

Innovative Approaches to Education about Cultural Heritage: The Case of an Educational Programme at Zlatá Koruna Monastery

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This contribution explores innovative approaches to education about cultural heritage in the authentic setting of a historical site and presents a specific example of an educational programme designed for lower-secondary school students at Zlatá Koruna Monastery. The programme responds to the need to complement traditional approaches to the interpretation of cultural heritage with active and experiential learning methods that encourage students to take an active role, discover historical contexts and develop a meaningful relationship with cultural heritage.

The educational programme combines elements of experiential education, museum education, and demonstration-based and heuristic learning methods. Through dramatization, direct engagement with authentic spaces and objects, musical accompaniment, and tasks based on observation and the discovery of connections, students become active participants in the learning process. An important aspect of the programme is also the involvement of pre-service teachers, who participate in the staged performance and provide musical accompaniment. The programme thus creates opportunities not only for intergenerational and interdisciplinary learning, but also for the practical preparation of future teachers to use innovative methods in the interpretation and mediation of cultural heritage. The contribution presents the didactic principles underlying the programme, the methods and forms of learning employed, and considers their potential application in cultural heritage education across different levels of education. Particular attention is also given to the potential of heritage sites as authentic learning environments and to opportunities for connecting formal education with educational activities provided by cultural institutions. The example of Zlatá Koruna Monastery demonstrates how a carefully designed combination of different pedagogical approaches can contribute to engaging, visually and experientially grounded, and meaningful learning about cultural heritage.

