking about answers to the next “How might I...?” question.

Tips: It is important to write down every possible solution even if they seem unrealistic. In the next exercise everyone can evaluate their ideas.

Mix it up: Create pairs so that students could help each other out. They can brainstorm about each question together.

11. Evaluating ideas

Choose the ideas that are feasible, useful and desirable to you.

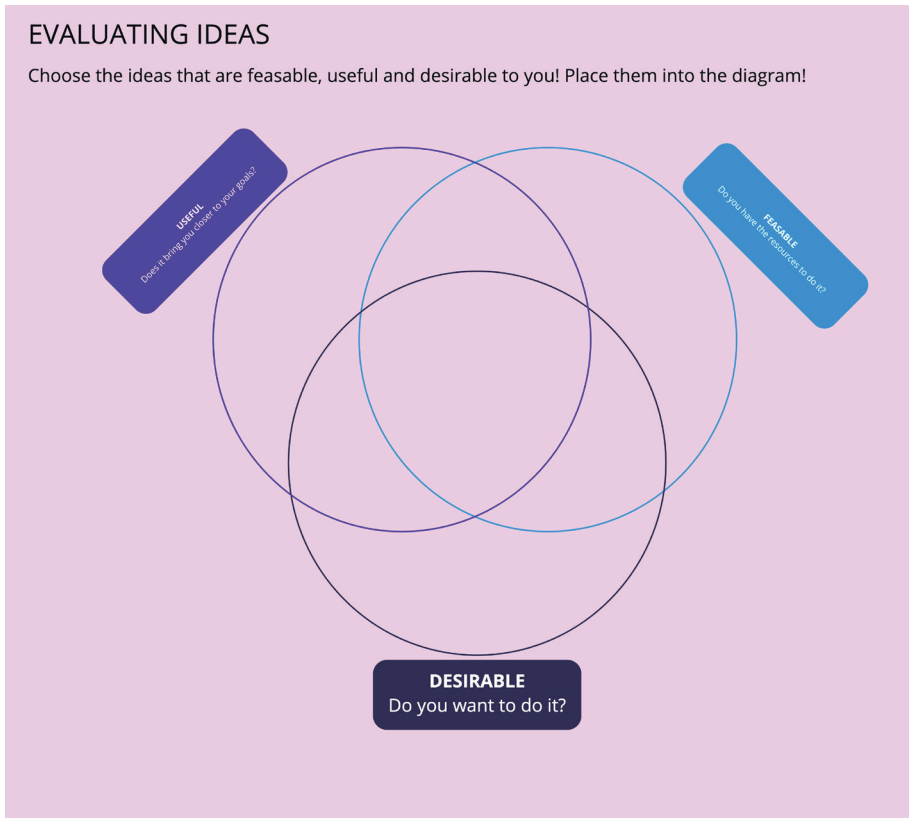


Fig. 14. “Evaluating ideas” canvas

Time: 35 min.

What you will need: “Evaluating ideas” canvas (online or printed) (fig. 14); offline; sticky notes, pens.

Goal: This exercise helps students to choose their best ideas based on three criteria.

Step by step:

1. Everyone should choose one of their ideas and ask three questions:
 - Is this idea useful? Does it bring me closer to my ideal future?
 - Is this idea feasible? Do I have the resources to do it?
 - Is this idea desirable? Is it something that I can make myself do?
2. If the answer is yes to each question, the idea goes to the centre of the diagram. If it meets only 1 or 2 of the criteria, then it goes to the appropriate cut or it needs to be developed.
3. Do the same process with every post-it to find the best ones.

12. Roadmap to the future

Take your ideas from the last task (evaluation) and try to place them on the timeline. Start with the furthest date and back-cast your steps from there!

