

Report meeting UNICH 1

Chieti 4 settembre 2018 c/o Università di Chieti

LOCATION OF THE EVENT

Chieti, Università degli Studi "G. d'Annunzio" Chieti-Pescara (Sede di Chieti)
DATA E ORARIO: 04/09/2018, 10.00-12.30.

TIPOLOGIA DI MEETING / TYPE OF MEETING:

- meeting di coordinamento interno / inner meeting for projecting
- meeting di coordinamento con partners/ meeting for projecting including other partners
- incontro per sviluppo curriculum / meeting for developing the training
- workshop con studenti / workshop with students
- eventi moltiplicatori (eventi pubblicitari e di diffusione) / events for advertising the project

PARTNERS PRESENTI / PARTNERS ATTENDING to the meeting

- 1- UNICH (Università degli studi G. d'Annunzio di Chieti-Pescara)
- 2-Ud'ANET Company

PERSONE PRESENTI E RUOLI/ PEOPLES ATTENDING AND THEIR ROLES

1. Prof.ssa Oliva Menozzi, Coordinatore del Progetto EuroTeCH e Docente dell'Università G. d'Annunzio di Chieti-Pescara.
2. Dott.ssa Valeria Sciarretta, rappresentante del partner Ud'ANET Company.
3. Prof.ssa Sonia Antonelli, Docente dell'Università G- d'Annunzio di Chieti-Pescara.
4. Prof.ssa Maria Cristina Mancini, Docente dell'Università G. d'Annunzio di Chieti-Pescara.
5. Dott.ssa Patrizia Staffilani, tecnico di laboratorio dell'Università G. d'Annunzio di Chieti-Pescara.
6. Dott.ssa Vienna Tordone, tecnico di laboratorio di fotografia dell'Università G. d'Annunzio di Chieti-Pescara.
7. Dott. Eugenio Di Valerio, Dottorando borsista dell'Università G. d'Annunzio di Chieti-Pescara.
8. Dott.ssa Gloria Adinolfi, rappresentante Pegaso srl.
9. Dott. Rodolfo Carmagnola, rappresentante Pegaso srl.
10. Dott.ssa Elena Rossi, Borsista dell'Università G. d'Annunzio di Chieti-Pescara.
11. Dott.ssa Simona D'Arcangelo, Borsista dell'Università G. d'Annunzio di Chieti-Pescara.
12. Dott.ssa Maria Violeta Carniel, Borsista dell'Università G. d'Annunzio di Chieti-Pescara.

TEMATICHE DISCUSSE / MAIN TOPICS

Durante il primo incontro di coordinamento del progetto si cominciano a delineare le attività formative da svolgere nel corso dei tre anni, con una particolare attenzione alle attività legate all'Università d'Annunzio.

Si determina che verranno erogate delle borse di studio di training specializzato e in linea con le caratteristiche del progetto EuroTeCH.

Si cominciano a programmare corsi quali:

- Corso di inglese con rilascio di certificato (livello B2), dedicato in particolare ai borsisti.

- Corso di inglese in archeologia, con particolare attenzione alla terminologia scientifica in campo archeologico (responsabile Dott. Luca Cherstich). Aperto a borsisti e studenti.
- Corso di SIGECweb (da definire con gli organi competenti).
- Corso di GIS (responsabile Dott.ssa Francesca Chelazzi).
- Corso di Restauro (Dott.ssa Rossella Calanca).
- Corsi tenuti dai Soprintendenti e dagli Ispettori di zona, per la conoscenza degli itinerari e del patrimonio culturale del territorio Abruzzo.

Si è proposto l'organizzazione di lezioni di alta formazione volte alla preparazione professionale degli archeologi, attraverso incontri periodici con esperti di fama internazionale dei vari settori. Al momento alcuni dei loro nomi:

- Archeologia subacquea (Beltrame Carlo, Tusa Sebastiano);
- Egittologia (Capriotti Giuseppina, Tiradritti Francesco, Pereyra Maria Violeta);
- Numismatica (Callegher Bruno);
- Archeologia, tutela, valorizzazione (Bennet Paul);
- Salvaguardia del patrimonio Unesco in Libia in fase di conflitto (Hafed Walda);
- Archeologia nei conflitti armati (Bouchenaki Mounir);
- Archeologia del Vicino Oriente Antico (Paolo Matthiae);
- Divisione affari esteri (Ianulardo Ettore);
- Recupero dei Beni Culturali trafugati (D'Ercole Vincenzo);
- Geoarcheologia (Agostini Silvano);
- Pittura parietale in Grecia e in Magna Grecia (Angela Pontrandolfo).

