



# Maritime Archaeology Access & Learning ALSF Workshops and Associated Initiatives

## Final Report



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# Maritime Archaeology Access & Learning ALSF Workshops & Associated Initiatives

## Final Report

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### **i. Executive Summary**

The promotion of public knowledge, interest and engagement in issues surrounding maritime archaeology and aggregates is an area where there are many opportunities for increasing the range and profile of education and outreach activities. This is particularly evident in areas close to offshore aggregates dredging areas where there are often highly visible links to the industry through vessels, wharves and transportation. This project focused on capacity building to raise the profile of the resource through education and outreach. This project involved: three residential workshops aimed at educators, postgraduate students and teachers, two speed networking events to maintain and develop networks and contacts, and a stand at the Education Show in Birmingham to raise the profile of educational resources generated through the ALSF.

## **1. Initial project aims and objectives**

**Aim:** To promote the expansion of knowledge of our seabed and sub-surface submerged historic environment through educational initiatives and activities related to maritime archaeology and marine aggregates. The project aims have been achieved through the following objectives:

**Objective One:** Provision of two free two-day residential workshops aimed at industry professionals and practitioners, educators and heritage professionals.

The workshops brought together educators and heritage professionals involved with the marine environment enhancing knowledge transfer and the exchange of best practice. In addition to presenting information and educational resources, the residential workshops promoted on-going communication between individuals and organisations to develop sustainability and effectiveness of events and activities for the future.

**Objective Two:** Provision of a free two-day residential workshop to postgraduate students undertaking maritime archaeology and heritage courses.

**Objective Three:** Provision of two one-day speed networking events for educators and heritage professionals.

**Objective Four:** Provision of information and advice on the running and promotion of activities and events related to maritime archaeology and marine aggregates.

**Objective Five:** Presentation of case studies of popular and effective events. Experience of particularly successful events and activities were presented as a series of case studies. These included a diverse range of activities that could be undertaken in a variety of marine, coastal or inland venues.

**Objective Six:** Highlight available resources for educators and heritage professionals.

**Objective Seven:** Exhibit at the Birmingham Education Show to promote the research undertaken through the ALSF and highlight its application and outputs for teaching professionals.

These project aims and objectives were successfully achieved. Further details about how the objectives and aims were fulfilled are presented below.

## 1.1 Project background

The promotion of public knowledge, interest and engagement in issues surrounding marine archaeology and aggregates is an area where there are many opportunities for increasing the range and profile of education and outreach activities. This is particularly evident in areas close to offshore aggregates dredging activities where there are often highly visible links to the industry through vessels, wharves and transportation. Other visible activities involving marine aggregates include beach replenishment.

Additionally, public perceptions of maritime archaeology are generally based around ideas of shipwrecks as time capsules. The idea of a shipwreck as a time capsule, representing the one moment in time when the ship sank, is a well established idea. This focus on shipwrecks means that broader aspects of maritime archaeology, which includes submerged prehistoric landscapes, aircraft losses and marine installations, are often ignored. The relationship of this cultural resource with the aggregates industry is an area where increased educational initiatives can be highly productive.

There is a need to promote education and awareness of both the marine aggregate industry and marine archaeology across all ages and sectors of the community.

The Aggregates Levy Sustainability Fund (ALSF) was introduced in 2002 to provide funds to relieve the environmental impacts of aggregate extraction; past, present and future. The ALSF was distributed on behalf of DEFRA (the Department for Environment, Food and Rural Affairs) by, amongst other bodies, English Heritage. In 2007 DEFRA commissioned the *ALSF Dissemination Project*, to bring together and disseminate the results of all research funded by the ALSF during the six years between 2002 and 2007.

One component of the *ALSF Dissemination Project* was HWTMA's ALSF Aggregates to Outreach project which developed educational resources for schools and adult dissemination. Experience during this project showed that public awareness of the aggregates industry, especially in the marine zone, is poor. It was recognised that an effective means of delivering further information on marine aggregates and maritime archaeology is through activity days and events which involve the whole family.

During 2007-08, English Heritage, through the ALSF, funded the Maritime Archaeology Access and Learning Workshops project, comprising three educational workshops. These workshops were the first dedicated events for organisers and educators working with maritime, marine and heritage related issues. In order to stimulate further events, the workshops aimed to develop networks for sharing practical ideas and experience beyond the workshops. The success and high demand of the workshops demonstrated the need to extend this work further to enable the effective dissemination of information and research results from ALSF funded projects to a wider public audience. Feedback demonstrating the success and high demand of previous

workshops can be found in the Project Report submitted in February 2008, particularly sections 4 and 8.2 (*ALSF 4840 Maritime Archaeology and Access Learning Workshops 2008*).



**Figure 1 Workshop participants October 2007**

In addition to the workshops, the previous project enabled ALSF educational resources to be exhibited at the Birmingham Education Show. The Education Show is the UK's leading educational resources event. It provides a showcase for teachers from all levels and specialisms to review, test and compare the broadest range of resources. The Education Show typically attracts over 12,000 visitors (ABC Audited) and over 600 exhibitors showcasing a wide range of educational resources. It has the support and participation of virtually every major industry association, including the Department for Education, QCA and BESA.

The Maritime Archaeology Access & Learning ALSF Workshops & Associated Initiatives project builds on the work of the previous Maritime Archaeology Access and Learning Workshops project by providing a means of efficient and effective awareness raising and dissemination of information about ALSF funded projects.

## **2. Stage 1**

Stage 1 of the 'Maritime Archaeology Access & Learning ALSF Workshops & Associated Initiatives' project comprised:

- An Access and Learning Workshop for Educators
- An Access and Learning Workshop for Postgraduates
- Exhibiting ALSF resources at the Education Show
- A Speed Networking Event
- Planning and Preparation for 2010 Workshop for Educators

Further details of each of the above are provided below.

### **3. Educators' workshop**

The Access and Learning Workshop for Educators was aimed at individuals with a current professional or voluntary role in running and organising events and activities associated with heritage, archaeology and the marine sector.

The two-day workshop was offered at no cost to participants, thanks to funding from English Heritage (EH) through the Aggregates Levy Sustainability Fund (ALSF). It took place at Fairthorne Manor, Botley on 12-13<sup>th</sup> May 2009.

#### **3.1 Educators' workshop programme**

The programme for the 2009 workshop was based on the programmes for the highly successful workshops that were run in 2007 and 2008. The format and content was refined slightly in light of feedback from the earlier workshops and to make the best use of staff and facilities. The 2009 workshop had an intense schedule that involved working into the evening while still providing ample opportunity for participants to network and discuss projects and ideas.

A last-minute change to the programme was necessitated by the fact that the guest speaker, Julian Richards, who was scheduled to talk about the media aspect of education and outreach on the afternoon of the second day, had a road accident and was not able to attend. During the 'Introduction' and 'Tried and Tested' sessions, participants had shown great interest in a local and significant, though little known heritage site managed by one of the workshop participants. The enforced change to our programme therefore enabled us to incorporate a visit to this site, Bursledon Brickworks, and HWTMA are very grateful to Ray Mosley for hosting this visit at such short notice.



**Figure 2** Ray Mosley introducing Bursledon Brickworks

The visit to Bursledon Brickworks included a very interesting guided tour of the museum which led to many discussions about links with maritime themes and other heritage sites and potential avenues for developing the Brickworks' education and outreach work. The change was unexpected for all of us but the result contributed to the aims of the workshop by showing the full potential of the historic environment as a learning resource and providing a focus for discussions about education and outreach in practice.

## **Workshop programme**

12 May 2009

10.00	Arrival at Fairthorne Manor, Tea and Coffee
10.30	Welcome and introductions <ul style="list-style-type: none"> <li>• Introduction to HWTMA &amp; HWTMA staff</li> <li>• Introduction to the workshop (what, when, why)</li> <li>• Who's who (all participants)</li> </ul>
11.00	An introduction to maritime archaeology in England <ul style="list-style-type: none"> <li>• Nature and extent of resource</li> <li>• Importance of Education &amp; Outreach</li> </ul>
11.45	Break
12.00	Introduction to marine aggregate and the ALSF and links with archaeology
12.30	Lunch Break
13.15	Tried and Tested – Sharing our best activity ideas
14.45	Break
15.00	How could heritage use re-enactment?
16.00	Finding funding
16.45	Break
17.00	Event Planning Session
18.00	Free time
19.30	Dinner with more discussions and networking

13 May 2009

08.15	Breakfast in accommodation
10.00	Risk assessments, Health & Safety
10.30	Field session – hulks and survey to engage and enthuse
12.00	Risk assessments, Health & Safety
12.30	Hot topic discussions – Evaluation & Feedback
13.00	Lunch
14.00	Bursledon Brickworks museum visit
15.30	Tea break & networking
15.45	Round Up – next steps, resources, communication etc.
16.00	Feedback

### **3.2 Workshops venue, food and accommodation**

The venue chosen for both the Educators' and the Postgraduate workshop was the YMCA centre at Fairthorne Manor, Botley. The 2008 workshop was held at the same venue and had provided excellent value for money both in terms of the accommodation and the conference facilities. The conference and dining facilities were re-developed during 2008/9 and the 2009 workshop was able to benefit from the improvements. The accommodation facilities were basic with participants sharing dormitory-style rooms with bunk beds. Participants were made aware of this in advance of the workshop and came prepared.

Simple food was provided for participants during the course of the workshop, participants' only expense being the evening meal at the end of Day 1 at a local pub. Workshop sessions took place in a dedicated conference room with tea, coffee, biscuits and fruit, which was well received by participants.

### **3.3 Educators' workshop presentations**

The following presentations and sessions took place during the workshop:

- Welcome and introductions
  - Introduction to HWTMA & HWTMA staff
  - Introduction to the workshop (what, when, why)
  
- Who's who (all participants)
  
- An introduction to maritime archaeology in England
  - Nature and extent of resource
  - Importance of Education & Outreach
  
- Introduction to marine aggregate and the ALSF and links with archaeology

- Tried and Tested – sharing our best activity ideas (participatory). Including demonstration of ALSF funded resources.
- How could heritage use re-enactment? Re-enactment as a means of engaging with the public in the context of education and outreach
- Finding funding
- Event Planning Session (participatory)
- Risk assessments, Health & Safety (participatory)
- Field session – hulks and survey to engage and enthuse (participatory including a local site visit)
- Hot topic discussions – Evaluation & Feedback: the why, how, when and where to get further help
- Round Up – next steps, resources, communication etc.

The field session on hulks was carried out on the nearby Hamble River where a 19<sup>th</sup> century hulk was used as the focus for the session. The session highlighted the fact that similar hulks can be found in many environments and provide a fantastic focus for a whole host of outreach activities and cross-curricular educational sessions.



**Figure 3** Participants study the hulk remains on the River Hamble

The workshop programme aimed to achieve an appropriate balance between presentations by HWTMA staff and interactive participatory sessions requiring input from all participants.

