

ANHER

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

O7 training National Report Portugal

Partners:



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1. INTRODUCTION

1. Presentation of the course

The course was designed to give a coherent insight in cultural and natural heritage, with case studies from Portugal and other European partners participating in this project. The aim was to give professionals from either natural or cultural heritage an insight in the other domain, so that they can use this integrated approach in their daily work. This way, heritage can be protected more effectively. The course was given in Portuguese, with some further non-obligated reading in English.

2. Target group

The course was especially designed for teachers (from the area of natural sciences to the area of humanities and history, but it was open to everyone), trainers, public administrators on a local, regional or national level with responsibilities in the cultural or natural heritage (museums, councils, ICNF , CCDR - ALG), employees of NGO's with interest in nature, archaeology or culture in general, and citizens with an interest in this course.

3. Mode of training

The course was done in blended learning format, using Moodle as the online platform as the teaching support. It was expected that the students would spend on average 5 hours per week through the course of 6 weeks. The whole course was directly available, so that people could determine their own pace. However, there were 2 weeks that we opened a forum on specific dates, to encourage the discussion on that week's subject.

We started with a group meeting in which the course was explained and students could register and practice with Moodle. The course was finished with individual or group presentation, which took place in a face to face final event, where the students who completed the course also received an official certificate issued by the Portuguese Government Teachers Training Centre. The aim of this final presentation was that the students would apply the obtained knowledge in identifying local problems, possible solutions in one or both heritages, and suggesting a possible way to guarantee sustainable management of the space in a long and short term perspective.

4. Built-up of the course


- Start Face-to-face meeting to explain the course
- Week 1 Europe's cultural landscapes: opportunities and threats
- Week 2 Get to know the other heritage. Choose between the following modules: Nature Conservation for Cultural Heritage Experts or Cultural heritage management for nature heritage managers
- Week 3 Traversing the disciplines of ecology and archaeology: the new horizon
- Week 4 Integrating heritage in land-use planning

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- Week 5 Ownership and Benefits of Heritage
- Week 6 Participatory practices
- Final Face-to-face end presentation to put the theory into practice

5. Level

The course was created on an intermediate level. Some prior knowledge on at least one of the domains was expected.

6. Learning objectives

For this course the main objective was to provide the trainees with knowledge and examples, both national and international, of how professionals and amateurs can contribute with their training and their time for the protection of the cultural and natural heritage of the region where they live or work. It is hoped that the course will serve as an inspiration and provide the trainees with examples and experience already practiced in other contexts which can serve as a solution to problems that are being experienced by the trainees.

Finally, civil society is to be empowered with tools that can be used by ordinary citizens to protect and collaborate in the management of the natural or cultural heritage of their municipality or region, in a clear sign of the voluntary participation of civil society in the protection and management of Public goods.

Upon completion of the course it is expected that each trainee will be able to:

- Know some of the tools that European / National legislation offers for the protection of the Natural and Cultural Heritage;
- Gains knowledge, inspiration and motivation, from the examples from other countries, for social intervention or even for training and encouragement of others;
- Develops a network of contacts that will help in future collaborations for the development of any work, whether for school or for Natural and Cultural Heritage conservation (from the visits to spaces or equipment, to social intervention in defense of natural and / or cultural heritage).

7. Language competence

Portuguese /English. The course was given in Portuguese, but some links and movies were in English.

8. Trainee profile

The trainees were all from Portugal (100%). 44.4% was male and 56.6% female. Their age ranged from 36 to 63 years, with a more or less equal distribution (Figure 1).

