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Survey on Perceptions of American students of the Cultural Heritage in Salzburg

Date of survey: 15 March 2013

Occasion: Workshop with students of the University of Portland – Salzburg Programme

Location: University of Portland - Salzburg Center, Salzburg, Austria

Responsible partner: Salzburg Research (SRFG)

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1 Survey summary

This document presents the findings of a survey with 33 students from the University of Portland – Salzburg Programme in 2012. The aim of the qualitative survey was to ask foreign students about their understanding of and attitudes towards cultural heritage in Salzburg. Furthermore the students were asked how they would like to be informed and learn about cultural heritage. The survey was part of the activities in the EU-funded project CreativeCH –Creative Cooperation in Cultural Heritage.

On 15 March 2013, the CreativeCH team in Salzburg conducted a survey on the perceptions of American students of the cultural heritage in Salzburg. While in a previous survey the focus was on local young people, the new survey particularly addressed 33 students of the Salzburg Programme of the University of Portland.

The main objective of the survey was to learn about the students' initial expectations of cultural heritage in Salzburg and how these views have changed after having lived here for nearly a year.

All except two students were either 18 or 19 years old, and 24 out of the 33 students were female. In terms of educational background, the majority of participants either studied languages or another social sciences and humanities subject; about a third had a natural sciences background.

The findings of the survey revealed that most American students knew very little of Salzburg before they came here. What they knew they had often learned from watching "The Sound of Music", which is a very popular film in the United States. Students also associated Salzburg with Mozart and (classical) music. As a consequence, some expected to be travelling to (in the words of one student) a kind of "European Disneyland".

This somewhat stereotypical image of Salzburg, however, often changed after living in Salzburg for some time. Students seemed surprised when they learnt that Salzburg was quite modern and not the "dusty" or Disneyesque city they initially expected. At the same time, some students considered Salzburg also as somewhat boring and sleepy. In general, students really enjoyed Salzburg, and they particularly appreciated the city's rich cultural heritage.

Asked about their favourite spots and places, students mostly suggested sites and attractions that Salzburg is famous for. These include, for instance, the Salzburg Fortress, the Mirabell Gardens, the Salzburg Dome, or Mozart's Birthplace. Other, more unconventional recommendations include taking a drink at the Augustinerbräu, hiking up the Untersberg or the city's hills (e.g. Mönchsberg or Kapuzinerberg) or taking a walk along the river Salzach. The students also appreciated local and regional customs and traditions, such as the Christmas markets or the local food and cuisine.

When learning about cultural heritage students seem to appreciate old and new media alike. In terms of new media and technologies, they have mostly utilised standard applications, such as information on websites or guided tour apps on smartphones.

These tools are not only useful while visiting the city but also for preparing a tour in advance. The possibility to interact and exchange information with other users was also mentioned several times, as well as using social media, such as facebook. In contrast, a small minority of students noted that they would not like to learn about a city's cultural through new media and technologies.

Overall, students remarked that they really enjoyed exploring the city's cultural heritage.

2 Survey findings on students’ perception of cultural heritage in Salzburg

2.1 Objectives of the survey and participants

The aim of the qualitative survey was to ask foreign (American) students to 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).

Every year the University of Portland sends 40 of their students for two semesters to the University of Portland Center in Salzburg. Part of the academic programme is a variety of tours and excursions. Thirty-three of the students participated in the survey.

The findings of the survey will help us to gain a better understanding of students’ understanding of / attitudes towards cultural heritage and to compare those findings with a similar survey that was conducted a year ago with local student and youngsters from Salzburg.

2.2 General survey data

2.2.1 Survey setting

Date	15 March 2013
Location	Salzburg, Austria
Premises	The University of Portland Salzburg Center Merianstrasse4, 5020 Salzburg
Setting of the survey	Workshop in combination with a city tour guide of Salzburg (“Americans in Salzburg”)
Duration of survey	8:00 – 9:00
Tour Guide	9:00 – 11:00
Personnel involved	2 (Julia Eder, Andreas Strasser)
No. of completed questionnaires	33

2.2.2 Age and gender of respondents

“Your age”

19	13
20	18
21	1
22	1

The students who completed the survey were of similar age. The majority was either 19 (13 students) or 20 years (18 students) old. One student was 21 and another one was 22.

“Your gender”

Female	24
Male	9

In terms of gender ratio (see table, question 2), nearly three-quarters of the students were female (24) respondents.