### **3.4 Educators' workshop participants**

Participants at the workshop represented a diverse range of museums, study centres and other organisations from all over England. These included: Suffolk Coastal District Council, Pembroke Dock Sunderland Trust, the Royal Marines Museum, HMS Warrior, Wessex Archaeology, Southampton City Council, YAC branches and a number of wildlife-focused organisations. A number of participants had more than one role that was relevant to the aims and content of the workshop.

The result was a group of individuals with a rich variety of perspectives and experiences, linked by a common enthusiasm for heritage education and outreach. The workshop created a stimulating forum for the exchange of ideas and establishment of partnerships and potential collaborations for the future.

The fact that so many professionals from many different occupations saw the workshop as a way to improve their knowledge, network with each other and share ideas, stresses the importance of events like this and highlights how education and outreach is high on many organisations' agendas. Please see Appendix A for a full list of participants.

### **3.5 Educators' workshop evaluation**

Evaluation forms were used to determine how useful participants found the workshop. All participants were asked to complete a short form when they arrived and a more detailed feedback form at the end of the workshop. The two evaluation forms (before and after) were created to try and capture evidence of the workshop's impact.

During the workshop HWTMA staff recorded comments and thoughts in a *Workshop Logbook*. This proved to be a valuable resource for reviews, internal discussion and improvements during the course of the workshop and was referred to during the planning for the 2010 workshop.

A new evaluation method was also tested using *Flip digital video cameras*. These were used both by HWTMA staff and participants. The cameras were used as part of the activities but also to record thoughts and ideas between the sessions. The film clips are very useful as informal feedback and they show which aspects of the workshop delegates took a particular interest in and enjoyed the most. It also captures and highlights questions and discussions that would be hard to record in any other way. Some of the clips were distributed to participants on the post-workshop CD (see below).

## Evaluation Results

The combined feedback shows that delegates were positive about the workshop and felt that it was appropriate to their needs (table 1).

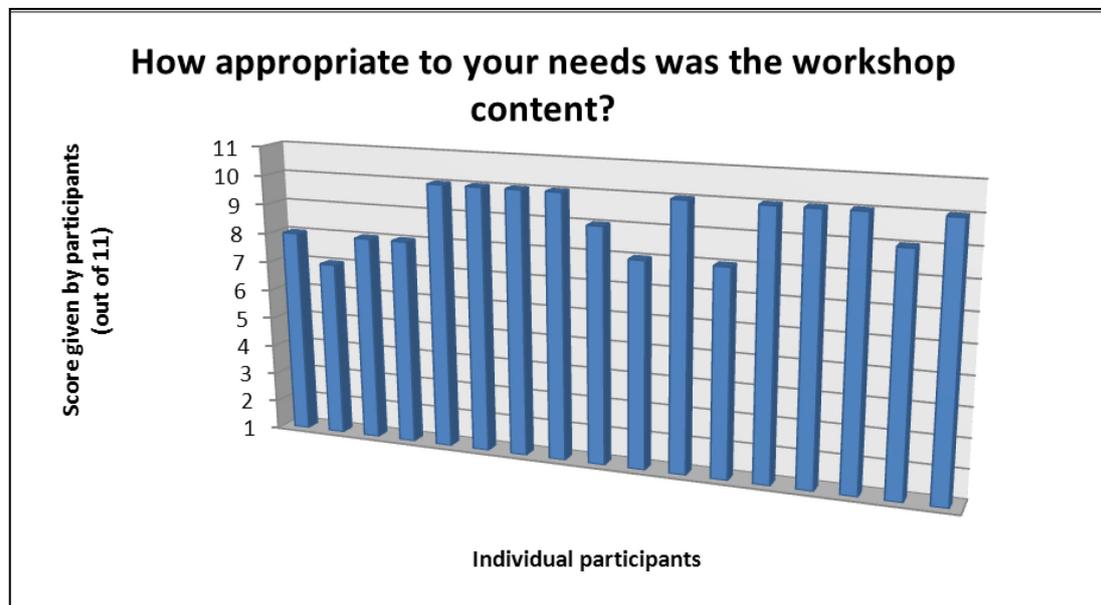


Table 1

When asked how far they were able to go towards achieving their goals, the majority of participants stated that they had either achieved, or progressed a 'long way' towards achieving their goals (table 2).

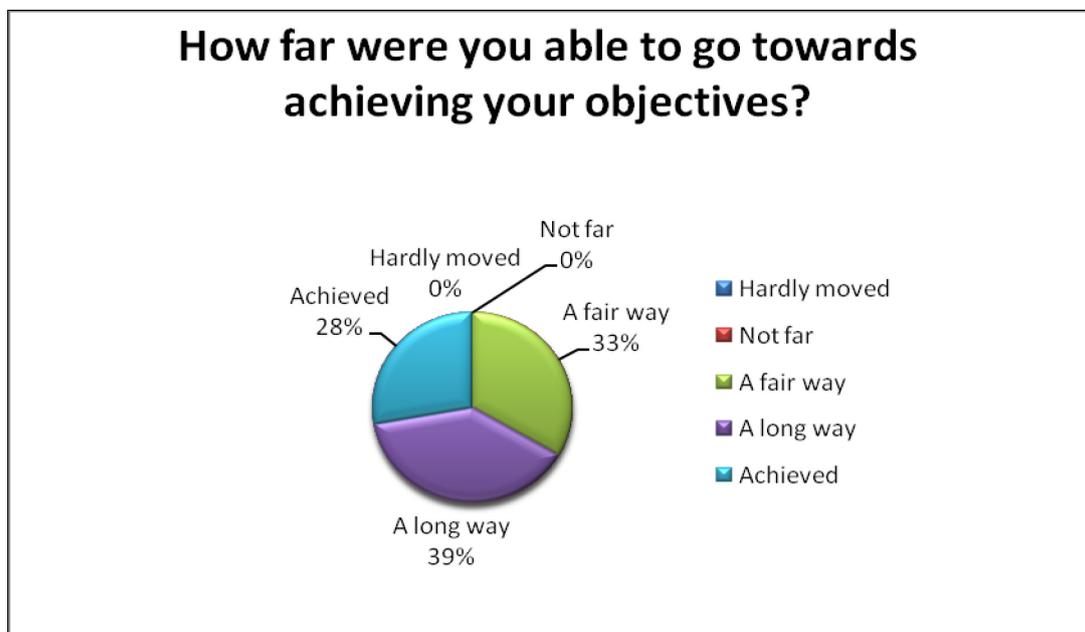


Table 2

The two-stage (before and after) evaluation forms show that delegates' knowledge about archaeology, maritime archaeology and the aggregate industry increased as a direct result of attending the workshop. It also shows that the networking aspect was very successful (table 3). All participants indicated they would 'probably' or 'definitely' contact fellow participants in the future.

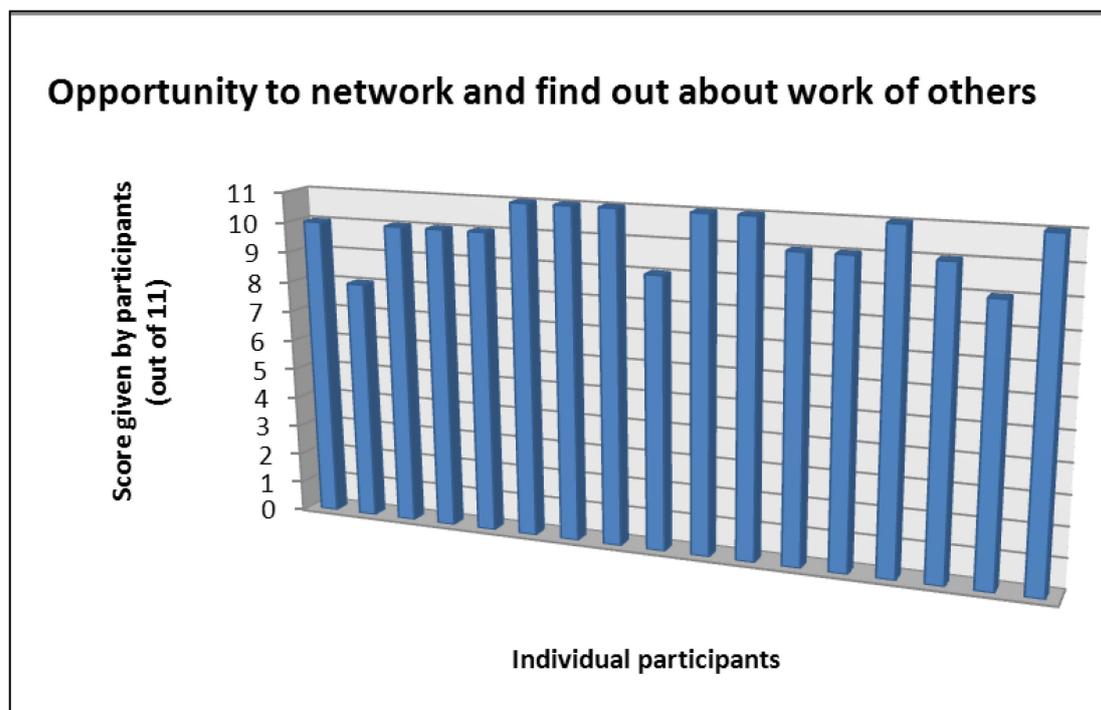


Table 3

When asked how confident delegates were about using the knowledge they had developed during the workshop **76%** were 'confident' or 'very confident', the remaining delegates (or 24%) indicating that they felt 'fairly confident' (table 4).

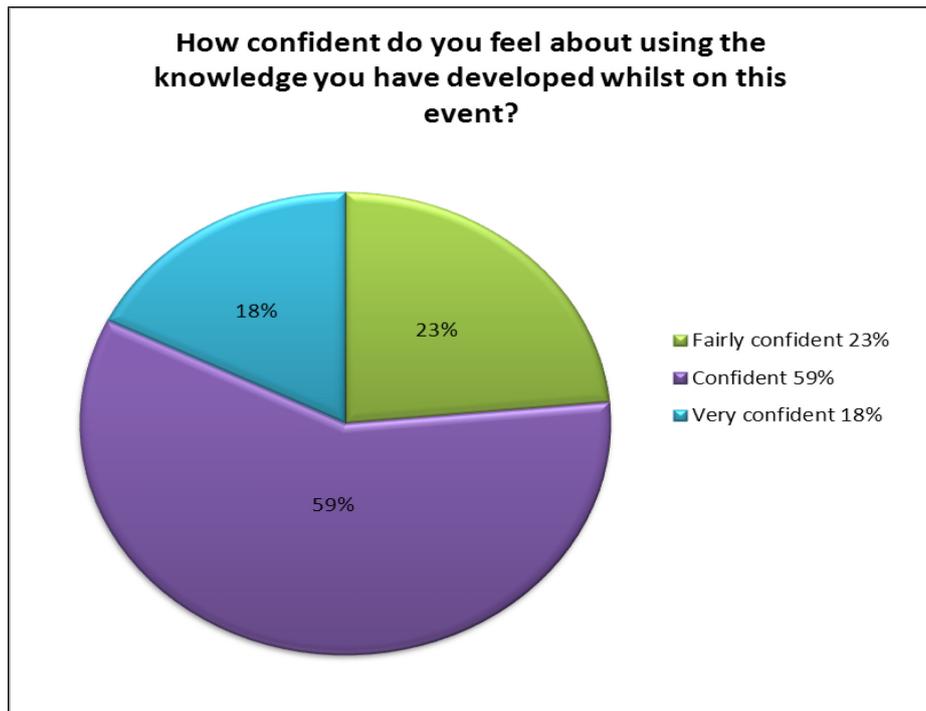


Table 2

As the workshop was promoted and provided at no cost to participants, HWTMA took the opportunity to ask delegates if they would have been able to attend the workshop if there had been a charge. It can be seen that charging for the event would have been a significant barrier for the majority of participants (table 5).