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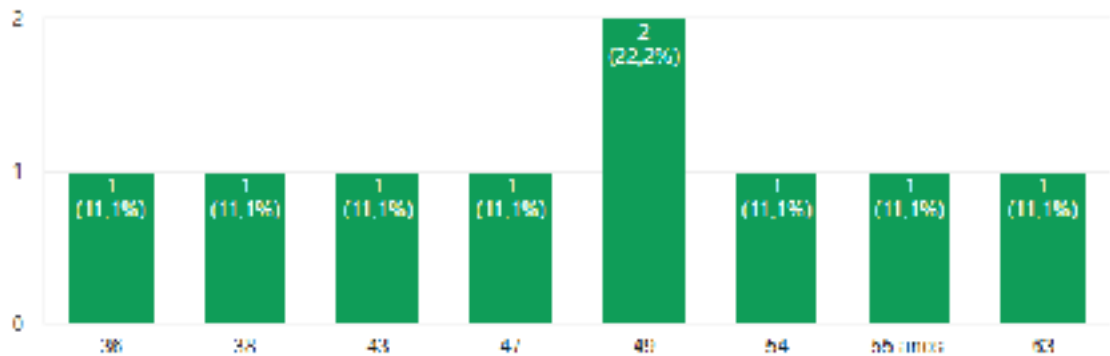


Figure 1: the distribution of the age of the students

55.6 % of the students works as a teacher (Figure 2). Other students work in areas of tourism, cultural heritage and natural heritage. Again 55.6% works in an educational institution, while others work at forest companies or in tourist organisations or companies. For 44.4% it was their first experience with an e-learning course.

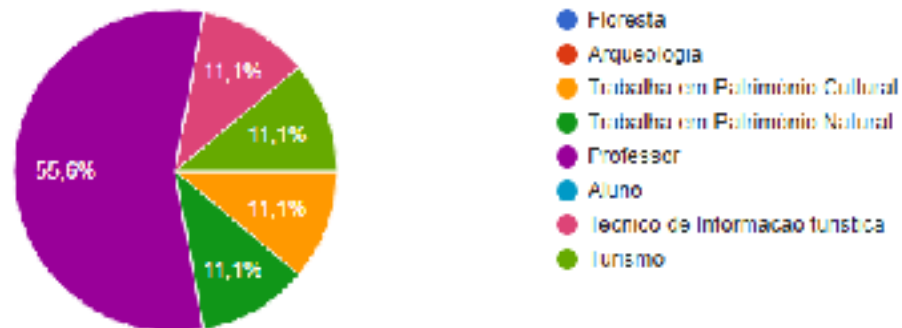


Figure 2: areas of work of the students. Purple: teacher; Pink: technician in tourism; Light green: tourism; Yellow: Cultural heritage; Dark green: Natural heritage.

In total, 24 students had enrolled for this course, but only 8 have finished it completely. 9 students filled in the questionnaire.

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2. EVALUATION OF THE CONTENT BY THE LEARNERS

9. Scope of issues discussed (question 7, 8)

77.8% of the students found the content of the course very satisfactory (Figure 3). 11.1% found it satisfactory and another 11.1% found it hard to evaluate (most likely the person who enrolled, participated in part of it but halfway through gave up and didn't concluded the course).

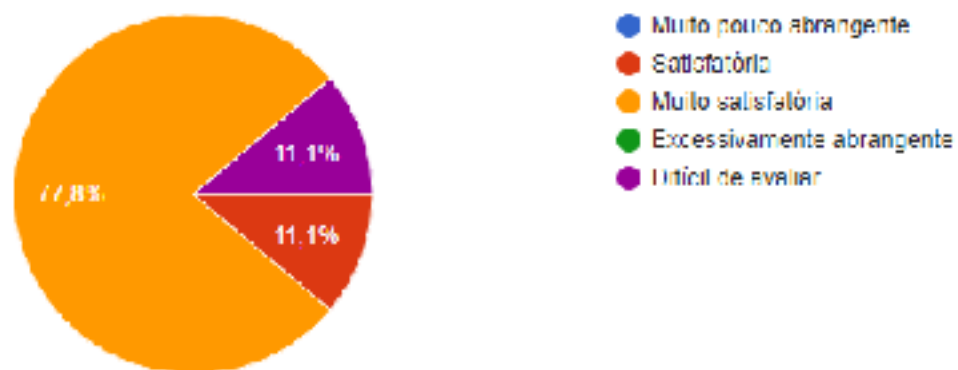


Figure 3: The evaluation of the course by students. Yellow: very satisfactory; Purple: hard to evaluate; Red: satisfactory.

