

ANHER

Innovative format of education and training of the integrated archaeological and natural heritage

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Spanish National Report on the Pilot Training

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www.e-archaeology.org/anher

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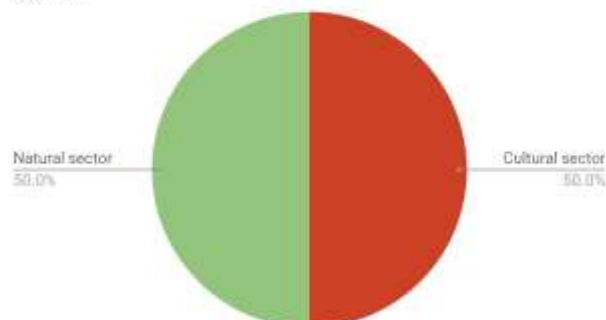
Introduction

The ANHER pilot training ran between May 1st - June 18th 2017 on Aranzadi Science Society’s Moddle platform. Overall, 51 people were interested in enrolling to the online course, though only 24 were selected because of their professional profiles. The course title was “Introduction to a joint management of natural and cultural heritage”.

Aranzadi has over 1700 members and preference was given to them via a mailing campaign announcing the course on April 9th, 2017. The selection criterion was established based in the professional experience of the learners and their level of qualification.



Domain



Above, mailing information sent to Aranzadi members, distribution of e-learners by Spanish region and main domain of expertise of the students.

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Training scenario

The main learning objectives of the course were:

- The learner gets basic notions of the landscape approach to heritage, where nature and culture are interconnected.
- The learner obtains basic skills for performing archaeological surveys under an expert's guidance.
- The learner is familiar with the intertwined discourse of climate related issues, human rights and advocacy with heritage.
- The learner is empowered to use new participatory approaches to preserve, promote and disseminate knowledge about heritage in general.

The chosen mode of training for the Spanish pilot experience was asynchronous learning, where students could organize their time according to the proposed modules. Each week a new module was uploaded alongside case studies and discussion fora for students to reflect on the contents. The fora were also used by facilitators to propose additional materials (articles, videos, documentaries...) that enriched the contents of the course.

The structure of the training experience was divided into 5 modules (first 5 weeks):


MODULES
01. Europe's cultural landscapes: opportunities and threats
02. Heritage strategies, what, why, where, how, by whom and for whom?
03. Nature Conservation for Cultural Heritage Experts
04. Cultural heritage management for nature heritage managers
05. Ownership, practice and benefits of heritage


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The training process was prolonged for two additional weeks in order for students to go deep into the concepts of each module and continue the ongoing debates on the fora.

In order to obtain a certification, students had to go through every module and leave at least a relevant comment per forum. At the end of the training 15 students achieved this diploma (62,5% of the total enrolled learners).



Screenshot of the first module.



Screenshot of the discussion forum for module 5. The thread was enabled to reflect on the authenticity of sites in Europe.

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Certification issued to the trainees that completed the training successfully.

Evaluation

After the completion of the course, a common evaluation questionnaire was sent to the 15 participants that completed the training. Out of 15, 10 people responded to this evaluation form.

a) Respondents' general profile (Q1-3)

Overall, all the students who answered the questionnaire were Spanish (as well as all the people that enrolled in the training). Gender-wise, half of them were female and the other half male. 70% of them were aged under 30 and 30% were on the 30-55 age range.

