

OUTPUT T3.4/1

Learning Interaction (P07)

Concept Paper

Title Winter School on Cultural Property Protection (CCP), protecting and evacuating museums and archaeological sites during natural catastrophes

Final version
07.2022

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Project ID DTP3-1-359-2.2

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1. Topic

As a result of the increased frequency of climate change induced natural catastrophes, the issue of cultural property protection has become one of the main measures for the preservation of cultural heritage in the 21st century. The need for increased protection measures of cultural and natural heritage has moved beyond the charitable and philanthropic scope often pursued by individuals or single entities and has been implemented as an international political aim as seen as in becoming a part of the 17 UN-Sustainable Development Goals 2030 (SDG 2030), which have been adopted by all United Nations Member States in 2015 and aim in providing a shared blueprint to further foster “(...) *peace and prosperity for people and the planet (...)*”¹. Withing the SDG 2030 the 11th target (of the 17), namely 11.4 is defined as to “*Strengthen efforts to protect and safeguard the world’s cultural and natural heritage*”² thus giving the protection of cultural and natural heritage a well-deserved position of importance.

A prominent region filled with cultural and natural heritage sites spanning across central Europe is the Danube region. From its modest spring found in the Black Forest mountains of Germany until its majestic Danubian Delta at its estuary into the Black Sea at Sulina in Romania, the Danube River basin is now home to 83 million people, while also being the direct source of drinking water for 20 million of them. The countless streams and wetlands together with their vital ecosystems have been a major influence for the cultural and natural heritage of the 10 modern countries along the river’s course and even more for the many distinct local cultures found along its path.³

The Danube region with its archaeological sites and museums is especially threatened by heavy rain, floods and other climate change induced calamities.

The EU Interreg project Living Danube Limes “Valorising cultural heritage and fostering sustainable tourism by LIVING the common heritage on the DANUBE LIMES a basis for a Cultural Route” among other goals aims to develop strategies for the preservation and management of cultural and natural heritage. Aside from the establishment of transnational best-practice concepts for protecting cultural heritage in the Danube Region the Living Danube Limes (short LDL) project also performs the dissemination of these protections measures and findings as so called learning interactions.

One of these learning interactions was held as the LDL Winter School on Cultural Property Protection (CCP), “protecting and evacuating museums and archaeological sites during natural catastrophes” and was hosted online between February 7th to 11th 2022.

¹ <https://sdgs.un.org/goals> (accessed July 06th 2022)

² Transforming Our World: The 2030 Agenda For Sustainable Development, United Nations (accessed online as pdf. on July 06th 2022 via: <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>)

³ <https://www.interreg-danube.eu/news-and-events/programme-news-and-events/6571> (accessed July 06th 2022)

2. Aim and Educational Objective

Within the EU Interreg Project Living Danube Limes one of the many goals is to create a transnational protection concept of cultural heritage items along the Danube and including green tourism solutions. This aim has been formulated as the so called Work-Package T3. Within this work package learning interactions have been defined as tools in order to achieve this overall objective.

The overall objective of the Living Danube Limes Winter School was to create and host an online course in which the participation itself is open for experts in monuments' protection, cultural property protection and stakeholders, but also for students and the interested public, in order to transfer the expert knowledge of the Project Partners (PPs) as well as other subject matter experts to the end users/stakeholders on local, regional and national levels. The winter school focused on the development of cost-effective and efficient plans to protect and if necessary, evacuate museums and archaeological sites during natural catastrophes.

Participants were offered two days of online lectures, with preceding online preparatory video-lectures accessible via the learning platform "Moodle" and the application of the conveyed theoretical knowledge withing mentored/guided syndicate working groups finishing with group presentations. Thus the educational objective was to offer the opportunity not only to obtain theoretical knowledge but to put the attained information into practice within an multinational setting of participants of greatly varying backgrounds and nationalities.

3. Target Groups

The target group for this learning interactions was kept specifically broad with the aim as not to limit the audience to much and to maximize the knowledge transfer. The participation itself was made available to experts in monuments' protection, cultural property protection, various local/regional/national/international stakeholders and especially for students, the interested public and heritage protection enthusiasts.

In order to reach the desired target groups the Living Danube Winter School was preceded by an online promotion aided by the LDL project partners (PPs) via mailing-lists, website publications, social media posts, etc.. In the end 58 participants from 13 nations and various educational backgrounds attended the LDL Winter School.