6 out of 9 students wanted more exercises and more collective work on the fora. 1 person wanted more individual work. 6 students wanted more auxiliary traditional meetings (Figure 4).

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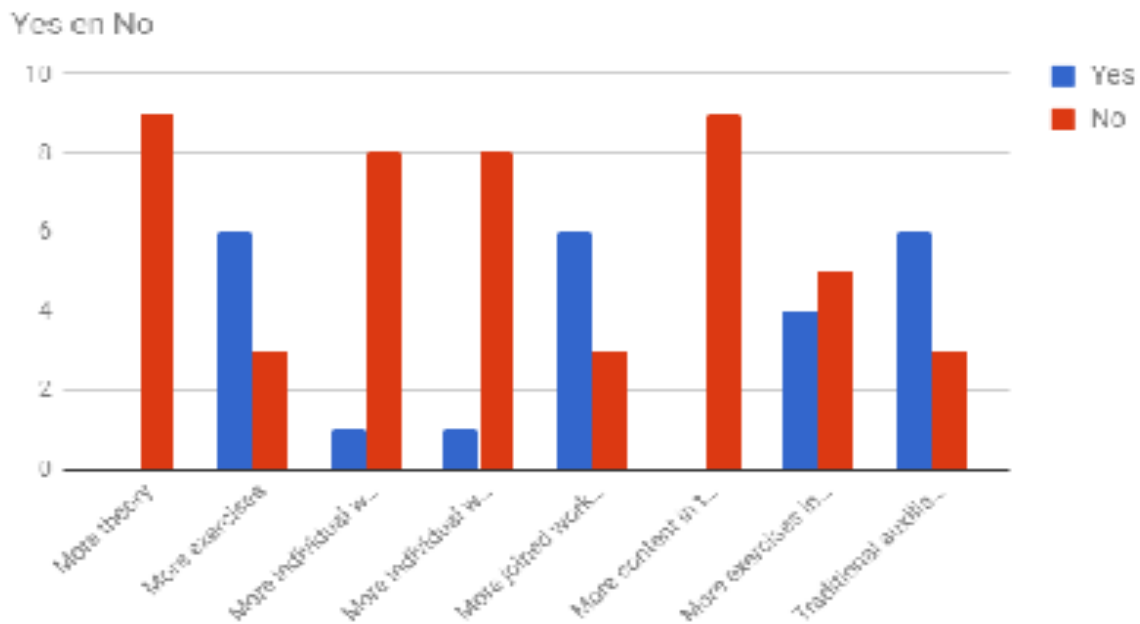


Figure 4: What students missed in the course. Subjects on the x-axis. Blue: yes, red: no.

10. Usefulness of issues discussed (10, 12, 13, 15)

All 9 students agreed that the course presented new issues to them (Figure 5).

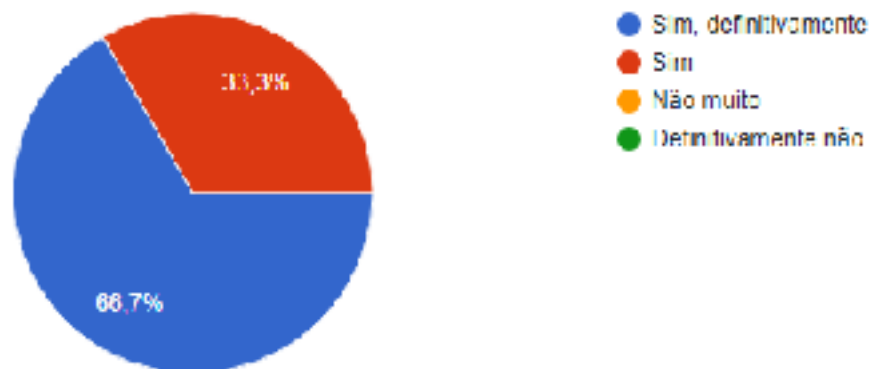


Figure 5: Blue: students that definitely agreed that the course presented new issues to them. Red: students that agreed that the course presented new issues to them.