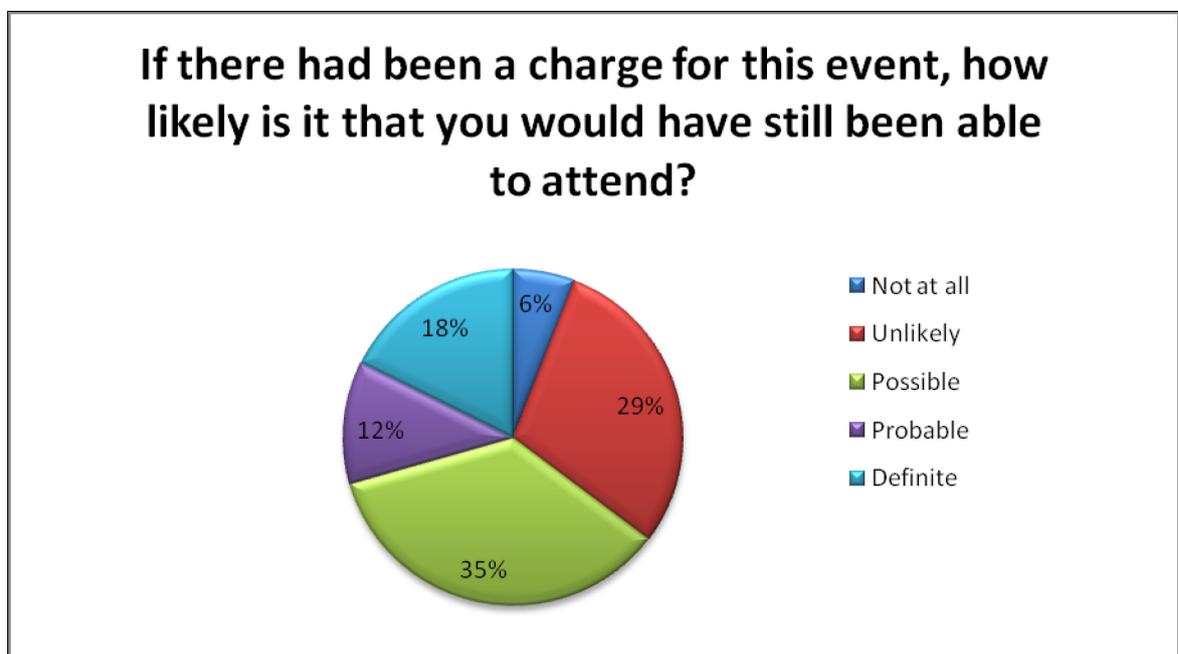


Table 3

We asked participants for any comments relating to the workshop and the following feedback was received:

*"I feel excited about planning a maritime focused event.....so well done and thanks.."*

*"Thank you for a very enjoyable workshop, I have gained a lot more than I had expected"*

*"Although I do not have a connection with maritime archaeology I learnt a lot and it was relevant to my own needs. I think I will be doing a lot more archaeological events in the future"*

*"Very useful and excellent to have access to such a workshop. Particularly useful for people new to providing educational events and activities"*

*"The enthusiasm of the leaders made the whole two days. Thank you"*

*"I liked the flexible approach of the two days. There was time to network during the breaks as well as freedom to lengthen shorten sessions depending on relevance or interest of the group"*

*"Thank you, it has been most informative and valuable from many perspectives, factual basis, ideas, contacts, workshops. A fascinating mix of people, backgrounds, issues and experiences"*

*"Please host more of these with various topic changes and focus subjects to take longer periods of time. Could make some great things happen from all these people meeting. Thanks! Can't wait to get everything in the mail"*

### **3.6 Workshop delegate packs**

At the end of both the Educators' and Postgraduate Workshop (see below), all delegates were provided with a pack that contained examples of ALSF funded education and outreach resources/material, Higher Education Academy education, outreach and accessibility publications, and relevant leaflets/brochures from various organisations such as the Thames Discovery Programme and the Higher Education Funding Council for England (HEFCE). In addition, a 'swap' table was provided for people to swap their own literature and materials.

### **3.7 Educators' workshop promotion**

To promote the event and to encourage people from various professions to participate, the workshop was promoted through flyers, emails and posters distributed through various mailing lists, conferences, forums, talks, the Birmingham Education Show and other events.

The success and popularity of the previous workshops held in 2007- 8 meant that a number of participants were recommended to attend by colleagues who had previously taken part.

Information about the workshop was available from the HWTMA website where potential delegates could read more about the programme, download booking forms and find contact details.

### 3.8 Post-workshop

One of the main aims of this project has been to develop networks for sharing practical ideas and experiences beyond the workshops and indeed the life of the project. To this end, HWTMA were keen to facilitate continued contact after both the Educators' and the Postgraduate workshop. This was achieved via an e-mail to all participants immediately after the workshop, thanking everyone for taking part and providing the delegates with names, organisations and email addresses of all participants. In addition the Flip digital video cameras were used to create 'film-clip-business-cards' ("BisVids") in which each participant introduced themselves and their work on camera (figure 9). These were processed and sent out in a user-friendly format after the event, so that participants were able to easily identify the people they had met during the workshop.

A few weeks after the end of the workshop, a CD was sent out to everyone who attended. The CD comprised:

- "BisVids" (see above)
- Copies of all PowerPoint presentations (with notes) given during the workshop
- Collated list of websites and links provided by everyone during the workshop
- A selection of images and short films taken during the workshop
- Information sheets and sources of further information.

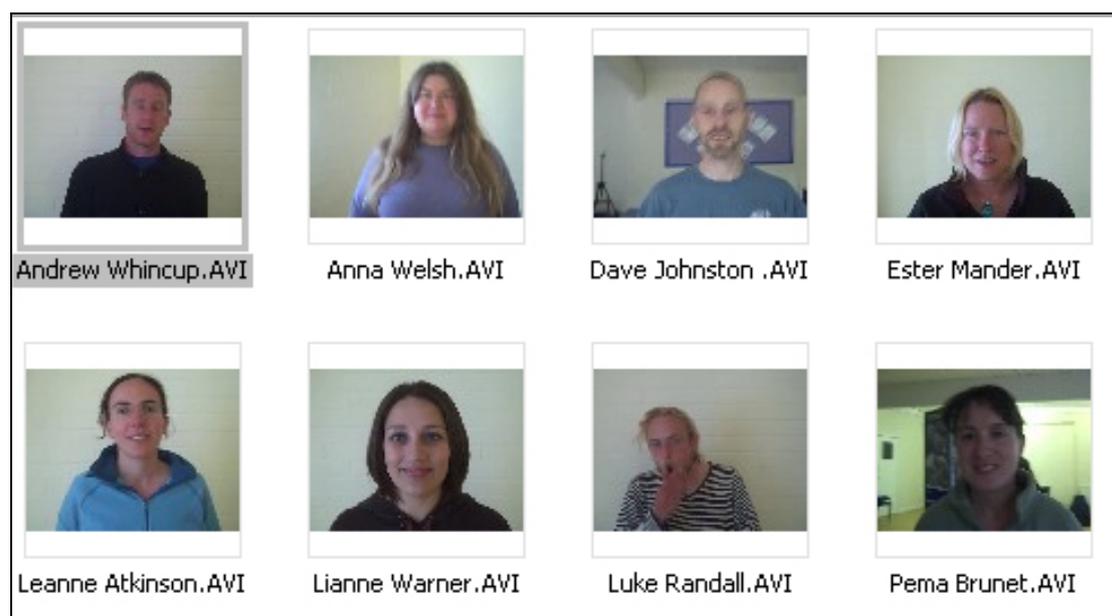


Figure 4 Examples of "BisVids"

## 4. Postgraduate students' workshop

Previous Access and Outreach Educators' workshops highlighted the fact that postgraduate students had limited or no knowledge of the link between maritime archaeology and the marine aggregates industry and how this relationship can be presented to a range of public audiences. To address this issue, 2009 saw the first ALSF Access & Outreach Workshop aimed specifically at postgraduate students.

The postgraduate workshop was promoted to postgraduate students who have chosen to focus their higher education on maritime archaeology, archaeology, history, education or have a background or interest in heritage, education and outreach and/or the marine sector.

The two-day residential workshop was offered at no cost to participants and took place in May 2009 at Fairthorne Manor, Botley.

### 4.1 Postgraduate workshop programme

The Postgraduate workshop took place immediately after the Educators' workshop and ran along broadly similar lines with some minor changes due to the backgrounds and knowledge levels of participants.

#### 14<sup>th</sup> May 2009

10.00	Arrival at Fairthorne Manor, Tea and Coffee
10.30	Welcome and introductions <ul style="list-style-type: none"> <li>• Introduction to HWTMA &amp; HWTMA staff</li> <li>• Introduction to the workshop (what, when, why)</li> <li>• Who's who (all participants)</li> </ul>
11.00	An introduction to maritime archaeology in England <ul style="list-style-type: none"> <li>• Nature and extent of resource</li> <li>• Importance of Education &amp; Outreach</li> </ul>
11.45	Break
12.00	Aggregate extraction and archaeology
12.30	Lunch Break
13.15	Tried and Tested – Sharing our best activity ideas
14.45	Break
15.00	How could heritage use re-enactment?
16.00	'Making the most of the media' - <i>Julian Richards</i>
16.45	Break
17.00	Event Planning Session
18.00	Dinner with more discussions and networking

#### 15<sup>th</sup> May 2009

9.00	Breakfast in accommodation
9:30	More on the 'why' and 'how' of maritime archaeology education and outreach
10.00	Risk assessments, Health & Safety
10.30	Field session – hulks and survey to engage and enthuse

12.00	Risk assessments, Health & Safety
12.30	Hot topic discussions – Generating publicity, evaluation and feedback
13.00	Lunch
14.00	Finding funding – future employment
15.30	Tea break & networking
15.45	Round Up – next steps, resources, communication etc.
16.00	Feedback

As with the Educators' workshop, Julian Richards was unable to attend at the last minute due to a traffic accident so an interactive activity based at Bursledon Brickworks was arranged instead.