Sono state avanzate proposte in merito alle attività svolte da UD'ANET: metodologie alternative per l'insegnamento rivolto a studenti diversamente abili, come lezioni su piattaforma e-learning, docufilm e altri prodotti multimediali. L'unità di Chieti procederà nella realizzazione di questionari per la valutazione delle attività didattiche da sottoporre agli studenti diversamente abili per verificare l'efficacia delle metodologie proposte.

Si procede con l'organizzazione del kick off meeting definendone la data (26 e 27 Novembre) e delineandone il programma. Viene preparata una brochure che sintetizzi il progetto EuroTeCH e tutti i partners. Quest'ultima verrà consegnata ai partner assieme a del materiale riguardante i progetti di ricerca della d'Annunzio e la regione Abruzzo.

ULTERIORI INFORMAZIONI/ FURTHER INFORMATION

DEVELOPMENT OF THE PROJECT

The first year is totally dedicated to preparing specific modules of training by the partners, while the other partners, as for instance BGECO and UFANET, will be used as consultant for preparing the e-learning platform. UFANET will be drawing specific

The second step, still during this first year, includes the project and implementation of the e-learning platform. The project of a common web-site of the project.

The third step, in the following six months last year will be will involve students dedicated to the work and specialists, classes, experiences, and by the partners, who practical training in the can follow the modules, institutions or in the in the different stakeholders which institutions, in order to agree in hosting test the possibility of students or scholars.

The fourth step, in the following six months last year will be will involve students dedicated to the work and specialists, classes, experiences, and by the partners, who practical training in the can follow the modules, institutions or in the in the different stakeholders which institutions, in order to agree in hosting test the possibility of students or scholars.

Each step is concluded by workshop which pointing out the improvement of the projects and the suggestions of partners, participants, students and scholars.

At the end of the project a Conference or workshop should conclude the experiences, with a paper and on-line publication of the contributions of the partners and of the students.

The modules could be organized in three fields:

- Diagnostic technologies, remote sensing and geo-prospecting for the monitoring of the risks (Oberst).
- Methodologies for research and dissemination of Archaeological Heritage (OBA, Poland).
- Digitization of Archives and data (Bordeaux University).
- Artifemmetry and 3D experiences for Cultural Heritage (Bordeaux University).
- Heritage Tourism: Sensing experiences in areas at risk and GIS mapping (BGECO).
- E-learning an augmented reality for sustainable teaching and fruition (UFANET).
- Multispectral imaging on ancient paintings for monitoring and research (Pagnoni-El).
- Sustainable valorisation and fruition of Archaeological areas (UV, Spain).
- International protocols and management of the sites (ICAMIBACE, Italian Centre of Archaeology Italian Ministry of Cultural Heritage, Activities and Tourism).

Partners already:
 UNIGI Università D'Annunzio (lead Partner) (Italy)
 URV, Universidad de Rovira y Virgili (Spain)
 OBA, University of Warsaw (Poland)
 Cyprus Institute – Cyprus
 Université de Bordeaux (France)
 Bologna (Italy)
 BGECO – Borcia GeoPlan Company, partner for northern Africa of Digital Globe
 Libya- Egypt
 UFANET Company (Italy)

Duration: 36 months

EUROPEAN TECHNOLOGIES AND STRATEGIES FOR CULTURAL HERITAGE AT RISK

DIAGNOSTIC, RESEARCH, MAPPING, TRAINING, VALORIZATION AND DISSEMINATION OF ARCHAEOLOGICAL HERITAGE AT RISK

EU Strategy: 2018-2020, supporting innovation

Projects are expected to develop innovative outputs, and/or engage into intensive dissemination and exploitation activities of existing and newly produced products or innovative ideas. Applicants have the possibility to request a dedicated budget for Intellectual Outputs and Multiplier Events in order to directly answer to the innovation aspect of the Action. These types of projects are open to all fields of education and training, including curricula relating to university, doctoral or post-doctoral axes.