All 9 students agreed that the course was understandable (Figure 6).

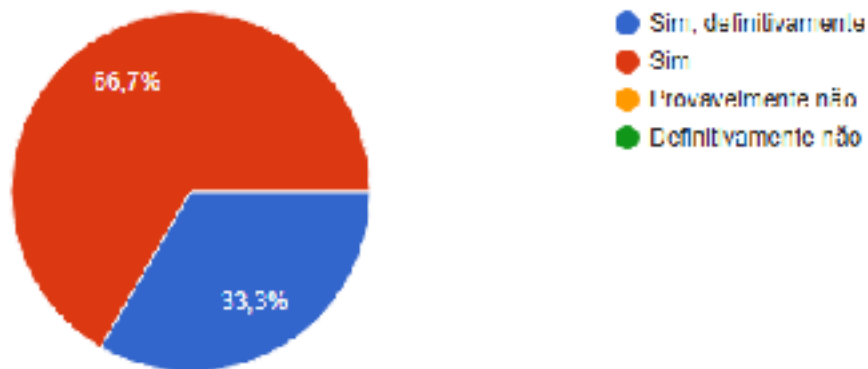


Figure 6. Red: students that agreed that the course was understandable. Blue: students that definitely agreed that the course was understandable.

88.9 % of the students thinks that the course will be helpful in the execution of their jobs (Figure 7).

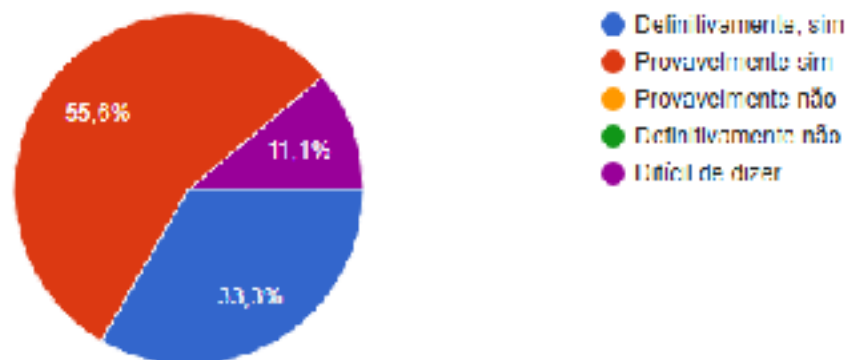


Figure 7. Red: The course probably will be helpful in the execution of the job; Purple: hard to say; Blue: The course will definitely be helpful in the execution of the job.

There was less agreement on if the discussions on the fora were interesting (Figure 8). 66.6% found it interesting, 11.1% definitively not. 22.2% found it hard to say.

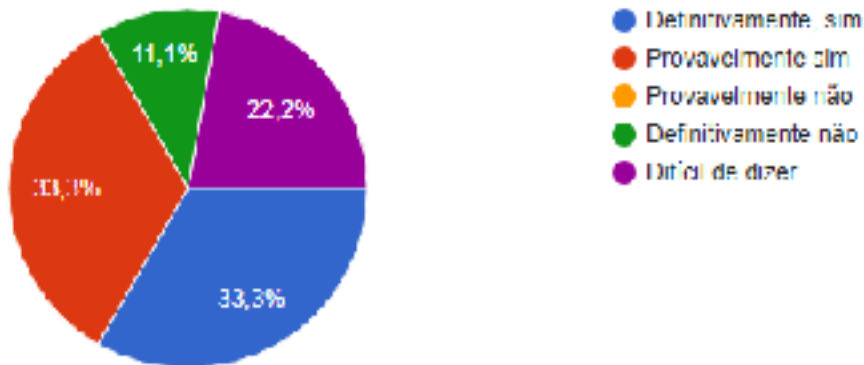


Figure 8. Red: Probably the fora were interesting; Green: definitively not interesting; Purple: hard to say; Blue: definitively interesting.

