



CreativeCH
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Survey on attitudes towards cultural heritage

Date of survey: 27 April 2012

Occasion: Lange Nacht der Forschung / Science Night

Location: Techno_Z Salzburg and other locations, Salzburg, Austria

Responsible partner: Salzburg Research

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1 Overview

This document presents the findings of a survey that was conducted in the framework of the Lange Nacht der Forschung (Science Night) on the 27th of April 2012. It is part of the activities of the Local Showcase in Salzburg of WP4. The purpose of the survey was to ask students in Salzburg about their understanding of cultural heritage. The survey included six questions, two of which were open questions. In the following, the findings and implications of the survey will be presented.

2 Survey on students' attitudes towards cultural heritage in Salzburg

2.1 Objectives of the survey and main target group(s)

The aim of the qualitative survey was to ask students in Salzburg about their understanding of and attitudes towards cultural heritage in Salzburg. We also wanted to learn how students want to be informed about cultural heritage, i.e. the “preferred means” of learning about cultural heritage.

The survey addressed mainly students attending upper secondary schools (AHS/general or BHS/vocational) or university, i.e. students from the age of 15/16 to their mid-20s. The survey was conducted by Salzburg Research, with support from fti...remixed, a youth initiative from the Austrian Federal Ministry for Transport, Innovation and Technology.

The findings of the survey will help us to gain a better understanding of students' understanding of/attitudes to cultural heritage and to better align our activities in the Salzburg Showcase towards students.

2.2 Facts on the survey

Date	27 April 2012
Location	Salzburg, Austria
Premises	Techno-Z Veranstaltungszentrum (Jakob-Haringer-Strasse 5/3) and other places in Salzburg
Setting of the survey	Lange Nacht der Forschung (Science Night Salzburg)
Duration of survey	16:00 – 23:00
Personnel involved	2 people, Support by FTI remixed
No. of completed questionnaires	39

2.3 Age and gender of respondents

Question 1: “How old are you?” - age groups

Age group	No.	Age group	No.
10 – 14 years	5	19 – 29 years	13
15 – 18 years	20	≤ 30 years	1

From the 39 persons who filled in the questionnaire, about half were in the 15 -18 age group (upper secondary education level) (20 responses), followed by the 19+ age group (university level). 5 participants were in the age group 10-14 (lower secondary education level). 1 person was 30 years old.

One explanation for the high number of responses amongst the 15-18 years old is that rather youngsters than students at university level seemed to attend the Science Night (which also coincides with the observations made by the Salzburg Research team).

Question 2: “Your gender”

Female	18
Male	20
N/A	1

In terms of gender ratio (see table, question 2) it is almost equally distributed between male (20) and female (18) respondents. One person did not comment on it.

2.4 Educational background of respondents

Question 3: “What kind of school are you currently attending?”

Lower secondary school (comprehensive school, grammar school, secondary modern school)	5
Upper secondary school, general (AHS)	22
Upper secondary school, vocational (BHS)	1
Tertiary education: University, University of Applied Sciences, Mozarteum	9 (1 Mozarteum, 5 FH; Univ. 3)
N/A	2

In terms of educational background, i.e. the schools that students are currently attending, the responses mostly reflect the corresponding age groups: Five students stated that they were attending lower secondary schools (~age group 10-14). About half of the respondents (23) visited upper secondary schools (~age group 15-18) and nine were visiting a university (age group 18/19+). Two Persons did not answer this question.

From those who were attending upper secondary schools, only one person visited a vocation school, with the remainder visiting general upper secondary schools. It would have been interesting to have more responses from students visiting vocational schools (BHS in Austria; economically or technically oriented), as one might expect different answers in comparison to general secondary schools (AHS in Austria).

2.5 Findings on students' attitudes towards cultural heritage

In the following, the findings to the three questions on cultural heritage are presented. The first two questions encouraged participants to provide answers in open text fields. The third one asked them to select up to 3 choices from several options given.

The answers to the first two questions varied widely, from more detailed to very short answers, often stating only a few keywords.

Question 4: "What do you spontaneously associate with cultural heritage in Salzburg?":

Key words given...