4. Schedule

Lasting 5 days, from February 7th to 11th the LDL Winter School offered its participants lectures from a broad variety of cultural heritage experts from Austria, the Czech Republic, Italy and Germany. Starting with two days of lectures covering topics such as:

- The Danube Limes & the Living Danube Limes project

- Threats to cultural heritage & risk assessment
- UNESCO world heritage management plans
- Climate change as threat to cultural heritage
- The STRENCH project & WebGIS tool
- Conservation standards for archaeological sites

An evening lecture on day 2 concluded the theoretical part after which the participants formed syndicate working groups in order to apply the previously presented knowledge under supervision of subject matter experts from the University for Continuing Education Krems and the NATO Stability Policing Centre of Excellence, short: NATO SP CoE or SP CoE.

Prior to the start of the online lectures on February 7th the participants were granted access to the e-learning platform Moodle and instructed to prepare for the Winter School by watching subject-relevant online-presentations/lectures online via Moodle at their leisure. These lectures included:

- Emergency and Evacuation Planning, by Stefano Borgonzini (NATO Stability Policing Centre of Excellence)
- Cultural Property Protection in the 21st Century – the military perspective, by Dr. Laurie Rush (Fort Drum, US Army)
- Protecting Cultural Heritage in Natural Disasters – the Italian model, by Alfio Gullota (Carabinieri Command for the Protection of Cultural Heritage)
- The Legal Sphere of Cultural Property Protection & International Humanitarian Law, by BrigGen (ret) Dr. Karl Edlinger

	
<p>MONDAY, 07th February 2022</p> <p>0930 - 1400 hrs CET (including breaks)</p> <ul style="list-style-type: none"> - Introduction to the Living Danube Limes project - Raffaella Woller, University for Continuing Education Krems - Cultural heritage protection and threats to cultural heritage - Anna Kaiser, University for Continuing Education Krems - Risk assessment - Stefano Borgonzini, NATO Centre for Stability Policing Vicenza, Anna Kaiser, University for Continuing Education Krems - The Danube Limes - to be confirmed - UNESCO World Heritage Management Plans - Peter Strasser, OSCE & University for Continuing Education Krems - Introduction of participants <p>TUESDAY, 8th February 2022</p> <p>0930 - 1400 hrs CET (including breaks)</p> <ul style="list-style-type: none"> - Situation assessment - to be confirmed - Climate change as threat to cultural heritage - Institute of Atmospheric Sciences and Climate, National Research Council Italy - The STRENCH project & WebGIS tool - Institute of Atmospheric Sciences and Climate, National Research Council Italy - Conservation standards for archaeological sites - Institute of Theoretical and Applied Mechanics, Czech Academy of Science <p>Evening Lecture & STRENCH Local Working Table at 18:30hrs CET</p> <ul style="list-style-type: none"> - Project "KulturGutRettter" - with Constanca Domonech de Collós, German Archaeological Institute 	<p>WEDNESDAY, 9th February 2022</p> <p>0930 - 1400 hrs CET (including breaks)</p> <p>Syndicate working groups on</p> <ul style="list-style-type: none"> - assessing threats to Roman cultural heritage along the River Danube - emergency preparation for museums and sites <p>Syndicate leads:</p> <ul style="list-style-type: none"> - Anna Kaiser, University for Continuing Education Krems - Stefano Borgonzini, NATO Centre for Stability Policing Vicenza <p>THURSDAY, 10 February 2022</p> <p>0930 - 1400 hrs CET (including breaks)</p> <ul style="list-style-type: none"> - Syndicate working groups <p>FRIDAY, 11th February 2022</p> <p>0930 - 1200 hrs CET (including breaks)</p> <ul style="list-style-type: none"> - Final presentation and discussion
	

5. Implementation and Approach

Prior to the conduct of the Living Danube Winter School an online learning platform hosted on “Moodle” was created as a content hub for the lectures and participants alike.

The Promotion of the Winter School was performed online with the aid of the LDL Project Partners (PPs) using mailing distribution lists, webpages and social media platforms. Subsequently 58,3 % of the participants were made aware of the Winter School by a direct invitation, 25% via announcements made on the Living Danube Limes webpage and 16,7% by social media posts. For further details please see section 9.2.