11. Assessment of the content (9, 11, 14)

66.7% of the students found the content very interesting. 11.1% found it hard to evaluate (Figure 9).

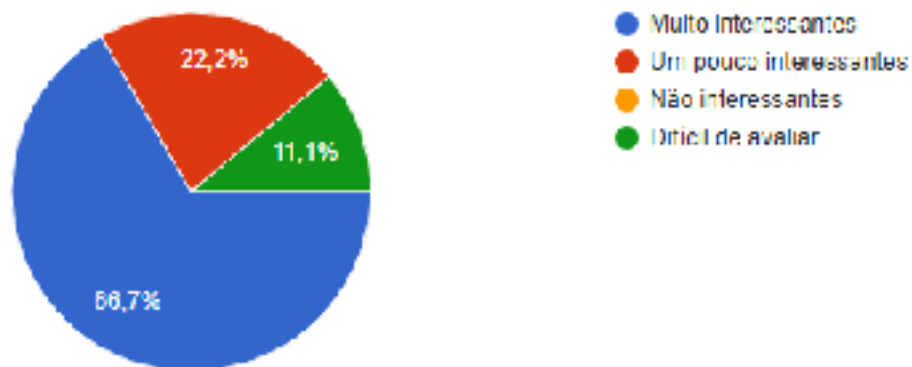


Figure 9. Blue: content was very interesting; Red: content was a bit interesting; green: it was hard to evaluate.

All 9 students agreed that the course was structured in an appropriate way.

88.9% of the students evaluates the course from good to very good (Figure 10).

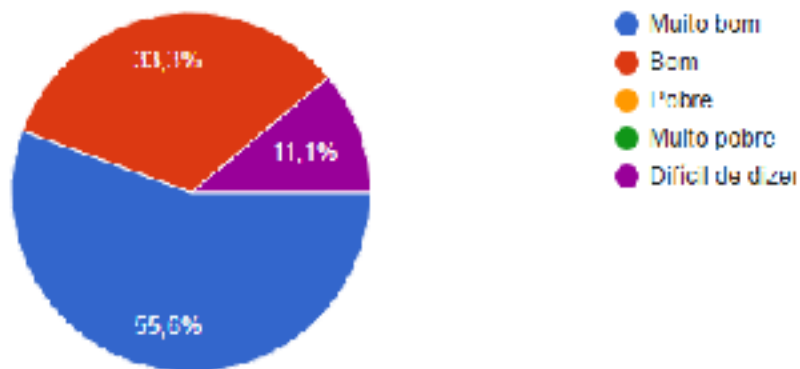


Figure 10. Blue: Very good; Red: good; Purple: hard to say.

12.Satisfaction (22, 23)

The negative aspects of the course could be resumed as follows:

- Lack of contact and interaction with colleagues and teachers. This one was mentioned by different students, being mostly teachers themselves
 - The platform showed some problems and the students were not very familiar with the methodology.
 - Self-discipline is required, there is less help and guidance in the work.
 - Timing, caused by my job (3rd semester in the school year); The location of the final presentation was far away from my home.
 - It was hard to fulfil the hours because of personal small and larger urgencies.
 - There was not much interaction on the forum.
 - Not very adapted to have a larger participation on the forum.