#### **4.2 Postgraduate workshop participants**

The event was promoted to a number of universities through their archaeology, history, heritage and education departments. Five different universities were represented with the majority of students coming from the MA maritime archaeology programmes of the University of Southampton and University College London.

The workshop created the opportunity for future collaborations between the universities and individual students. While a number of the students already knew each other, it was noticed that the chance to meet students from other universities contributed to the discussion topics and sharing of ideas and thoughts. Please see Appendix A for a full list of participants.



**Figure 5 Postgraduate workshop participants**

### 4.3 Postgraduate workshop evaluation

The evaluation techniques used for the Educators' workshop were also used for the Postgraduate workshop.

The feedback from the students gives an overall positive impression of their experiences from the workshop.

Table 6 shows that the majority of the students felt the workshop was relatively appropriate to their needs but it can be seen from this and the following charts (tables 6-8) that responses were less positive than with the Educators' workshop feedback. If HWTMA were to run another postgraduate workshop, we would first seek to clarify reasons for the lower scores on the feedback forms.

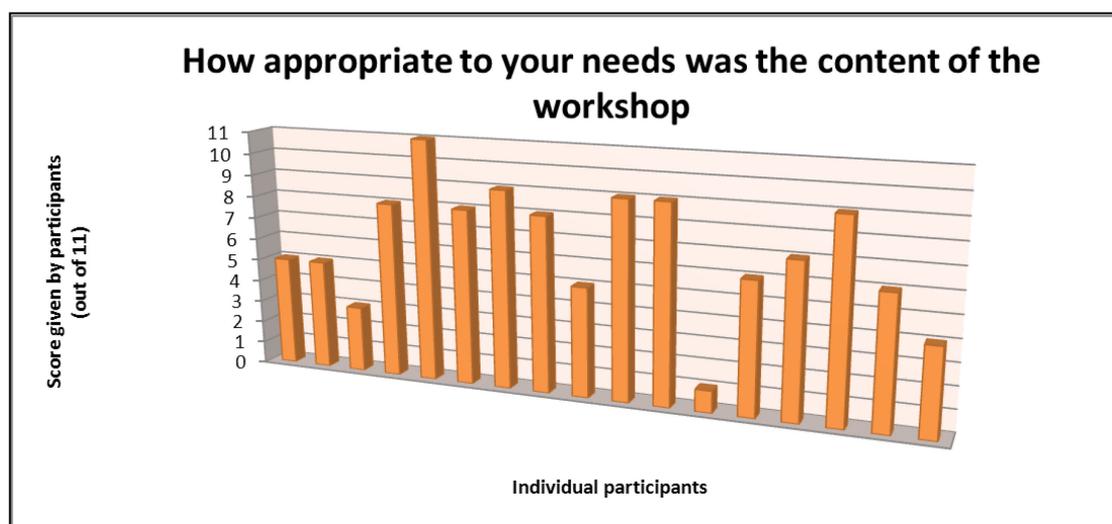


Table 4

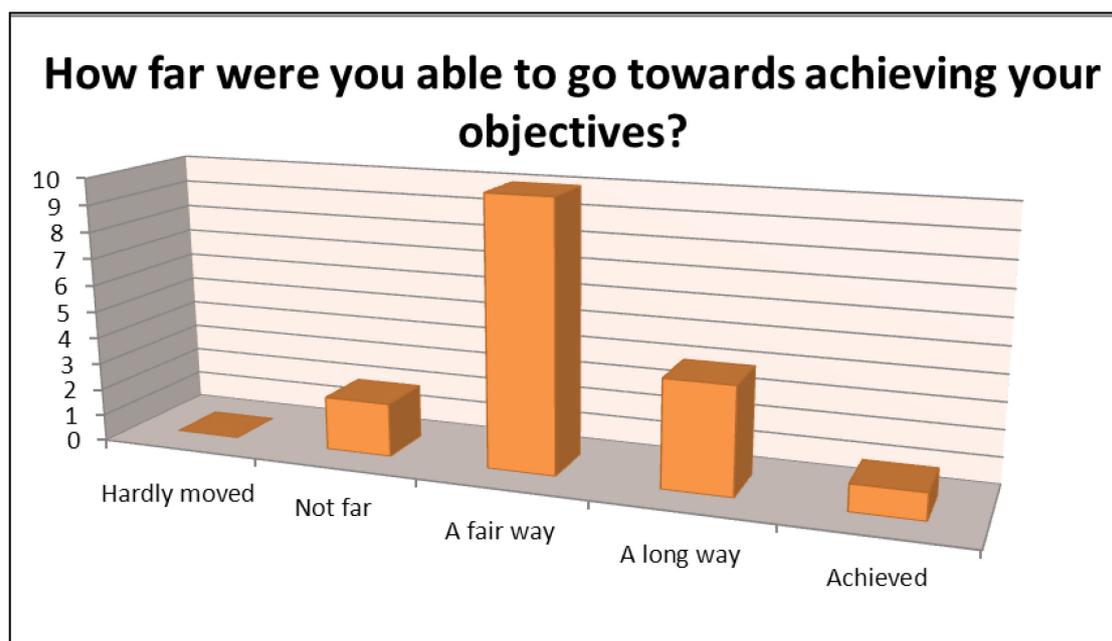


Table 5

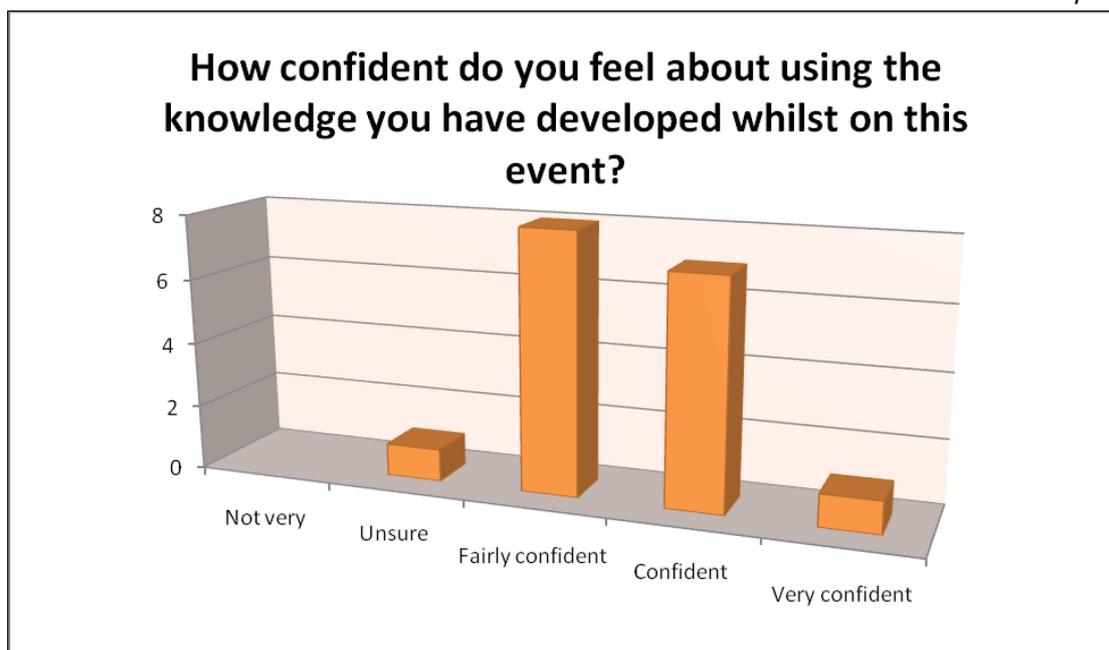


Table 6

Participants' responses and feedback during the workshop was very positive and this was reflected in the upbeat atmosphere during the two days and the free text comments of participants at the end of the event:

*"I thought the course was really well organised and delivered."*

*"Very useful workshop, would like to do similar ones if they are planned."*

*"The discussions and group work actually really helped because I am shy and uncreative."*

#### 4.4 Learning from the postgraduate workshop

In running this event, HWTMA learnt a couple of lessons that will be incorporated into future similar events for a postgraduate audience:

- While the majority of participants were from maritime archaeology masters degree courses, two participants were undertaking a heritage education degree and had no previous knowledge or experience of maritime archaeology. This made it quite hard to keep everybody happy as the non-maritime archaeologists required a great deal of background information that would have been more than familiar to the maritime archaeology students. It was recognised that any future similar events should be targeted at maritime archaeologists and non-maritime archaeologists as separate audiences.
- In delivering the postgraduate workshop we initially made an inappropriate assumption that we would be 'preaching to the converted' as far as education and outreach was concerned, i.e. that the postgraduate students would be of a mind that education and outreach is an essential and desirable component of any archaeological activity

(both in a 'moral' sense and a practical/logistical/securing funding one). This assumption was perhaps emphasised by the previous educators' workshop where this understanding was shared by all. With the postgraduate workshop however this was not the case and Day 2 of the workshop was re-planned to take account of this, back-tracking to emphasise why education and outreach is essential and why it needs careful planning, preparation and delivery.

As a direct result of experiences in delivering the postgraduate workshop, HWTMA's approach to education and outreach has been incorporated into Southampton University's Maritime Archaeology masters programme. HWTMA now deliver a double lecture as part of the *Heritage Management and Conservation in the Coastal Zone* unit and are working with Southampton University to develop a linked assignment. The lecture and assignment are focused on archaeological education and outreach as a distinct area of learning, so that the archaeologists of the future start thinking about the particular issues involved, right at the start of their careers.

The postgraduate workshop succeeded in its aim of giving an introduction to the relationship between maritime archaeology, the aggregate industry and education and outreach as well as providing an opportunity for the delegates to network. No further postgraduate workshops are currently planned to take place but the need to educate and reach the student community still exists.

#### **4.5 Postgraduate workshop promotion**

To promote the event and encourage people from various universities to participate, the workshop was promoted through flyers and emails distributed through a range of mailing lists, conferences, events and the Birmingham Education Show. The workshop was also promoted during HWTMA presentations at both Southampton University and University College London.

Information about the workshop was added to the HWTMA website where potential delegates could read more about the programme, download booking forms, and find contact details.

#### **5. Exhibiting ALSF resources at the Education Show**

15,509 people visited over the three days of the 2009 Birmingham Education Show. During the three days, a diverse range of educators attended including pre-school teachers, home educators, youth leaders, mainstream teachers and those working with disabled students.



Figure 6 HWTMA's exhibition at the Birmingham Education Show.

HWTMA used an electronic data-collection device which enabled rapid collection of contact details and specified preferences of individuals. One of the questions used with this device was whether people would like to be sent further information about the Access and Learning workshops. Positive responses were followed up after the event.