Those who wished to participate were guided to an online registration platform hosted by the LP DUK. Participants were then asked to create a Moodle-Account and were manually assigned their log-in-credentials and directed to watch preparatory video-lectures prior to the start of the Winter School.

Moodle is a free to use learning platform and course management system used to administer online courses and to provide participants with an easy to use and unified information platform on which they can access relevant course information and upload data such as due tasks. The Moodle platform was further used by the lecturers and the syndicate working group mentors to distribute/upload course specific and additional literature/information as sometimes requested by the participants.

Prior to the start of the lectures on February 7th the participants were guided to prepare for the course by watching subject relevant online lectures which were available to the participants in video format via the dedicated Winter School Moodle-Page for which the participants received access in advance to the start of the course. Please see section 4 “Schedule” for further details.

Between February 7th and 8th the participants were offered theoretical lectures covering a broad range of topics relevant to natural and cultural heritage protection and protecting and evacuating museums and archaeological sites during natural catastrophes. A total of 10 online lectures were held by an equal amount of lecturers during these first two days attracting 58 participants.

After the conclusion of the theoretical lectures held on Monday and Tuesday (February 7th to 8th), as well as the preparatory video-lectures, a sub-group of participants opted to continue to work in the syndicate working groups with the option to earn 6 ECTS for their work performed, final presentation and complete attendance of the previously held lectures.

After the finalization of the winter school the participants were asked to give their feedback via an online questionnaire. Eligible participants of the syndicate working groups, who fulfilled all of the necessary prerequisites and had performed the required assignments in a satisfactory manner, were awarded a 6 ECTS certificate by the University of Continuing Education Krems.

6. Teaching Contents

6.1. Theoretical Knowledge Conveyed

Aside from the lectures on February 7th & 8th the theoretical knowledge was in addition conveyed via the online preparatory lectures accessible via Moodle covering the relevant topics of Emergency and Evacuation Planning, Cultural Property Protection in the 21st Century – the military perspective, Protecting Cultural Heritage in Natural Disasters – the Italian model and The Legal Sphere of Cultural Property Protection & International Humanitarian Law. Please see section 4 for further details.

Starting on Monday February 7th at 09:30 GMT+1 Raffaella Woller of the Center for Cultural Property Protection of the University for Continuing Education Krems welcomed the participants of the Living Danube Limes Winter School by giving the audience a concise overview of the EU Interreg Living Danube Limes project. After the introduction Asst. Prof. Dr. Anna Kaiser, subject matter expert on cultural property protection at the University for Continuing Education Krems, commenced with the first theoretical lecture of the day diving into the complex topic of “cultural heritage protection and threats to cultural heritage” after which she handed the word to Stefano Bergonzini of the NATO Stability Policing Centre of Excellence who elaborated on the thrilling topic of risk assessment applied to the specific context of cultural property protection. Following the lecture of Mr. Bergonzini, Adriana Panaite of the National Institute for Research and Development in Tourism in Bucharest and the Institute of Archaeology “Vasile Pârvan” held a lecture on “a changing landscape: the organization of the roman roads network in Moesia Inferior”, giving the participants an insight into one of the many aspects of roman cultural heritage along the river Danube. Concluding day one Prof. Peter Strasser of the University of Continuing Education Krems held a lecture on the “UNESCO World Heritage Plans & cultural heritage management plans and disaster risk management” referring to the standards for drafting cultural heritage management by the OSCE and UNESCO.

Continuing on Tuesday February 8th at 9:30 lieutenant colonel Volker Chytil of the Austrian Armed Forces (district command Lower Austria) ran a virtual/academic exercise regarding a situation assessment applied to a fictitious scenario regarding cultural heritage protection granting the participants insights into the complex issues faced when coordinating the interfaces between civilian and military emergency responders while performing cultural heritage rescue & protection measures. Succeeding Mr Chytil Alessandra Bonazza of the Institute of Atmospheric Sciences and Climate of the National Research Council of Italy held a lecture on currently rising issue of climate change as threat to cultural heritage. Followed by her colleague Alessandro Sardella who presented the relevant Interreg EU project STRENCH and the use of the WebGIS tool, a satellite-based risk mapping tool for cultural heritage protection. The WebGIS tool is a free to use web-based mapping tools giving the user retrospective (1951-1980 & 1987-2016) as well as prospective (2021-2050 & 2071-2100) climate data such as drought, heavy rainfall and other climate extremes in high spatial resolution for enhanced protection measure planning. As the next lecture Prof. Milos Drdacky and Tomas Drdacky of the institute of Theoretical and Applied Mechanics of the Czech academy of Sciences commenced with a lecture on the “conservation standards for archaeological sites