Built heritage		Libraries, archives, museums		Performing arts		Others	
(Salzburg) Dome	8	Museums	7	Theatre	4	Mozart	8
Fortress Hohensalzburg	7	Exhibitions	2	(Classical) Music	3	International organisations (e.g. UNESCO)	2
Churches	4	Haus der Natur (Natural History Museum)	2	Salzburg Festival	2	Sustainability	2
Historical inner city	4	Museum of Modern Arts, Salzburg	2	Performances of different kinds	1	Progress	2
Castle (Mirabell)	3	Archives	1	Dance	1	Forests	1
Mozart's birthplace, residence	2	Libraries	1	Opera	1	Mönchsberg	1
Historical buildings	2			Sound of Music	1	Salzach riverside	1
Monuments	1			Landestheater	1	History	1
Sights in general	1					„Specialities“	1
Train station	1					Paracelsus	1
Architecture	1					Medicine	1
Riding academy	1					Coffee houses	1
						„My surroundings“	
<i>Sum</i>	35		15		14		23

Asked about what they spontaneously associated with "cultural heritage in Salzburg" most respondents stated (usually in the form of keywords) specific examples or aspects of built heritage, with altogether 35 entries (see table on question 4 above). The Salzburg Dome (8 entries) and the Salzburg Fortress (7 entries) were mentioned most frequently. Also churches in general and the historical inner city were cited several times (4 entries each), as were the Castle of Mirabell (3 entries) and the birthplace/residence of Mozart in Salzburg (2 entries).

Libraries, archives and museums were mentioned 15 times, either in the form of specific examples or in general. Museums were mentioned most frequently, either as museums in general (7 entries) or in the form of specific examples, i.e. the Museum of Modern Arts or the Haus der Natur (Natural History Museum) (with 2 entries each). Interestingly the State Museum of Salzburg (Carolino Augusteum) was not mentioned at all.

Aspects of performing arts were mentioned 14 times, with “theatre” (4 entries) and “music” (3 entries) being stated the most. Surprisingly, the prominent Salzburg Festival was mentioned only twice. The (in)famous “Sound of Music” was mentioned once. Other associations differed widely and included the names of famous personalities of Salzburg (Mozart, Paracelsus) or aspects of natural heritage (forests, Mönchsberg, Salzach riverside). Interestingly, also terms of “progress” and “sustainability” were mentioned two times each.

Overall the most frequent associations with cultural heritage in Salzburg are “Mozart” (8 entries), the “Salzburg Dome” (8 entries), the “Salzburg Fortress” (7 entries) and museums in general (7 entries). UNESCO (World Heritage) was mentioned twice. Considering that Salzburg is a World Heritage City, this figure appears to be rather low.

Some interesting comments (selection):

- *“It is great that there are so many opportunities in Salzburg to engage with cultural heritage”* (13 years, secondary modern school)
- *“Institutions of cultural heritage, such as museums, archives, libraries”* (16 years, grammar school)
- *“Traditionally researched knowledge”* (16 years, secondary upper school)
- *“Preservation of history”* (17 years, grammar school)
- *“To communicate culture, visiting museums and the theatre”* (17 years, grammar school)
- *“...apprehending old traditions in varied forms and aspects”* (19 years, grammar school)
- *“Wrong information on the Mozart myth”* (21 years, university)

Question 5: “How would you personally define the term ‘Cultural Heritage’? Which aspects do you associate with it?”

Selection of definitions and answers given (structured according to age groups)...

10 - 14 years (secondary lower schools)

- *“The preservation of old buildings”* (12 years)
- *“There are many museums and exhibitions in Salzburg that I like and go to. I also attend musical events (opera, musical)”* (13 years)

15 - 18 years (secondary upper schools)

- *“Buildings or things that are very old and that are typical for a region”* (15 years)
- *“Religion, culture, architecture and music”* (16 years)
- *“The old city, some of the teachers...”* (16 years)
- *“Worldwide recognised cultural goods: traditional buildings of architecture and societal traditions and practices”* (16 years)
- *“Culture that has been passed on”* (16 years)
- *“History, museums, theatre”* (16 years)
- *“Religion, customs, nature”* (16 years)
- *“Rich in traditions, old, antiquity; Graz – UNESCO city, World Heritage...”* (17 years)

- *“Protection of monuments and old buildings, preservation of traditions (social practices, customs)” (18 years)*

19 – 30 years (tertiary education, university level)