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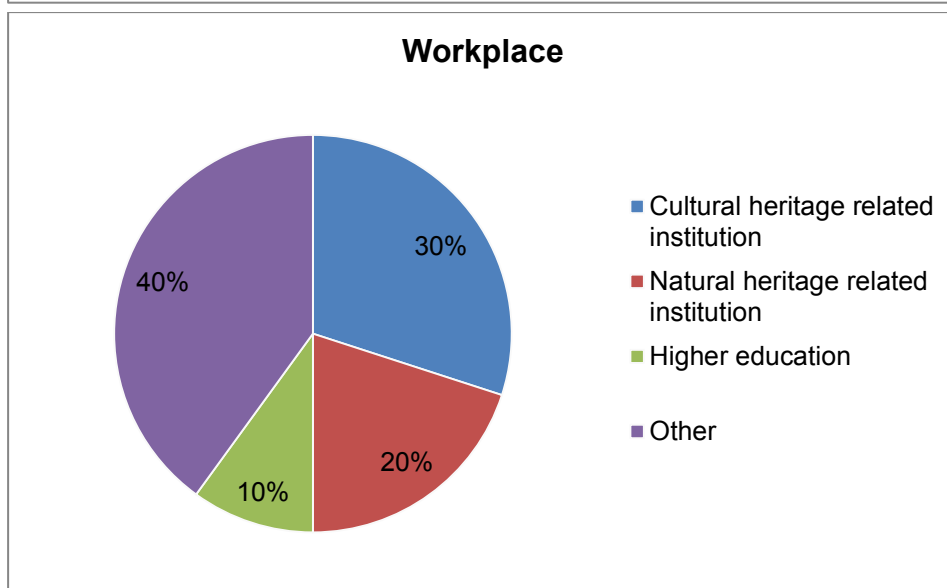
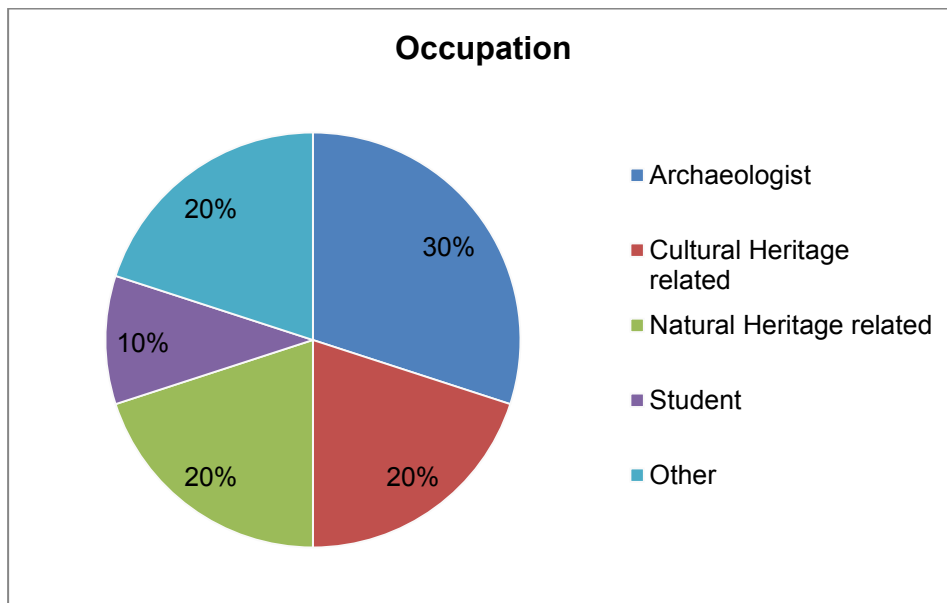
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b) Professional profile (Q4-5)