exposed to natural hazards” by focusing on the four pillars for mitigating adverse natural disaster effects and applying them directly to cultural heritage assets. Closing the second day of theoretical lessons Domenech de Cellès of the German Archaeological Institute in Germany held an evening lecture on the findings of the project “KulturGutRetter, an emergency mechanism for cultural heritage in crisis situations”.

In addition to the provided theoretical lessons further literature regarding the given lectures as well as presentations were made available to the participants on Moodle.

Of the total of 58 participants 12 participants continued on and took part in the guided syndicate working groups on either assessing “threats to Roman cultural heritage along the River Danube” or on the topic of “emergency preparation for museums and sites”. The working groups themselves were supervised by Asst. Prof. Dr. Anna Kaiser (University for Continuing Education Krems and Stefano Bergonzini (NATO Stability Policing Centre of Excellence). As the group work of the participants was performed online further breakout-rooms using the Zoom-App were created with additional sub-rooms created when needed. The participants and supervisors could move between the different virtual rooms at their own discretion and technical support was offered throughout the duration of the course. At the conclusion of the Winter School 11 participants earned a 6 ECTS certificate, by the University for Continuing Education Krems, for their work performed during the syndicate working groups, their full attendance during the lectures as well as for their preparatory work and presentations held on the final day of the international winter school.

6.2. Material Used

The main tools used for hosting the Living Danube Limes Winter School were:

Moodle-Platform: Moodle is a free to use learning platform and course management system used to administer online courses and to provide participants with an easy to use and unified information platform on which they can access relevant course information and upload data such as due tasks. The Moodle platform was further used by the lecturers and the syndicate working group mentors to distribute/upload course specific and additional literature/information in order to provide the participants with additional information as sometimes requested. In addition the preparatory lectures and presentations were made available to the participants prior to the start of the course on Moodle.

Zoom Video Conferencing Application: Both the theoretical lectures as well as the syndicate working groups were hosted online using the Zoom Application. While the hosting of lectures was a rather straight forward and easy to administer task, as all lecturers were well versed in the usage of Zoom itself and online presentation tools such as Power-Point, the syndicate working groups required ongoing assistance to ensure that the required amount of virtual rooms and workspaces (sub-rooms) were available to the participants and lecturers at all times. Therefore, a continuous technical support agent was available throughout the duration of the course and the participants and supervisors were enabled to move between the different

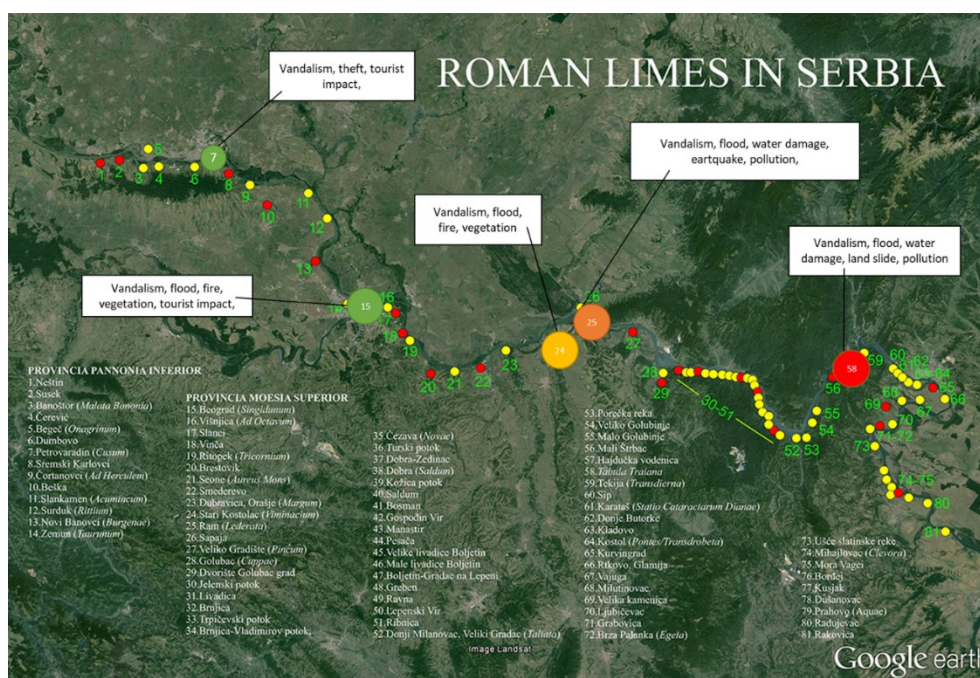
virtual rooms at their own discretion in order to allow for an open learning and working experience.

