UCL INSTITUTE OF ARCHAEOLOGY

ARCLO127: Archaeology and Education

2018-19

MA Module 15 credits

Turnitin Class ID: 3885506  Turnitin Password IoA1819

Deadline for coursework for this module: 5pm on Wednesday 24/04/2019
Target date for return of marked coursework to students: 2pm on Wednesday 15/05/2019

Co-ordinator: Sarah Dhanjal
s.dhanjal@ucl.ac.uk
Lectures in Room 410, Mondays 16:00-18:00
Office TBC

Office Hours: I will be available at UCL on Monday afternoons only. The timings will change week to week depending on my other work commitments. Please email me to arrange a meeting.

Please see the last page of this document for important information about submission and marking procedures, or links to the relevant webpages.
1 OVERVIEW

Short description
The course will examine the ways in which archaeologists, and educators, have furthered an understanding and appreciation of archaeology in both formal and non-formal education. It will be useful for those intending to work in archaeology, in heritage management or in a museum. A site visit and practical projects to examine resources for educational groups and information for the visiting public will be carried out.

Week-by-week summary

The tutor for each session will be Sarah Dhanjal. The following is a session outline for the course as a whole.

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION</th>
<th>Task for following week</th>
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<tbody>
<tr>
<td>07/01/2019</td>
<td>1. Introduction to course. Archaeology in context</td>
<td>Look at History in the English National Curriculum and be ready to discuss where archaeology fits in</td>
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<td></td>
<td>Learning objective discussion</td>
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<td></td>
<td>Brief coursework discussion</td>
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<tr>
<td>14/01/2019</td>
<td>2. Archaeology and school curricula: a world view</td>
<td>Think about how you have learnt about archaeology and be ready to discuss</td>
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<tr>
<td>21/01/2019</td>
<td>3. Archaeology and history: focus on teaching resources</td>
<td>Think about the applications of archaeology to 1 curriculum subject area (NOT history) and be ready to discuss</td>
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<td>28/01/2019</td>
<td>4. Archaeology across the curriculum</td>
<td>Look at the MOL and London Mithraeum websites</td>
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<td>04/02/2019</td>
<td>5. Visit to the Museum of London (London Mithraeum if possible)</td>
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<tr>
<td>11-15/02/2019</td>
<td>Reading Week – no teaching</td>
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<tr>
<td>18/02/2019</td>
<td>6. Archaeology and informal learning</td>
<td>Examine the education programme of one archaeological site and be ready to discuss your findings</td>
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<tr>
<td>25/02/2019</td>
<td>7. Learning outdoors</td>
<td>Bring in a mystery object and be ready to facilitate discussion around it</td>
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<tr>
<td>04/03/2019</td>
<td>8. Learning from objects</td>
<td>Watch an archaeology programme and be ready to discuss it</td>
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<td>Coursework discussion</td>
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<td>11/03/2019</td>
<td>9. Archaeology in the media</td>
<td>Look at examples of archaeology activities online</td>
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<td>Feedback forms to be filled in</td>
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<tr>
<td>18/03/2019</td>
<td>10. Designing activities</td>
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<td></td>
<td>Feedback form discussion</td>
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<td>Wednesday</td>
<td>Coursework due in by 5pm</td>
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<td>24/04/2019</td>
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**Basic texts**

**Essential:**


Cracknell, S & Corbishley, M (ed), 1986. *Presenting archaeology to young people*. York: Council for British Archaeology. CBA Research Report No 64. INST ARCH DAA Qto COU


**Further Reading:**


Note: References, bibliographies and copies of presentations will be available for each session.

**Methods of assessment**
This module is assessed by means of one piece of coursework of **3,800-4,200 words** which will contribute 100% to the final grade for the course.

**Teaching methods**
The module is taught through lectures using PowerPoint presentations, videos, discussions and practical exercises in class. In addition, the museum visit will give students a greater familiarity with some of the methods and techniques covered in the course.

**Workload**
There will be 20 hours of lectures for this module, which includes a visit to the Museum of London (and the London Mithraeum if possible).

