

ANHER

Innovative format of education and training of the integrated archaeological and natural heritage
2014-1-PL-KA202-003565

The Polish National report on the Pilot Training: "Introduction to the integrated protection and management of natural and cultural heritage"

Partners:

 Uniwersytet im. Adama Mickiewicza w Poznaniu


 Uniwersytet Techniczny w Łodzi

 University of Amsterdam

 Uniwersytet Techniczny w Poznaniu

 Uniwersytet Techniczny w Wrocławiu

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1. INTRODUCTION

ANHER is a project co-founded by the Erasmus plus program – VET. In a context of rapid changes across Europe, the ANHER project is a first attempt to produce a series of innovative education materials that systemically address wide concerns of professionals of both archaeological and natural heritage. This report aims at presenting the course prepared by the Adam Mickiewicz University in Poznań in Poland within the framework of ANHER project.

In Poland, Adam Mickiewicz University implemented one training entitled: "Introduction to the integrated protection and management of natural and cultural heritage" in asynchronous distance e-learning through a dedicated by The Open University of Adam Mickiewicz University in Poznań Moodle platform in the period from 3rd April 2017 – 25th June 2017.

At the beginning 44 people registered to the training, however 4 people resigned from it during the first month of its running, 19 successfully completed the course and 6 attendants passed the exam which enabled them to complete the course with Adam Mickiewicz University in Poznan diploma.

2. PRESENTATION OF THE TRAINING

The training entitled "An introduction to the integrated protection and management of cultural and natural heritage" was held at the Adam Mickiewicz Open University in Poland. The course was provided on the e-learning platform Moodle launched and managed by the Adam Mickiewicz Open University. All the materials necessary to complete are available in free access on the Open University platform.


The first part of the training that based on the reading of the course content available on the e-learning platform started on 3, April 2017 at 8:00 and it finished on 11, June 2017 at 23:55. The course lasted for 12 weeks and the time that students were supposed to read the individual modules is about 2-3 hours, the total time for the students to work with the course content is about 20 hours.

As the didactic materials for the course were used the syllabi and case studies prepared in the framework of the ANHER project. Didactic materials were prepared by the group of specialists of natural and cultural heritage from six European countries (project partners): Poland, Holland, United Kingdom, Portugal, Italy and Spain. From eight modules (syllabi and case studies) prepared to created

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courses, for the Polish course were chosen five modules with two case studies which directly related to the course objectives. The chosen modules were as follows:

- 1) Europe's cultural landscapes: opportunities and threats
 - case study: Cork oak on montados – a cultural landscape in Portugal,
 - case study: "Dolina Szyszyny" (Szyszyna Valley) – a place where the natural and archaeological landscape meet and coexist.
- 2) Heritage strategies, what, why, where, how, by whom and for whom?
 - case study: The Muskau Bend Landscape Park: strategies of linking and promotion of natural and cultural heritage
 - case study: Vale de Coa, outdoor rock art
- 3) Cultural heritage management for natural heritage managers
 - case study: Natural heritage overpowering cultural heritage – a case of Fortified front Oder-Warther-Bogen in Poland
 - case study: Lack of cooperation between cultural heritage managers and natural scientists – a case study from Radom in Poland
- 4) Ownership and Benefits of Heritage
 - case study: Vanishing as a way of reviving of heritage and past. A case study of Miedzinka village in the Lower Silesia, Poland
 - case study: Brecon Beacons National Park Authority and Social Inclusion
- 5) Participatory practices
 - case study: Social funding of scientific research in Poland. The case of Chodk
 - case study: Saving cultural heritage and biodiversity at one side – the case of old Protestant cemetery in Brójce

Students were also required to take part in the discussion fora prepared and moderated by the teacher. The discussion fora as additional to the reading material started on 15 May 2017 and finished on 25 June 2017. Each participant of the course had to write at least two posts which would be connected to the topics proposed by the teacher. The first topic for discussion: "If and how the European standards on the protection of natural and cultural heritage may be applied to Polish perspective?" was opened on 15 May 2017. The second discussion forum was opened on 19 June 2017 and it touched upon the following question: "What kind of problems may we encounter while integrating the protection natural and archeological heritage?".

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2.1. Target groups

The pilot training target group were specialists working in the domain of natural and cultural heritage. Therefore, these were foresters, administrative workers and researchers working in the State Forests in Poland, as well as all people who professionally deal with the issues connected natural heritage. Another target group were also professionals working in the domain of cultural heritage: cultural heritage protection officers, archaeologists, museologists.

