



## COURSE DESCRIPTION

# Cultural Heritage: Antalya

Explore Antalya's ancient heritage sites while building cultural-heritage teaching skills, in this 5-day course.

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| <b>DURATION</b><br><b>5 days · 25 hours</b>                                                                          | <b>LANGUAGE</b><br><b>English (B1+)</b>                                     | <b>GROUP SIZE</b><br><b>Max 20 participants</b>             |
| <b>DAILY SCHEDULE</b><br><b>09:30–15:00</b><br>Monday to Friday, with a break for lunch                              | <b>AUDIENCE</b><br><b>All school levels</b><br>No prior knowledge required. | <b>CERTIFICATE</b><br><b>Attendance + Europass Mobility</b> |
| <b>COURSE CENTRES</b><br><b>Antalya</b><br>Dates and cities of the scheduled sessions are listed on the course page. |                                                                             |                                                             |

## 01 Overview

This week you turn the heritage sites you walk through into lessons your own students can do — starting from the subject you already teach, not from history.

- **Monday** — you work out where heritage actually fits in your own syllabus, and try the digital tools you will use on the field days.
- **Tuesday** — you walk a single-era ancient site and work out what makes a place teachable rather than just impressive.
- **Wednesday** — you test those strategies against an old town where four eras share the same streets, and find out which ones stop working.
- **Thursday** — you stay in Kaleiçi but move indoors, into two buildings kept and reused rather than left as ruins, and ask what a curated room costs a class compared to the street outside.
- **Friday** — you build one digital activity from your own photographs and notes, and try it on people who did not design it.

You go home with a filled-in lesson-plan sheet for every site you visited, one digital activity — a trail, a quiz or a small exhibit — already tested by other participants, and a course pack covering the city's layers. Every task starts from the subject and the class you already have, so nothing here needs a budget, a partner school or a trip of your own to be useful.

## 02 Course description

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Heritage teaching has a habit of stopping at the famous photograph. A class is shown a monument, told which century it belongs to, and moved on — and the students learn that heritage is something other people had, somewhere else, a long time ago.

Antalya is useful precisely because it refuses that. Four eras sit within a short drive of each other, and inside the old town of Kaleiçi they sit within the same few streets. A harbour traditionally associated with King Attalus II of Pergamon, around 150 BCE, grew under Roman rule into a fortified port marked by Hadrian's Gate and the Hıdırlık Tower — a structure from antiquity whose original purpose, tomb or lighthouse or watchtower or signal point, is still debated. Seljuk rule became permanent in 1216, and in the decades after, during the reign of Sultan Alaeddin Keykubad (1220–1237), the Yivli Minaret was built. Ottoman merchants then filled the same walled quarter with the stone-and-timber houses that still line its streets. You can cross those layers on foot in an afternoon.

Days 2 to 4 are honestly built around three different kinds of encounter rather than one continuous walking loop. Tuesday is a standalone excursion to Perge, a Pamphylian and Roman city around 18 km outside Antalya, where a single era makes the method easy to learn. Wednesday stays inside Kaleiçi's compact old town, where four eras interrupt each other and the strategies from Tuesday get properly tested. Thursday stays in Kaleiçi too, but moves indoors — into two buildings that were kept and put to a new use rather than left as ruins, where the objects on display have been separated from the buildings they came from.

What separates this from a guided tour is the order of work. You document a teaching strategy on site, then test it against different material the next day, and refine it again on the third — so you leave with strategies already tried against three kinds of real evidence, not with a blank template. The week is built for teachers of any subject: maths estimating the stadium's capacity, science reading a water channel, citizenship arguing about who decides what gets saved.

Kaleiçi's own rescue is part of the course rather than its backdrop. The quarter was declared a protected site in 1972 after decades of decay, restored, and in 1984 the restoration won the FIJET "Golden Apple" tourism award. Most heritage teaching shows students the finished product; this lets you show the decision, including the part where the place was nearly lost. One building near the old walls makes the same point in miniature: it has no construction inscription and its origins are genuinely uncertain, it is understood to have served as a Mevlevi lodge from the early sixteenth century, it housed the state art gallery for decades, and since 2018 it has been a museum about the Mevlevi tradition. Which of a building's several pasts becomes the one it is named after is a choice somebody made.