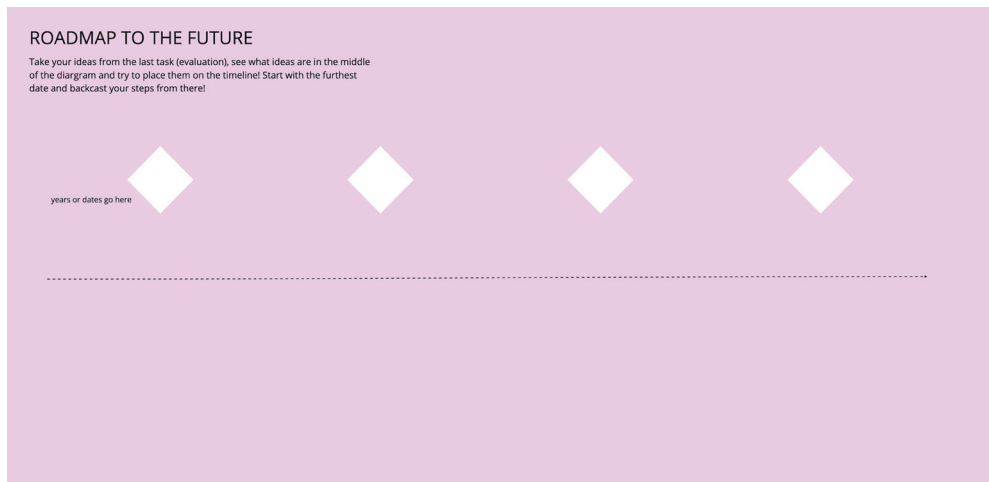


Fig. 15. “Roadmap to the future” canvas

Time: 55 min.

What you will need: “Roadmap to the future” canvas (online or printed) (fig. 15); offline: sticky notes, pens, pictures about different types of roads.

Goal: This exercise helps students to create an action plan. What needs to be done to move from the present to the future? What is the next step? What is realistic in 1, 2, 3 or 4 years?

Step by step:

1. Everyone brings their best ideas from the previous board and puts them on a roadmap that represent 5 years.
2. Ideas that are easy to do should be on closer to the present.
3. Ideas that are difficult could be broken down into smaller steps.
4. Ask students to define milestones to each year. What will they be able to achieve by that time?
5. Make pairs and ask students to help each other out. They can present their plan to each other and comment or add ideas.
6. Present pictures of different types of roads and ask students to pick one. If you imagine this journey how does it look like? Is it clear and sunny? Is it foggy and ominous? Is it a rickety bridge? Or a crossroad? A steep hill? Go around and let everyone explain why they chose that picture and what it represents.

Mix it up:

- You can ask students to create an imaginary diary that has entries every year summarising what happened.
- You can ask students to not only choose a picture of a road that represents their career path to the desired future, but also create a motto which describes the journey ahead.

13. Reflections

After finishing and sharing the individual roadmaps, ask students to reflect on the whole back-casting process. As a final exercise, the best way is to share their thoughts plenary, to hear everyone's experience.

Time: 60 min.

What you will need: "Reflection" canvas (online or printed); offline: sticky notes, pens.

Goal: To sum up the whole process, give feedback and learn from each other's insights.

Step by step:

1. Give everyone post-its to write on, to take personal notes.
2. Everyone should spend 3-5 minutes to think and take notes about their own experiences and evaluate the process following these possible questions (you do not need to read all of them, choose only a few fire starters to help them):
 - Which part was your favourite?
 - Which part was the most difficult for you?
 - What do you think, when did you learn the most?
 - How do you feel now?
 - How do you feel about taking the first steps on this roadmap?
 - Do you think it was useful to fill out the template?

3. Each participant shares their most important thoughts. You can give a time limit, or a limitation to the number of post its shared.

Mix it up: If you have no time for a detailed feedback session, you can ask participants to say strictly one word which describes how they feel after finishing the roadmap and the whole process. If you have even less time, the participants can put their notes on post its and stick them on the door while they are leaving.