The choice of such target group was motivated by the professional knowledge of the Polish legislature concerning the protection of heritage and their ability to apply new concepts to the daily practice in terms of protection and conservation of natural and cultural heritage.

2.2. Level

The training was in introduction to the topics connected to the management and protection of natural and cultural heritage. It was the first of that kind prepared for Polish students therefore it presented the state-of-art of the research on the integrated approach towards cultural and natural heritage. The level of the course may be considered as from basic to medium difficulty level.

2.3. Learning objectives

The training aim was to present the basic knowledge of integrated archaeological and natural heritage management. Moreover, the course was to familiarize the learners with the issues of functioning of natural and cultural heritage in Poland and other European countries. Another important aspect touched upon in the course in the presentation of methods of promotion and popularization of the knowledge of cultural and natural heritage for the public. The course acknowledged the students with the introductory knowledge of the archaeological and natural heritage and their integrated management using the examples from Poland and other countries. The students were also acknowledged with the issues of heritage protection and management as well as with the most important international legislative acts which regulate various aspects of natural and cultural heritage management and protection. They also gained the knowledge

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of the changing character of archaeological and natural heritage and the economical, social and political factors that influence its shape.

After training's completion the students can:

- 1) approach cultural and natural heritage with a better understanding of its dimension;
- 2) include to their work practical aspects connected to management and protection of cultural and natural heritage;
- 3) promote and popularize the knowledge of the integrated approach towards cultural and natural heritage;
- 4) cooperate with various professionals dealing with natural or cultural heritage in a more effective way.

2.4. Language competence

Training was implemented in Polish but some parts of the course (e.g. videos) were presented in English. Therefore the course required the fluent Polish language in reading and writing competence as well as basics of English language.

2.5. Mode of training

The training consisted of five modules accessed through the e-learning platform created (<https://www.elearning.amu.edu.pl/uo/course/view.php?id=3>) by the Adam Mickiewicz Open University as well as e-learning practical lessons on the on-line discussion fora. The chosen mode of training was asynchronous distance learning as the best strategy for presenting the training's content. This mode of training was chosen because it allowed the students from various parts of Poland to take part in the training without the need to commute. Therefore, this mode of training gave a chance to reach the wider public and gather more students than the traditional in-class learning. Moreover, the asynchronous mode of training was chosen because the training was directed towards professionals working with heritage, thus strict time limits would demand from people to read the modules at one time would also limit the number of students who work in a freelance or unlimited working hours way.

	Modules	Dates
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1	<p><i>Europe's cultural landscapes: opportunities and threats</i></p> <p>case study: Cork oak on montados – a cultural landscape in Portugal, case study: "Dolina Szyszyny" (Szyszyna Valley) – a place where the natural and archaeological landscape meet and coexist.</p>	<p>03 / 04 / 2017 - 16/04/2017</p> <p>no. of participants: 28</p>
2	<p><i>Heritage strategies, what, why, where, how, by whom and for whom?</i></p> <p>case study: The Muskau Bend Landscape Park: strategies of linking and promotion of natural and cultural heritage, case study: Vale de Coa, outdoor rock art.</p>	<p>17 / 04 / 2017 - 30/04/2017</p> <p>no. of participants: 29</p>
3	<p><i>Cultural heritage management for natural heritage managers</i></p> <p>case study: Natural heritage overpowering cultural heritage – a case of Fortified front Oder-Warther-Bogen in Poland, case study: Lack of cooperation between cultural heritage managers and natural scientists – a case study from Radom in Poland.</p>	<p>01 / 05 / 2017 - 14/05/2017</p> <p>no. of participants: 30</p>
4	<p><i>Ownership and Benefits of Heritage</i></p> <p>case study: Vanishing as a way of reviving of heritage and past. A case study of Miedzinka village in the Lower Silesia, Poland, case study: Brecon Beacons National Park Authority and Social Inclusion</p>	<p>15/05/2017-28/05/2017</p> <p>no. of participants: 23</p>
5	<p><i>Participatory practices</i></p> <p>case study: Social funding of scientific research in Poland. The case of Chodlik, case study: Saving cultural heritage and biodiversity at one side – the case of old Protestant cemetery in Brójce</p>	<p>29/05/2017-11/06/2017</p> <p>no. of participants: 18</p>