Improvement in relevant and high-level basic and transversal competences in a lifelong learning perspective, through formal or non-formal education and training. As outlined in the 2011 EU Modernisation Agenda, increasing attainment levels;

improving the quality and relevance of higher education; strengthening quality through mobility and cross-border cooperation; making the knowledge triangle work, including by inter-disciplinary cooperation; improving governance and funding; introducing innovative methodologies of research, training and publishing through the use of innovative systems, such as the use of e-learning platforms, technological supports and equipment and multimedia.

The project concerns the creation of an innovative EU curriculum of a professional and specialist figure of Archaeologist-Technologist, who can deal with diagnostic mapping, research, valorisation and publishing for the safeguard of Cultural Heritage at risk, specifically Archaeological Heritage.

In recent years there has been extensive discussion within the archaeological community about the archaeological training and the real needs of the current job-market. There is a need to provide adequate preparation for those archaeologists who are entering the field of Cultural Resource Management either in the private or government sector. However, there has also been a growing awareness among archaeologists and today's students,

who may pursue a variety of career paths and even work in different sectors at various stages of their careers, require greater exposure to topics such as the new non-invasive methodologies for diagnostic purposes, the use of technologies for preventing and monitoring in case of risks, the semantic cataloguing on open sources geo-databases, the preservation of the archaeological records through digitalization, as well as publishing using modern networks for a capillary dissemination and a sustainable valorisation. In short, in our discipline has changed the curriculum offered to those seeking to pursue archaeology also has begun to change (see below 2004).

Moreover, it is recently growing the need of professional figures, well specialised in Archaeological fields, as well as in the use of innovative technologies, tools, methodologies and sciences suitable and applicable to the Cultural Heritage, especially for the specific purpose of monitoring monuments and sites at risk for different typologies of threats. Uncontrolled and unplanned urbanization, looting, vandalism, up to war events and extreme events, are at the moment some of the risks damaging and even destroying important sites in the Mediterranean basin, and they represent just the anthropic risks for the archaeological heritage. It should be also considered a series of natural and environmental risks, as earthquakes, landslides, erosion, floods, which are often damaging sites throughout Europe. It is therefore important to start thinking about new professional figures and new innovative curricula, training the students since their BA, but many from Master and PhD levels, on the new technologies and methodologies which can be used for the monitoring and for the diagnostic analysis of monuments, sites and archaeological areas. Therefore, the main purpose of this project is to explore how to cooperate in order to draw new tools for the networking of the training of the valorisation and of the publishing/dissemination on traditional ways and web-sources, with the aim to empower students, young scholars and other target groups with a series of competences in innovative technologies for archaeologists.

EuroTeCH intends, first, to establish a network among academic partners and non-academic ones, specifically finalized to open a table of common discussion as a base to project a curriculum and a protocol which can be tested during the 30 months of the project on students chosen by the partners. The project is developed along four axes:

- Learning technologies – by promoting the joint development of curricula, courses and materials supported on learning technologies.
- Collaboration – by promoting the creation of shared knowledge spaces between academics and business competences integrated in the consortium as well as between and with members of the archaeological community.
- Mobility – by promoting networking, joint applications for training, and both students' staff and travelers' mobility between members of the archaeological community.
- Dissemination/Publishing – by promoting the joint use of the results for a wider valorisation.

The project, therefore, intends to promote an innovative EU curriculum reform, specifically planned for Archaeo-Technologists/ Archaeologist-Technologist, as well as figures interested in publishing Archaeological subjects, as well as for Technicians and Archaeologists interested in projects of sustainable valorisation of Archaeological sites.

These figures, which are certainly extremely useful on the basis of the new needs of the archaeological sites and of the management of archaeological areas, should be specifically trained in the new and innovative methodologies, technologies and tools. The project intends to test a pilot model of advanced training, specifically dedicated to the management and monitoring of archaeological sites, through remote sensing, multilayers GIS nodes, non-invasive analysis and methodologies, virtual and 3D imaging, geo-archaeological prospecting and archaeometrical and archaeometric analysis, as well as involve directly the participants in examples of best practices of valorisation and sustainable fruition of Archaeological parks and areas, as well as.

The pilot model will be tested by public supervisors, students, professionals, institutions. The testing phase will be open from 40, up to 100 users.