2.2.3 Educational focus of respondents

“The focus of your studies”

Languages:	17
German	13
English	2
Spanish	1
Languages (general)	1
Humanities & Social Sciences (other than languages):	14
Political Science	4
Communications	4
Sociology	3
English Literature	2
History	1
Natural Sciences:	14
Biology	8
Psychology	4
Biochemistry	1
Mathematics	1
Business and Economics	4
Economics	2
Business studies	1
Accounting	1
Others:	2
Theology	1
Music	1
Sum	51

The survey amongst the university students reveals a broad range of educational focus. Some students only have one focus of study; others are studying more than one subject. The majority of students study languages (17), in particular German, or other subjects in the field of Humanities & Social Sciences. Natural science, in particular biology, is

present quite often. Only a minority studies economics or business. Theology and music are studied by only one person each.

2.3 Findings on students' perceptions of cultural heritage

In the following, the findings to the open questions on cultural heritage are presented.

2.3.1 Questions on cultural heritage in Salzburg

“What are the cultural heritage sites and attractions in Salzburg that you are familiar with?”

<i>Built heritage, places & parks</i>		<i>Libraries, archives, museums</i>		<i>Performing arts</i>		<i>Others</i>	
Festung Hohensalzburg	24	Museum of Modern Arts (Kunstmuseum)	3	Festival Hall (Festspiele)	4	Kapuzinerberg	3
Mozart's Geburtshaus	22	Salzburg Museum	3	Mozarteum/Mozart Spielhaus	2	Salt mines	2
Mirabell & Mirabell Gardens	17	Museums	1	Music and arts in Salzburg	1	Sound of Music Tour	2
The Salzburg Dome/Cathedral	13	Hayek's Library	1	Symphonies & ballets	1	Augustinerbräu	2
Churches	4			Salzburg orchestra	1	Untersberg	1
Hellbrunn & Wasserspiele	3			Landestheater (State Thetatre)	1	Christmas markets	1
Mirabellplatz	2					The lake district	1
St. Peters	1					Cafes	1
Leopoldskron	1					Catacombs	1
Mozart sites	1					Bridges	1
Hotel Sacher	1					Salzach	1
Various memorials	1					Cemetery	1
Mozart monuments	1					Salzburg during World War II	1
Different squares	1						
Nearby palaces	1						
St. Andrä	1						
World War II monuments	1						
Sum	95	Sum	8	Sum	10	Sum	18

Asked about with what cultural heritage sites and attractions in Salzburg they were familiar with, most respondents stated (usually in the form of keywords) specific examples or aspects of built heritage, with altogether 95 entries (see the table on question 4 above). The Salzburg Fortress (24 entries), Mozart's Geburtshaus (birthplace) (22 entries), the Castle and the Gardens of Mirabell (17 entries, and 2 more entries for the

Mirabellplatz) as well as the Salzburg Dome (13 entries) were named most often. These sites are also amongst the most famous and renowned attractions in the city of Salzburg.

On the other hand, the Sound of Music tour, which is usually particularly popular amongst Americans, was mentioned only twice. Libraries, archives and museums were mentioned 8 times in total, either in the form of specific examples, or in general. Of these, with 3 entries each, the Salzburg Museum and the Museum of Modern Arts were stated the most. Interestingly, the Hayek Library at the University of Salzburg was also mentioned once (by an economics student). Of the performing arts, students particularly cited music and theatre (ten entries), in particular the Salzburg Festival.

Students also seemed to be fond of the countryside and the natural heritage in and nearby Salzburg. In particular the town's hills and mountains (e.g. Kapuzinerg, Untersberg), the salt mines, the Salzach or the Salzburg Lake District were mentioned.

“What does cultural heritage mean to you?”

Aspects that were mentioned several times include the history as well as traditions, experiences or events of a specific place or people that are passed down from generation to generation. Some definitions also raised the question of what qualifies as cultural heritage, e.g. history or traditions that is deemed by people of a specific place, city or region as “unique”, meaningful or “significant” and “important”. In this respect, students also mentioned the importance of preserving this heritage for future generations.

Interestingly, tangible cultural heritage was rarely mentioned, while aspects of intangible cultural heritage (e.g. customs and traditions) were cited frequently.