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6	<p>Discussion forums:</p> <p>"If and how the European standards on the protection of natural and cultural heritage may be applied to Polish perspective?"</p> <p>"What kind of problems may we encounter while integrating the protection natural and archeological heritage?"</p>	<p>15/05/2017-25/06/2017</p> <p>no. of participants: 19</p>
7	<p>Examination: presentation of a project of management and integration of a natural and cultural heritage site</p>	<p>25/06/2017</p> <p>no. of participants: 6</p>

2.6. Trainee profile

According to the questionnaire filled up by 19 training participants, the training participants were all Polish. 68.4% of participants were women and 31.6% were men. Most of them were between 25 to 35 years old range (47.4%), the youngest ones (5.3%) were 24 years old and the oldest ones were 44 years old (10.6%). Most of the training participants represented the sector of professionals working with natural and cultural heritage issues. 47.4% of them were foresters, 21.1% were archaeologists, 5.3% were students of heritage management faculties. In relation to their profession, most of the respondents represented the institution of National Forests in Poland (36.8%), other worked in local administration (5,3%), higher education sector (15.8%), and other sectors (36.8%). For most of them (63.2%) this training was the first e-learning experience so far.

3. EVALUATION OF THE CONTENT BY LEARNERS

3.1. Scope of issues discussed (Q7, Q8)

In relation to the scope of the training, most of the participants found it satisfactory or very satisfactory. Although some of the trainees stated that it was too narrow.

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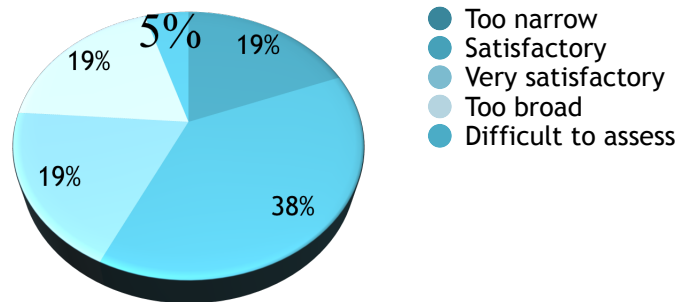


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Figure 1. The scope of issues discussed.

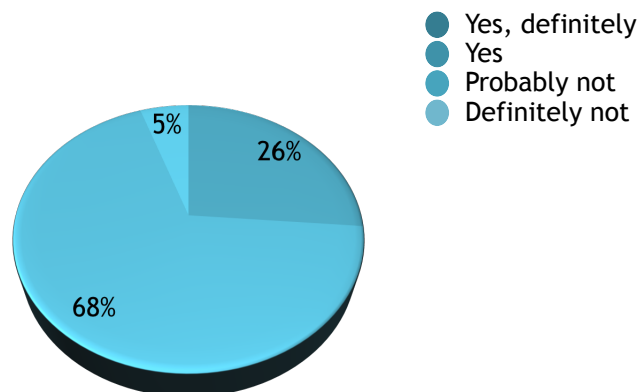


The trainees indicated the following changes that they would introduced to the training: more exercises and more work on their own. Most of them was against the auxiliary traditional meetings and work in traditional forum. The Polish trainees tend to preferred the chosen asynchronous distance learning as the mode of training.

3.2. Usefulness (Q10, Q12, Q13, Q15)

The content of the modules was described by the trainees as understandable and definitely understandable (Q12).

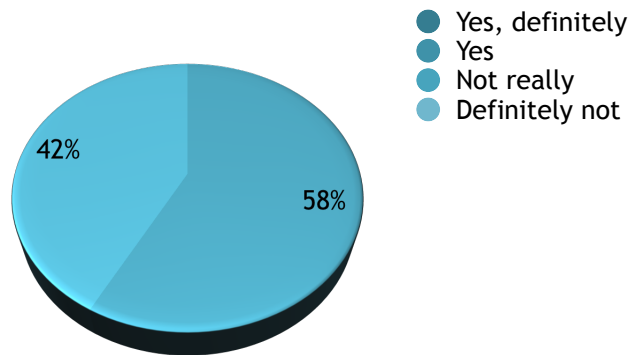
Figure 2. Was the content of modules understandable?



All participants stated that the course introduced new issues to them (Q10). Moreover, most of the said that they definitely learnt something new from the course content presented to them.

