

Editorial

Dear Readers -

We are extremely pleased to offer you the new issue of a scientific journal called *Cultural Management: Science and Education (CMSE)*, created on the initiative of research staff and teaching faculty at the WSB University (Poland). Our journal, which is published by Logos Verlag Berlin – Academic Publications in Science and Humanities (Germany), is a peer-reviewed professional journal dedicated to the advancement of best practice and the latest thinking in cultural management, including the results of basic and applied scientific research by international authors in the English language.

While developing the foundations for the journal, we have tried to ensure that it takes the form of a platform for sharing knowledge

and experience, for passing on information, and, above all, that it is an invitation to undertake joint scientific initiatives and research assignments. We will therefore publish results of the latest research, case studies, reviews of existing theories, book reviews, and articles referring to important research areas which require detailed consideration in the sector of culture.

We hope that you will find the articles in the journal an interesting read, that they inspire new research, and that the results will find use in practise. We wish you a good read, and also encourage you to participate in the preparation of subsequent issues of *Cultural Management: Science and Education*.

Łukasz Wróblewski
Editor in Chief

Setting the Olympic Stage for Cultural Programming: An Examination of Exercises in Soft Power and Instances of Institutional Entrepreneurship during London 2012

DOI: 10.30819/cmse.8-1.01

ABSTRACT

This article argues the cultural programming of the Olympics is an exercise in soft power and it illuminates instances of institutional entrepreneurship using London 2012 as a case. Specifically, it reviews and critiques Joseph Nye's concept using explicit Olympic examples. The article highlights new organizational formats using work by Steve Maguire, Cynthia Hardy and Thomas Lawrence to examine the structure of the London Olympic Organizing Committee, creation of the opening ceremony, and the World Shakespeare Festival. Using case study methodology, it explores how the International Olympic Committee and local organizing committee engaged with institutional entrepreneurship during the London 2012 Olympics to create new structures for the organizing committee and implement the cultural programming to exercise soft power. Ultimately, the London Organising Committee of the Olympic and Paralympic Games' new, hybrid public-private structure functioned as a resource for the production and implementation of the Games because it impacted autonomy and accountability, which influenced the committee's ability to exercise soft power. This work emphasizes how institutional entrepreneurship activities occurs within large organizations like the International Olympic Committee highlights how institutions consistently change to reflect the needs of stakeholders, but the goals of the Olympic Games remain the same.

KEY WORDS

Soft power, institutional entrepreneurship, Olympics, London 2012, Arts Festival

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Introduction

An examination of Joseph Nye's works and critiques of the concept of soft po-

wer provide a clear framework to investigate the cultural programming of Olympics as exercises in soft power, which he defines as "the

Recovery of Flamenco Art in Spain through Teaching: The Case of the *Escuela Sevillana*

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ABSTRACT

UNESCO included flamenco as part of Intangible Cultural Heritage of Humanity in 2010. In Andalusia, there is concern about the loss of flamenco traditions and dance forms. The 2023 Andalusian Flamenco Law aims to recover the essence of flamenco, Spain's most representative art form, and teach it in Andalusian schools.

The objective of this study is to contribute to the recovery of the teaching of traditional flamenco through a qualitative study (conducted via in-depth interviews) of all teachers of the *Escuela Sevillana* (Sevillian School), the paradigmatic female flamenco dance in Spain. The data were analysed using Atlas.ti. The results showed that flamenco teachers are concerned to preserve the essence of flamenco dance and have created their own experiential learning methods, reinforced by pedagogical principles commonly used in their teaching practice. A strong methodological foundation is necessary to effectively teach flamenco and begin the process of codifying its content.

KEY WORDS

Artistic education, flamenco dance, teaching, art, *Escuela Sevillana*, Sevillian School.

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Introduction

Many authors claim that research in artistic education has emerged thanks to the new paradigms of hermeneutics and critical social sciences, in which social practice give rise to the production of knowledge about itself (Denzin, 2012b; Hernández, 2006; Eisner 1995, 1998a, 2002 and Eliot, 2005). In this research study, a new educational perspective has been used, the

integration of flamenco into educational sciences, and more specifically into arts education.

Educational research on flamenco as a subject of study is limited, and few scientific studies have been published in high impact journals. Considering that flamenco is the most most representative art form of Spain, this study approaches the teaching of flamenco through the lens of artistic education.

