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| Module title: | Portus: Archaeological Field School |
| Module code: | UOSM2023 |
| Version: |  |
| Last updated: | 23rd October 2013 |

Proposed Module title: CIP Portus: Interdisciplinary Fieldwork in Theory and Practice

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| Faculty/Academic Unit [responsibility for assessment etc] | Humanities/ Archaeology |
| Other Faculty/Academic Units involved with the delivery and development of the module | None |
| Credit Points | 15 CATS |
| Level (4, 5, 6, 7 or 8 in the FHEQ) | 5 |
| Any pre-requisite and/or co-requisite modules | None |
| Programmes in which the module is core | None |
| Module coordinator/developer | Dragana Mladenović, Simon Keay, Graeme Earl |
| Contact hours | Around 120. 7 hours per working day on site, plus 5h per weekend for site and museum visits. Due to continuous contact over the duration of the field school the actual number is hard to assess |
| Non-contact hours | 20 for forum participation, and 20 for preparation of the Fieldwork Report |
| Total study time | c. 160 hours |
| Date approved by Faculty Programme Committee | 16th January 2013; revised version approved 30/10/13 |

Aims and learning outcomes

**\*Description and Aims**

The CIP Portus module will be structured around online learning and a period of fieldwork in Italy. The fieldwork component will be hosted by the Portus Field School which in turn forms part of the Portus Project. The Portus Project was established six years ago with an aim to study the maritime port of Imperial Rome, Portus, located at the mouth of the Tiber (Italy). Led by the University of Southampton, the project is run as an international collaboration with a number of partners. Due to its academic excellence and cutting-edge innovation in fieldwork techniques, Portus is currently a leading Roman archaeology excavation recognized as such by prominent academic funding bodies and industrial partners, whose support it continues to enjoy, as well as wide media coverage. Members of the Portus Project team have a strong commitment to interdisciplinary research and to research-informed education. Now the Portus Project has extended its delivery of research informed teaching via a new field school. This provides a vehicle to leverage this expertise, a challenging and engaging learning environment, and the ability to learn interdisciplinary, team-based employability skills.

Portus has already demonstrated value as an educational environment for UG and PGI archaeology students from Southampton and many other institutions. PGR students from disciplines including computer science, environmental sciences, natural sciences, and maritime studies have also benefitted. The Portus Field School is supporting a new focus on research-informed education which is intended to continue for many years. In the first instance it will provide the framework for Southampton UG study via this CIP module, archaeological field training for UG students, a case study for MSc Archaeological Survey and Landscape students, other opportunities for PGI and PGR students, and self-funded participation by overseas students from outside the University.

The CIP Portus module will provide the opportunity for a new educational experience open to all students at the University, by offering hands-on, team-focused training in a variety of techniques used in modern archaeological fieldwork. The students will be exposed to techniques belonging to different scientific disciplines (including computing, geology, geophysics, biology), and research methods of social and human sciences (including history, classics, history of art), and will grow as interdisciplinary scholars and mediators – crucial skills in the modern world. This training will not be abstract but problem-based, demonstrating a power of multidisciplinary approaches in contemporary investigative research. By providing a framework within which students can relate their core disciplines to archaeological field practice, as well as the experience of working side-by-side with students with different expertise, the field school will enable all those involved to gain a deeper insight into their own and related disciplines, and experience a practical fieldwork environment. The module will be open to all 1stnd and 2nd year students. Students will be required to dedicate time to background reading and participation in the online forum in semester two prior to the summer fieldwork, and the final assessment will be submitted after that fieldwork has been completed. The students will receive a mark at the end of the summer, and this mark will count towards their next year of study.

**\*Learning Outcomes**

The academic content of the programme is primarily concerned with Roman imperial history and material culture and archaeological field practice, with a particular reference to supply and harbour systems of the city of Rome. Fieldwork training will focus is on theories, techniques and strategies of survey and excavation, archaeological stratigraphy, sampling procedures, field data collection and recording methods, documentation and report preparation. Students will also learn to map, recover, catalogue, and process archaeological artifacts.