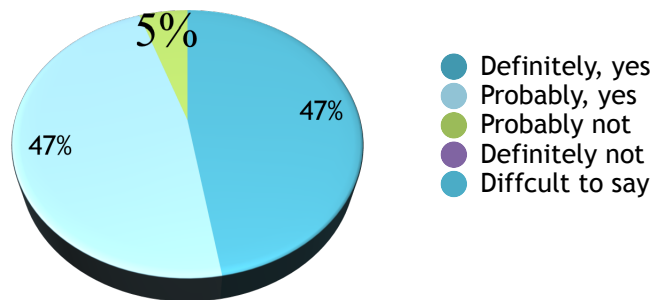
Partners:

Figure 3. Has the course introduced new issues to you?



In addition to that, most of the respondents stated that the new knowledge acquired during the training will be definitely useful in their work (Q13).

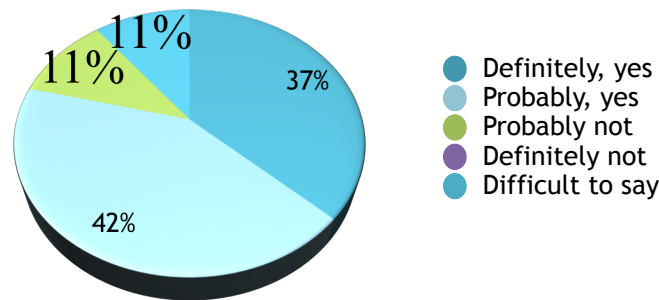
Figure 4. Do you think that the knowledge you have acquired during the course will be useful in your work?



Most of the participants stated that the participation in the discussion fora was interesting (Q15), however some of trainees were more interested in working on their own than taking part in the discussion fora.

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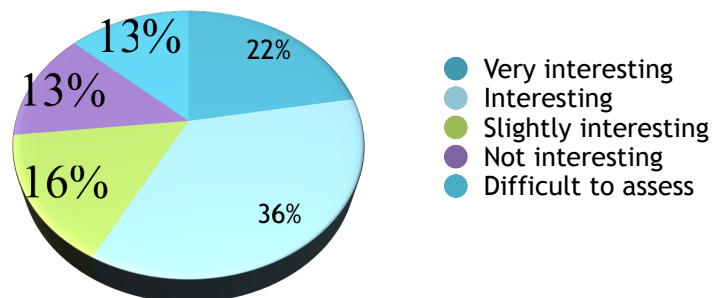
Figure 5. Was participation in the discussion forum interesting?



3.3. Assessment of the content (Q9, Q11, Q14)

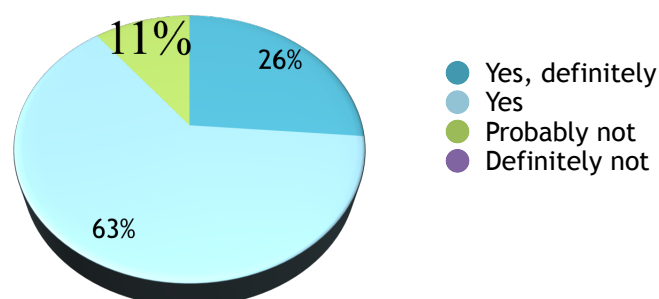
Most of the participants found the themes as interesting and very interesting. However, some of trainees stated that they were only slightly interesting and not interesting at all (Q9).

Figure 6. Themes of subsequent modules/parts were



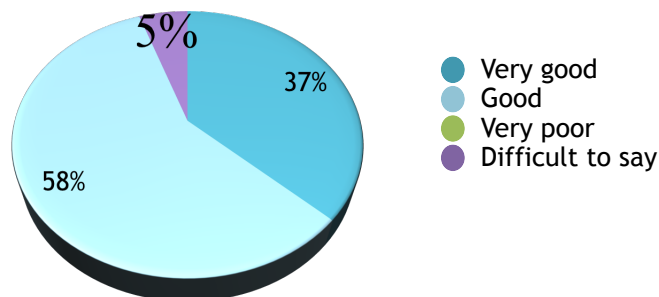
Most of the respondents stated that the course modules were presented in an appropriate order during the training (Q11). Nonetheless, two of them stated that the order could be different.

Figure 7. Were modules/parts presented in an appropriate order?



All participants were very positive about the course content (Q14). Most of them stated that the content was good and 7 trainees described it as very good.

Figure 8. How do you assess the course content?



3.4. Satisfaction (Q22, Q23)

Respondents were asked to indicate the negative and positive aspects of the training.

