

Implementing Learning Support

The Learning Programme

The course was developed around the Module 2 syllabus (the majority of learners working at NCF levels 1 or 2), with some adaptation for learners working at entry level. In addition to subject-based learning aims, the provision was designed to encourage communication and team work and to engender confidence. Classroom based sessions included a great deal of group discussion, as well as practical activities such as handling finds, using maps and photographs and identifying different materials. Learners were also encouraged to explore their own areas of interest by planning and drafting a short report.

They used a range of facilities, including internet sites such as Pastscape. A visit to Sheffield Records Office also provide access to a wide range of source materials and information. Some learners with dyslexia needed support in developing strategies to complete the task. These activities provided a range of intended learning outcomes at different levels. A sample is as follows (the full list is on the CD-ROM):

Entry 3

Understand and use organizational features to locate information (e.g. contents, index, menus)

Scan texts to locate information

Plan and draft writing

Level 1

Use organizational and structural features to locate information

Summarise information from longer documents

Level 2

Judge how much to write and level of detail

Present information and ideas in a logical or persuasive sequence using paragraphs

CD-ROM: S4L activity outcomes 2

The course was greatly enhanced by a variety of visits to local heritage sites, including Cusworth Hall, Sheffield Manor and Beauchief Abbey. As much as possible, these visits involved practical activities. Under the direction of Mick Cusworth of Dearne Archaeological Services, the group undertook a geophysical resistivity survey at Cusworth Hall. At Sheffield Manor, the group learned about medieval ceramics and slipware and had the opportunity to throw a pot and to decorate items using authentic methods and materials.

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Differentiation for E1 Learners

Soil Texture Chart

		Yes	No
Can be made into a ball	SANDY CLAY	<input type="checkbox"/>	<input type="checkbox"/>
Cannot be made into a ball	SAND	<input type="checkbox"/>	<input type="checkbox"/>
Stains fingers	SILT	<input type="checkbox"/>	<input type="checkbox"/>
Feels a bit gritty	LOAM	<input type="checkbox"/>	<input type="checkbox"/>

Colour (tick)

- Red
- Pink
- Brown
- Black
- Grey
- Blue/Grey
- Orange
- Other colour

Is the soil... (tick)

- Sticky?
- Hard?
- Spongy?
- Crumbly?
- Loose?
- Like cement?

Learners worked in small teams on this and other tasks, developing a range of skills. Activities included:

- learning how to use tools associated with excavating a trench
- discussing who might have used artefacts found at the site and what they might have been used for
- discussing why certain things were found at the site (e.g. animal bone)
- processing finds

The experience of participants at Brodsworth, making valuable contributions to an important archaeological project, was a vital element in the learning process and contributed greatly to a sense of achievement and self-esteem. 'We've done really well', the Goldthorpe group said. As Helen Fenwick observed, the involvement of the WEA Project at Brodsworth also enhanced the experience for others working there: 'It demonstrated to the university students that archaeology is a subject with which people of all abilities can be engaged and have a part to play.'

Moncrieffe Road Group, Sheffield

This group comprised adults who have experienced varying levels of mental health difficulty. Delivery was based at premises owned and run by Sheffield Health and Social Care NHS Foundation Care Trust (normally shortened to Sheffield Care Trust), supplemented by a range of visits to heritage sites and properties as well as practical archaeology activities. The group participated in the Project between December 2007 and February 2009. A core of learners attended throughout; others attended sporadically or for short periods of time.

Although there was a common interest in the course, group members were very reluctant to engage in discussion for the first few sessions and in some cases to even make eye contact. Through a gradual process, involving one to one support for some learners and generalized support from a WEA volunteer and one or more members of the SCT team, these barriers were eventually overcome. As their confidence developed, learners began sharing their knowledge of history and archaeology, which in some instances was quite extensive.

As participants' interests were articulated, these were incorporated into the learning programme. This was an important factor in relation to the success of the delivery. Members of the group were encouraged to explore subject areas in which they were interested, which provided motivation and engendered a sense of confidence and enthusiasm. One significant marker of success for members of this group was the ability to commit to an activity over an extended period. As noted above, a core group has attended over 15 months, participating in over 100 hours of learning.



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Entry 1

Follow single step instructions repeated as necessary

Speak clearly to be heard and understood in simple exchanges

Ask questions to obtain specific information

Listen for the gist of short explanations

CD-ROM: S4L activity outcomes 2

Learners were also encouraged to explore their own areas of interest by planning and drafting a short report. They used a range of facilities, including internet sites such as Pastscape. A visit to Sheffield Records Office also provide access to a wide range of source materials and information. Some learners with dyslexia needed support in developing strategies to complete the task. These activities provided range of intended learning outcomes at different levels. A sample is as follows (the full list is on the CD-ROM):

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CD-ROM: S4L activity outcomes 3

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Individual Learning Support

Individual learning support was put in place to complement the generalized adaptation of activities in response to the particular needs of individual learners. This took the form of specialist one to one support in class.