ALSF resources exhibited at the Education Show included:

- Aggregate to Outreach Teaching Pack (handling collection, teaching pack and CD)
- 'Life and Work in our Seas' booklet
- Derek the Dredger and the Underwater Archaeologists
- Explore the Seafloor
- Unlocking the Past – The Story of Worcestershire's Archaeology Revealed Through Quarrying

It became apparent that visitors handling and viewing the Aggregate to Outreach handling collection had not thought about using this material in the context of subjects other than 'history' and HWTMA were able to promote the relevance of the collection and the subject to curriculum areas including science, technology, geography, maths, art and literacy. With this understanding, the cross-curricular nature of the subject was soon grasped by educators and visiting families alike.

A large number of visitors thought the 'Wildlife and aggregate' chapter (and stand-alone version) was a welcome addition to the Aggregates to Outreach pack, adding an excellent new element.

HWTMA contacted other providers of ALSF-funded education and outreach material and offered to exhibit them on their behalf at the Education Show. As a result of this pre-show contact, Justin Hughes from Worcestershire County Council Archaeology Service spent some of the event on the HWTMA stand promoting 'Unlocking the Past – The Story of Worcestershire's Archaeology Revealed Through Quarrying', comprising postcards and a booklet.

One of the positive outcomes from the Education Show 2009 is that many schools became aware of the wide range of resources that HWTMA is providing. This inspired the schools to book an in-school workshop. Two of the schools that booked their workshop after meeting our staff at the Education Show were St Mark's Junior School, Southampton and Wallop Primary School, Stockbridge. Such in-school workshops provide an excellent opportunity to disseminate and distribute ALSF-funded resources, while demonstrating how they can be used effectively in an educational context.

## **6. Speed networking 2009**

The first speed networking event was held at the National Oceanography Centre, Southampton on November 13<sup>th</sup> 2009. It focused on interaction between educators and professionals with an interest and involvement in the marine environment. The format facilitated maximum networking opportunities in an efficient and dynamic way.

The speed networking event included discussions, formal speed-networking sessions, presentations and demonstration of the latest education and outreach resources.



Figure 7 Speed networking 2009

## 6.1 About speed networking

Speed networking is an increasingly popular format where participants get to meet as many people as possible in a short amount of time. Speed networking has proven to be successful in the business sector and is now a popular component of many business conferences.

The roots of speed networking lie in speed-dating, a concept that was devised by a rabbi in Los Angeles in the late nineties as a way for young Jewish single people to meet and find a partner. The original format involved men sitting along one side of a long table with the women lined up along the other, every few minutes the men shifting along one space. Most speed-dating services still operate according to this production-line approach. The whole idea of speed dating is that first impressions are often accurate and the increasingly fast pace of life means that people often do not have the time to spend a whole evening with someone who does not interest them. The idea of speed networking is closely related to the concept that time is money. During a

speed networking event all the 'small talk' is removed and every person has the opportunity to get their message through and make new contacts in a time-efficient and effective way.

The speed networking event at the National Oceanography Centre was a dynamic networking event where everyone was able to talk to each other during the day on a one-to-one basis. It guaranteed the opportunity to discuss ideas and exchange contact details with current, previous and potential colleagues and professionals.

The sessions were devised to last for four minutes per pair. The time was monitored with a digital hour glass, projected onto the wall, which gave an audible signal when time was running out. Tables and chairs were set up in an appropriate format and participants moved places every 4 minutes, exchanging information with a new partner. A sheet with possible topics for discussion was provided for each pair in case they ran out of subjects to talk about. The suggestions included a wide range of questions and topics relating to current developments in heritage education and outreach programmes and how to make improvements in the field. All participants were asked to bring business cards and flyers with them for the most efficient exchange of contact details and other information. It was suggested that people take notes on the back of their newly collected contact/business cards to keep track of who they had spoken to. The morning and afternoon speed networking sessions lasted slightly longer than initially planned. By the end of the day everyone who attended the event had had a chance to talk to everyone else as planned.

## **6.2 Speed networking programme**

The programme for the day was designed to keep a balance between the speed networking sessions and the less intense presentations and demonstrations.

9.00	Arrival and Registration
9.30	Introduction: background to ALSF, heritage education & outreach and the idea behind the speed networking event.
10.00	Guest Speaker: Julian Richards
11.00	Break
11.20	Speed networking session - AM
12.20	Lunch Break – continue networking!
13.00	Speed networking session - PM
14.00	Feedback and discussion
14.30	VIP tour of HWTMA's Maritime Bus

### **6.3 Speed networking venue**

The venue for the event was the National Oceanography Centre (NOC) in Southampton. The venue is located near the centre of Southampton with easy access by car and public transport.

The room used for the event was a large lecture theatre with good facilities for presentations and plenty of space in which to set up the chairs and tables as required.

A VIP tour of the Maritime Bus took place at the end of the event, outside the main entrance to the NOC where participants and members of the public could enjoy the new maritime archaeology outreach resource.

Participants' experiences of the venue was very positive with **92%** noting that facilities at the NOC were 'very appropriate' for the event. **8%** said it was 'appropriate'.

### **6.4 Speed networking presentations**

The presentations were kept short due to the concept of the event.

The initial introduction was focused on a presentation of recent ALSF-funded work and the relationship between the ALSF and English Heritage. A quick background to speed networking was presented including ten tips of how to make the most of a speed networking opportunity. This aimed to put participants at ease and create a positive atmosphere.

The guest speaker at the event was Julian Richards, known to have had a close collaboration with ALSF and English Heritage as well as a familiar face and voice through a number of BBC programmes on radio and television. He talked about how to make the most of media to get your message through, how to make sure you are talking to the right audience and how we all have something to say!



**Figure 8 Speed networking**

## **6.5 Speed networking participants**

Thirty professionals took part in the speed networking event. The participants came from many different organisations and had a variety of interests and motivations for attending the event.

Organisations represented included: New Forest National Park Authority, Calshot Heritage Centre, National Oceanography Centre, Dunkirk Little Ship Restoration Trust, Bursledon Brickworks, Hampshire County Council, The Key to Time, English Heritage, Groundwork Solent, Chichester District Council.

All previous participants of ALSF workshops were invited to this event but as professional roles had changed over the years, and old contact details were no longer applicable, only a handful of the previous attendees signed up.

The majority of participants stated that their objectives in attending this event were to network with as many people as possible and to meet new contacts in the heritage sector, to develop new potential working relationships as well as have a chance to learn more about projects going on outside their own networks. Please see Appendix A for a full list of participants.

## **6.6 Speed networking evaluation**

Evaluation forms were filled in by the participants before leaving the venue. The feedback was extremely positive and shows that participants appreciated that the event was easy to book, well organised and very helpful for establishing future collaborations.

When questioned about whether people would have been able to attend had there been a cost associated with the event, it was clear that charging for

such an event would be a significant barrier for most. This shows that while such events are very popular, well attended and greatly appreciated, participants' limited budgets would not enable such an event to be sustainable without financial support such as that received by English Heritage through the Aggregate Levy Sustainability Fund.

Responding to the question: 'If there had been a charge for the event, would you have been able to attend?' **8%** said that they would still attend the event if there was a cost, **10%** said that they would only attend if there was a small cost and **82%** answered that they would have been unable to attend if there had been a charge for the event. However, it should be noted that these responses contradict those collected during the second Speed Networking event (see below).

A summary of the results from the speed networking event is presented below.

Table 9 shows how far participants felt they had been able to go towards achieving their initial objectives.

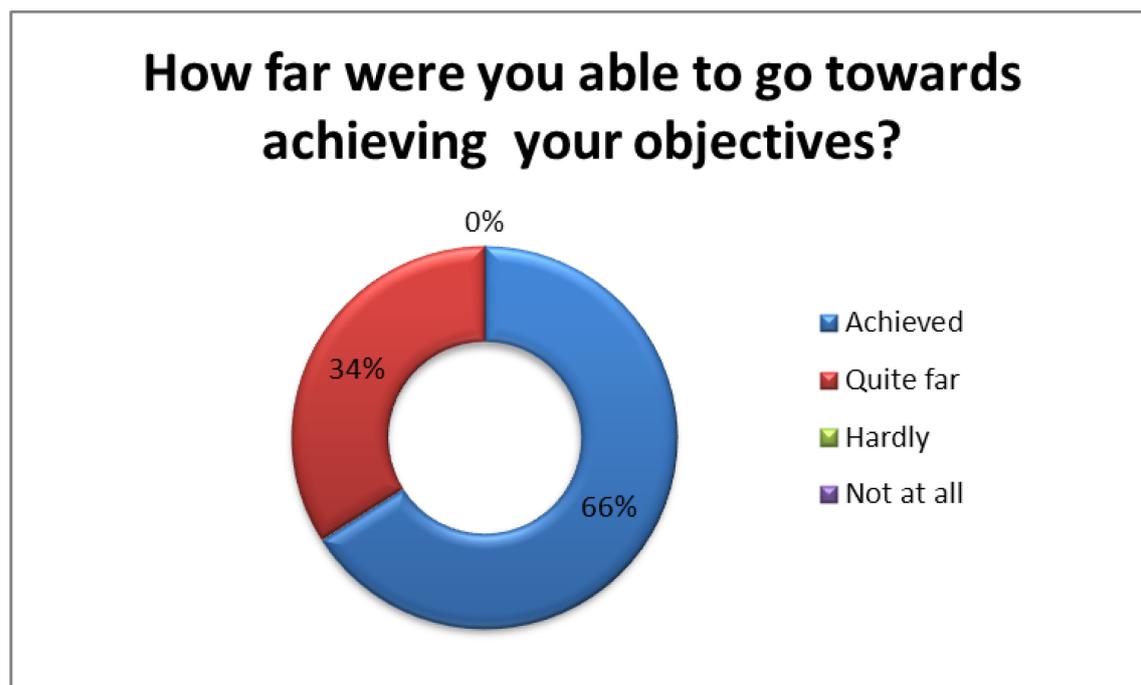


Table 7

Participants were asked to list positive experiences achieved from the event that they had not anticipated in advance. A selection of responses is presented below.

*"It was good to interact with so many people from such a wide range of organisations"*

*"Ideas"*

*"Loads of ideas about information gathering and story telling"*

*"A feel of what is going on locally in heritage"*

*"Very inspiring key speaker. Julian Richards, Very Good"*

*"Contacts outside Heritage, opportunity for field work"*

*"A dry mouth from too much talking!"*

All participants found the event entertaining and many of them commented on the relaxing, enjoyable atmosphere and the mix of characters they met during the day. The comments also highlight that the event was tiring but created a lot of laughter and there was no time to be shy.

On a scale from 1 to 10 on how appropriate the event was to their needs, participants gave the event an average score of 8.

After the tiring event some of the delegates wanted to express their thoughts further through emails, a few of them are presented below.

*"Many thanks for organising a very informative and useful, if exhausting, day."*

*"Thanks for this, it was a good session and I did make some useful contacts which I have already put into action!"*

*"Thanks again for a great networking day - I have gained 2 storytelling gigs from it (did one this week) and also a volunteering opportunity."*

## 6.7 Speed networking delegate packs

The delegate pack, provided to all participants, signposted a range of maritime heritage and marine aggregate resources including a CD copy of the Solent Aggregates to Outreach Presentation and Teaching Packs and the most recent ALSF-funded elements of it.