The negative aspects indicated related to (Q22):

- A. Content: too narrow spectrum of the Polish case studies; some of the case studies were not applicable to the Polish reality.
- B. Mode of training: lack of engagement of other participants in the discussion fora; some participants criticized the need to participate in the discussion fora; not enough time to acquire the content from the modules; lack of direct contact with the teacher; lack of direct contact with other students; the need to have its own computer and Internet network; limited possibility to go back to the previous modules; Moodle e-learning platform was not reliable in many cases;
- C. IT problems: problems with logging in to the Moodle platform; next logging to the Moodle platform erased the past results within the same module.

The positive aspects indicated related to (Q23):

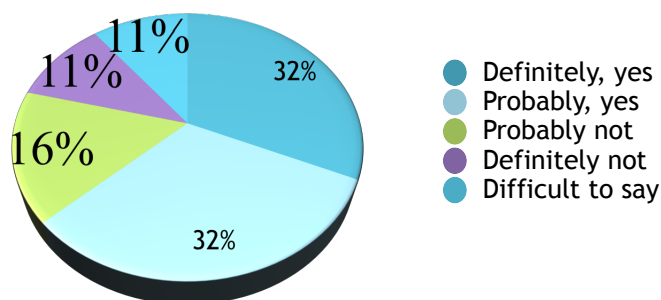
- a) Content: interesting case studies and theoretical aspects; additional bibliography at the end of each part which enables students to broaden their knowledge; interactive and multimedia parts of the course were interesting; many new aspects on the heritage management presented in the course content;
- b) Mode of training: no need to commute to the training center; low costs of training; self-paced training; enough time to acquire the course content; closing of subsequent modules in the scheduled time which motivates to the systematical work; good contact with the teacher.

4. EVALUATION OF THE TRAINING MODE BY THE LEARNERS

4.1. Communication (Q16, Q21, Q24)

Most of the participants stated that the participation in the discussion fora have improved to the quality of the training.

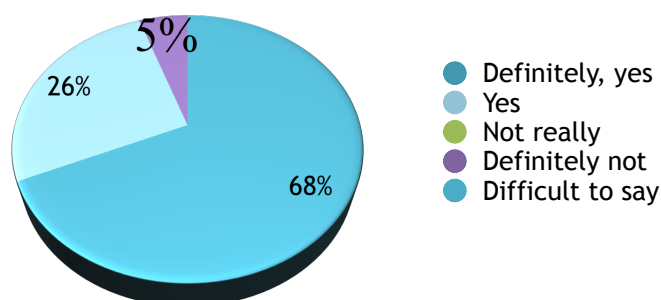
Figure 9. Do you agree with the statement that "participation in the discussion forum improved the quality of the training"?



Moreover, 18 out of 19 respondents stated that the contact with the teacher was satisfactory (Q210). Only one person described it as definitely unsatisfactory.

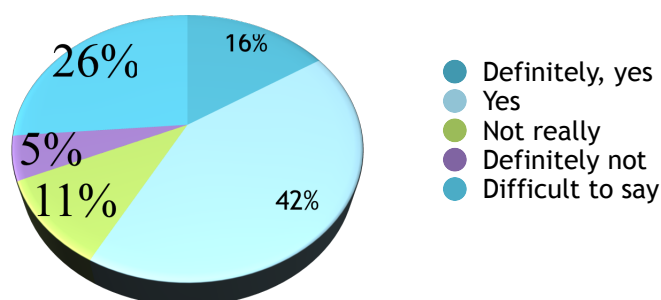
Partners:

Figure 10. Was the contact with teacher/trainers satisfactory (both level and quality of contact)?



Additionally to the issue mentioned above, most of the training participants also stated that the course should be concluded by an online meeting with the module authors, although 5 trainees were not sure about that and 3 of them did not needed such meeting (Q24).

Figure 11. Should the course be concluded by an online meeting the module authors?



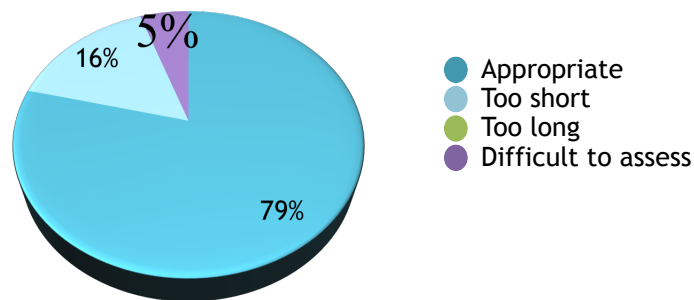
4.2. Efforts (Q17, Q19)

The respondents dedicated mostly 30 minutes daily for the e-learning. Only one person stated that she/he spent 2 hours a day for the participation in the course (Q17).