Students will be expected to undertake around 80 hours of reading for the module, plus 60 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the module.

**Prerequisites**
There are no prerequisites for this module.

## 2 AIMS, OBJECTIVES AND ASSESSMENT

**Aims**
The module aims to develop the student’s knowledge and understanding of the history and development of education in archaeology, both in the formal curricula at all levels and in non-formal learning situations for adults and children at archaeological sites, monuments and museums.

An important focus of this module will be the development of a student’s ability critically to analyse current research and practice in resource provision and services for archaeology and education.

In addition, students will gain an appreciation of issues concerning the links between the formal curricula and the historic environment.

**Objectives**
On successful completion of this module a student should:
• **Recognise** the nature of archaeology and education in the UK and in some other countries

• **Be familiar with** the development of archaeology and education

• **Be familiar with and understand** the methods used by archaeologists and heritage managers to inform and educate formal groups and the visiting public

• **Understand** the key issues in providing and maintaining on-site and outreach programmes for archaeological education.

**Learning outcomes**

A key outcome is to train students for independent research and careers in education services in the historic environment, in related professions, or in other professions, such as teaching, where such training will be useful.

On successful completion of this module a student should have acquired skills in:

• **Critically examining and discussing** resources and services provided for archaeological education

• **Applying learning and research** to designing curriculum-based material for educational groups and information for general visitors to archaeological sites, monuments and museums.

**Coursework**

The deadline for the assessment is by **5pm on Wednesday 24th April 2019 - 24/04/2019** (see notes below for word length and deadlines).

The Module Co-ordinator will discuss with the whole class how the essay may be approached and will suggest topics. Students are encouraged to submit titles and outlines of any other topic relevant to the module. The Module Co-ordinator is willing to discuss an outline of the student's approach to the assignment, provided this is planned suitably in advance of the submission date. If students are unclear about the nature of an assignment, they should discuss this with the Module Co-ordinator, provided this is planned suitably in advance of the submission date.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks.

Please note that in order to be deemed to have completed and passed in any course, it is necessary to submit the **all** the assessments.

**Word count**

The essay for this module will be in the range **3,800 – 4,200 words**. The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

In the 2018-19 session penalties for overlength work will be as follows:
• For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
• For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

Coursework submission procedures
• All coursework must normally be submitted both as hard copy and electronically. (The only exceptions are bulky portfolios and lab books which are normally submitted as hard copy only.)
• You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk.
• All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.
• Instructions are given below.

Note that Turnitin uses the term ‘class’ for what we normally call a ‘module’.
1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document, and that you have the Class ID for the module 3885506 and enrolment password (this is IoA1819 for all modules this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year)
2. Click on http://www.turnitinuk.com/en_gb/login
3. Click on ‘Create account’
4. Select your category as ‘Student’
5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 6 months, unlike your UCL password). In addition, you will be asked for a “Class ID” and a “Class enrolment password” (see point 1 above).
6. Once you have created an account you can just log in at http://www.turnitinuk.com/en_gb/login and enrol for your other classes without going through the new user process again. Simply click on ‘Enrol in a class’. Make sure you have all the relevant “class IDs” at hand.
7. Click on the module to which you wish to submit your work.
8. Click on the correct assignment (e.g. Essay 1).
9. Double-check that you are in the correct module and assignment and then click ‘Submit’
10. Attach document as a “Single file upload”
11. Enter your name (the examiner will not be able to see this)
12. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 In what sense can culture be said to evolve?),
13. Click “Upload”. When the upload is finished, you will be able to see a text-only version of your submission.
14. Click on “Submit”.

If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved.
3  **SCHEDULE AND SYLLABUS**

**Teaching schedule**
Lectures will be held **16:00-18:00** on **Mondays**, in **Room 410**.

**Syllabus**
The following is an outline for the course as a whole and identifies key texts relevant to each session. In addition, students will be provided with more detailed readings and website references during the course and to support assessment work.

1.  **07/01/2019  Introduction to course. Archaeology in context.** This session will outline the elements of the course and discuss the trip and practical details. We will look at the way archaeologists and heritage managers connect with their audiences. We will introduce issues pertaining to archaeology and education, with the aim of putting the course into context.