After the workshop an email with each participant's email and contact details was sent out to facilitate future networking and collaboration.

## 6.8 Speed networking promotion

To promote the event and to encourage people from various professions to participate, the speed networking event was promoted through flyers, emails and posters distributed through various mailing lists, conferences, talks, the Birmingham Education Show and other events.

Information about the event was available from the HWTMA website where interested delegates could read more about the programme, download booking forms and find contact details.

**Hampshire & Wight Trust  
for  
MARITIME  
Archaeology**

**HAMPSHIRE AND WIGHT TRUST  
FOR MARITIME ARCHAEOLOGY**  
Presents:

**SPEED NETWORKING**

For individuals with an education  
and/or outreach role\*  
@National Oceanography Centre  
Friday the 13th November  
9.00 - 15.00

Outreach  
Heritage  
Archaeology  
Education  
Are you doing it?  
Do you want to do it?

Welcome to a one-day speed networking event for \*people who have attended ALSF Access and Learning workshops run by HWTMA and people with an education and/or outreach role in an employed or voluntary capacity.

Meet colleagues working locally, regionally and nationally in the field of education and outreach

**Guest speaker: Julian Richards**

Places are strictly limited, so please do not delay in booking your place by contacting HWTMA before 30th October 2009

For more information and booking forms please contact:  
christin.heamagi@hwtma.org.uk  
Phone: 02380237300

**ENGLISH HERITAGE** Supported through the Defra Aggregate Levy Sustainability Fund

Figure 9 Promotion poster for the speed networking event 2009

## **7. Stage 1 Summary**

Stage 1 of the 'Maritime Archaeology Access & Learning ALSF Workshops & Associated Initiatives' project was successfully completed. Both workshops were successfully delivered, well received and provided an excellent opportunity for showcasing ALSF funded resources. Similarly, the Education Show enabled the showcasing and promotion of ALSF funded educational resources to a broad spectrum of educators and enabled HWTMA to explain, face-to-face, how they can be used in formal and informal educational settings. The speed networking event proved an extremely popular format and has facilitated the creation of future partnerships and activities that help develop capacity of the sector to deliver education and outreach events and activities.

## **8. Stage 2**

Stage 2 of the 'Maritime Archaeology Access & Learning ALSF Workshops & Associated Initiatives' project comprised:

- An Access and Learning workshop for Teachers
- Exhibiting ALSF resources at the Education Show
- A Speed Networking Event

Further details of each of the above are provided below.

## **9. Teachers' workshop**

The Access and Learning workshop for Teachers was aimed at individuals with a current professional or voluntary role as a teacher. It provided a unique opportunity to promote ALSF resources and information about heritage and aggregate extraction to schools. The two-day workshop took place at Fairthorne Manor, Botley on 15-16<sup>th</sup> April 2010.



**Figure 10** Teacher workshop participants in front of Fairthorne Manor

## **9.1 Teachers' workshop programme**

The programme for the 2010 Teachers' workshop was refined and developed to more appropriately address the audience of teachers. All subjects covered during the two days were directly linked to the national curriculum and how best to use the material and resources within a school context. The Teachers' workshop had an intense schedule that involved working into the evening while still providing ample opportunity for participants to network.

## Workshop programme

15 April 2010

10.00	Arrival at Fairthorne Manor, Tea/Coffee
10.30	<p><b>Welcome and introductions</b></p> <ul style="list-style-type: none"> <li>• Introduction to HWTMA &amp; HWTMA staff</li> <li>• Introduction to the workshop (what, when, why)</li> <li>• Who's who (all participants)</li> </ul>
11.00	<p><b>Hands-on learning</b></p> <p>A participatory session working with a range of handling collections containing artefacts and replicas</p>
11.30	Break - Tea/Coffee (integrated with hands-on learning)
12.00	<p><b>An introduction to maritime archaeology in England</b></p> <ul style="list-style-type: none"> <li>• Nature and extent of resource and how it relates to the curriculum</li> </ul>
12.30	Lunch
13.15	<b>Aggregate extraction and archaeology</b>
13.45	<p><b>Maritime archaeology in schools</b></p> <p>Case studies of successful sessions in the classroom and beyond</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Case study; archaeological survey</li> <li>- Primary resources; Archaeological process</li> <li>- Case study; Geophysics</li> <li>- Primary resources; Remote sensing</li> <li>- Case study; GIS</li> </ul>
16.00	<b>Extended services – how maritime archaeology can be used beyond the confines of the formal school day/environment.</b>
16.30	<b>Educators' Guide Focus Group</b>
18.00	Dinner with more discussions and networking

16 April 2010

8.00	The Incredible Hulks – hulks as an educational tool
9.00	Breakfast in accommodation
10.00	External speaker: Chris Fardon Museum, Libraries and Archive (MLA)
11.00	Break - Tea/Coffee
11.15	<b>Maritime archaeology in schools II</b> Case studies of successful sessions in the classroom and beyond <ul style="list-style-type: none"> <li>- Case study; Romans &amp; Mathematics</li> <li>- Case study; Primary recourses</li> <li>- Case study; Shipwrecks</li> </ul>
12.30	Lunch
13.15	<b>Mobile Education and Outreach – HWTMA’s Community Outreach Van</b>
14.00	<b>Incredible hulks; The sequel</b> <b>What’s in your area?</b> Resources you can use in or near your schools.
15.30	Summary, feedback and goodbye

## 9.2 Workshops venue

The Teachers’ workshop was held at the YMCA centre at Fairthorne Manor, Botley (see 3.2 above).



Figure 11 HWTMA staff presenting a case study

### **9.3 The Teachers' workshop presentations**

The following presentations and sessions took place during the workshop:

- Welcome and introductions
  - Introduction to HWTMA & HWTMA staff
  - Introduction to the workshop (what, when, why)
- Who's who (all participants)
- Hands-on learning - A participatory session working with a range of handling collections (including ALSF-funded handling collection)
- An introduction to maritime archaeology in England
  - Nature and extent of resource
  - Importance of Education & links to the National Curriculum
- Introduction to marine aggregate and the ALSF and links with archaeology and the National Curriculum
- Maritime archaeology in schools - Case studies of successful sessions in the classroom and beyond. The session included both practical and theoretical approaches to archaeology and how to use the resources in a classroom context across key stages. The topics covered; archaeological survey, archaeology process, geophysics, remote sensing, GIS, Romans & mathematics, and shipwrecks.
- Extended services – how maritime archaeology can be used beyond the confines of the formal school day/environment.
- Educators' Guide Focus Group (discussion)
- Field session – hulks and survey to engage and enthuse (participatory including a local site visit)
- What's in your area? How to see beyond the obvious and find archaeological and maritime links in every corner of the country.
- External speaker Chris Fardon (MLA) - How schools can take advantage of the services provided by the MLA.

The field session on hulks was carried out on the nearby Hamble River where a 19<sup>th</sup> century hulk was used as the focus for the session. The session highlighted the fact that similar hulks can be found in many environments and provide a fantastic focus for a whole host of engaging learning and cross-curricular sessions.

The workshop programme aimed to achieve an appropriate balance between presentations by HWTMA staff and interactive participatory sessions requiring input from all participants.

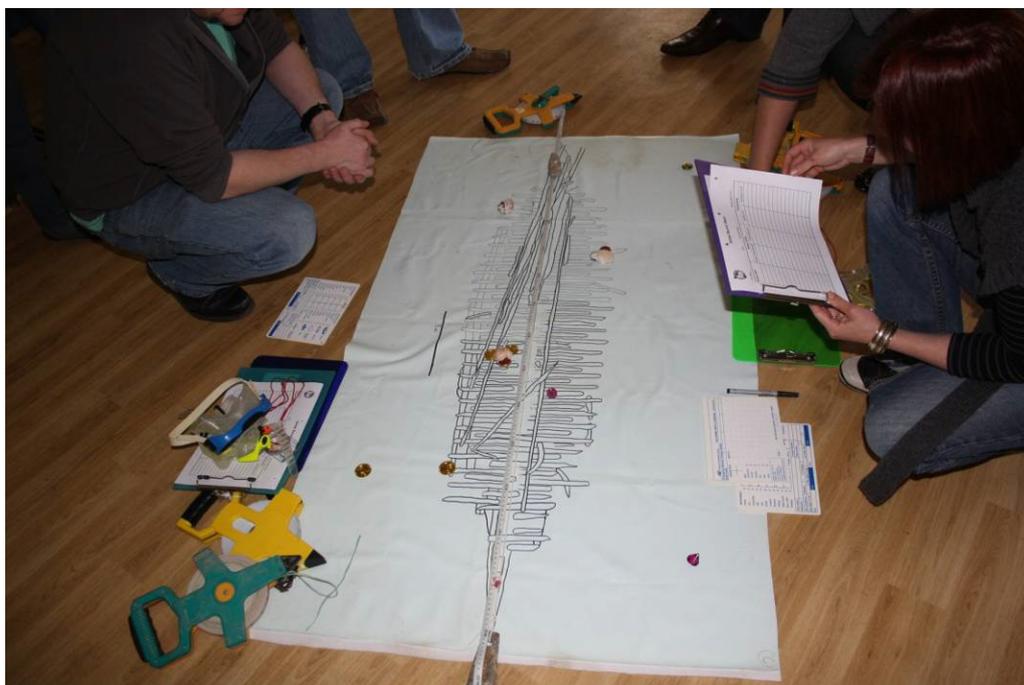


Figure 12 Example of how to teach maths through shipwreck survey

#### 9.4 Participants

Participants at the workshop represented a wide range of counties, schools, Key Stages and specialisms. The types of school represented included primary, secondary, 6<sup>th</sup> form, Special Educational Needs (SEN), state schools and private schools.

The result was a group of teachers with a rich variety of perspectives and experiences, linked by a common enthusiasm for bringing heritage into their teaching and further into their school. Please see Appendix A for a full list of participants.

#### 9.5 Workshop evaluation

Evaluation forms were used to determine how useful participants found the workshop. All participants were asked to complete a short form when they arrived and a more detailed feedback form at the end of the workshop. The two evaluation forms (before and after) were created to capture evidence of the workshop's impact. The results from the feedback forms are described in detail below.

#### Evaluation Results

The combined feedback shows that teachers were extremely positive about the workshop and felt that it was appropriate to their needs (table 10).



Table 8

When asked how far they were able to go towards achieving their goals, **73%** said ‘a long way’ or ‘achieved’ while **27%** felt they had travelled ‘a fair way’ (table 11).

