



Partnerships in Learning & Teaching - PLanT Project Application Form 2017 - 2018

Lead student contact details

Name: (name removed)
School: SAGES
Degree programme: Archaeology and Ancient History
Year group: 3
Email: (details removed)

Lead staff member contact details

Name: Sarah Lambert-Gates
School: SAGES
Email: s.m.lambert-gates@reading.ac.uk

Project title

<u>Archaeology Post-Excavation Skills Development</u>

Project team details

Other members of the team (including students and/or staff)
<p>Include name, year group and degree programme of student partners</p> <p>(name removed) BSc Archaeological Science Part 2</p> <p>(name removed) BA Archaeology Part 2</p> <p>(name removed) BSc Archaeological Science Part 2</p> <p>Amanda Clarke (Archaeology Field School Director)</p> <p>(name removed) (Archaeology Field School Director)</p>

Project summary (up to 200 words)

<p>Project Objectives:</p> <p>This project addresses a number of Curriculum Framework strands, including inclusivity, enquiry and research, student engagement, and employability.</p> <p>The main objective is to enhance the content and experience of the Part 1 “Practicing Archaeology” core module and the Part 2 Archaeology Field School and Professional Practice modules, by promoting student employability and Continuing Professional Development through working with data from the seasonal Archaeology Field School. Using primary data from the 2017 excavation of Cat’s Brain Long Barrow, Wiltshire, the project will transcribe the site drawings and context records of an internationally important Neolithic site into a digital database using the IADB (Interactive Archaeological Database). Whilst doing so, a series of educational screencasts using the screencast recording programme Camtasia, will be created by the staff/student team and posted on the modules’ Blackboard sites, and</p>
--

Youtube channel. These will explain the process of post excavation, outline the skills gained, and detail their employability context. These screencasts will be available to all students, but will be particularly relevant to Part 1 students as guidance and preparation for their practical Part 2 modules. The objective is to provide a relevant teaching and learning experience which will feed directly into student needs and employer requirements.

Project Benefits (e.g. for students, staff, department, institution etc.):

Student benefits – Students have consistently expressed a wish to learn how the data they collect on site as part of their Field School modules is subsequently utilised, and archaeological employers rate student knowledge of post excavation processes high on their list of graduate requirements. ((name removed)) as lead student would gain first-hand experience in the use and application of the IADB post-excavation software, learn how to use Camtasia, and experience being part of a Post-Excavation team. This would increase her employability and broaden her understanding of the complete process of excavating an archaeological site. Additionally, working with a small group of Part 1 and 2 students under her instruction will bolster her team and project management skills. This project will enrich the Part 1 and 2 students' professional development, provide relevant experience for their curriculum vitae, and strengthen transferable skills such as team working. The project will provide a context for their Part 1 modules, and will enhance the relevance of their Field School experience, allowing students to see how the records they create on site are used directly in specialist report writing and publication. The recognition of employability skills beyond the purely physical gained in fieldwork, will foster inclusivity (i.e. 'something for everyone') on the degree programme, and the opportunity of relevant work experience, will allow our students to benefit fully from other departmental modules and internal and external placements.

Staff benefits – fieldwork and professional practice is an integral part of the UoR Archaeology degree. Working with students to enhance their employability skills whilst engaging with real project data ((name removed)) and SLG worked together supervising the students at Cat's Brain) will produce a more integrated student cohort with a stronger understanding of the archaeological process. This project will provide a developmental link between our practical and theory modules and will enhance and support the teaching and learning on the Field School and Professional Practice modules. The materials developed on this project will speed up the process of post excavation and contribute directly to the publication of the Field School research.

Departmental benefits – Involving students in the creation and analysis of data in post excavation, alongside the more traditional field work skills already offered by the department, will produce a cohort of students with the skills to work on other departmental practical projects. This project feeds into the departmental T&L initiatives: engaging and working with students as partners on current research projects, encouraging independent learning, and developing highly employable graduates with relevant professional and technological expertise.

Institutional benefits – This project will help produce highly employable graduates with professional skills, and will highlight the strength of Reading's Department of Archaeology in providing a relevant undergraduate degree in Professional Practice.

Project Deliverables:

- A series of 'How-to' Screencast videos to be posted on Blackboard and Youtube, and to incorporated into the formal undergraduate learning material.
- A digital, widely accessible on-line archive of the trench records, which can then be used by staff and students to analyse, phase and publish the site. Working with an

online database of current research will enhance our Teaching and Learning opportunities

- An on-line blog: (name removed) is a student representative for both the Archaeology and Ancient History departments, and is well-placed to inform the student body of post-excavation procedures and the importance of the data collected, in an informal and engaging way.