This week will not train you in conservation science, restoration technique or heritage law. Those are the professions that keep Kaleiçi standing; this course is about what a teacher does with such a place once it has been saved.

## 03 Learning outcomes

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- 01 Build a heritage lesson that starts from the subject you already teach rather than from history, with a completed lesson-plan sheet for every site visited.
- 02 Integrate cultural heritage topics into lesson plans, using digital tools and interactive resources built from a real multi-era case study.
- 03 Turn a heritage-site visit into a structured classroom task, using the same document-then-debrief method practised across Days 2–4.
- 04 Leave with one digital activity — a trail, a quiz or a small exhibit — already tested by other participants, and know what to change before using it with your own class.
- 05 Connect teaching to the EU's cultural-heritage priorities using a concrete European example rather than an abstract one.
- 06 Reflect on how Kaleiçi's preservation story can model heritage-conservation teaching for your own students, and plan how to transfer the Antalya experience into your own school context.

## 04 Methodology

### Pamphylia to Ottoman, Three Ways of Meeting It

Day 2 is a standalone excursion to Roman/Hellenistic Perge, around 18 km outside the city, reached by transfer; Days 3 and 4 both stay inside walkable Kaleiçi — Day 3 outdoors, among its streets and monuments (Hadrian's Gate, the Hıdırlık Tower, the Seljuk-era Yivli Minaret, and Kaleiçi's mosques and bazaars), Day 4 indoors, in one of its museums, across its two buildings. Participants see, honestly, how successive civilisations shaped the same Mediterranean coastline, met three different ways: on a single-era excursion, on the street, and behind glass.

### Document-Then-Debrief, Across Three Field Days

participants log real heritage-education strategies on-site at Perge on Day 2, then test and refine them against Kaleiçi's own multi-era heritage on Day 3, and refine them once more inside the Suna & İnan Kıraç Museum's two buildings on Day 4 — leaving with strategies already tried against three different kinds of real material, not just a lesson-plan template.

### Digital Tools Workshop, Built From What You've Seen

a hands-on session where participants turn photos and notes from Days 2–4 into a real digital output — a short digital storytelling piece, a simple interactive quiz, or a mini virtual exhibit — using straightforward tools they can realistically use with their own students.

### Heritage in Context, Not Just in the Past

Kaleiçi's own 20th-century rescue — placed under formal protection in 1972 after decades of decay, then restored into the walkable old town participants explore on Day 3 — gives sessions a real, local case study in what heritage preservation involves in practice, not just in theory. The Mevlevi lodge visited the same day tells the story in miniature, and more honestly: a building whose construction date is not certainly known, used as a Mevlevi lodge from the early 16th century, then for decades the city's state art gallery, and since 2018 a museum of the tradition it began with. Conservation, adaptive reuse — and the uncomfortable fact that a building's own origins can be uncertain — become things participants observe and argue about on the street they are standing on, not concepts explained in the abstract.

## 05 Daily programme

### Day 1

#### Cultural Heritage and European Identity

- **Icebreaker and introductions:** each participant names a heritage site near their own school and what their students already believe about it — the group's first shared picture of how differently heritage is taught across Europe
- Introducing participants' schools and the course
- The EU's role in and commitment to cultural heritage
- Europe's cultural diversity and shared identity, and the place of art within it
- **Analysing your own curriculum needs and student profile:** where heritage actually fits in the subject you already teach, worked through subject by subject — maths, science, citizenship, languages
- **Digital tools workshop:** interactive materials and virtual tours, and building sensitivity and responsibility around cultural heritage
- Introducing the document-then-debrief method used across Days 2–4: a strategy noted on site, tested against different material the next day, and refined on the third

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## Day 2

### Field Study I: Perge and Pamphylian Antiquity

- **Perge's Hellenistic city gate and round towers:** the fortified entrance to a Pamphylian city later absorbed into Rome's empire
- The colonnaded main street and its central water channel: Roman urban engineering and public life
- Perge's Roman stadium (one of the best-preserved in Anatolia) and theatre (currently closed for restoration, viewed from outside): entertainment architecture and civic identity in a provincial Roman city
- **Field reflection:** document today's heritage-education strategies on the site lesson-plan sheet, one per structure, to test against tomorrow's sites