The following definitions were given by the students:

- *“The history and traditions of a group of people”*
- *“Cultural heritage comes through the history of a city or country”*
- *“Cultural heritage means things in culture's past”*
- *“Culture passed down through generations; traditions and history through time and people”*
- *“The history of a place is kept intact by the community for future generations”*
- *“It means the traditions and character of a city that have been created over many years”*
- *Cultural heritage to me means your own cultural background that has been passed down by your parents to you”*
- *“The culture of generations, specific to an area”*
- *“The history of a group of people's traditions over time”*
- *“To me, cultural heritage means tradition and remembering the history of a place”*
- *“To me, cultural heritage means experiencing the culture around you, no matter where you live.”*
- *“Places or events/people, which are significant to the city's history and people living there.”*
- *“Events (People), present and in history, which mean/signify importance to the people who live with/in the culture”*

- *“Cultural heritage is a group’s unique past and historical experiences contributing to their social identity.”*
- *“It means understanding what makes my culture. It is the part of our history passed down to the present generation.”*
- *“The history of culture: previous ways of life, expressions, and opinions which have developed a culture into what they are today.”*
- *“Having meaningful history that impacts a city.”*
- *“The aspects of a society that stem from cultural richness and diversity.”*
- *“To me it means finding roots or history abroad and outside of my home atmosphere.”*
- *The history and cultural experiences of a group.”*
- *“Examination of specific cultural traditions and preservation of these places/events.”*
- *“It is the history of a place and its people and should be preserved.”*
- *“Your traditions, ways and customs handed down from relatives – corresponding to a region.”*
- *“History and customs that have rich meaning to the people.”*
- *“Cultural heritage is the significant action of realizing different values and embracing those wholeheartedly while avoiding a certain level of pretension across all cultures of the presented past.”*
- *“Culturally significant things passed down from mankind throughout generations.”*
- *“It means knowing where our ancestors came from and what kind of legacy they have left.”*
- *“Cultural heritage is historical sites and details that contribute to cultural identity.”*
- *“Understanding the traditions and history which shaped the society and people from which you are, and thus affect your worldview.”*
- *“Cultural heritage is the customs & history passed down over time by a people to all of those living a specific place.”*
- *“Cultural heritage means distinct cultural traditions that are very important in a region’s social environment.”*

“How were you introduced to these cultural heritage sites and attractions in Salzburg?”

Professors/in classes	13	City tours	1
Other students	1	Other people/word of mouth	6
Information on the Internet	6	Walking through the city/explore on one’s own	11
A film	2	Books on the city of Salzburg (e.g. travel books)	6
University of Portland Programme (e.g. scavenger hunt)	10	Talking with locals	3
By living here for several months	1		
Other comments: “Kind of hard to miss...”, the Augustinerbräustüberl			

As all the respondents are part of a regular study programme from the University of Portland, a primary source of learning about the historical attractions and sites in

Salzburg has been through the university itself. For instance, the programme includes an introductory university programme (including a scavenger hunt). In addition, the students learned about attractions in Salzburg through their professors in class or by talking to fellow students. Every third students (11 respondents) explored the city on their own by walking through the city. Talking to other people, including locals, was another way of getting familiar with Salzburg’s attractions and sites.

“How would you like to be informed about cultural heritage, e.g. in Salzburg? (max. 2-3 selections)

Lectures and guided tours	11	Reading of books	8
Visiting museums, exhibitions or performances	21	Contemporary witnesses	10
Film and Video (e.g. documentaries)	16	Games (e.g. scavenger hunts)	10
Mobile Apps (smartphones, tablets)	8	Websites (e.g. Wikipedia)	11
Social media, e.g. to share experiences with friends	8		
Other ideas: N/A			

How students would like to get informed about cultural heritage is quite diverse. Visiting museums, exhibitions or performances has been cited most often (21 mentions). Film and video was mentioned 16 times. Also quite popular, but with considerable fewer mentions, were lectures and guided tours or websites (both 11 mentions). Next are games and learning from contemporary witnesses, with 10 mentions each. Mobile apps, social media and reading of books were all mentioned 8 times.

2.3.2 Cultural heritage and new media

“Did you use new media & technologies for exploring/learning about cultural heritage in Salzburg”

Yes	15
No	18

“...if yes, please specify the kind of technologies you were using:”

- Websites (6x)
- Google search (5x)
- Wikipedia (4x)
- Internet, Web in general (4x)
- Facebook (1x)
- Events calendars (1x)
- Google Maps (1x)

More than half of the respondents noted that they had not used new media when exploring/learning about cultural heritage; only 15 persons (ca. 45% of respondents) had made use of new media for that purpose. Those that had previously used new media usually stated using the Web/Internet in general, or cited specific web-based applications, such as websites or the Google search engine. The only specific website that was mentioned several times is Wikipedia. Other applications include facebook, events calendars, or Google Maps; however, these were only mentioned once.