7. Output Produced by Participants

The second part of the Winter School was dedicated in applying the learnt theory under guidance of supervisors. Participants were split two thematic groups in which the participants could choose to work either on the topic of either assessing “threats to Roman cultural heritage along the River Danube” or on the topic of “emergency preparation for museums and sites”. Once the respective groups had been chosen additional sub-groups were established further breaking down the specific area of work for each sub-group. Each group presented their results on the final day of the course on Friday February 11th 2022.


An example of the produced output of “threats to Roman cultural heritage along the River Danube” can be seen below by Sub-Group 2 Croatia & Serbia showing an overall risk matrix for selected sites as well as a site mapping including risks along the Serbian Danubian Limes:

Likelihood	Almost certain					floods sites on the lower grounds
	Likely		many invisible, undisturbed and uncovered elements of the property in most of the Limes sites	Theft and vandalism	waterpower stations with their dams and reservoirs	
	Possible		Vegetation	Fieldworks carried out for more than 100 years - rescue excavations	Earthquake	
	Unlikely		disturbed and even partly destroyed the Roman remains in nearly all of the proposed sites			
	Rare	Terrorist threat				
		Insignificant	Minor	Moderate	Major	Severe
Impact						

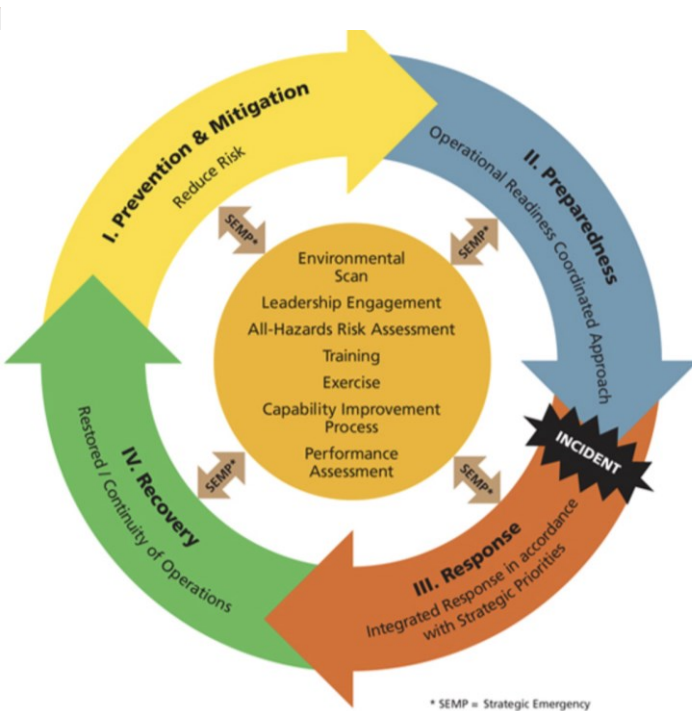


While the first group was performing its assessment of roman cultural heritage along the lengthy Danubian limes the second group put their efforts into “emergency preparation for museums and sites” by laying out a mock emergency plan for a museum. This was done by defining team roles, creating an emergency plan, an inventory plan including priority cards which are to be handed out to emergency responder should disaster strike suddenly requiring immediate action.