Additionally to that, most of the training participants found the time required to its completion as appropriate. Only three persons stated that the course was too short (Q19).

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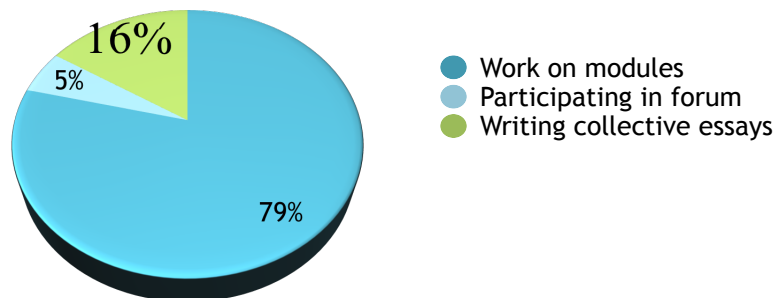
Figure 12. Was the length of the time involved in this e-learning:



4.3. Learning activities (Q18, Q20)

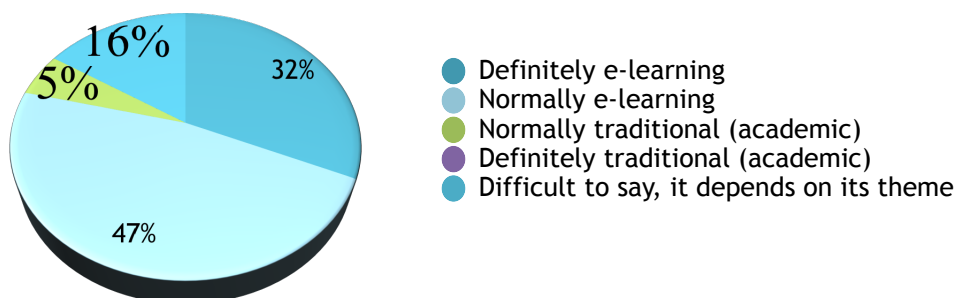
According to the respondents, the preferred method of training was the self worn with modules. However, three training participants stated that the preparation of the projects as part of the examination was the most efficient part of the course (Q18).

Figure 13. Which of the training method was the most efficient?



Most of the participants stated that that they would choose the e-learning method of training than the traditional (academic) method of learning in the future (Q20). Only one person preferred the traditional mode of training.

Figure 14. If you could have a choice between e-learning or a traditional (academic) course what would be your preferred choice:



5. EVALUATION OF THE TRAINING PROCESS BY TRAINERS

5.1. Training mode vis a vis defined expectations (O1)

As suggested in the Training Guidelines I01_A1, the training organized by the Adam Mickiewicz University fulfilled the expectations mentioned in the Training Guidelines:

- The training was self-paced from the chosen didactic material prepared during the project available online on Moodle platform prepared by the Adam Mickiewicz Open University in Poznań.
- A syllabi as well as instruction and course objectives and additional source material were available for the trainees on the Moodle platform.
- The trainees took part also in the discussion fora which enabled them to share their experiences and doubts considering the training's content.
- The trainees were also provided with asynchronous support of the teacher by e-mail messages, as well as chat through Moodle platform.
- The training finished with a certificate or diploma. The mode of training's completion depended on the trainees choice.

Although the training was a success according to the statements of the students as well as the teacher, there were also some problems which have to be faced up in the future training's organization. The most problematic issue was the working of the Moodle platform. The trainees and teacher met some IT limitations which could not be resolved during the training. These limitation and problems were results of the bugs within the Moodle platform itself.

Out of 44 people registering for the course, 19 students read at least 50% of the material provided, they also took part in the discussion fora at least two times. 6 people out of 19 who completed the training, handed in essays on prearranged conditions and time which gave them possibility to receive a diploma for course completion.

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5.2. Training content vis a vis trainees' questionnaire results (point 3)

The trainees found the training content as satisfactory and meeting their expectations. Some of them stated that the case studies might have been more specific and touching upon issues more connected to the Polish reality. The learners also found the content provided in a proper order, however some stated that the training was too short.

5.3. Training mode vis a vis trainees' questionnaire results (point 4)

Trainees found the course mode used within the framework of the ANHER project as satisfactory. Although most of them took part in the asynchronous distance learning for the first time, they also stated that they would choose this mode of training in the future. However, they also signaled that the meeting with the teacher at the end of the course would be required. Trainees also indicated that the e-learning platform should be re-worked to be more effective during the training.

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