“Were you satisfied with the use of these technologies for exploring/learning about cultural heritage in Salzburg?”

Yes	11
No	7
Undecided	15*

** (1 person answered both yes and no; the other 14 provided no answer)*

Most of the respondents who were satisfied with the use of these technologies noted that they gave sufficient information on the attractions they were interested in.

- *“They gave a decent, brief summary of things.”*
- *“The technologies were a good introduction before actually seeing the heritage sites.”*
- *“Most visiting hours/prices were listed online.”*
- *“There is quite a lot of information out there; I was able to really understand more about the culture.”*
- *“I could always find something to do or what I was specifically looking for.”*
- *“I could find a specific site with a bunch of info for Salzburg, like the Untersberg; I could see how many steps it was to the top.”*
- *“I didn’t have anything specific in mind I was looking for, anyway.”*
- *“I think you can find anything on the Internet (sometimes it’s just a matter of refining your search);”*
- *“Easy to navigate and understand; information easy accessible.”*
- *“There was enough information.”*
- *“Enough options on websites are very helpful.”*

Those that did not use new media for informing themselves about cultural heritage sites mentioned the following reasons (however, only three of seven persons provided answers):

- *“Not interactive, did not give me information about the places.”*
- *“There could have been more info.”*
- *“Not really detailed; had to work hard at finding info.”*

One person who answered with both yes and no, stated:

- *“Both. I think everything has the potential to be better.”*

“Please share your thoughts on how new media and technologies could be used to present/communicate cultural heritage to younger people”

- *“Similarly to how all media present information.”*
- *“Introduce younger people to experiences they might not have known to exist.”*
- *“More interactive, visual, and spatial ways of learning through apps, etc.”*
- *“Virtual history tours via the Internet would be really interesting.”*
- *“By creating events on the facebook, information is passed along (friends invite friends)”*
- *“Through apps or maps. In Pisa the map they gave out for free had a suggested route in it with pictures and explanations of the historic signatures of the buildings you saw.”*
- *“A checklist of things to do/try before leaving (e.g. [Salzburger] Nockerl)”*
- *“I personally enjoy documentaries, but as far as reaching out to young people, internet or apps would be best.”*
- *“Through websites and advertisements since media is so prevalent in younger generations.”*
- *“For countries like Austria, I feel like the only way people wish gain knowledge is if the information comes to them, and they don’t have to initiate the learning.”*
- *“Social media – facebook! Student discount days could be advertised – sparks interest.”*
- *“Apps for smartphones that have information presented with videos, pictures etc.”*
- *“Interaction between the audience in helpful.”*
- *“Games, quizzes with prizes, [...] webpages and apps.”*
- *“When coming to a new city it would be nice to have an app giving you a guided walking tour through the city.”*
- *“Apps for self-guided tours; pictures of major sites so people can go on the tours on their own time.”*
- *“Would attract a younger crowd.”*
- *“Computer use would attract a younger generation.”*
- *“A Salzburg App - most cities have them.”*
- *“Guided tour app would be cool.”*
- *“Convenient and easy for younger people to learn.”*
- *“Introduce cartography applications to new media which highlight significant points of cultural importance.”*
- *“It would be a good way to prepare before arriving.”*
- *“facebook”*
- *“I like documentaries.”*
- *“”Using interactive technology with a combination of photographs, videos, history etc. to recreate Salzburg’s heritage through the help of technology.”*
- *“Provide information on history + things to do; could be very useful.”*
- *“They should be used in an interesting/appealing way.”*
- *“Shouldn’t use media/technology. I don’t like technology.”*
- *“Apps, sharing on social websites.”*
- *“Bring together stories from all different generations to make an impression on future generation.”*

Suggestions for using new media and technologies mostly include applications utilising already existing technological solutions, such as guided tour apps on smartphones, multimedia information on websites, or interactive maps. Along with providing information on sites and attractions, these should also offer additional useful information, such as opening hours etc. These applications might not only be useful while visiting a city, but also for preparing a tour in advance. The possibility to interact was also mentioned, as well as using social media, such as facebook, for exchanging information with other users. A few students, however, also noted that they would not like to use new media and technologies at all for being to be informed about cultural heritage.

