

I selected four instructional methods that were considered especially suitable, thought-provoking, and adaptable for professional training in Latin America:

- Debates on theoretical issues. Students are provided with reading material that is afterwards discussed in round-table seminars to enable them to voice their opinions on the subject.
- Evaluation of methodological models. The students analyze and compare methodological approaches in order to identify their strengths and weaknesses.
- Lectures by visiting lecturers. Experienced heritage professionals are invited to the classroom to analyze particular problems or case studies to illustrate the manner in which theoretical and methodological issues are interwoven in practice.
- Object-based clinics. These are organized to analyze the life history of a given case study, exploring the values ascribed to it throughout history and its historical and contemporary significance. The latter is articulated in an oral presentation in which the student represents the case study itself by means of a personal biography.
- Workshops. We use the COM system<sup>5</sup> to generate communication, discussion and consensus regarding statements of significance, diagnosis (problem tree analysis), and proposals (solution tree analysis).

In the last few years, these methods have been complemented by autodidactic training in active learning, a pedagogic school that focuses on knowledge discovery, selection/application of relevant data, and training in praxis, through the development of students' capabilities in information management, group communication, and participative learning (Bornwell and Edison, 1991; Mayer, 2004). Although this approach was implicit in the pedagogic rationale of ICCROM SCD 2006 (Russo, 2007a, 2007b; Rissoto and Perugini, 2007), I have decided to emphasize my students' responsibility, cooperation, and leadership in their own learning process. In order to fulfil these aims, I have developed four new didactic principles with accompanying methods, as follows:

- Principle 1: Theoretical issues are effectively learned when conservators understand their influence/relevance in making a pertinent decision.

Method: by using a series of case studies, the students propose, explore, and analyze how certain conservation criteria impact the resulting intervention of heritage. This serves to understand the rationale of the normative aspects of conservation practice and also to develop skills for assessment and supervision.

- Principle 2: Methodological approaches are fully understood when conservators apply them.

Method: Strategic planning is all about the process. Thus, during the course, students learn about different strategic planning