Having successfully completed this module, students should gain:

* basic competence in archaeological field techniques and site recording methods
* experience of everyday practices of archaeological practices and interpretation
* enhanced understanding of archaeological excavation reports that provide the foundation of research in this discipline
* understanding of archaeological research designs and their impacts on field investigations
* understanding of the principles, methodologies, value systems and ethics employed in social scientific inquiry.
* enhanced IT awareness by observing the creation and development of the on-site archaeological database and the computer modelling work
* insight into the setting up and running of a large archaeological field project
* experience in working with others in a major collaborative enterprise
* exposure to different cultures and every day practices through participation in an abroad program
* knowledge of the archaeology of the wider Tiber delta and Rome, and the character of current research related to interpreting and understanding relationship between the imperial capital and its maritime hinterland

**\*Transferable (Key/General) Skills**

The following transferable skills will be developed and enhanced in all participants:

* Communication skills, written and oral
* Team working in an international and multi-lingual environment
* Observational skills
* Problem solving skills
* Critical and creative thinking
* Recognition, description and reporting skills
* Accuracy in working and reporting
* The safe and appropriate use and care of hand tools, lifting and handling techniques
* Analytical and numerical skills
* Taking responsibility for individual work as well as identifying personal goals

**Summary of syllabus content**

**\*Description**

The course will offer a combination of hands-on practical training and academic content.

The students will receive practical training in the following areas:

* Archaeological survey – transects, laser scanning, photogrammetry, mapping, and data processing
* Archaeological excavation – layout, mapping, profiles, sediments, artefact recognition
* Archaeological recording procedures – photography, imaging, context sheets, section, plan and feature drawing, site maps
* Global positioning systems (GPS) and total data station (TDS)
* Environmental sampling – methods, recovery and processing
* Recovery, identification and interpretation of cultural materials, archaeological features, contexts and stratigraphy
* Basic report preparation – documentation of inventory and excavation results
* Importance and difficulties of creating an appropriate research design to answer specific questions in a field setting

The CIP Portus module will have as its fieldwork focus the Portus Field School, based at the archaeological site of Portus, Italy. This will be operational for three weeks each year, outside normal term time (during months of June and July). During this three week period those taking part will be given field tuition as they are rotated through different tasks. Students will be kept up-to-date with overall site progress by means of a weekly site tour. This training will be supplemented with lectures given by field school staff and visitors, both on site and at the British School at Rome. These will provide participants of all levels with an understanding of the wider context in which the work at the site is situated; where appropriate explicit links between students’ core disciplines and archaeological field practice will be highlighted. This will be supplemented by optional study visits to sites and museums in the wider area, including Rome and Ostia.

\*How is this module innovative in content?

The module will provide all students from the University with the opportunity to gain hands-on training in a variety of techniques used in modern archaeological fieldwork. At the same time students will be exposed to techniques belonging to different scientific disciplines (computing, geology, geophysics, biology), and research methods of social and human sciences (archaeology, history, classics, history of art). This training will not be abstract but problem-based, demonstrating a power of multidisciplinary approaches in modern investigative research.

Summary of teaching and learning methods

**\*Description**

In addition to the specific outline and supporting documentation for the CIP module students will be sent a Field School Handbook in advance with brief introduction to the site, outlining aims and results of the excavation. It will contain a suggested reading list, an outline of basic archaeological techniques and terminology, sample context sheets, Health and Safety regulations, an explanation of the processes of assessment etc.

An online forum will be set up in advance of the fieldwork where all participants of the field school can discuss various aspects of the site, fieldwork, the set reading, learning outcome expectations, etc. This forum will remain open in the months following the field school. CIP Portus students will be encouraged to address learning outcomes provided in advance of the fieldwork as a preparation and to reflect on their fieldwork learning experience afterwards. Mentors will be on hand to assist students in both phases.

A unique learning environment will be created at the site, where students will work alongside experts and instructors, as well as students with different subject backgrounds. This set up will result in an unprecedented number of contact hours, while working side by side with students with different expertise will be conducive to peer-assisted learning.

During the field season students will be asked to keep a paper field journal in which they will record the work they are doing on daily basis as well as their observations about the progress of the trench that they have been assigned to. This exercise will foster reflective learning. The journal will be read by the field school supervisor (D. Mladenović) and discussed with the student at weekly meetings. These meetings will be used to provide feedback on the journal entries and discuss students’ learning experience and progress towards achieving the intended learning outcomes.

Each student will be expected to submit their a Fieldwork Report, based on their fieldwork journal entries and now containing relevant illustrations, site documentation and a concluding statement, for formal assessment at the end of the course. Production of this pieces of written work will develop not only student’s knowledge and understanding of the work undertaken, but will also require good time management, independent research and will help cultivate writing skills.

