

*Documentor Raquel Sánchez Martín*

## Working Group metadata

**Manager: Arkadiusz Marciniak**

**Room: Campidoglio**

**Date: 31/01/2017**

**Start Time: 14:30**

**End time: 18:30**

## Preliminary Summary

**The group will be focused on non-academic training and education.**

How heritage and archaeological related issues are communicated with professionals from other fields, for example local administration, architects, civil engineers...

Education is a part of public engagement

2 aspects: long life-learning concept, important to find the way to deliver the content to different groups

Distant learning. There is a very peculiar ways of engagement with the public and the different groups of the public (children, senior professionals, other fields...). Who delivers the programme is required to have some competences, good methodological competences and good pedagogy...

Project how to teach memory to secondary school students

**Education is structured, regulated, pre-designed, is not accidental**

Archaeology and heritage will not be a specific subject in school BUT we need to find related issues that fit into the curriculum, provide **teachers** with that knowledge...

Importance of the engagement with materiality when it is about the past.

Longlife learning: there is a need for archaeologists to accommodate this development in education

If we agree that the public (professionals, non-professionals...) need to be trained we need to know how, open question. Bring his experience with distance learning (Arek).

Online learning platform (Coursera...) became popular in the last years, mostly free of charge, became global,

Presentation by Kostas Kasvikis: The Palaikastro public archaeology Project: Educational approaches vs local perceptions of the Minoan past. Experience archaeology, education and the field. The project aims were to mobilize knowledge concerning the archaeological project of Palaikastro at a local level and to different target groups; to create public awareness and understanding of archaeology as a social practice; to highlight Minoan material culture as part of local history. To do so, communication with the local community (the heads of the Primary School and the High School, Palaikastro Cultural Association, local Folklore Museum, local administration) was essential. 40 volunteers of 11-12 years old participated in 3 different excavation sessions (2013, 2014, 2016). The areas of implementation were Palaikastro Primary School, Archaeological site and excavation area (Rousolakkos), and Excavation Laboratory (Agios Antonios) and different educational activities (i.e. reconstructing and interpreting modern pottery, or observation of the excavation process) were carried out in every area.

Presentation by Christina Toreld: "Young Ambassadors of a World Heritage". Project about Christina's work as an archaeologists of Bohulans Museum with pre-school students (1-5 years old) at the world heritage area of Tanum. Cultural and natural heritage. There is a long-term collaboration between Västärvet/Vitlycke museum and Tanum municipality. 10 years project. The Tanum area has unique rock carvings examples of Bronze Age art of the highest quality. They used archaeology to teach to have a perception of preserving the World Heritage. They tried to incorporate the notion of heritage conservation to the pre-school curriculum. Different educational activities were carried out, the children explored and learned while they were playing at that area or listening to storytelling. Apart from engaging with the teachers the project got to include some content on the teachers training programme in a university. The project idea is to work through the teachers. They have also worked with primary and secondary schools. A book has been published about stories of the site.

Common points between both projects are: education of teachers, emphasis on archaeological methodology.

Presentation by Arkadiusz Marciniak: Distance learning as a form of long-life learning. The case of archaeology and archaeological heritage. Introduction about distance learning. The presentation is mainly focus on web-based training, working through the Learning Management System. E-learning E-learning course is made available in LMS system

Distance Learning Training is considered to be as effective as training carried out in a traditional classroom

E-Archaeology Content Repository is a database of didacting materials in the domain of heritage

Heritage Educational Portal. It is the heritage version of the heritage MOOC. An example integrated cultural & natural heritage course

Final remarks: The need for effective communication of formally conceptualized knowledge in the domain of archaeology and archaeological heritage to different stakeholders -Distant learning solutions are good to reach different stakeholders, a good strategy of public engagement. E-Archaeology Content Repository – database of didacting materials in the domain of heritage

The Heritage Educational Portal – the heritage MOOC

Archaeological education is undeveloped because it does not accommodate the existing longlife experience and educational methodology.

Dimension of formal education: format, evaluation...

Embedded imbalance between trainer and trainee mitigated by mediating strategies in the education process

Open access is not proper training because it does not have formal evaluation or certificate

## Final Summary

The group focuses on non-academic training and education.

Education is a part of public engagement so it is necessary to explore how heritage and archaeological related issues are communicated with different groups (the public, local administration, architects, civil engineers etc.) and to find the way to engage with them.

Education must be structured, pre-designed and who delivers the programme is required to have some good methodological and pedagogical competences. There have been developments in the field of long-life learning and there is a need for archaeologists to accommodate this development to education. Archaeology and heritage will not be a specific subject in school but we should find related issues that fit into the curriculum, provide teachers with that knowledge etc.

Presentation by Kostas Kasvikis: “The Palaikastro public archaeology Project: Educational approaches vs local perceptions of the Minoan past”. The project aims were to mobilize knowledge concerning the archaeological project of Palaikastro at a local level and to different target groups; to create public awareness and understanding of archaeology as a social practice; to highlight Minoan material culture as part of local history. To do so, communication with the local community (the heads of the Primary School and the High School, Palaikastro Cultural Association, local Folklore Museum, local administration) was essential. 40 volunteers of 11-12 years old participated in 3 different excavation sessions (2013, 2014, 2016). The areas of implementation were Palaikastro Primary School, Archaeological site and excavation area (Rousolakkos), and Excavation Laboratory and different educational activities (i.e. reconstructing and interpreting modern pottery, or observation of the excavation process) were carried out in every area.

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the world heritage area of Tanum. There is a long-term collaboration between Västärvet/Vitlycke museum and Tanum municipality. The Tanum area has unique rock carvings examples of Bronze Age art of the highest quality. They used archaeology to teach to have a perception of preserving the World Heritage. They tried to incorporate the notion of heritage conservation to the pre-school curriculum. Different educational activities were carried out, the children explored and learned while they were playing at that area or listening to storytelling. Apart from engaging with the teachers the project got to include some content in the teachers training programme in a university. The project idea is to work through the teachers. They have also worked with primary and secondary schools. A book has been published about stories related with the paintings of the site.

The education of teachers and the emphasis on archaeological methodology are common points between both projects.

Presentation by Arkadiusz Marciniak: "Distance learning as a form of long-life learning. The case of archaeology and archaeological heritage." Distance Learning Training is considered to be as effective as training carried out in a traditional classroom. There are different types of distant learning but the presentation is mainly focus on web-based training, working through the Learning Management System. Online learning platforms such as Coursera became popular in the last years, became global, are mostly free of charge. In the case of archaeology there is an E-Archaeology Content Repository with e-learning modules about protection and management of archaeological heritage. There is a Heritage Educational Portal where there are different courses mainly connecting cultural and natural heritage delivered by different universities and companies. The final remarks of the presentation are: The need for effective communication of formally conceptualized knowledge in the domain of archaeology and archaeological heritage to different stakeholders; distance learning solutions and vocational training as a means of breaking the barrier between professionals and different non-professional stakeholders ; E-Archaeology Content Repository– database of didactic materials in the domain of heritage; the Heritage Educational Portal – the heritage MOOC.

In the last part of the session the participants draft collectively the 6 final points to be presented to the rest of the event participants. These 6 points are: education as a form of public engagement; long-learning solutions & educational methodology unknown and unexplored; formal format of education (Embedded imbalance between trainer and trainee mitigated by mediating strategies in the education process); accommodating the needs and interests of different target groups; what to teach: themes & issues; what for: skills and competences.