

ANHER

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

## The United Kingdom 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


 Autonom. Zentralforschung

 Infopart

 University of Amsterdam

 ARCA - Associação Civil de Educação, Cultura e Arte

[www.e-archaeology.org/enher](http://www.e-archaeology.org/enher)

 Landward Research Ltd

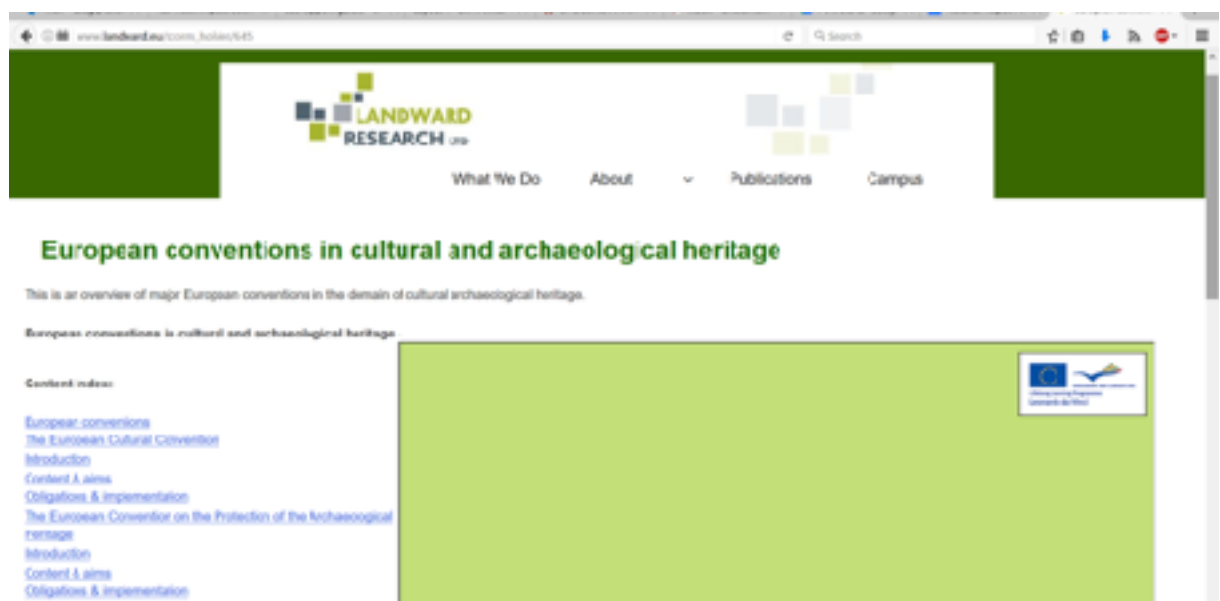
## 1. Introduction

ANHER is a project co-founded by the Erasmus plus program. 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 cultural and natural heritage. This report presents an evaluation of the courses run by Landward Research Ltd as the United Kingdom partner for this project.

The United Kingdom project undertook a unique delivery strategy out of the project partners- open courses. While other partners had closed and scheduled courses, where the participants must sign up to take part in the courses, the courses provided by the UK team were distributed freely on the internet. This methodology had its advantages and disadvantages, both will be discussed in this report.

## 2. Training

The United Kingdom team delivered their training as, what was termed at the beginning of this project as, ‘Open Access’. That is courses that are freely available on the internet for anyone to undertake. As discussed later in the project by the partners ‘Open Access’ has a very specific meaning and this term was changed to ‘Open Course’ to avoid any confusion. All the ANHER course materials were added to the Landward Research Ltd website and hosted there using a bespoke created SCORM holder Wordpress plugin. There was no password protection and anyone could access the materials. The modules could be examined at any time and there was no scheduled course times.



Screen shot of Module on Landward Research Ltd website.

### Partners:

All the modules were in English and none of the other language modules were put online by the UK team.

## 2.1. Promotion

The courses were promoted via social media and targeted at both cultural and natural heritage professions and students. These were professions based in the UK, though the website metrics indicate that some people based outside the UK viewed the courses. It is unknown if they were British workers access the materials outside the UK or non-UK citizens interested in the materials. The majority of users were from within the UK.

## 2.2. Response

The advantage of having the modules online and open was that they had very high use rates. The views per individual module ranged from 66 to 369 with a total of 1322 for all the modules. Users could view more than one modules and unique visitors were 281 for an average of 4.7 views per unique visitor. Some visitors viewed the same module more than once.

The disadvantage was that there was not an incentive to fill out the questionnaire on the learning materials. Not having a sign-in/up functionality on the course meant that there was no way to contact participants to ask them to fill out the survey other than include a link the webpage with the module. Not offering a certificate also meant that there was no incentive for anyone to complete the survey either. This all contributed to no response by the users to the questionnaire.