An example of the produced output for “emergency preparation for museums and sites” by Team 2 focusing on Team Roles, Emergency Plan, Inventory and Priority Cards:





name	phone	mail	notes
Police	x	x	x
Ambulance	x	x	x
Fire departments	x	x	x
...	x	x	x
Gas company xyz	x	x	x
Water company xyz	x	x	x
Electricity company	x	x	x
Security company	x	x	x
Internet company	x	x	x
...	x	x	x
Switchboard	x	x	x
Director	x	x	x
Deputy Director	x	x	x
Emergency coordinator	x	x	x
Curator	x	x	x
Workshop	x	x	x
Administration	x	x	x
...	x	x	x
District cultural superintendent	x	x	x
...	x	x	x
Art transport company	x	x	x
Dry-freeze company	x	x	x
...	x	x	x
...	x	x	x



* SEMP = Strategic Emergency

Position	On small-cabinet, in-room's-NW-corner			
Measurements	height-17-cm., diameter-8-cm			
Weight	550-gr.			
Height from floor	60-cm.			
Handling	1-person			
Disassembling notes	N/A			
Temporary deposit				
Packed by				
NOTES				

8. Assessment of Participants' Performance (if applicable)

The syndicate working groups concluded on the final session on February 11th 2022 (Friday) during which each of the 6 sub-groups held a presentation regarding their specific work. Their findings, conclusions and ideas were further reflected upon in lengthy discussions which further connected the individual sub-groups work into a holistic picture concluding the Winter School. Based upon the performed work, complete attendance and completed preparatory work 11 of the participants were awarded a 6 ECTS certificate by the University for Continuous Education Krems.

9. Case Study: Respective Living Danube Limes Event

9.1. Contribution to Project Objectives

The results of the respective Living Danube Limes event contributes to the following project deliverables/outputs/general incentives:

- Work Package T3 “Transnational protection concept of cultural heritage items along the Danube including green tourism solutions”,
- Learning Interaction T3.4 “Learning Interactions”,
- Activity A.T3.6 “International Winter School”,
- Deliverable D.T3.6.1 “Winter School Cultural Property Protection”

9.2. Feedback of Participants

Concluding the Living Danube Winter School the participants were asked to provide their feedback via an online survey:

When viewing the answers regarding the satisfaction surrounding the provided theoretical lectures the responses were overwhelmingly “highly satisfied”. Although broadly positive the feedback is based on a 20% response rate of the surveys a fact which must be considered. Regarding the syndicate working groups the response as well showed an overwhelmingly “high satisfaction”. With a response rate of 83% it may be safe to assume that the syndicate working group participants indeed were greatly satisfied with the LDL Winter School 2022.

The selected “topics (...) most enjoyed” showed a clear favourite being the topic “Cultural Heritage Protection and Threats to Cultural Heritage” 58,3%. Followed by a tie between the “Conservation Standards for Archeological Sites” and the “Syndicate Working Groups” with each 16,7%. Finally “The Danube Limes & UNESCO World Heritage Management Plans” received 8,3%.

When asked for their “overall impression on the Winter School 2022” the responding participants stated positive comments such as:

“Very well organized, like covid was not even there. Competent, forthcoming and kind constant support.”

“I appreciated the professional approach by the organizers and the competent contributions by the lecturers and all participants. The syndicate working groups appeared to be very efficient and professional. Their insights should be the basis for further research & development.”

Regarding the syndicate working groups one participant stated:

“Diversity of backgrounds and proactive participation made the effort well worth its while and enriched my knowledge and added hitherto missing ideas.”

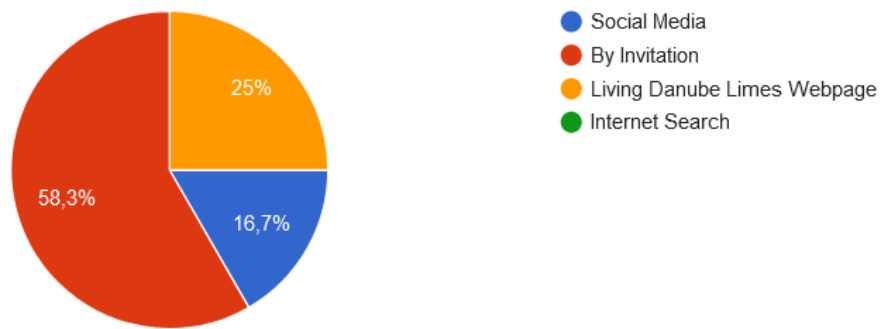
The complete results of the survey are depicted below:



How did you hear about the Winter School 2022

 Kopieren

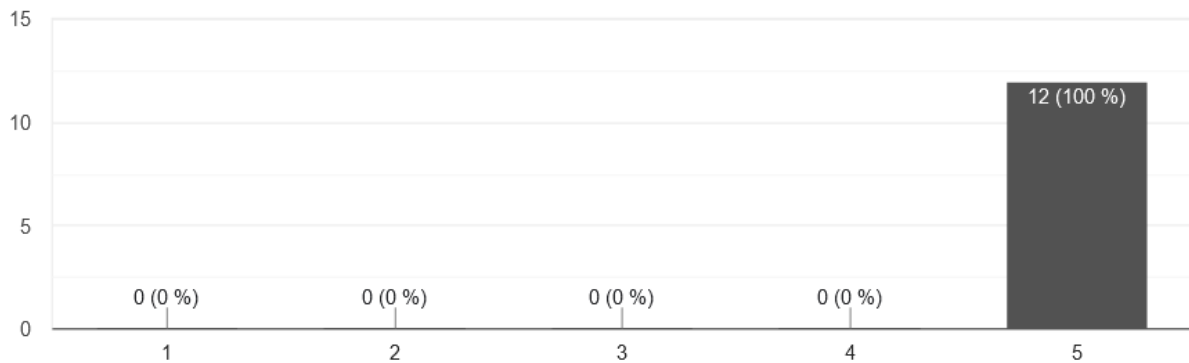
12 Antworten



Please indicate your satisfaction in attending the Winter School 2022 lectures

 Kopieren

12 Antworten

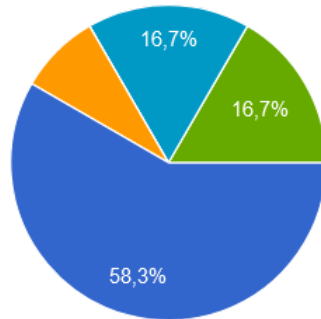




Which of the following aspects/topics of the Winter School 2022 did you enjoy the most?

 Kopieren

12 Antworten



- Cultural Heritage Protection and Threats to Cultural Heritage
- Risk Assessment / Emergency Planning
- The Danube Limes & UNESCO World Heritage Management Plans
- Situation Assessment (a military persp...
- Climate Change as Threat to Cultural H...
- Conservation Standards for Archeologi...
- Evening Lecture "KulturGutRetter"
- Syndicate Working Groups (if you parti...

Reason for your choice

10 Antworten

Diversity of backgrounds and proactive participation made the effort well worth its while and enriched my knowledge and added hitherto missing ideas.

I am archaeologist, and I need this for my job.

We live in a world of increasing threats through climate change, environmental pollution, vandalism and human ignorance towards cultural & natural heritage and wildlife. Thus we need effective plans and measurements to protect our environment and heritage. The Danube Limes is a very good example for cross border cooperation and action. I hope that the UNESCO will also acknowledge the Eastern European stretches of the Danube Limes soon.

I learned many useful things that will be useful to me in my future work

I've learned a lot with the examples and debates in the group

Work

I have always been interested in this field and I think it is a crucial topic nowadays

Some threats are inevitable, we cannot prevent all threats, especially climate change, so it is extremely important for me to know the best practices of site protection to reduce the impact

This is my research topic

presented clear and information was usfule in our presentation as well.

Please share your thoughts and overall impressions on the Winter School 2022

9 Antworten

Very well organized, like covid was not even there. Competent, forthcoming and kind constant support.

A quality program, top coordinators, knowledge and making new acquaintances and opportunities are just some of the characteristics that can describe this winter school. It's nice to be a part of it.

I appreciated the professional approach by the organizers and the competent contributions by the lecturers and all participants. The syndicate working groups appeared to be very efficient and professional. Their insights should be the basis for further research & development.

Interesting research topics, innovative and excellent organized shared knowledge. Excellent organization, moderation and professional shared study materials. Many thanks to the Professors and Researchers from University of Krems for the excellent organized Winter School

Very interesting and useful topics, excellent organization. Opportunity to meet other colleagues and exchange experiences.

Excellent

Diverse topics, detailed with plenty of links for further study. Extremely useful for all those who deal with cultural heritage.