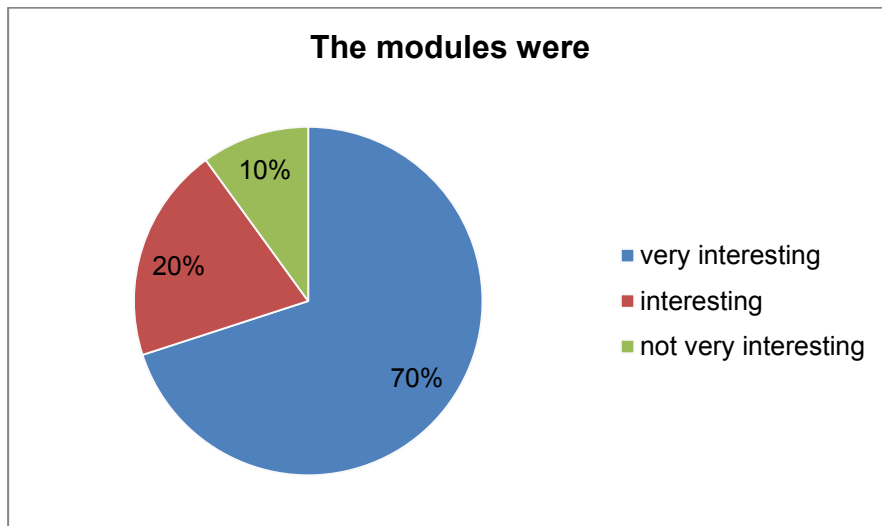
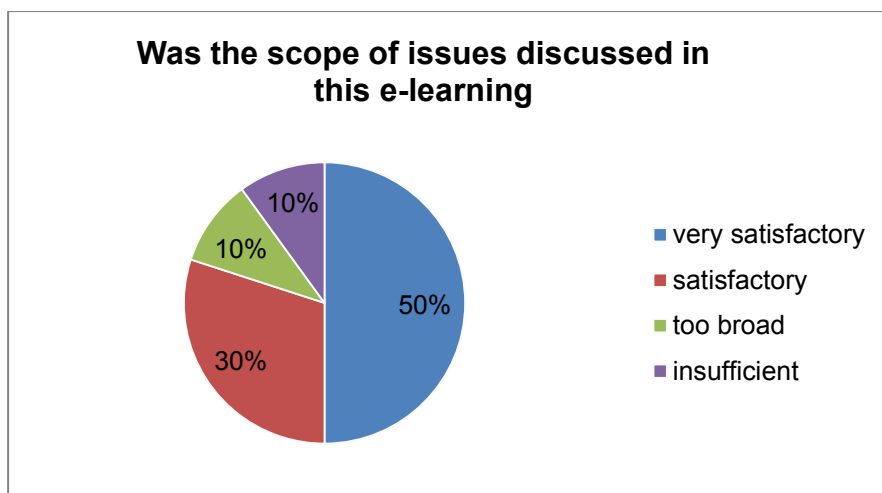
As far as occupation is concerned, 30% of the learners were archaeologists; 20% had cultural heritage related jobs; 20% had natural heritage related jobs; 20% indicated other; and 10% were students.

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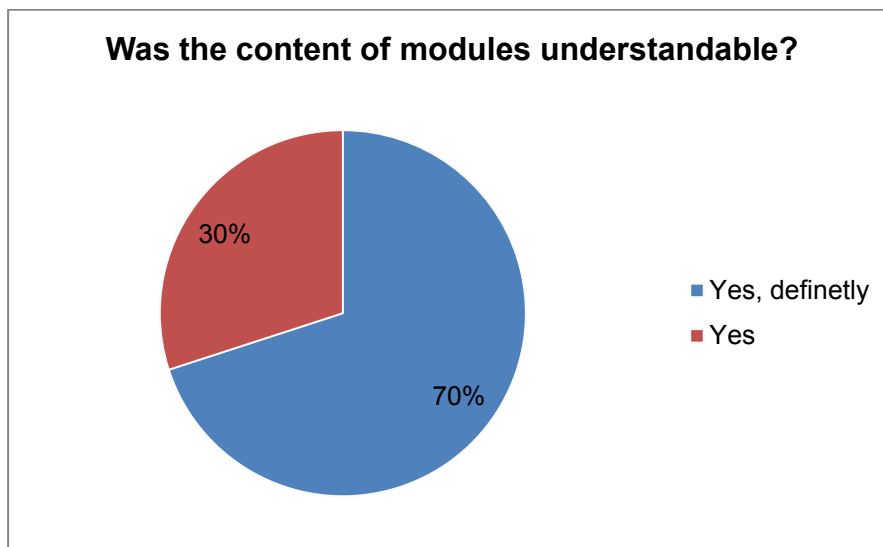
c) E-learning experience (Q6)

Almost every respondent (9 out of 10) had previously undertaken an e-learning course.

d) Quality of the content (Q7,Q9,Q11,Q12,Q14,Q19)