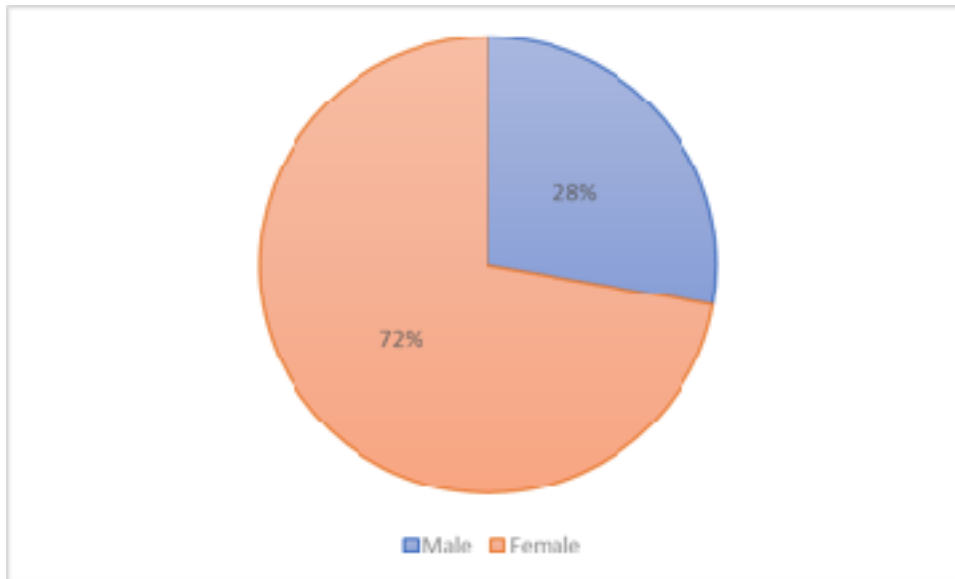
## 3. Evaluation

Because none of the initial targeted groups filled in the survey the project team then sought out colleges and known individuals in the targeted groups to undertake the modules and fill in the questionnaire. As such the results presented here should be treated as the results of a focus group, biased based on the Landward Research Ltd teams contacts, and not as a true reflection of all the people who have undertaken the training.

18 questionnaires were completed.

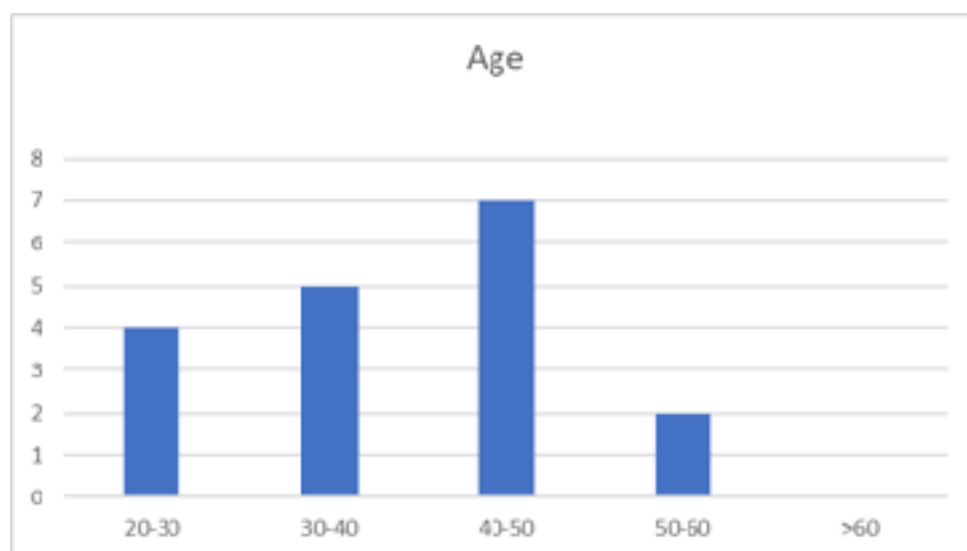
### 3.1. Demographics of Respondents

The majority of the respondents were women.



The respondents tended to be between the ages of 30-50.

