



Teaching Guide

| Identifying Data | | | | | 2023/24 |
|----------------------------|--|---------------|---|----------------|---------|
| Subject (*) | Planning and management of destinations and tourist products of cultural and natural heritage | | Code | 615524117 | |
| Study programme | Mestrado Universitario en Planificación e Xestión de Destinos e Produtos Turísticos(plan 2016) | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | 2nd four-month period | First | Optional | 3 | |
| Language | SpanishGalician | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Ciencias Biomédicas, Medicina e FisioterapiaDereito PúblicoEconomíaHumanidadesSocioloxía e Ciencias da Comunicación | | | | |
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| Web | | | | | |
| General description | <p>Con este programa se pretende una comprensión de la diversidad de las dinámicas culturales y las políticas patrimoniales. Se establece como objetivo prioritario la formación en la planificación social y en la génesis de modelos de proyectos socioculturales y turísticos para una puesta en valor de los bienes patrimoniales y culturales en unas estrategias de desarrollo socioeconómico, teniendo en cuenta la valoración de los procesos identitarios. Se reflexiona también sobre las tendencias y los retos culturales que emergen en nuestra sociedad.</p> <p>Se intentará también aproximar a los alumnos y alumnas a la Interpretación del Patrimonio como disciplina o herramienta adecuada para conferir ese uso social que debe tener el patrimonio, de manera que este pueda ser percibido, y que produzca una actitud positiva del público visitante con respecto al recurso. La Interpretación se podría definir, tal como lo hace la Asociación para la Interpretación del Patrimonio, como el arte de revelar in situ el patrimonio al público visitante en su tiempo de ocio.</p> <p>Por lo tanto, esta materia tratará de dotar a los alumnos del conocimiento científico y de la metodología precisa para el análisis de los bienes patrimoniales y el turismo cultural, y el posterior desarrollo de políticas culturales y turísticas que lleven a un mayor conocimiento y conservación del patrimonio, a un incremento en la satisfacción de los visitantes y a una mayor calidad de vida de la población local.</p> | | | | |

Study programme competences

| Code | Study programme competences |
|------|-----------------------------|
| | |

Learning outcomes

| Learning outcomes | Study programme competences | | |
|---|-----------------------------|--|--|
| Conocer y saber desarrollar el proceso de planificación interpretativa | | | |
| Conocer los principios de la gestión del patrimonio y su valor y repercusiones sociales | | | |

Contents

| Topic | Sub-topic |
|-------|-----------|
| | |



| | |
|---|---|
| <p>I.- PLANIFICACIÓN de destinos e produtos turísticos de patrimonio cultural e natural</p> | <p>I.1.- Aspectos teóricos e metodolóxicos I.2.- O diagnóstico I.2.1.- O desenvolvemento integral das sociedades receptoras. Diagnóstico dos distintos capitais. I.2.2.- A demanda e os públicos consumidores de patrimonio. Distintos paradigmas I.2.3.- Oferta I.2.3.1.- A evolución da construción social do patrimonio cultural culto e popular I.2.3.2.- Distintos tipos de recursos de patrimonio e servizos que ofertar. I.3.- As propostas I.3.1.- Propostas para o desenvolvemento integral da comunidade a través do turismo I.3.2.- Propostas para mellorar a demanda I.3.3.- Propostas para a oferta e a dinámica da construción dos recursos: representacións, atractivos, relatos, imaxes, actividades I.4.- Monitoreo e avaliación dos destinos de turismo cultural</p> |
| <p>II.- XESTIÓN de destinos e produtos turísticos de patrimonio cultural e natural</p> | <p>II.1.-Presentación desta parte da materia. Obxecto e metodoloxía. Introducción ?Patrimonio e Turismo complexidades da súa xestión?, II.2.- ?Encamiñando?, valorización dos Camiños de Peregrinación a súa xestión, e dinamización turística. Exemplos de diversos enfoques, é intervencións. II.3.- ?The european thermal heritage atlas?, proxecto piloto para a xestión e valorización do patrimonio termal europeo como instrumento para un turismo sostible. II.4.- ?A Future for the Land?. A xestión dos Paisaxes Culturais a través dos sitemas de información xeográfica. O caso da Ribeira Sacra. II.5.- Capacidade de carga e capacidade acollida, a xestión participada da presión e dos fluxos turísticos. Exemplos de plan e proxectos. O caso das ?As Catedrais?,</p> |

