

Special Issue

Progress in Heritage Education: Evolving Techniques and Methods

Message from the Guest Editors

For several decades, heritage education has been among the fastest-growing scientific disciplines within the social sciences, adopting a wide array of research procedures. Some of these procedures originate from quantitative methodologies, but an increasing number are derived from qualitative approaches, relying on strategies related to ethnographic methods, for instance, as well as the application of complex algorithms in collaboration with artificial intelligence. As heritage education has grown as a research topic in academia, there has also been a shift in how it is introduced in the classroom. It will be of great interest to explore how it is incorporated into teaching curricula. This special issue on heritage education aims to gather original research papers and review articles that highlight the techniques and methods of studying heritage education that are currently under development, as well as specific examples of work where such procedures are applied, especially from multifocal, interdisciplinary, and transdisciplinary approaches.

Guest Editors

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Message from the Editorial Board

Heritage is an international, peer-reviewed, open access journal that focuses on knowledge, conservation, interpretation and management of cultural and natural heritage, by presenting and enabling novelty and advances in sensing technologies, novel methods, best practices and policies. *Heritage* has the ambition to become a “cultural forum”, where scientists and experts offer answers to significant issues affecting cultural and natural heritage, by creating a knowledge bridge between different technological and social disciplines. *Heritage* has an Editorial Board of eminent international leaders and this ensures rigorous peer-review processing for high quality and novel papers. We strongly recommend *Heritage* for the rapid and professional publication of your innovative research and case studies.

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