Denny is dyslexic and needed support in reading and selecting material relevant to the task. Support was also provided for the ordering of information and organising paragraphs. Denny has a short attention span and this also informed the nature of the support provided.

The main methods of approach were as follows:

- One to one discussion to help maintain focus
- Reading together and discussion to reinforce understanding
- Use of a highlighter pen to make the main elements of a text more accessible
- Use of a computer to check spelling

During the learning programme, Denny was able to produce a short report (see below). He also completed a sheet for recording artefacts. He took an active part in practical tasks. A future goal is to contribute to group discussion.

General Outcomes for the Group

As previously mentioned, the continued engagement of many individuals represents for SCT service users a major achievement. This was recognized by the Moncrieffe Road group's receipt of Adult Learners Awards in May 2008. Two learners attended a ceremony at Sheffield Town Hall to receive the awards on behalf of the group. Participants also demonstrated that their involvement with the Project had also had a marked positive effect on their self-confidence, which yielded a variety of achievements. One learner progressed onto an 'A' Level Archaeology course; for others, the interest stimulated by archaeology led to an improvement in social skills which helped them to integrate back into mainstream activities. Above all, the Project demonstrated that sensitive, learner-centred provision, particularly within the context of an exciting, practical subject, can make a real contribution to overcoming a range of barriers to learning.

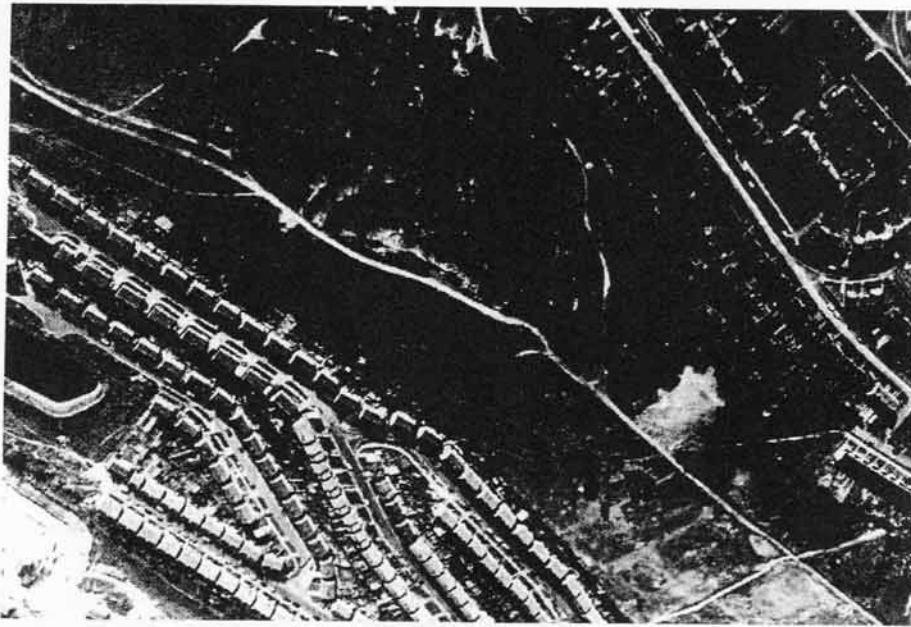
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WINCOBANK FORT

'This is an oval fort with an internal area of 2.5 acres. A bank, ditch and counterscarp bank are continuous around it except on the N side where ditch and counterscarp have been destroyed. The banks now nowhere exceed 3 ft. in ht. There is an entrance on the NE side, where one of the main bank is thickened and the other end runs out across it for 30 ft forming a type of out turned entrance.

Excavation in 1899 showed that the ditch had an original depth of 5-6 ft. The main bank has a rubble core with stone facings. It had contained much timber work holding it together; at some period this had been burnt, accidentally or otherwise, until much of the rampart had been fused into a solid mass by heat. Not dated. ' - N Thomas, Guide to prehistoric England.



'The oval 2.5 acre fort at Wincobank, north of Sheffield, almost certainly provides an example of timber-laced rampart construction. Excavations in 1899 (Howarth, 1899) indicated that the internal rampart, surviving to a height of about 3 feet, was 18 feet wide, and had well-built stone revetments. The core was of sandstone rubble, badly burnt and in parts fused, with variable quantities of charcoal and burnt timber. There was an outer earthen rampart with a little burnt wood and burnt stones, and a ditch between the two ramparts. No material remains were found. ' Later prehistory from the Trent to the Tyne. Challis and Harding 1975.

Denny Bircham