Partners:



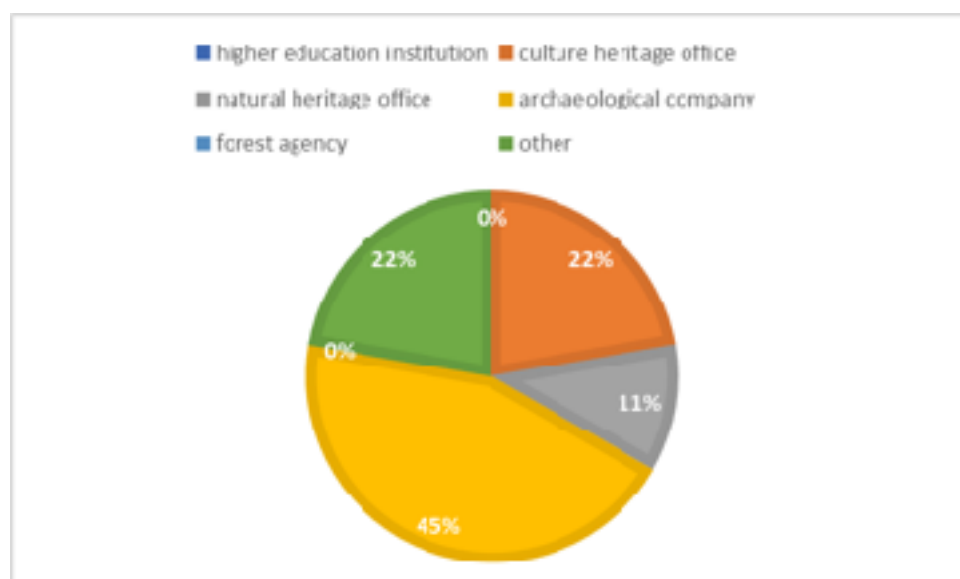
Partners:

The respondents' occupations was primarily cultural heritage - most likely an effect of the respondents being known to Landward Research Ltd., a cultural heritage firm.



As would be expected most worked in cultural heritage/archaeological sectors given that most of them were cultural heritage professionals.

Partners:

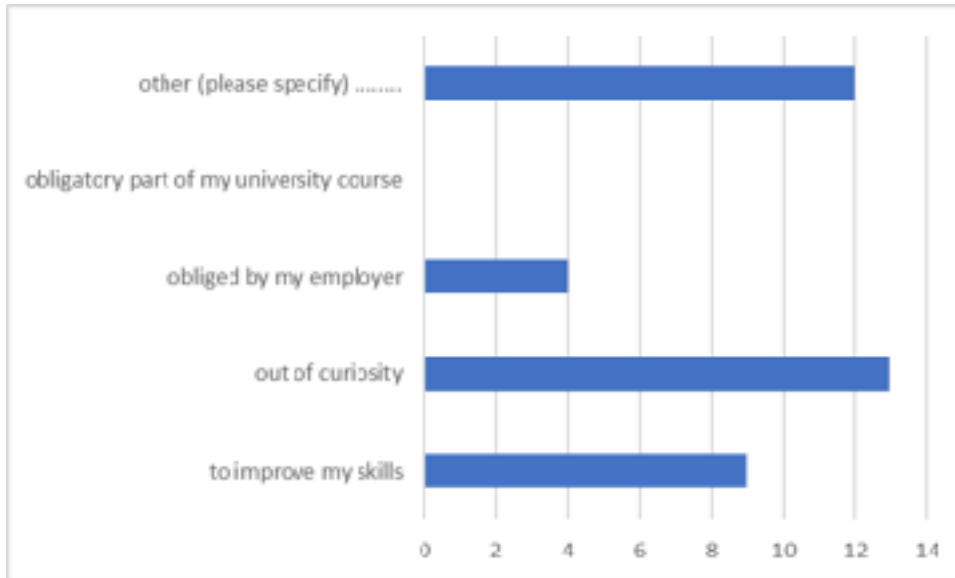


Partners:

Participants were asked:

6. *What was behind the decision to take part in this e-learning course? (you may choose more than one answer)*

Most of the other reasons given were because the person was asked to take the module and fill in the feedback.



All of the participants had participated in e-learning course. Though one commented it was a health and safety training course for work and not like these.