2.3.3 Perceptions/attitudes towards Salzburg

“What was your image of Salzburg before you came here?”

- *“Beloved city of Hitler; purely based on WWII knowledge; also classical music mecca; imagined more urban/modern.”*
- *“Beautiful, used to love Nazis, lots of bridges.”*
- *“Beautifully and culturally rich.”*
- *“Not snowing in March; otherwise a smaller Alpen City with reserved tendencies that never ‘busted’ to a greater extent.”*
- *“Sound of Music.”*
- *“An awesome city that looked beautiful & the birthplace of Mozart.”*
- *“I had been here when I was younger and I remembered that there good street musicians!”*
- *“Ideal European city tucked in the Alps with narrow streets and beautiful landscape.”*
- *“Limited. I only knew of it as Mozart’s birthplace and the Sound of Music.”*
- *“I thought it was a cute little city with a lot of history.”*
- *“Very old, interested in music.”*
- *“The Sound of Music”*
- *“A small city with a big fortress on the hill.”*
- *“An old town with a lot of history.”*
- *“I had [here] before this year.”*
- *“I didn’t know very much about it or its history; I wasn’t sure what to expect.”*
- *“That it was were ‘The Sound of Music’ was filmed.”*
- *“An old, Germanic city I didn’t know much.”*
- *“What I saw in The Sound of Music.”*
- *“Before coming to Salzburg, I only thought of it as a beautiful older city where people speak German.”*
- *“The only thing I knew was Mozart was born here and The Sound of Music.”*
- *“I didn’t think it was a particularly important city; mostly I hadn’t thought Austria had been particularly important.”*
- *“An old Austrian town with mostly older people.”*
- *“That it was a beautiful and quiet city where Sound of Music took place.”*
- *“I don’t remember. But I expected the Mirabell Gardens to be a lot different.”*

- *“Completely unknown, old”*
- *“I hardly knew anything about Salzburg.”*
- *“Salzburg was a tiny town with a castle, Mozart’s birthplace and a beautiful river running through. In my mind it was like Disneyland, but European.”*
- *“I didn’t have any strong impressions, but generally thought it would be a small and comfortable city.”*
- *“A small Christmas-like city famous for “The Sound of Music’ film.”*
- *“I imagined Salzburg to be slightly less Baroque, and more like Prague.”*

Most students knew very little of Salzburg before they came here. What they knew about Salzburg beforehand they had often learned from watching “The Sound of Music”. Many students also associated Salzburg with Mozart and (classical) music. This image made them expect a kind of “European Disneyland” in Salzburg.

“How has this image of Salzburg changed, if it all?”

- *“I’ve recognised Salzburg as a city that has embraced its German, and global heritage.”*
- *A nice, quiet city that has its own distinct history.”*
- *“It is certainly small, a little sleepy, extremely beautiful but a bit pretentious. Lots of hidden history.”*
- *“Salzburg is like towns back home, but with so much more history. I feel more comfortable here.”*
- *“It is quieter, although it offers a lot more art and historical events than I had imagined.”*
- *“I fell much more comfortable. It feels like a second home. I have my favourite café, cupcake shop, bookstore, and shopping stores now.”*
- *“Not all of Salzburg is picturesque and interacting with locals adds to its character.”*
- *“Very quiet; historically rich; diverse people.”*
- *“I’ve learned that Austria has a lot of history, mostly through learning about Salzburg’s history.”*
- *“Salzburg has a much different history than I imagined – and great performing arts opportunities!”*
- *“Now I see Salzburg as a kind of quiet town, but bursting with culture, especially in the form of music.”*
- *“Learning to know the city better and seeing more sights.”*
- *“I realised its importance in early economy and the influence it had in WWII.”*
- *“Now [that] I know a lot more about Salzburg and its history, I appreciate it more.”*
- *“Salzburg is much more significant than I had originally thought; everywhere you look is something of historical significance.”*
- *“It snowed.”*
- *“I now see Salzburg as more exciting & modern.”*
- *“It has become more of a place to call home.”*
- *“It is just like any other city with a home-like feel that is filled with culture and history.”*