Positive points were listed as follows:

- To gain knowledge at home without having to move around large distances.
- Every student could do the modules in its own pace and according to his availability.
 - It allows to have training depending on time availability and individual pace.
 - Very innovative course: articulation between natural / cultural heritage (and the themes eco + archeology), as well as international coverage.
 - Interesting theme and knowledge to validate.
 - Temporal autonomy in relation to deadlines.
 - Access to platform in any moment when time was available.
 - A lot of new information.
 - Broad information coverage

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3. EVALUATION OF TRAINING MODE BY THE LEARNERS

13. Communication (16, 21, 24)

There was no consensus between the students on the statement that "participation in the discussion forum improved the quality of the training" (Figure 11). 55.5% agreed with this statement, while 22.2% disagreed and another 22.2% found it hard to say.

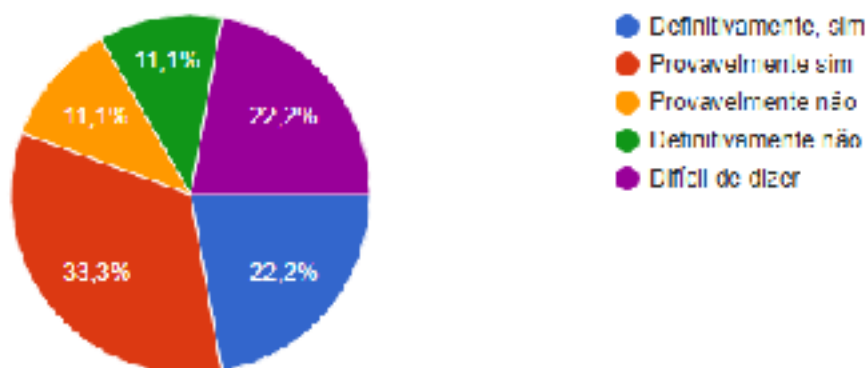


Figure 11. Red: probably yes, Yellow: probably no; Green: definitively no; Purple: hard to say; Blue: definitively yes.

14. Effort (17, 19)

55.5% of the students said that they worked 1 to 3 hours per day on the course, while the rest couldn't say for sure.

55.6% of the students found the length of the course too short, while 33.3% found it adequate and 11.1% found it hard to say (Figure 12).


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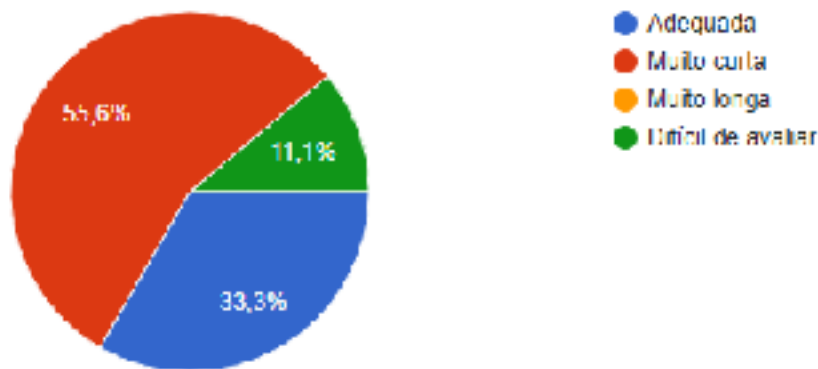


Figure 12. Red: very short; Green: Hard to say; Blue: adequate

15. Learning activities (18, 20)

66.7% of the students thought that the modules were the most efficient mode of training in this course, while 22.2% found the group work most efficient and 11.1% the fora participation (Figure 13).