<i>Duration</i>	<i>Topic</i>	<i>Task</i>	<i>Subtask</i>	<i>Instruction for the students</i>
3:00	SESSION 1			
1:00		Introduction	Visual tools, back-casting, creativity	
0:10	PRESENT	Challenges	1.a	Think about your work/career in the present! What are your main challenges? What are things that you notice every day or talk about often with colleagues/friends? What topics keep repeating when work is mentioned? What are your hopes for the future in your profession?
0:05			1.b	Place your copied post-its on the scale based on how much you want to change that aspect of your present.
0:10		2.a	A interviews B	In pairs, ask each other about the most pressing challenges (the ones that are furthest to the right on the scale)! Try to ask “why is that?” for each challenge to get to the bottom of it!
0:10		2.b	B interviews A	Change roles!
0:10			2.c	What have you learnt about yourself? How did the other person help with the questions?
0:30			3.a	Draw the basic shapes and combine them into symbols following the presentation!
0:10		Me in the present	3.b	Draw your favourite movie in just 2 minutes so that the others can guess what it is!
0:15			3.c	Draw yourself in one picture! Illustrate your strength and challenges as well!
0:20			3.d	Show the picture to others and explain it briefly!

<i>Duration</i>	<i>Topic</i>	<i>Task</i>	<i>Subtask</i>	<i>Instruction for the students</i>
SESSION 2				
3:00				
0:20	FUTURE	My goals for the future	4.a	Imagining the future game Warm-up: Say as many answers to the following question as you can: “What if we could learn anything by implanting a chip in our brain?”
0:05			4.b	Professional achievements How do you see yourself in 5 years? What are your biggest achievements? What have changed in an ideal future?
0:05			4.c	Developed skills How did you change during this time? What skills had you develop?
0:05			4.d	Personal feelings How are you feeling? What is your general mood? What is happening in your personal life?
0:30			5.a	Instagram page Copy images from the hub / search pictures on the internet or create some photos for your future instagram! Write a few hashtags (you can change what is already there)!
0:30		What does my future look like?	5.b	Roleplay Make groups of 3-4! Imagine that you meet in the future in a conference after 5 years of not seeing each other. Explain what happened to you (in a past tense) and show your insta page as an illustration!
0:15			5.c	Sharing How was this exercise for you? What did you learn about the others?
0:15		Priorities	6.a	How might I... questions Finish the sentence to frame your challenges! Example: How might I develop my time management skills?
0:25			6.b	Sharing Read your questions to the group!
0:15	BRIDGE	What obstacles are there?	7.a	Obstacles The road is your career path for the next 5 years. What barriers/ obstacles are in the way of your progress? Choose from the icons – or add your own and write a few keywords!
0:15		Internal and external resources	7.b	Resources What helps you to move towards your goals? What mindsets, circumstances, opportunities, skills come to mind? List your internal and external resources!

<i>Duration</i>	<i>Topic</i>	<i>Task</i>	<i>Subtask</i>	<i>Instruction for the students</i>
3:00	SESSION 3			
0:30	BRIDGE	Ideas	8.a 5 minutes on each How might I... question	Reflecting on the “How might I...” question write here all of your ideas – no judgement, no comment, just write!
0:20			9.a Useful, Feasible, Desirable diagram	Choose the ideas that are feasible, useful and desirable to you!
0:15		Evaluating ideas	9.b Developing ideas	Choose the ideas that don't fit all the criteria and change them so that they do! How can you make your idea more feasible? How can you make it more fun?
0:25			10.a Putting the ideas on the timeline	Take your ideas from the last task (evaluation) and try to place them on the timeline! Start with the furthest date and backcast your steps from there!
0:20		Roadmap to the future	10.b Developing in pairs	Discuss the ideas in pairs! Help each other to develop the ideas to fit all criteria!
0:10			10.c Choosing a picture that represents the journey	Choose a picture of a road that illustrate how you imagine this journey! Is it a clear path? Are there crossroads? Is it through a forest? Or a mountain?
1:00		Reflection	Reflection	Presentations, reflection, feedback

Tab. 1. The programme

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