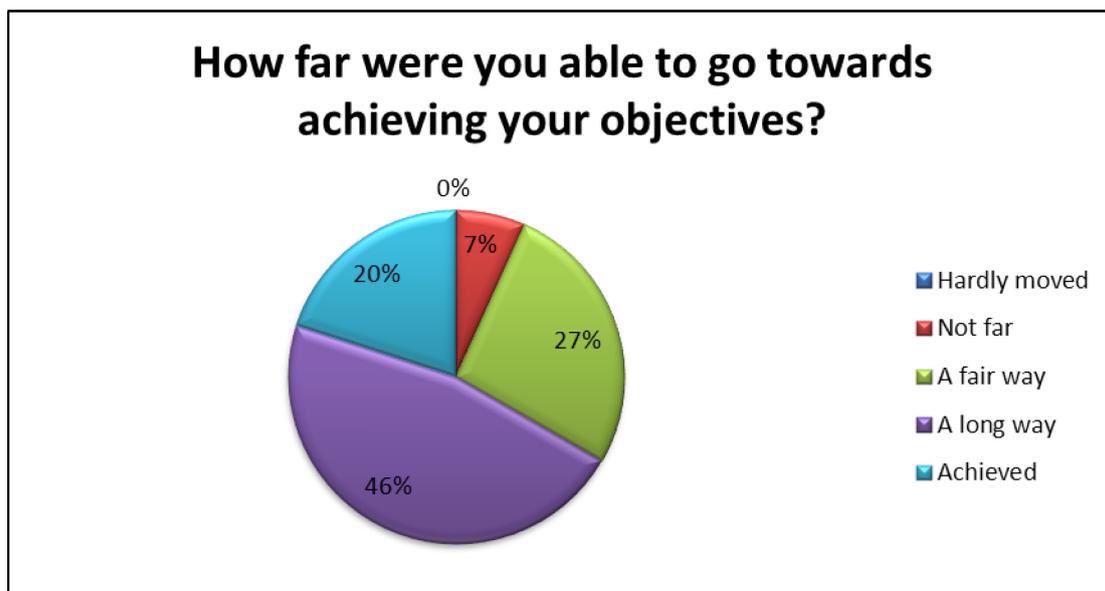


Table 9

It was noted that the major contributor to why teachers are not incorporating archaeology into their teaching is the lack of resources closely followed by the lack of support from the school (table 12).

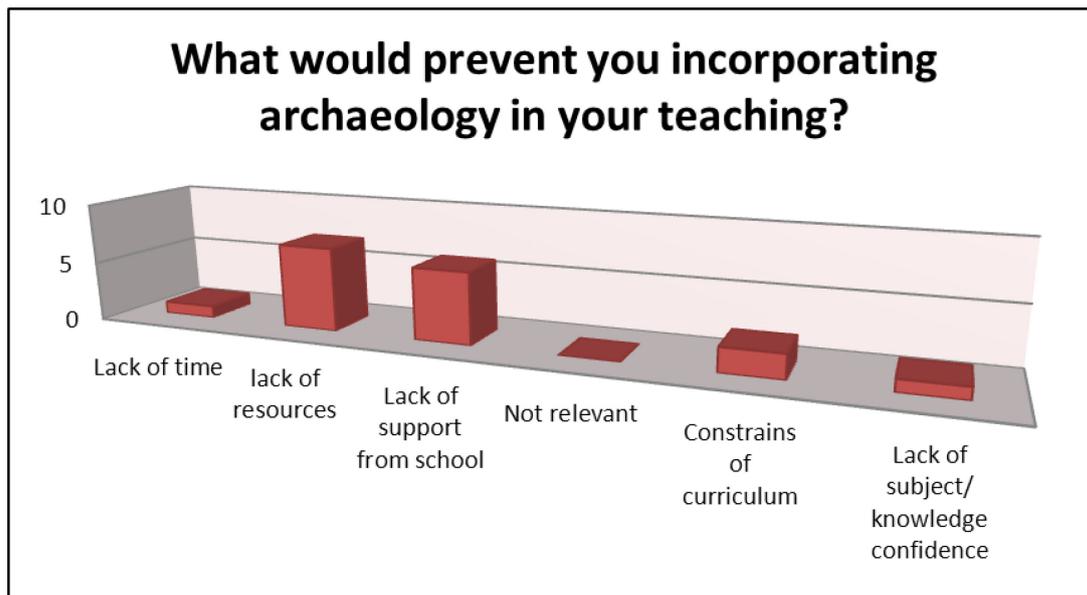


Table 10

The two-stage (before and after) evaluation forms show that the teachers' knowledge about how to work with archaeology, maritime archaeology and the aggregate industry increased as a direct result of attending the workshop (tables 13 and 14).

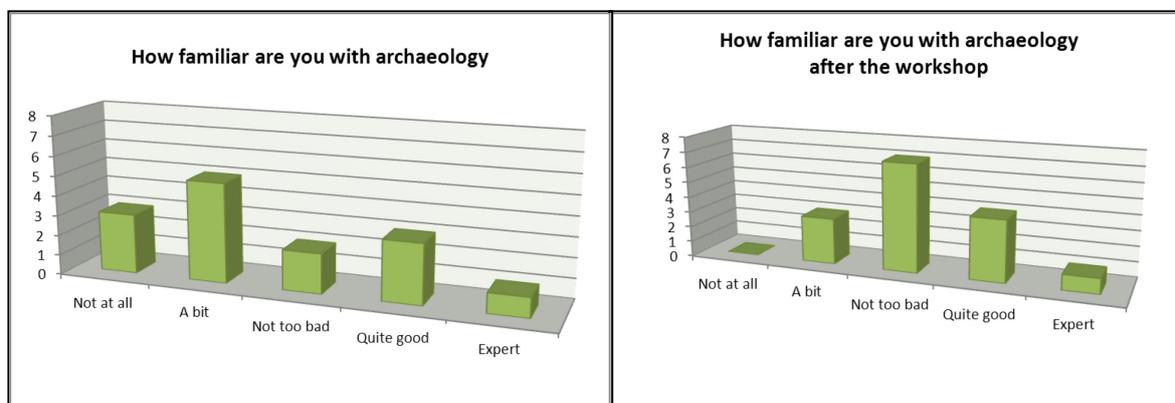


Table 11

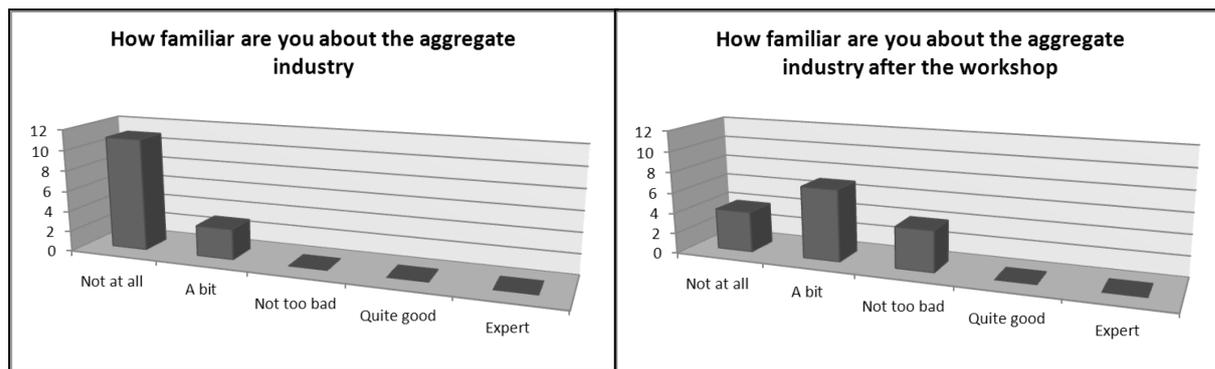


Table 12

We asked participants for any comments relating to the workshop and the following feedback was received:

*'I have enjoyed meeting you and all the other teachers and it has been interesting learning about this subject although some of the content will not be relevant to me in Primary. I am very happy with receiving so many resources and enjoyed all the practical activities many of which I will use back in school. I will feedback to my colleagues and I can see a lot of what I have learnt will be relevant to other staff at my school. Learning a few archaeological techniques was very helpful Thank you.'*

*'I think there are so many positives from this thing. I am very excited by the website and the thought of constant updating. Would like to keep in touch with what further ideas and projects HWTMA are involved with.'*

*'Thanks for an enjoyable two days. It was interesting to think about the logistics of doing a job I am familiar with in an environment I am not. Thanks'*

*'Thoroughly enjoyed the whole event, especially viewing the hulk'*

*'Thanks very much for giving me new ideas! Very good resources provided! The playtime was fab! I love my coracle! Really good to try all the activities the way the students' do and to see your bus. You/we worked hard here! Thank you!*

*' meeting likeminded and enthusiastic teachers was a very self-affirming experience- I am not mad after all- was something I hadn't expected and it made for some extremely useful brainstorming sessions outside the classroom'*

*'This is the beginning of a journey. I will try very hard to use as much as possible but time and curriculum wait for no one.'*

*'I just wanted to drop you a line to say how much I enjoyed the workshop! That was some of the most exciting CPD I've done as a teacher, and I think*

*the Trust has some really excellent approaches to working with the various different age groups.'*

Nine months after the Teachers' Workshop, participants were contacted to see if they had any reflections on the event and comments about if/how they have used what they learnt. The following comments were received:

*"I have used far more archaeological techniques in history skills lessons and PLTS [Personal Learning and Thinking Skills] focused lessons. Students enjoy it in particular as we are much more active. I did the shipwreck style lesson. I enjoy it as much if not more than they do!*

*We are developing our schemes for KST3 and I am trying to include more maritime history of Poole and shipwrecks. I am developing this around Brownsea Island/pirates and the merchants of Poole.*

*I am plugging setting up a YA club and it is work in progress and I hope it will happen!*

*I really enjoyed the course and found it good for me to learn new skills also."*  
(Teacher from a Poole comprehensive school).

*"I thought it was basically excellent from start to finish.*

*When your outreach team came to the school (which was a direct result of the workshop) the kids unanimously declared it to be the best thing about the two day event (in fact, my form told me in no uncertain terms that it was the ONLY thing they really enjoyed!) Also, I have agreed with our KS3 co-ordinator that the resources to do with the Mystery Wreck will be put into the SOW [Scheme of Work] for next year's year 8, and I am working with one of the deputy heads to see how we can best suit this.*

*My school also has close connections with the Brighton museum - I also gave them copies of your resources as an example of what they should be producing.*

*Every time I get a science cover lesson, I have used the resources on your site. I have pushed for certain elements of it to be used in our schemes of work, but at the moment, nothing has come of that within my department. Having said that, I made a point of passing your resources on to maths, science and geography, who I know have all made some use of them.*

*If you are thinking of running the workshop again, I think it would be a good idea to focus on the science and geography departments - they are generally looking for interesting ways of presenting ideas that the children find unusual and exciting. I know that at my school, I have colleagues in both departments who would be very excited about attending the workshop. If you are running it again this year, let me know and I'll pass that on to them.*

*Overall - I think that the workshop was an excellent idea and it has certainly made an impact at our school - unfortunately, the nature of secondary teaching is that we are so restricted by the national curriculum, exam teaching requirements etc, it is very difficult for us to teach the children anything interesting. Our fault, not yours.”* (Teacher from a Brighton secondary school).

