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Nota di contenuto	<p>""Cover""; ""Title Page""; ""Acknowledgments""; ""1 An Introduction to Postsecondary Historic Environment Education""; ""2 You Don't Have to Give Up What You Love: Liberal Arts at Work""; ""3 First Pete and then Repeat? Fundamental Differences in Intention between Undergraduate and Graduate Preservation Programs in the United States""; ""4 Thinking and Doing: A Twenty- First Century Pedagogy for Preserving the Historic Architectural Artifact""; ""5 The Development of a Preservation Planning Board Game""; ""6 Challenges and Dilemmas in Heritage Conservation""</p> <p>""7 Benefits of Using Qualitative Ethnographic Methodology in the Evaluation of Preservation Training Programs Performance in Developing Countries: A Case Study of the Northeast Region of Brazil""""8 Integrated Conservation of Built Environments: Swedish Reflections from Three Decades of Program Development""; ""9 Saving the Stones Practical Conservation Training Program: A Case Study of the International Conservation Center, Citt'a di Roma (in Acre, Israel)""; ""11 Public History, Adult Students, and the Community: Moving Beyond the Distance-Education Classroom""</p> <p>""12 Documentation and Design in Association: Historic Preservation Design Using Social History, Advocacy, and Drawing in the Architecture Design Studio""""13 Training in the Conservation of Modern Architecture: A Latin American Experience""; ""14 Integrating Historic Preservation into the Undergraduate Interior Design Curriculum""; ""15 </p>

The Critical Role of Preservation in Graduate Real Estate Curricula";
"16 | Social Science Research Methodologies and Historic Preservation:
Broadening the Possibilities for a Preservation Thesis"
"17 | Learning Among Friends: Using Heritage-Based Educational
Practices for Improving Preservation Law Pedagogy""18 | Conclusion:
Common Problems and Potential Solutions"; "Biographies of Editors
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Sommario/riassunto

Over the past twenty years, there has been a fundamental shift in the institutional organization of historic preservation education. Historic preservation is the most recent arrival in the collection of built environment disciplines and therefore lacks the pedagogical depth and breadth found in allied endeavors such as architecture and planning. As the first degree programs in preservation only date to the 1970's and the first doctoral programs to the 1990's, new faculty are confronted with pedagogical challenges that are unique to this relatively nascent field. Based on a conference that includes