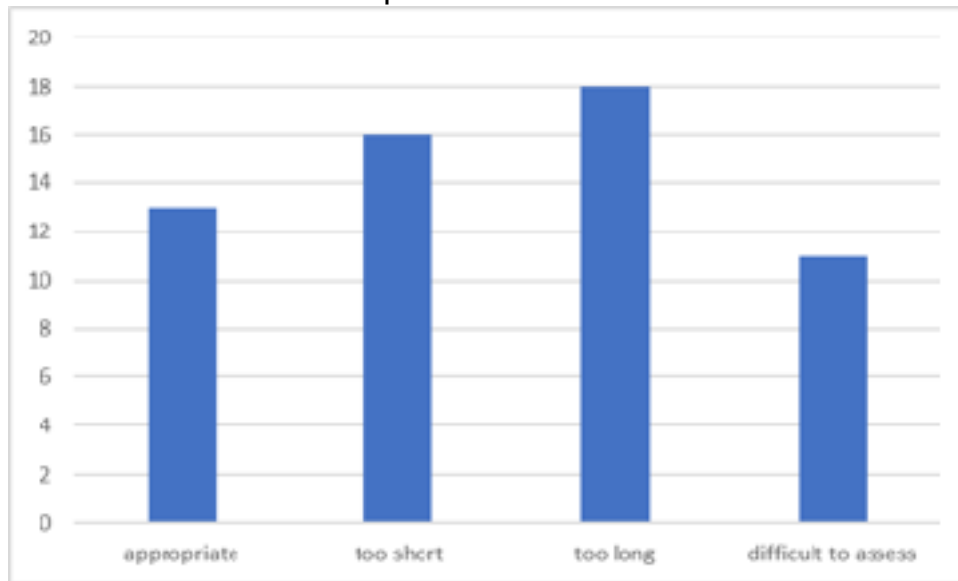
### 3.2. Course Materials

We asked the respondents to feedback on multiple modules which resulted multiple responses to the length of the courses question. Over all it was mixed results with

Partners:

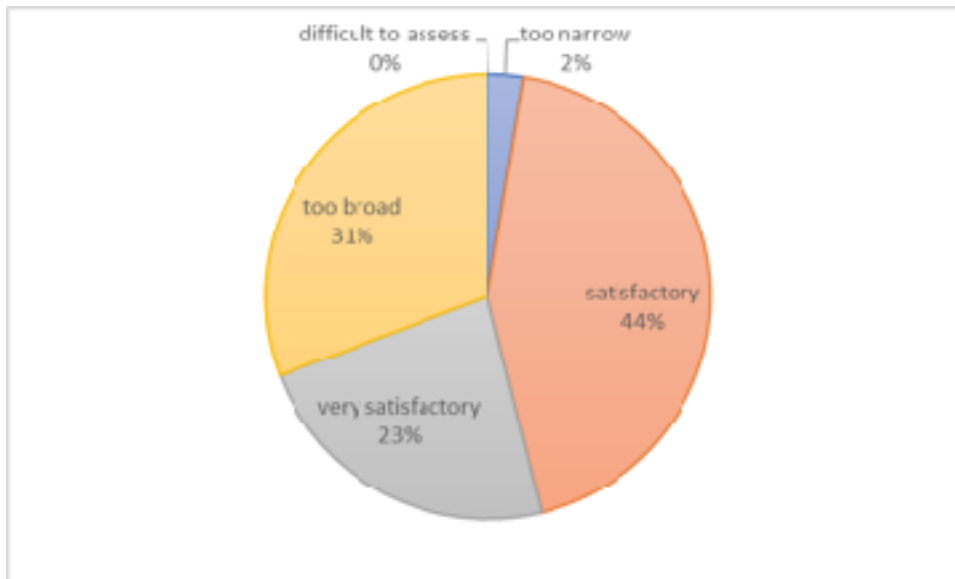


slightly more of the modules being too long. Several individuals found it difficult to assess the length with one saying, ‘how long were they supposed to be; I don’t know how to answer this question’.