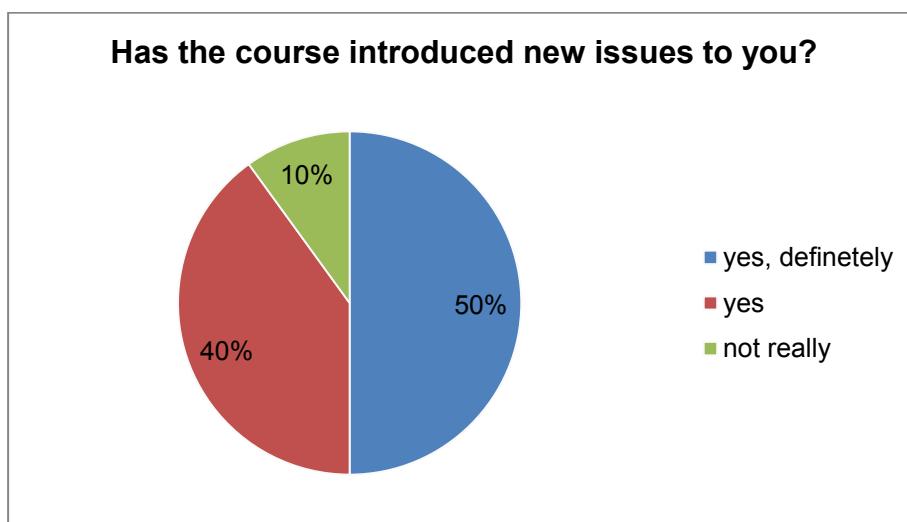


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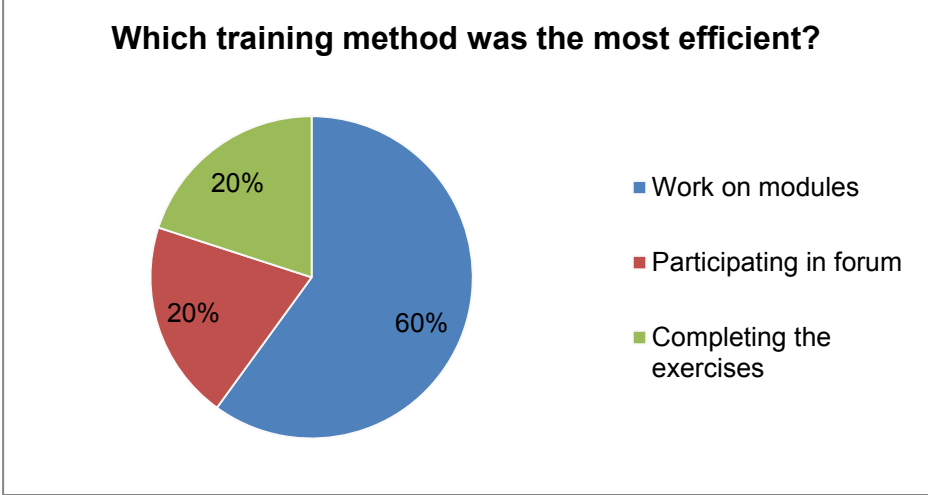
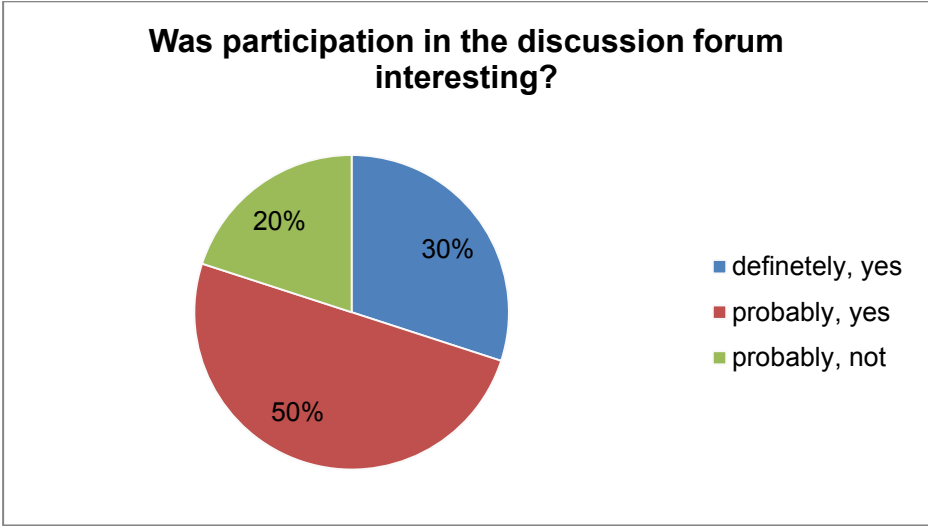
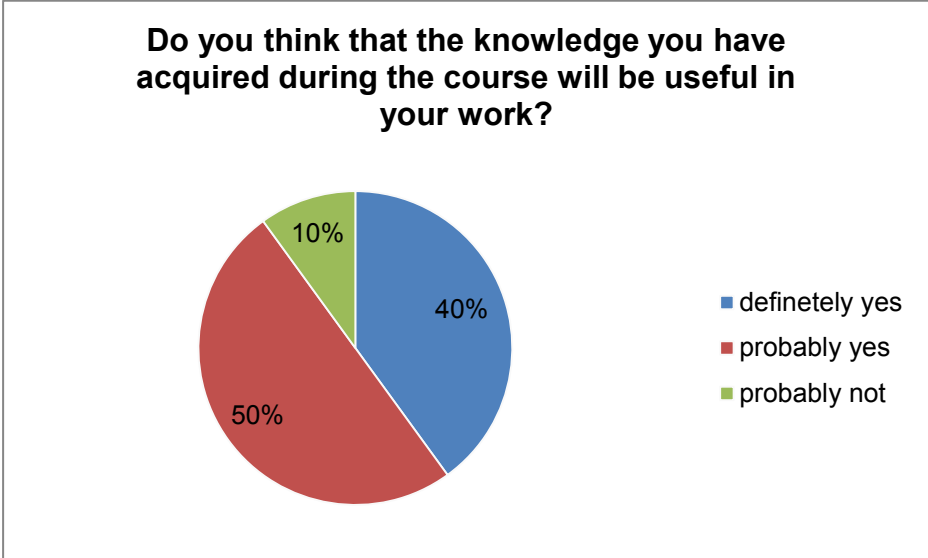