- *“The passing on of culture and customs over generations. Museums, architecture, language, ideologies etc.” (19 years)*
- *“Buildings from former times” (19 years)*
- *“Things that ‘demonstrate’ the cultures of former times” (19 years)*
- *“Arts, traditions, music, painting, architecture” (19 years)*
- *“Architecture, music, arts: The passing on of old knowledge; processing it into new forms” (21 years)*
- *“...Paintings, sculptures, objects of arts, architecture, music, famous persons, stories, legends, modern arts, music recordings, films, ,old junk’,...” (21 years)*
- *“Cultural heritage: architectural and historic impressive buildings of high value, that should be preserved for the following generations” (22 years)*
- *“The preservation, protection and respectful treatment of history” (24 years)*
- *“Literature, records, archive, but also contemporary cultures as many languages are threatened to die out” (25 years)*

While “older” respondents tended to provide more elaborate definitions, some younger people gave surprisingly fresh and interesting views on cultural heritage, e.g.:

- *„The preservation of old buildings“ (12 years)*
- *“Buildings or things that are very old and that are typical for a region” (15 years)*
- *“Worldwide recognised cultural goods: traditional buildings of architecture and societal traditions and practices” (16 years)*

In contrast to respondents’ associations with cultural heritage in Salzburg that focused strongly on built/tangible heritage (see previous questions), in terms of defining cultural heritage many stressed aspects of intangible heritage, such as customs, traditions, societal practices, or even languages and religions.

Terms frequently used by respondents include *architecture, (old) buildings, music, paintings, monuments/sculptures, customs & traditions*. General terms frequently mentioned also include *history, arts and culture*. The connotations made in relation to cultural heritage are: the *preservation, protection, passing on and respectful treatment* of something old and valuable.

UNESCO World heritage has been cited twice by respondents, once directly (*“UNESCO city, World Heritage...”*) (however, in relation to Graz, and not Salzburg), and once indirectly (*“...worldwide recognised cultural goods...”*).

Question 6: “How would you like to be informed about cultural heritage? (max. 2-3 selections)

Lectures and guided tours	9	Reading of books	8
Visiting museums, exhibitions or performances	15	Contemporary witnesses	11
Film and Video (e.g. documentaries)	17	Games (e.g. scavenger hunts)	2
Mobile Apps (smartphones, tablets)	12	Websites (e.g. Wikipedia)	8
Social media, e.g. to share experiences with friends	14		
Other ideas: PC games,			

Nearly half of respondents (17) stated they would prefer to be informed about cultural heritage through film and video (e.g. documentations). As could be expected for this rather young target group, new media are also popular forms of communicating cultural heritage: social media were mentioned 14 times, mobile apps 12 times and websites eight times. Surprisingly, games were selected only twice, plus once as an additional option (PC games). However, that might also be due to the phrasing in the questionnaire.

Another interesting result of the survey is that many respondents wanted to learn about cultural heritage through more “traditional” means, such as reading books (8 entries), lectures and guided tours (9 entries) or visiting museums, exhibitions and performances (15 entries). The latter was the second most popular choice. Finally, respondents also stated that they wanted to learn about cultural heritage by speaking with contemporary witnesses (11 entries).

3 Implications for the Salzburg Showcase

The participants were mainly from upper secondary schools and universities (32 out of 39). Among the 87 mentions of cultural heritage sites and activities only 23 were “the usual suspects” Salzburg Fortress, Salzburg Dome, Mozart and Museums. Libraries, archives and museums together were mentioned 15 times followed by performing arts such as “theatre” and “music” (14). The “Sound of Music” was mentioned only once and also UNESCO World Heritage only twice.

Quite some of the participants had a very good idea and understanding of “cultural heritage”, including broader notions such as the natural environment (Salzach riverside, Mönchsberg, Forests) or places like coffee houses or the train station. Personal definitions of heritage included immaterial culture such as “*the passing on of culture and customs over generations*” (19 years), “*societal traditions and practices*” (16 years) or “*religion, customs, nature*” (16 years).

For the Salzburg Local Showcase we need to investigate further about which particular aspects of cultural heritage in Salzburg (including “World Heritage”) students are interested in, especially in the context of online media applications.

In terms of the preferred means of learning about cultural heritage the favourites were film & video (e.g. documentaries) and visiting museums, exhibitions or performances.

While mobile apps and social media were not on top, they followed quite close while general websites (e.g. Wikipedia) were not appreciated that much.

Overall the survey helped us in getting an initial understanding of young people's perceptions and understanding of cultural heritage in Salzburg. For the Local Showcase applications we now need to further specify how to reach and engage students with online media. Probably a combination of such media with direct experiences (e.g. prior or after exhibitions or performances) or with other media (e.g. video documentaries) could be interesting approach.