Mapping Educational Landscapes: Case of Exploring Teacher Use of Culturally Relevant Resources in the Czech Republic

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ABSTRACT

The aim of this article is to look into the extent to which teachers in secondary schools of economics in the Czech Republic use relevant sources of information, materials and professional references. In today's era that is full of misinformation and misleading information freely available on the Internet, it is necessary to examine what information is used in education, as it undoubtedly constitutes a broad social and cultural source. Then, the aim was to determine in what measure teachers prepare for teaching, whether they update their teaching materials, whether they use reputable sources, or at least take an active interest in their field in the scientific sphere. The source of data for this article is a questionnaire survey in which several selected schools in the Czech Republic participated. On the basis of answers from 84 respondents, an analysis of the absolute values obtained is carried out, and percentage counts, descriptive statistics, and methods of formal logic are used as well. Statistical methods in the form of Pearson correlation coefficient and Granger test are also applied. The results show that the aforementioned teachers almost always spend some time preparing their materials for teaching, usually 16-30 minutes for one lesson. Furthermore, the results show that there is some effort on the part of educators to implement reputable information websites in their lesson preparation, but these are often websites where the accuracy of data and information cannot be guaranteed. Teachers are also convinced that it is currently very difficult to distinguish good quality information from misinformation. Moreover, it is confirmed that the longer teachers' experience, the less time they need to prepare their lessons, and the less they adapt and update their teaching materials. It continues to be evident that the more time a teacher spends.

KEY WORDS

Education, misinformation, teaching materials, teaching staff, quality education process, economically oriented schools, preparation for teaching

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Advancing Sustainable Development Goals through Digital Culture: A Global Research Overview

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ABSTRACT

The success of digital transformation in the modern business landscape is intimately linked to the availability of relevant experience, knowledge, and skills among personnel who engage with digital technologies. This underscores the necessity for fostering a digital culture within organizations, a critical factor for their efficient functioning and sustained growth. A scrutiny of Scopus data reveals a steady annual increase in research focusing separately on sustainable development, and on digitalization and culture. Yet, the intersection between digital culture and sustainable development remains notably underexplored. The primary aim of this article is to evaluate the impact of digital culture on the attainment of sustainable development goals. This evaluation is performed through the analysis of bibliographic data from scholarly works on this topic. To achieve this aim, a comprehensive array of scientific publications was assembled, followed by a bibliometric analysis employing "co-occurrence" and "co-authorship" methods. The selected sample for analysis, guided by keywords representing "digital culture" and sustainable development (inclusive of its 17 goals), comprised 864 documents indexed in the Scopus database from 2002 to 2023. The bibliometric analysis was conducted using VOSviewer software, which also aided in the visual representation of the findings. Visualization maps generated from keyword co-occurrence in these publications identified and semantically delineated six clusters and five evolutionary stages in the study of digital culture and sustainable development themes. The results highlight that the intersection of digital culture and its influence on sustainable development goals warrants further interdisciplinary investigation, particularly in the context of an evolving technological landscape and its impact on various aspects of sustainable development. Building on these findings, further research in this field can contribute to a deeper understanding of the role of digital culture in advancing sustainable development goals. Such research can help formulate effective strategies for organizations across various sectors, navigating the intricate relationship between technology, culture, and sustainability.

KEY WORDS

Digital culture, sustainable development, sustainability, sustainable development goals

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Rough Place with Fine Culture: Media View on Ostrava

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ABSTRACT

Spatial sciences increasingly tackle less traditional soft factors of location and development. Mental maps reflecting the psychological-social perception of space belong to the most frequented notions in this respect. Geographical patterns of information in the media constitute one of the most relevant determinants for the formation of mental maps. More importantly, the media transfer information selectively, presenting merely a part of a highly complex reality. It is far from surprising that traditional industrial urban areas, such as Ostrava rank among the most sensitive entities from the view of their media perception. Old industrial territories are often labelled by negative information. This is in spite of the fact that real life in these territories can be much more motley and interesting than that portrayed by the media. The main objective of this article consists in the analysis, evaluation and interpretation of various contributions broadcasted within the national TV reporting that are related to the town of Ostrava. In this context, the special attention is devoted to the culture-related contributions that concern Ostrava. It is shown that Ostrava as portrayed within a national TV reporting can be in a nutshell paradoxically characterised as a rough place befallen by many socioeconomic issues where the fine culture is however existing.

KEY WORDS

Culture, media, national TV reporting, territorial image, Ostrava, old industrial territories

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Introduction

Territorial development of various ranks is affected by the myriads of factors. In essence, they can be divided into tangible ones and intangible ones. While material

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