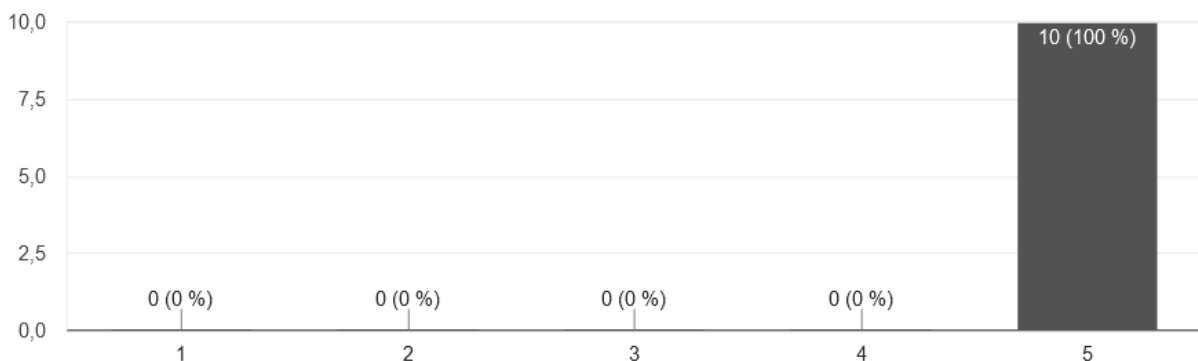
It was interesting and useful for me.

impressive and usefule practical knowledge were presented. great teamworking and good outputs were produced at the end.

If you participated in the Syndicate Working Groups please indicate your satisfaction

 Kopieren

10 Antworten



Reason for your choice (if you participated)

9 Antworten

Diversity of backgrounds and proactive participation made the effort well worth its while and enriched my knowledge and added hitherto missing ideas.

All of us were very motivated and eager to contribute their know-how and ideas. Excellent team work!

Research on risk assessment in museum collection is becoming important theme for future sustainable development in museums and cultural heritage buildings

It is related to a future project for the preservation of historical artifacts from the Roman Empire on the territory of a small village - the creation of an open exhibition.

It was very good to practice a little even if it was an imaginary example.

Work

I did not participate to all the sessions but I enjoyed them and I believe the team working is extremely useful

Practical group work gives me an insight into a different approach but also an opportunity to get to know other cultures and examples of practice from other countries. Maybe I would give more time to make the assignment because that way I could approach the detailed study of the lessons we listened to.

great great teamworking. we share our knowledge and learn many things.

9.3. Recapitulation of Organisers

Over the course of 5 days 58 participants from 13 nations were able to attend 10 online lectures held by an equal amount of lectures on varying topics surrounding cultural property protection. Of the total of 58 participants 12 participants continued on and took part in the guided syndicate working groups on either assessing “threats to Roman cultural heritage along the River Danube” or on the topic of “emergency preparation for museums and sites”, of which 11 each earned a 6 ECTS certificate, by the University for Continuing Education Krems, for their work performed during the syndicate working groups, their full attendance during the lectures as well as for their preparatory work and presentations held on the final day of the international winter school.

After the completion of the winter school the participants were asked to partake in a survey in order to estimate their satisfaction with the offered lecture and course. With a response rate of 20% a total of 12 participants gave an overwhelmingly positive feedback indicating a very high level of satisfaction with the offered lectures and course itself. Reaching a response rate of

83,3% with an equally high level of satisfaction the participants of the syndicate working groups strongly indicated their satisfaction with the offered course.

Overall the Living Danube Limes Winter School 2022 held between February 7th and 11th hosted online by the University for Continuing Education Krems can be seen as a complete success and a viable blue print for future learning interactions.

The combination of preparatory video lectures made available prior to the course start aiming in preparing the participants by creating a common base of knowledge followed by live theoretical lectures spanning a wide array of relevant topics and concluding in the application of the recently learnt theory in syndicate working groups under the ongoing supervision of subject matter experts appears to appeal to the interested audience leading to a high level of satisfaction.

A lesson learnt for the host/organizers is that although the online presentations hosted on Zoom and the used learning platform Moodle did work reliably there were some major technical difficulties prior to the start of the Winter School which required intense internal maintenance in order for the online course to commence as planned. These issues mainly surrounded the accessibility of the learning platform Moodle and although having been resolved in time do lead to the conclusion that additional function checks well in advance of an online course are essential.

[9.4. Annex A: Event Report of Respective Living Danube Limes Event](#)

Please see separate report on D.T3.6.1

[9.5. Annex B: Supporting Material \(e.g. presentations, photos, etc.\)](#)

Please see separate presentations