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## Day 3

### Field Study II: Kaleiçi Old Town

- **Hadrian's Gate and the Hıdırlık Tower:** a Roman gateway built in 130 CE in the emperor's honour, and a tower from antiquity whose original purpose — tomb, lighthouse, watchtower or signal point — is still debated
- **Yivli Minaret:** Seljuk religious and architectural heritage
- **Kaleiçi's mosques:** Ottoman-era spiritual heritage
- The Mevlevi lodge at the edge of the old town: a building with no construction inscription and a genuinely uncertain origin, understood to have served as a Mevlevi lodge from the early 16th century, later the city's state art gallery, and since 2018 a museum of the Mevlevi tradition
- **Local bazaars and Antalya Marina:** ancient and modern life side by side
- **Kaleiçi's own rescue:** declared a protected site in 1972 after decades of decay, restored, and awarded the FIJET "Golden Apple" in 1984 — reading the decision behind a restored old town, not only its result
- **Field reflection:** test and refine yesterday's strategies against Kaleiçi's own multi-era heritage, filling a sheet for each site

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## Day 4

### Field Study III: The Kaleiçi Museum — Objects Out of Context

- Suna & İnan Kiraç Kaleiçi Museum, the Ottoman house: a restored 19th-century Antalya house staged as an ethnography museum — a coffee service, a henna night, rooms built to be looked at rather than lived in
- The museum's second building, a former Greek Orthodox church rebuilt in 1863: now an exhibition space for a Çanakkale ceramics collection — a sacred building put to a new, secular use, and objects from another city entirely on display in this one
- **Object-based learning workshop:** writing the label you think an object should have, then comparing it with the museum's — museum labels are authored, and students rarely notice it
- **Field reflection:** what a class gains and loses when a room is staged or a building's use is changed — and the third test of the strategies documented on Days 2-3

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## Day 5

### From Cultural Heritage to Classroom Practice

- **Bringing the three field days together:** collecting the completed lesson-plan sheets into one set and closing the gaps before building on them
- Designing a digital heritage-based classroom activity — a digital trail, quiz or mini virtual exhibit — using material gathered during the Antalya site visits
- **Peer testing:** each activity is run by a participant who did not design it, then revised on the spot
- Course evaluation and reflection
- Sharing course documents and records
- Awarding the Certificate

#### PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

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## 06 Materials

- Virtual-tour and interactive-map tools for exploring Perge, Kaleiçi and Antalya's other heritage sites beyond a single visit
- Digital image and archive resources for building heritage-based lesson materials
- A printed and digital course pack covering Antalya's Pamphylian, Roman, Seljuk and Ottoman heritage
- The site lesson-plan sheet: a simple template for turning a heritage-site visit into a classroom-ready lesson plan, one filled in per site across Days 2-4
- A heritage-based classroom activity template, completed using material gathered during the Antalya site visits and finalised on Day 5

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## 07 How to prepare

- A tablet or smartphone is useful for the Day 1 digital-tools workshop.
- Comfortable walking shoes are recommended for the Perge and Kaleiçi site visits on Days 2-3; Day 4 is spent indoors, in a small museum with two buildings.

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## 08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

- Use the digital heritage activity developed on Day 5 as the basis for a short staff-room briefing, sharing how Antalya's layered Mediterranean heritage can support cross-curricular teaching in history, art and citizenship — and provide a concrete input for the school's Erasmus+ objectives.

## 09 Why this is Erasmus+ eligible

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This mobility supports the Erasmus+ Key Action 1 School Education objective of "promoting knowledge about shared European heritage and diversity", and the horizontal priority on participation in democratic life, common values and civic engagement, which highlights participants' understanding of "their social, cultural and historical heritage". Through structured sessions and trainer-led field days at Antalya's Pamphylian, Seljuk and Ottoman heritage — including Perge, the Yivli Minaret and Kaleiçi — participants gain first-hand material to bring intercultural dialogue and Europe's layered cultural identity into their own classroom.

## 10 What the course fee covers

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### INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

### ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

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#### ISSUED BY

### Erasmus Mobility Academy

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#### COURSE PAGE

[erasmusmobilityacademy.com/courses/cultural-heritage-antalya](https://erasmusmobilityacademy.com/courses/cultural-heritage-antalya)

#### ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.