In relation to the scope of the course (Q7), 50% of the learners thought that the experience was very satisfactory; 30% indicated that it was satisfactory; 10% too broad; and 10% insufficient. As far as the appeal of the content (Q9), 9 out of 10 indicated that the modules were very interesting or interesting and the content understandable (Q12). The quality of them (Q14) was rated as very good (50%) or good (40%), with only one of the learners indicating it was very poor. In addition, half of them thought that the order of presentation of the modules was completely cohesive, and the other half indicated it was mostly cohesive (Q11). Finally, for some learners the duration of the course (Q19) was too short (3 out of ten) or appropriate (7 out of 10).

e) Usefulness (Q10, Q13, Q15, Q18)



Partners:



Most of the participants felt that the learning process introduced new concepts (Q10) for them (90%) and thought that the knowledge they've acquired during the course will be useful (Q13) in their daily work (90%). The participation in the discussion was valued as interesting by 8 out of 10 people, while 2 of them found it irrelevant. Linked to this, the most efficient training method (Q18) was working on modules (60%).

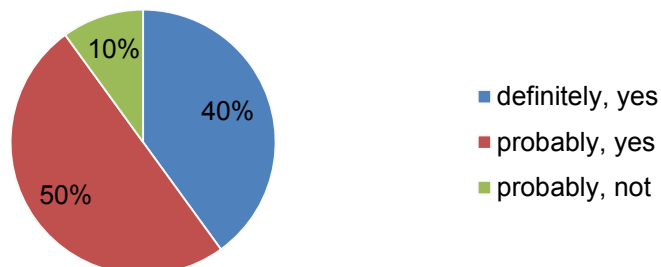
f) Feedback (Q8, Q16, Q17, Q20, Q21, Q22, Q23, Q24)

To the question *what kind of changes would you make to the course?* (Q8) learners responded the following:

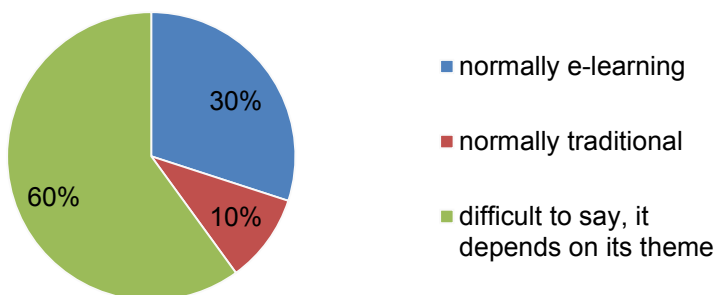
What kind of changes would you make to the course?		
Changes	YES	NO
More theory	10%	90%
More exercises	80%	20%
More individual work	20%	80%
More individual work on modules	50%	50%
More collective work in discussion forum	30%	70%
More content based elements in module	50%	50%
More exercises in modules	50%	50%
Auxiliary traditional meetings	10%	90%

Partners:

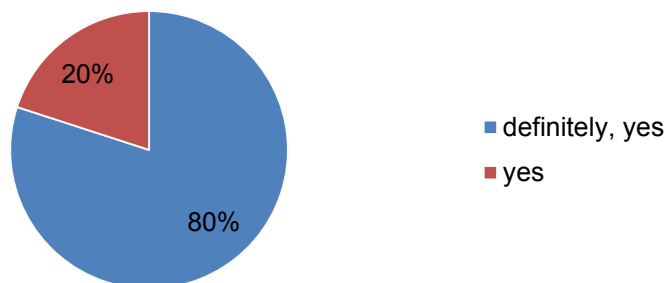
Do you agree with the statement that “participation in the discussion forum improved the quality of the training”?



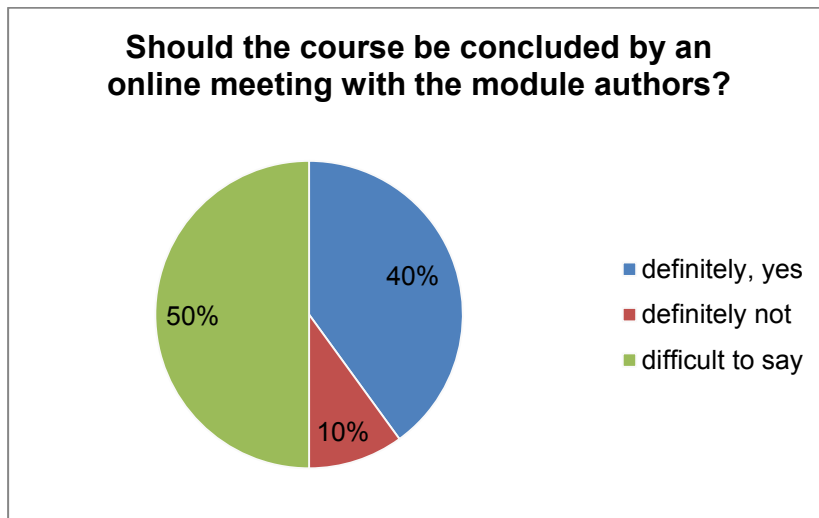
If you could have a choice between e-learning or a traditional (academic) course what would be your preferred choice:



Was the contact with teachers/trainers satisfactory?



Partners:



Overall, 90% of the students stated that participation in the discussion forum improved the quality of the training (Q16). The contact with facilitators was always correct (Q20), but the majority of the learners didn't know if meeting the module's authors would be relevant (Q24). When choosing the mode of training, most of them (60%) agreed that the mode depends on the theme of the course (Q20). As far as dedication is concerned (Q17), most of the respondents spent an hour per day or less (80%), whereas some of them spent more than 1 hour per day (20%). The following negative aspects were indicated (Q22):

Aspects to improve	Percentage
Moodle platform wasn't very useful	30%
Contents were way too abstract and difficult to grasp	30%
A final exam per module is needed	20%
Limited time to work on modules	20%
Very few self-assessment exercises	10%
The content should be downloadable	10%

Partners:

On the other hand, the following positive aspects were indicated (Q23):


Positive aspects	Percentage
High quality content and delivery of the modules	40%
Case studies were useful to understand the modules	40%
Forum discussions were enriching	30%
Supporting materials and interesting additional content was provided	20%
The modules ran smoothly	10%
Flexibility	10%

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