### 8. Was the length of time involved in this e-learning:

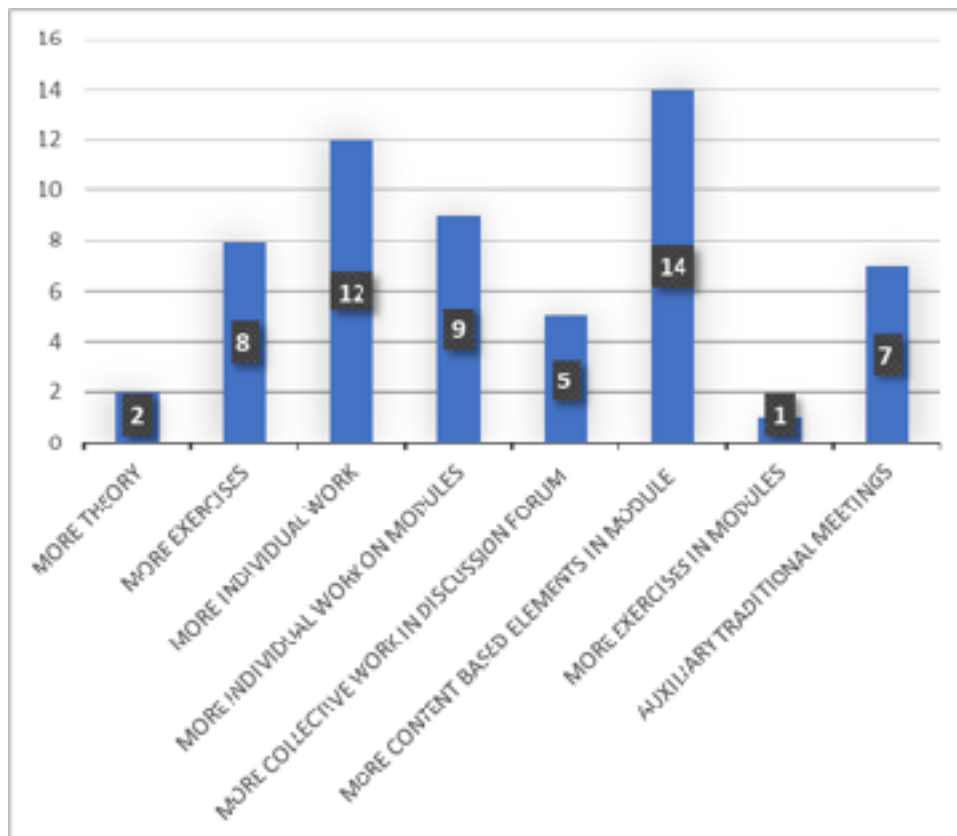
Overall, over half thought that the materials were satisfactory to very satisfactory but around a third thought they were too broad at times.



9. Was the scope of issues discussed in this e-learning

In terms of changes the respondents wanted more content based elements and more individual work.

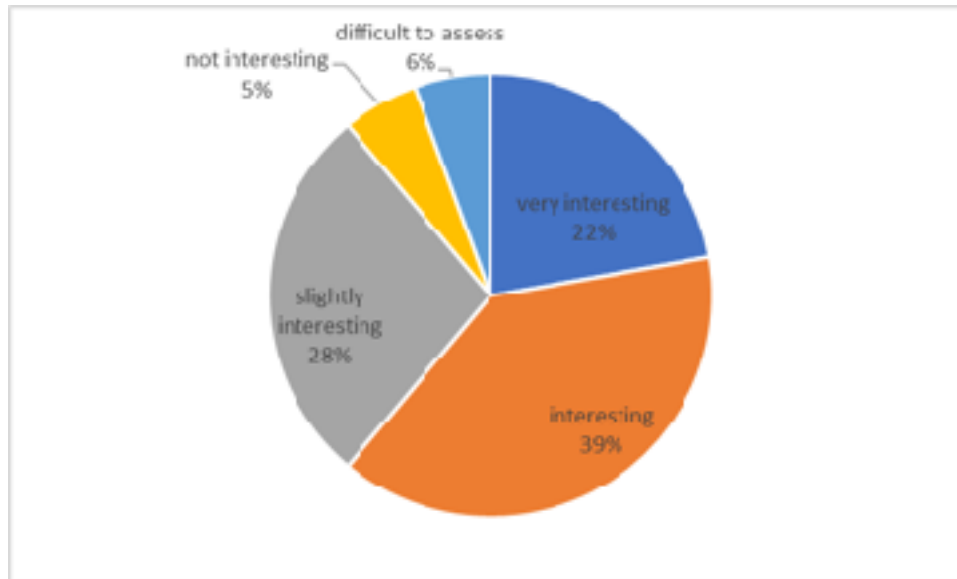
Partners:



10. What kind of changes would you make to the training programme?

Most respondents found the content interesting to different degrees.

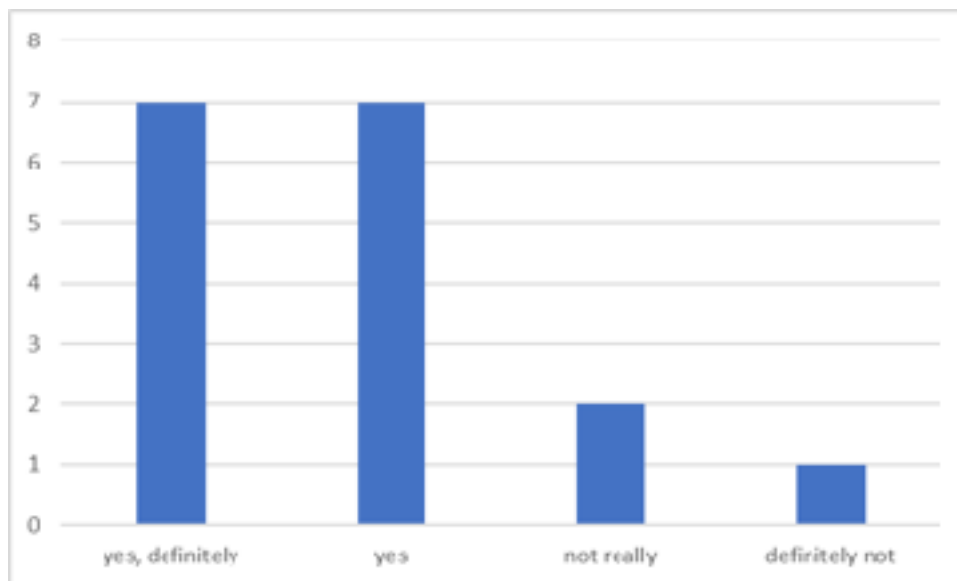
Partners:



11. Themes of subsequent modules were:

Partners:

For most the course introduced new issues.



12. Has the course introduced new issues to you?

All of the content was understandable:

Partners:

 Uniwersytet im. Adama Mickiewicza w Poznaniu


 Universidade de Coimbra

 University of Amsterdam

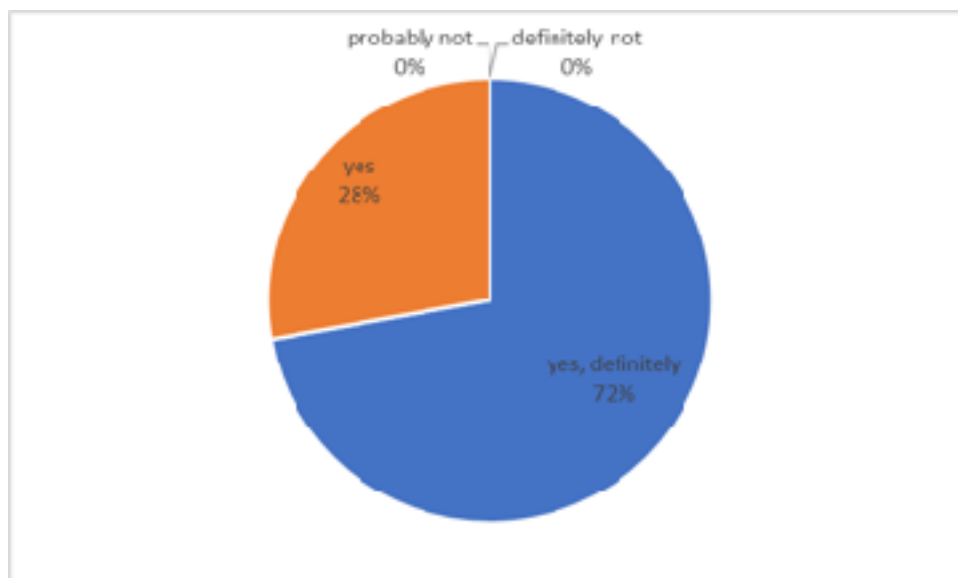
 Jyväskylän yliopisto

 Turun yliopisto

[www.e-archaeology.org/enher](http://www.e-archaeology.org/enher)

 Landward Research Ltd

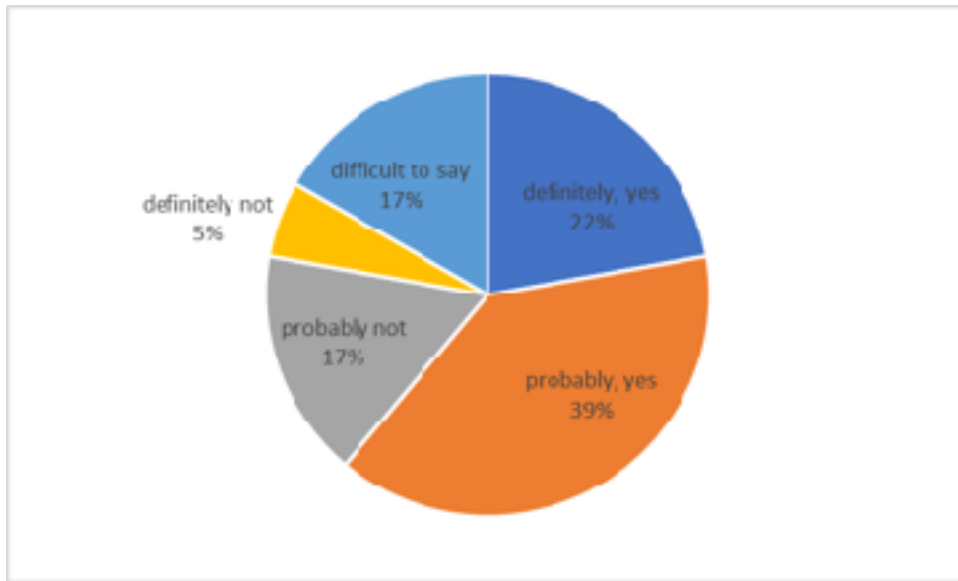
 ARCA - Associação Crível de Educação, Deficiência Auditiva