   Holtorf, C, 2007. *Archaeology is a Brand! The meaning of archaeology in contemporary popular culture*. Oxford: Archaeopress. INST ARCH AQ GRA.

2.  **14/01/2019  Archaeology and school curricula: a world view.** In this session we will look at the place of archaeology in curricula across the world. We will discuss where the teaching of archaeology may be applicable within curricula.

   **Case Study:** The English National Curriculum


3.  **21/01/2019  Archaeology and history: focus on teaching resources.** Resources for teaching archaeology will be examined and discussed. Issues around accuracy and bias, past and present, will be examined.

   **Case Study:** The presentation of prehistoric peoples to young people.

   [http://www.bbc.co.uk/schools/primaryhistory/hands_on_history/dig/](http://www.bbc.co.uk/schools/primaryhistory/hands_on_history/dig/)
4. 28/01/2019  Archaeology across the curriculum. Archaeology may be used in a variety of subjects other than history, from maths to science, from expressive arts to geography.

Thomas, S & Lea, J (eds), 2014. Public Participation in Archaeology. Woodbridge: Boydell Press. INST ARCH AG THO.

5. 04/02/2019  Visit to the Museum of London (and London Mithreaum if possible). The aim of this visit is to examine the ways in which these museums explain the past to their visitors and makes collections and information available to specialist groups, including school groups.

Museum of London website is http://www.museumoflondon.org.uk/london-wall/ See in particular the Schools section.

School resources for the London Mithreaum may be found here https://www.londonmithraeum-.com/learn/

6. 18/02/2019  Archaeology and informal learning. In this session we will address the nature of lifelong learning, family learning, adult learning and extracurricular activities. We will assess the potential for archaeologists to contribute to informal learning.


7. 25/02/2019  Learning outdoors. Archaeologists work like detectives uncovering clues to the past. This session looks at the ways in which the archaeological approach may be used to introduce children, students and the public to learning about the past.


8. 04/03/2019  Learning from objects. This session looks at detective approaches which may be employed in the classroom, in particular using objects to ask questions about the past. We will consider the role of outreach in providing opportunities to handle real archaeological material.

British Museum 100 Objects project http://www.ted.com/talks/neil_macgregor_2600_years_of_history_in_one_object.html

Corbishley, M (ed). 1999. Primary History: Using the evidence of the historic environment. London: English Heritage. INST AQ Qto COR.
9. 11/03/2019  **Archaeology in the media.** We will briefly look at how archaeology is portrayed (and how archaeologists portray themselves) in the movies, on television, on radio and in newspapers. We will discuss how these preconceptions shape and challenge us as educators.


Brittain, M & Clack, T, 2007. (eds), *Archaeology and the Media*. Walnut Creek, Ca: Left Coast Press, 11-65. INST ARCH AG CLA.

10. 18/03/2019  **Designing activities.** This final session draws together our learning and looks at the practicalities of developing learning strategies and activities.


4  **ADDITIONAL INFORMATION**

**Libraries and Other Resources**
You will find that there are relevant resources in the UCL Institute of Education Library: Newsam Library and Archives, 20 Bedford Way, London WC1H 0AL, please check UCL Explore.

Due to the nature of this field resources are not always academically published. Check the websites of museums, heritage and archaeological sites and bodies for relevant material, for example, reports, teaching materials, information about events and activities. I would also suggest you keep informed of news stories around archaeology and education via reputable sources.

**Information for intercollegiate and interdepartmental students**
Students enrolled in Departments outside the Institute should obtain the Institute’s coursework guidelines from Judy Medrington’s office (email j.medrington@ucl.ac.uk). These guidelines will also be available on Moodle under Student Administration.

**INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES**
General policies and procedures concerning modules and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/module/view.php?id=40867. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your module co-ordinator.

**GRANTING OF EXTENSIONS:** Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on a the appropriate UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special arrangements. Please see the IoA Student Administration section of Moodle for further information. Additional information is given here  http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/