| Planning | | | | |
|--------------------------------|--------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Supervised projects | | 0 | 30 | 30 |
| Workbook | | 0 | 15 | 15 |
| Guest lecture / keynote speech | | 25 | 0 | 25 |
| Personalized attention | | 5 | 0 | 5 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------|--|
| Methodologies | Description |
| Supervised projects | <p>Methodology designed to promote autonomous student learning, under the tutelage of the teacher and in varied settings (academic and professional). It can be done in person or using the new information and communications technologies.</p> <p>This teaching system is based on two basic elements: the independent learning of the students and the monitoring of that learning by the teacher-tutor.</p> <p>Both face-to-face and non-face-to-face students will develop this type of work.</p> |



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| Workbook | <p>Readings to be made by the student at the proposal of the texts indicated by the teachers. It implies an increase in the knowledge of the subject and the formation of the precise critical spirit. It is considered essential in the context in which this training takes place.</p> <p>Mandatory readings are established for both face-to-face and non-face-to-face students, as specified in the assessment. Many reading documents are added, so that they are available to students, but their reading is not mandatory.</p> |
| Guest lecture / keynote speech | <p>The PRESENTIAL MODE consists of theoretical classes for the presentation of the contents of the subject; as well as, the discussion of topics of current interest related to the subject and / or the realization of small exercises / tests of theoretical / practical knowledge.</p> <p>The ON-LINE MODE is a different theoretical / practical material on the contents of the subject available to students for reading; as well as the discussion of topics of current interest related to the subject through online forums / debates and / or the realization of small exercises / theoretical / practical knowledge tests. The master classes are replaced by detailed PowerPoint presentations on the contents, with queries via email or explanations with recordings or skype.</p> |

Personalized attention

| Methodologies | Description |
|---|---|
| Supervised projects Guest lecture / keynote speech Workbook | Las pautas para los trabajos en la modalidad on line se darán a través de la plataforma moodle. La atención al alumnado se hará a través de la plataforma o del correo electrónico de los profesores. |

Assessment

| Methodologies | Competencies | Description | Qualification |
|--------------------------------|--------------|---|---------------|
| Supervised projects | | <p>Detailed analysis of a place where Heritage Interpretation is used as a management tool. The guidelines proposed by the professors Paloma Moré and / or Mario Crecente (Moodle platform) will be followed. Maximum extension: 10 pages</p> <p>This work will be corrected by professors Moré and / or Crecente</p> | 70 |
| Guest lecture / keynote speech | | Compulsory attendance and participation that will be assessed taking into account the involvement of students in face-to-face sessions (face-to-face mode) or active and reasoned participation in forums / debates, collaborative tasks, virtual tutorials, ... (online mode). | 10 |
| Workbook | | Reading of the texts indicated by the teachers and, where appropriate, making critical comments based on the readings proposed by the professors Paloma Moré and / or Mario Crecente (in moodle and in the classroom). | 20 |

Assessment comments

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| <p>Attendance and compulsory participation that will be assessed taking into account the involvement of students in face-to-face sessions (classroom mode) or active and reasoned participation in forums / debates, collaborative tasks, virtual tutorials, ... (online mode).</p> <p>The deadline for submission of papers or entries in the forum (1) is about one month after the teaching stage (April 11). It will be specified more specifically 15 days before the start of the subject.</p> <p>(1) It is requested that interventions be made in a progressive manner as materials are consulted.</p> <p>Face-to-face students who cannot attend classes for just cause will have to contact the teachers to try to replace the lost teaching, following the guidelines of the online students</p> |
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Sources of information



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|----------------------|---|
| Basic | <ul style="list-style-type: none">- Alvarez Sousa, A. (2023). Turismo y desarrollo social. Síntesis- Alvarez Sousa, A. (2023). La construcción social del patrimonio cultural y sus públicos. Madrid: CIS- Pedersen, A. (2002). Managing tourism at world heritage sites: a practical manual for world heritage sites managers. UNWTO- Crecente, M. (2019). Cultural Landscapes and geographical Information Systems: A future for the land based on Heritage management . Fundación Juana de Vega <p>As referencias 1-2 corresponden a planificaciónAs referencias 3-4 corresponden a xestión</p> |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.