14. Was the content of modules understandable?

Partners:

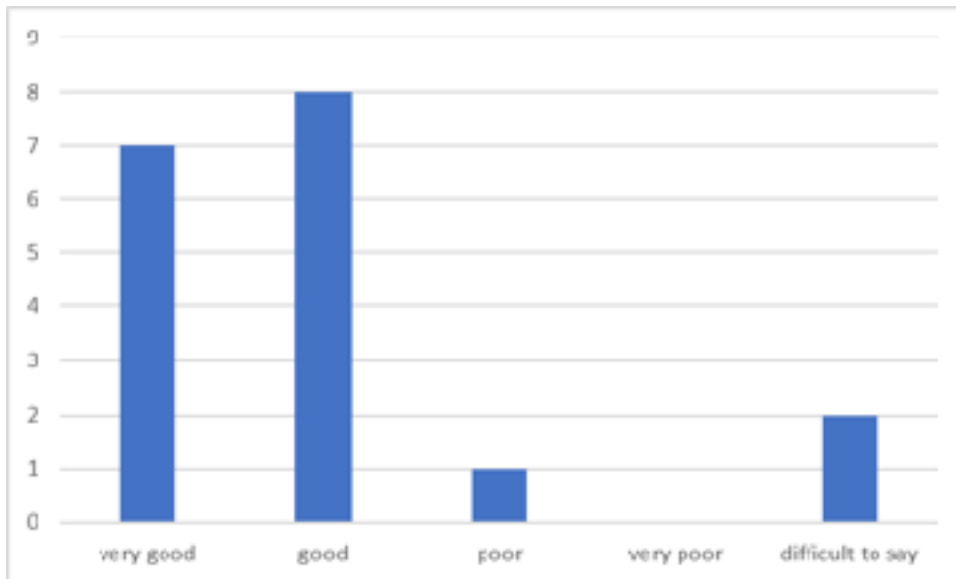
Over half thought that they would use the knowledge they acquired in their work.



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

The majority of respondents found the course content to be good or very good.

Partners:

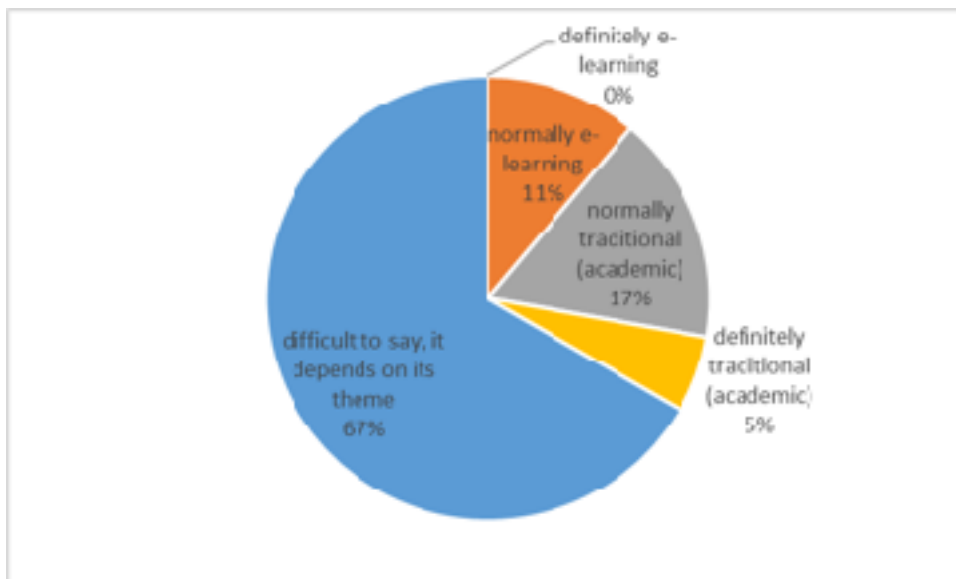


16. How do you assess the course content?

Two thirds of respondents thought that it would depend on the subject when choosing between e-learning and traditional training.