## **9.6 Workshops delegate packs**

At the end of the workshop, all delegates were provided with a pack that contained examples of ALSF funded education and outreach resources/material, Higher Education Academy education, outreach and accessibility publications and relevant leaflets/brochures from various organisations such as the Thames Discovery Programme, The Higher Education Funding Council for England (HEFCE) and Wessex Archaeology.

## **9.7 Workshop promotion**

To promote the event and to encourage people from schools country-wide to participate, the workshop was promoted through flyers, emails and posters distributed through various mailing lists such as [www.schoolmailserver.co.uk](http://www.schoolmailserver.co.uk), TES Connect, conferences, talks, the Birmingham Education Show and other events.

Information about the workshop was also available from the HWTMA website where potential delegates could read more about the programme, download booking forms and find contact details.

## **9.8 Teachers' workshop summary**

This two-day residential workshop was, to our knowledge, the first of its kind, being aimed at teachers and focused on maritime archaeology and heritage and how it can support and add to the National Curriculum. CPD providers are in unanimous agreement that reaching teachers is particularly challenging due to their time constraints and limited resources. HWTMA were therefore delighted to attract 15 teachers to this two-day residential workshop. It provided an invaluable opportunity to promote maritime archaeology and ALSF-funded resources and to disseminate information about the marine aggregates industry.

## **10. Speed networking 2010**

The second speed networking event was held at the National Oceanography Centre, Southampton and aimed to facilitate existing and new collaborative partnerships and networks and in so doing, to build capacity and raise the profile of the marine resource through education and outreach.

Details of the event are presented below.

## **10.1 Speed networking method**

The second speed networking event was held at the National Oceanography Centre, Southampton on the 8<sup>th</sup> October 2010. The format and programme was based on that for the first event (see Section 6 above).



**Figure 13 Speed networking 2010**

## **10.2 The guest speaker**

The guest speaker at the event was Mr Simon Paine, a motivational speaker who has a background in the police, management consulting, enterprise development and as a charity campaign director.

Mr Paine's talk, entitled 'Surviving the Credit Crunch' focused on inspiring professionals in the public engagement sector to set and reach targets. He presented a range of useful tools available in a changing world where online social networks, blogs and twittering are efficient methods for reaching out to a wider public. The talk was very well received by participants and feedback was extremely positive.



Figure 14 Guest Speaker Mr Simon Paine

### 10.3 Participants

Twenty two professionals took part in the speed networking event, the participants came from many different organisations and had a variety of interests and motivations for attending the event.

Organisations represented included: New Forest National Park Authority, Heritage Matters, National Oceanography Centre, Hampshire Museums Service, Bursledon Brickworks, Business Link Southeast, Hampshire County Council and Brune Park Community College.

The majority of the participants stated that their objectives in attending this event were to network with as many people as possible and to meet contacts to develop new/potential working relationships. Please see Appendix A for a full list of participants.



Figure 15 Speed networking session one, 2010

## 10.4 Evaluation

Evaluation forms were filled in by the participants at the end of the day. The feedback has been highly positive and shows clearly that the attendees appreciated that the event was easy to book, well organised and very helpful for future collaborations.

A summary of the results from the Speed networking event is presented below.

**83%** stated that they would be interested in attending a speed networking event in the future. **17%** said that they would maybe attend another event. All the participants said that they would recommend the event to colleagues and many of them gave details of organisations that might be interested in future events.

One of the questions in the feedback form focused on participants' objectives in taking part in this event. Table 15 shows how far participants thought they were able to go towards achieving their initial objectives.



Table 13

The participants were asked to list things they got from this event that they had not anticipated in advance, a selection of responses is presented below.

*“So many contacts”*

*“More ideas than I expected”*

*“A range of contacts from areas of work I would not normally have thought we could engage with”*

*“Useful insights into business development from the speaker”*

*“Practical results”*

*“A few unusual connections”*

*“Useful presentation by Simon Paine”*

All participants found the event entertaining and many commented on the excellent speaker, the diverse range of participants as well as the relaxed and friendly atmosphere. On a scale of 1 to 10 on how appropriate the event was to their needs, participants gave the event an average score of **8.6**

After the event some of the delegates wanted to express their thoughts further through emails, a few of them are presented below.

*‘Well done the event was great and very useful. Loved the view as well!! Many thanks for the info below. I have already started making contact with some of those who attended.’*

*‘I just wanted to say thanks, last week was fantastic & my colleagues were delighted with the responses from people regarding our business. They were full of praise for the way it was run & would definitely participate in similar events.’*

### **10.5 Delegate packs**

The delegate pack provided to all the participants signposted a range of maritime heritage and marine aggregate resources.

After the workshop an email with each participant’s email and contact details was sent out to facilitate future contacts and collaborations.

### **11. Birmingham Education Show 2011**

Following the submission of this report, HWTMA will exhibit our latest resources together with ALSF-funded resources at the Birmingham Education Show that will take place on 17-19<sup>th</sup> March 2011. The show is expected to attract over 450 educational suppliers and over 12,000 visitors.

### **12. Project summary**

The ‘Maritime Archaeology Access & Learning ALSF Workshops & Associated Initiatives’ project has been successfully completed. The three residential workshops were successfully delivered, well received and provided an excellent opportunity for showcasing ALSF funded resources.

The speed networking events proved an extremely popular format and have facilitated the creation of future partnerships and activities that help develop capacity of the sector to deliver education and outreach events and activities.

The majority of the participants stated that they found the events very useful and the event had been appropriate for their needs.

Similarly, the Education Show has enabled the showcasing and promotion of ALSF-funded educational resources to a broad spectrum of educators and enabled HWTMA to explain face-to-face, how they can be used in formal and information educational settings.

HWTMA will, where and when possible, continue its successful promotion of ALSF-funded resources beyond the life of this project.

## Appendix A: Event participants

### Educators Workshop May 2009

Name	Organisation
Anna Welsh	Southampton Archaeology
Andrew Whincup	Royal Marines Museum
James Brown	New Forest National Park Authority
Verity Cope	Hampshire County Council Museum Service
Dave Johnston	NAS/ Hazardous
Ursula Pearce	HMS Warrior
Leanne Atkinson	Lepe Country Park
Luke Randall	Cornwall and Isles of Scilly Maritime Archaeology Society
Jennifer Craig	Independent
Lianne Warner	Hampshire County Museum Service
Nick Corcos	YAC Bristol
Pema Brunet	The National Trust Isle of Wight
Jerry Cummings	
Jezz Meredith	Suffolk County Council Archaeological Service
Ray Moseley	Bursledon Brickworks
James Thatcher	Marlipins Museum, Shoreham-by-Sea; a property of the Sussex Archaeological Society
Zoe Miles	New Forest education officer
Stuart Churchley	Wessex Archaeology
Ester Mander	Land guard Project Officer Suffolk Coastal District Council
Stephen Thompson	Pembroke Dock Sunderland Trust

**Post graduate Workshop May 2009**

<b>Name</b>	<b>Organisation</b>
Trevor Draesek	Southampton CMA
Roderick Stead	Southampton CMA
Rodrigo Pacheco	Southampton CMA
Lauren Tidbury	Southampton CMA
Matthew P Dames	Southampton CMA
Katlein Koon	Southampton CMA
Molly Crossthuwaite	Southampton CMA
Renata Filipa Barreelas Correia	Southampton CMA
Mike Mononey	Southampton CMA
Rebecca Weiss	University of London, Maritime
Carlos Asuejo	University of London, Maritime
Thomas Irwing	University of London, Maritime
Alice Holland	Institute of Education, University of London
Stephanie Caldwell	Institute of Education, University of London
Margaret Daly	Birkbeck College
Sophie Wood	Winchester university
Dan Pollard	Bristol

**Speed Networking November 2009**

Name	Organisation
Lorna Richardson	Thames Discovery Programme
James Brown	New Forest National Park Authority
Joy Verrinder	Isle of Wight Council Heritage Education Service
Diana Smith	Hampshire and Isle of Wight Wildlife Trust
Chris Townsend	Minstead Study Centre
Jane Maddocks	British Sub Aqua Club
Lianne Warner	Hampshire County Council
Hannah Cheek	Calshot Activity Centre
Matthew Dames	Civilization Media
Michelle de Gruchy	Civilization Media
Dr Neil Rushton	The Churches Conservation Trust
Chris Galby	Hampshire County Council DafE Team
Fiona Smith	Hampshire County Council DafE Team
Lindsay Williams	The Key to Time
Alison McQuaid	Chichester District Council
Dr Naomi Belshaw	PRS for Music
Deborah Gearing	Playwright- Freelance
Richard Ellam	Lm Interactive
Ellie Monks	Groundwork Solent
Caroline Haynes	Bursledon Brickworks
Jim Dolwick	University of Southampton
Tanya Weall	Southampton City Art Gallery
Liza Morgan	Southampton City Art Gallery

**Speed Networking November 2009 continued**

Name	Organisation
Tim O'Riordan	Zemedia
Simon Boxhall	National Oceanography Centre
Malcolm Watkins	Heritage Matters
Caroline Beasley	Hampshire Museums Education Service, SW Area
Jerry Lewis	The Dunkirk Little Ship Restoration Centre
Ed Salter	English Heritage
Pete Gritton	Story Teller

**Teachers Workshop April 2010**

Name	Organisation
Vanessa Greenbury	Bunbury Aldersey, Cheshire
Dr James Webster	Winchester college
Tom Penny	Poole high school
Oliver Watt	Sunnydown School
Amy Jeffers	Bedenham Primary School
Carolyn Avery	Barton Peveril College
Sebastian Philips	Cardinal Newman Catholic Secondary School
Katy Bell	Priory School
Rachel Boughton	PGCE student
Kirsty Dobson	PGCE student
Marjorie Skidmore	Hereford Technical School
Pete Swindin	Eggbuckland Community College
Allison Mason	Winchelsea Special School
Dianne Rawlings	Farleight School
Edwina Livesey	Museum

**Speed Networking October 2010**

<b>Name</b>	<b>Organisation</b>
Andy Brennan	New Forest NPA
Angie Beeston	Freelance
Caroline Barrie-Smith	HWTMA
Carolyn Haynes	Bursledon Brickworks
Chris Elmer	Hampshire Museum Service
Chris Cudlip	Environmental Sculpture
Gillie Hayball	New Forest NPA
Helen Parry	Medina Valley Centre
Jane Maddocks	BCAC
Kay Jackson	ESCO Brookfield Cluster
Lauren Stevens	Brune Park Community College
Lindsay Rudge	Island Creations
Liz Barnes-Downing	Bursledon Brickworks Industrial Museum
Malcolm Watkins	Heritage Matters
Nicky Myers	Hampshire County Council
Rob Curry	National Oceanography Centre, Southampton
Sherrell Davenport	Island Creations
Simon Paine	Guest speaker
Stephen Fisher	PATHH Project
Vivien Drake	Freelance
Zandra Ranger	Brune Park Community College