Anticipated Impact:

- This project will create material which will inform and enhance student understanding of the excavation process, prior to attending the summer Archaeology Field School. This will create a more engaged cohort who will better understand what happens to the data they will collect and the relevance of field recording procedures.
- This project will increase our student employability, particularly within the commercial archaeology sector, and will enhance our links with archaeological employers such as Oxford Archaeology who require technologically competent graduates with knowledge of report writing and post excavation procedures.
- This project will enhance the professional practice aspect of the UoR Archaeology degree from Part 1 onwards.

Project start date: December 2017

Project end date: April 2018

Project description (up to 300 words)

Describe the proposed project including each of the following:

- i) How students are involved in the design and delivery of the project;
- ii) How students will be involved in the evaluation of the project and in dissemination of its outcomes
- iii) How the project supports your School and/or the University's [Teaching and Learning Enhancement Priorities](#);

- i) The lead student (name removed), as well as jointly writing this application, will be creating the data set, the blog and screencasts herself, under staff guidance. With staff input, (name removed) will detail the processes of post excavation which include ordering and filing the paper excavation records, checking the records for accuracy, using the IADB to enter all written, drawn and photographic excavation data, creating a stratigraphic sequence and producing a short archive report for specialist use. The student team, under (name removed)'s guidance will input the records into the IADB and will work with (name removed) on the best way to explain and present the process on screen. As part of the project the students will be required to list and evidence the skills gained as part of their CPD, recording the information in their Archaeology Skills' passports.
- ii) As a student representative, (name removed) is well placed to get direct feedback from the student cohort. Students can leave feedback on the Youtube and BlackBoard sites, and during the Field School improvement in site recording, and the understanding of site procedures, can be assessed through the student feedback form, specifically as a result of accessing the screencasts and blog. The students involved in this project will share the project outcomes via the Field

- iii) School's social media channels and will encourage new groups of students each year to volunteer to input and assess the data gathered at the Field School. Creating video resources online increases accessibility and enhances teaching methods. Students are increasingly accustomed to watching videos and interacting with blogs as part of their learning experience, and SLG has particular experience of working in this area. SLG, (name removed), AC and JL have all worked in commercial archaeology and have a strong understanding of employability issues within the sector.

Budget details

Brief outline of project activities	Activity start date and end date	Approximate costs associated with the activity. <small>(Note: All claims and/or expenses need to be arranged before 30th June 2018)</small>
<ul style="list-style-type: none"> • The lead student (name removed) will work with SLG in her office (Allen lab 136), initially creating the digital archive using the IADB, and when competent with this, proceed to making "How to Videos". • Once competent with using the IADB and having organised the dataset (1 day), (name removed) will instruct the other students and oversee their data entry (0.5 days to instruct and 0.5 days to oversee progress), with help from SLG and AC. The IADB is web-based and students can input data from anywhere once given a password. • Once the data is in the IADB, (name removed) will learn to create screencasts (0.5 days) and will then work with the students and staff to present the post 	December 2017 to March 2018.	The funding will be used as payment for the lead student's time spent working on the project. This will principally be from early December, after the end of term/during the Christmas break, going into early January 2018. It is estimated that this will take approximately 6 days at a campus job rate of £10.09 per hour.

<p>excavation process on screen (3 days)</p> <ul style="list-style-type: none"> From the beginning of the placement (name removed) will write a regular blog for the Department of Archaeology Wordpress page, which will also be linked to the departmental social-media channels (0.5 days). 		
---	--	--

Total funding applied for £500

Continuation

Are there plans for project-related activities to continue beyond this PLaNT project? If so, briefly outline them here.

Each season the Archaeology Field School produces primary research data. This project will produce a number of 'How To' videos and screencasts which can guide future students in post excavation processes and provide them with the skills necessary for archaeological employment. The materials produced can be rolled out to groups of students each year who will work on the Field School dataset, building up their employability skills and speeding up the publication process of the Field School research. Working with students in this way on primary excavation data provides a template, and a benchmark of interactive and multidisciplinary learning methods which can be used on many other departmental projects.

Signature of lead student	Signature of lead staff member:
(signature removed)	
Date: 13 th November 2017	Date: 13 th November 2017

Please submit your completed form to Martin Wise, CQSD: m.wise@reading.ac.uk