Partners:

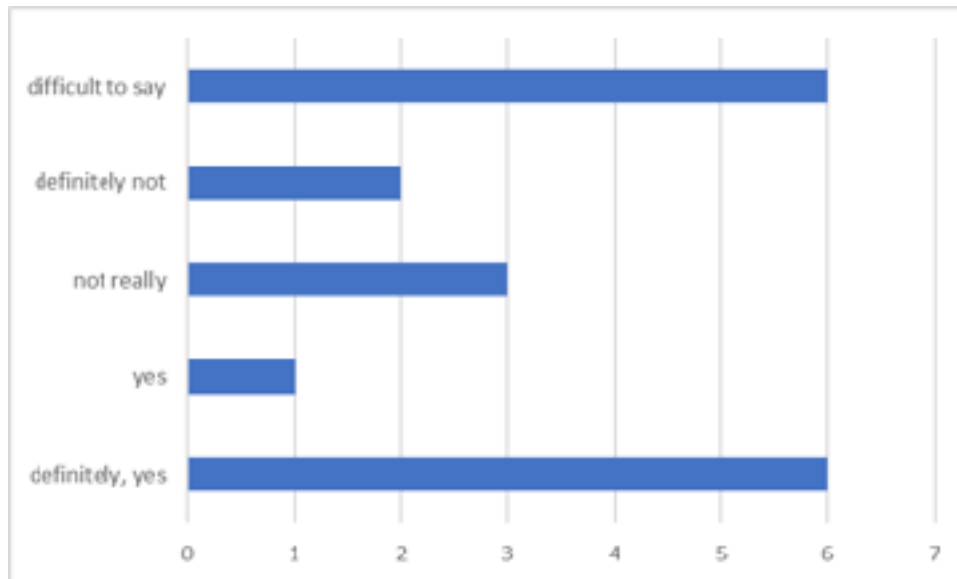




21. If you could have a choice between e-learning or a traditional (academic) course what would be your preferred choice:

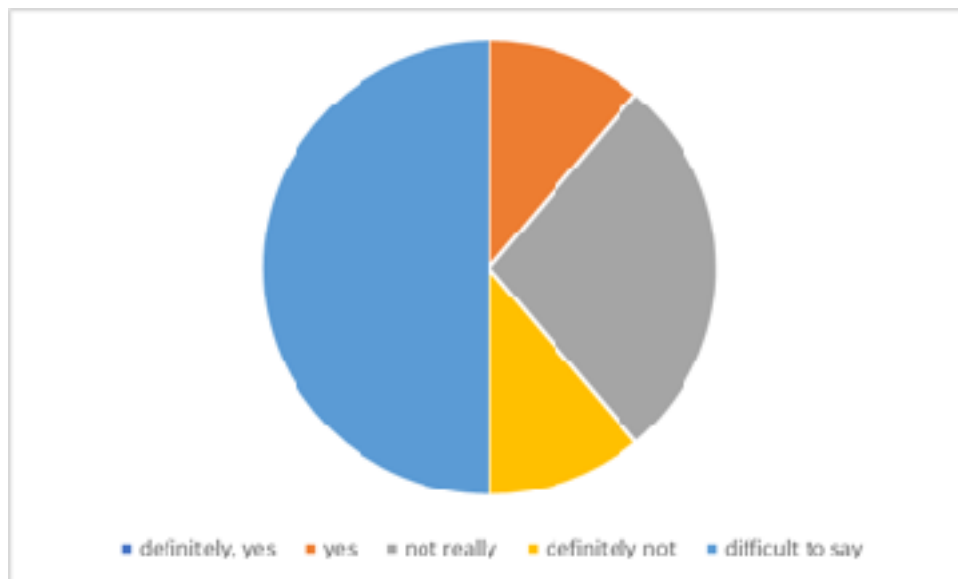
Many participants thought that they would be able to use the knowledge they acquired in their career. Though many were unsure.

Partners:



**22. Do you plan to apply the knowledge acquired during the course in your professional career:**

Many of the participants were confused by the question about e-learning being more efficient and so answered that it was difficult to say.



24. Was the e-learning course more efficient than traditional training?

The following questions were not relevant to the teaching method employed, open course, and were not asked of participants:

- Was participation in the discussion forum interesting?
- Do you agree with the statement that “participation in the discussion forum improved the quality of the training”?
- How much time have you spent weekly working on the course (writing, preparing essay, participation in the forum discussion)
- Which training method was the most efficient?
- Was the contact with teachers satisfactory (both level and quality of contact)
- Should the course be concluded by an online meeting with the module authors?

- The question ‘Were modules presented in an appropriate order?’ was not asked as participants could choose the order they took the modules.

Most of the comments focused on the case studies. They were generally liked the best but they were variable in quality. As one respondent said, ‘when they are good, they are good but that is not always the case’.

### 3.3. Future Improvements on Questionnaire

Having learnt from this experience in the future we would either require some sort of sign-in so that we could email users a survey or offer a certificate with one of the conditions for receiving it being based on the completion of the survey.