- *“I still see it as the same.”*
- *“The same, but I find the city quite boring.”*
- *“Very much so. I now see that it is a beautiful city that loves classical music and a lot of opportunities.”*
- *“It became a real city where people live and work, while maintaining the beauty that it had envisioned.”*
- *“I am much more familiar with the city now.”*
- *“I have grown to love the city & it has become my favourite city in Europe.”*
- *“Yes, it is a much more industrial and modern city.”*
- *“It’s snowing in March. It really hasn’t changed except for the snow thing.”*
- *“Hasn’t.”*
- *“I just know a lot more about the city, and of course feel connected to it.”*
- *“More quaint than I thought. Less like Sound of Music portrayal.”*

The initial image that many students had of Salzburg often changed after living in Salzburg for some time. Some students were surprised to find that the city did not prove to be the “dusty” or Disneyesque city they initially expected. Some were surprised that it was a modern city; at the same time, many also considered it a bit boring and sleepy. In general, however, the students really seemed to like Salzburg a lot, and they particularly appreciated the city’s rich cultural heritage.

“What cultural heritage sites/attractions would you recommend to others visiting Salzburg?”

<i>Suggested attractions</i>	<i>No</i>	<i>Suggested attractions</i>	<i>No</i>
Salzburg Fortress	15	The Christmas markets	2
Mirabell (Gardens)	13	Seeing an orchestra, ballet etc. performance	2
The Salzburg Dome/Cathedral	7	View from the Fortress	1
Drink at the Augustinerbräu	6	Picnic at Hellbrunn	1
Salzburg Festival (House)/Mozarthaus – concerts are really fun	6	Linzer Gasse	1
Mozart’s Geburtshaus	4	(History of) Steingasse	1
Hellbrunn (Wasserspiele)	4	Tour on the Anschluss, Kristallnacht, Nazi occupation etc.	1
Untersberg	4	Seeing the Salzburg Orchestra	1
Walk along the river (and enjoy the view)	3	The Lake District	1
Salzburg Museum	3	Kapuzinerberg	1
Altstadt (historic city centre)	3	Skiing	1
Salt mines	2	Food / cuisine	1
Churches / a church tour	2	Go see all the exhibitions you can; most only happen once	1
Hike up the Mönchsberg	2	Everything Mozart, especially performances at the Mozarteum	1
Famous historical restaurants (e.g. Tomaselli, Augustiner, Fürst)	2	The Big Music Hall (Salzburg Arena)	1

Students suggested mostly sites and attractions that Salzburg is famous for. These include in particular those sites and attractions that Salzburg is most famous for, such as the Salzburg Fortress, the Mirabell Gardens, the Salzburg Dome, or Mozart's Birthplace.

Other than these sites and attractions, a drink at the Augustinerbräu was mentioned frequently. In addition, students suggested visiting the many natural heritage attractions of Salzburg, such as the Untersberg, the Salzach, or the city's hills (Mönchsberg or Kapuzinerberg). The students also liked local and regional traditions, such as Christmas markets or the food and cuisine.

3 Implications for the Salzburg Showcase

While some respondents had a very good idea and understanding of “cultural heritage”, others thought that this is rather abstract or “official” concept.

The students mostly associated cultural heritage in Salzburg with built heritage and Mozart – “the usual suspects” Salzburg Fortress, Mozart’s Birthplace, the Castle and the Gardens of Mirabell and the Salzburg Dome. The Sound of Music tour was mentioned only twice while libraries, archives and museums at least 8 times.

However, the students understood cultural heritage much broader. For instance, they highlighted aspects of immaterial cultural heritage, such as traditions, cultural and social practices, customs or languages. Moreover the students appreciate the countryside and the natural heritage in and nearby Salzburg.

For the Salzburg Local Showcase we therefore need to investigate further about which particular aspects of cultural heritage in Salzburg students are interested in, especially in the context of online media applications.

UNESCO World Heritage was mentioned a few times by respondents. However, considering that Salzburg (the historical inner city) has had World Heritage status since 1997, it is surprising that so few students actually associated it with it.

For the Local Showcase in Salzburg we should therefore learn more about what “World Heritage” really means for students and how we their interest in and understanding of it might be raised with online media.

In terms of the preferred means of learning about cultural heritage we expected that new media (mobile apps, social media) would be very popular among students. Hence we were surprised to learn that students preferred traditional means of information about cultural heritage (e.g. visiting museums, exhibitions or performances, film/video, lectures and guided tours)

For the Local Showcase in Salzburg we therefore need to find out more about how to communicate cultural heritage to students with online media, for example, in combination with direct experiences (i.e. prior, during or after an exhibition, performance or guided tour).

Overall the survey helped us in getting an initial understanding of foreign students’ 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.