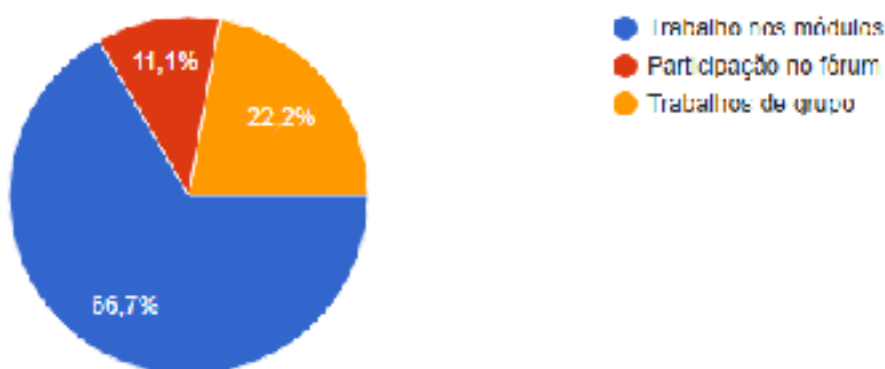


Figure 13. Blue: work on the modules; Red: participation on the forum; Yellow: group work.

If the students could choose between e-learning or a more traditional course, 44.4% finds that it depends on the subject. 33.3% would choose e-learning, and 22.2% traditional learning (Figure 14).

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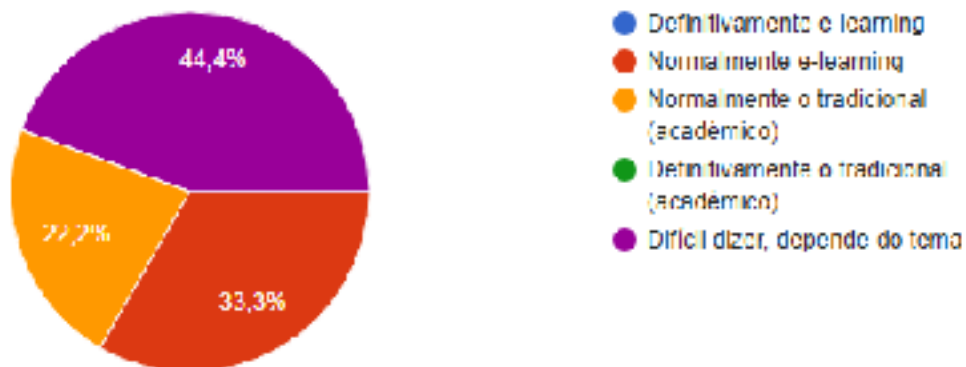


Figure 14. Yellow: normally the traditional; Purple: hard to say, depends on the theme. Red: Normally e-learning.

4. EVALUATION OF THE TRAINING PROCESS BY TRAINERS

16. Training content (against defined expectations in O1)

The content was in line with the answers we received in the first output of this project. Examples of useful subjects that were mentioned back then are sustainable development, integrated landscape protection, local groups, and planning strategies. These were all subjects covered by the course. Therefore we are very pleased with the content of the training.

17. Training mode (against defined expectations in O1)

The platform on which we gave the training was not ideal, but it gave the freedom to the participants who indicated in the first Output that flexibility was the most important requirement to follow this course. Contact with the teacher was considered least important, but as seen above, some students would have liked more contact. Maybe these students are the teachers, used to the traditional schooling system in the classroom. The training mode was in line with the expectations of the first Output.

18. Training content against trainees questionnaire results (discuss section B)

The content of the course was well received by the participants. They found that it brought new information and was innovative, exactly what we had in mind for this course. We used all case studies from Portugal so that the students could relate with the examples we gave. All the students found the content satisfactory and they indicate that they learned new information about the subjects.

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19. Training mode against trainees questionnaire results (discuss section C)

The students had some issues to get around Moodle. We tried to avoid this by giving a face-to-face start session in which we explained how to work with Moodle, but not all students could attend nor are all used to online training. There was also some discussion about the extra value of the fora. It was hard to involve all the students in this activity. Being a large proportion of them teachers, in the last semester of the school year, they were all under enormous pressure and couldn't participate much. We believe it has brought some extra value to the course alongside with the Modules, but it could have been better if more students had participated. All in all students were divided if they would follow another e-learning course, most of them indicate that it will depend on the subject.

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