**\*How is this module innovative in delivery?**

*Provision of hands-on training*: There are currently no other mechanisms at the University that offer practical training in archaeological fieldwork aimed at a non-archaeological audience. The CIP Portus module will also make use of the cutting-edge digital technologies which characterise the Portus Project, and through this provide exposure to novel research tools and methods.

***Introduction of formative feedback and self-assessment***: Weekly on-site meetings will provide a chance for CIP Portus students to receive formative (i.e. non-assessed) feedback. They will also give students the opportunity not only to monitor the different skills gained whilst on site, but also to reflect critically on their own performance.

*Introduction of peer-assisted learning*: The CIP Portus students will join the other field school participants who together will be from a very broad background. This will provide a dynamic and powerful context for peer assisted learning. Crucially the three-week interaction on site will be supported by an online forum to which all field school participants will belong. Each year after initial interactions online this shared community will then meet physically on site at the start of the three week season. After the season the forum will continue, and feed into support for the CIP Portus module’s formal assessments. In addition to providing archaeological input all students will gain considerably by exposure to a broad range of disciplines, and be able to reflect on the interaction between these disciplines and their own interdisciplinary practice. The Digital Champions (funded by CITE and Student Centredness) will be available to assist with the forums and with other forms of online communication in advance of and following the fieldwork.

*Multilingual and multicultural environment*: The field school not only takes place abroad, but also in a setting of a large international collaborative project. The CIP Portus students will thus be working side by side with staff and students from our partner institutions in Italy, France, Spain and elsewhere.

*Virtual fieldwork:* The SCF Virtual Fieldwork project and a parallel project to produce a digital Portus site tour are producing innovative online learning resources that will support this module. In particular these will provide students with an introduction to the site and the methods employed, and provide a focus for discussion in the forum.

Summary of assessment methods

**\*Description**

All participants are expected to submit their Fieldwork Report, based on their fieldwork journal entries and now containing relevant illustrations, site documentation and a concluding statement, for assessment in the first week of September. It is expected that the report will contain around 7,000 words. The Report will be marked on the grounds of completeness, accuracy, attention to detail, evaluation and reflection. The journal will account for 90% of the total mark of the course.

The remaining 10% will consists of the formal assessment of a student’s performance, given in a form of a Supervisors’ report, written by the field school director in consultation with other staff members who have supervised the student at the site. The supervisors’ report will be based on continuous assessment of student’s performance, including attendance at, and participation in all scheduled fieldwork, lectures and trips, willingness to work hard and in a timely fashion, teamwork, and contributions to the online forum before and after the fieldwork.

\*How is this module innovative in assessment?

The module contains a significant formative assessment component. Students’ response to instruction and progress will be monitored in weekly meetings with the field school supervisor. Feedback on student’s progress will be delivered on these occasions in person, and students will be encouraged to reflect on their own learning process. The goal of these meetings is to discuss student’s progress towards achieving the intended learning outcomes and identify areas for improvement, as well as to develop student awareness of the nature of assessment criteria. The goal of this formative assessment is for the feedback to be delivered in good time and in a way that it can feed into students’ performance in part of coursework that is submitted for formal assessment (production of the fieldwork report). As the final assessment consists of a coursework component (the report) and a continuous evaluation of students pre-, on-site and post- field school work, such assessment will therefore reflect students overall performance, taking into an account their improvement and effort, rather than a single exam performance.Resources

Resources are in place

Graduate Attributes

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| **Attributes** | **\*How students obtain them** | **\*How students reflect on them** |
| Reflective Learner | Through self-assessment at weekly meetings and keeping a field journal | Meetings, journal, online forum |
| Academic Learner | On-site training, lectures, study visits | Journal, online forum, report |
| Communication Skills | Oral through weekly meetings, written through keeping a journal and participating on the online forum | Meetings, online forum |
| Ethical Leader | Discussion of project strategies, destructivity of an excavation vs. non-invasive investigative methods, ethics of museum and site display, ethics of excavating and studying human remains | Journal, online forum, report |
| Global Citizen | Fieldwork abroad, working as a part of an international team | Journal, online forum |
| Research & Enquiry | Preparation reading, daily work at the site, analysis required for the production of documentation and the report | Journal, online forum, report |

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| **Name (completed by)** |  |
| **Date** |  |