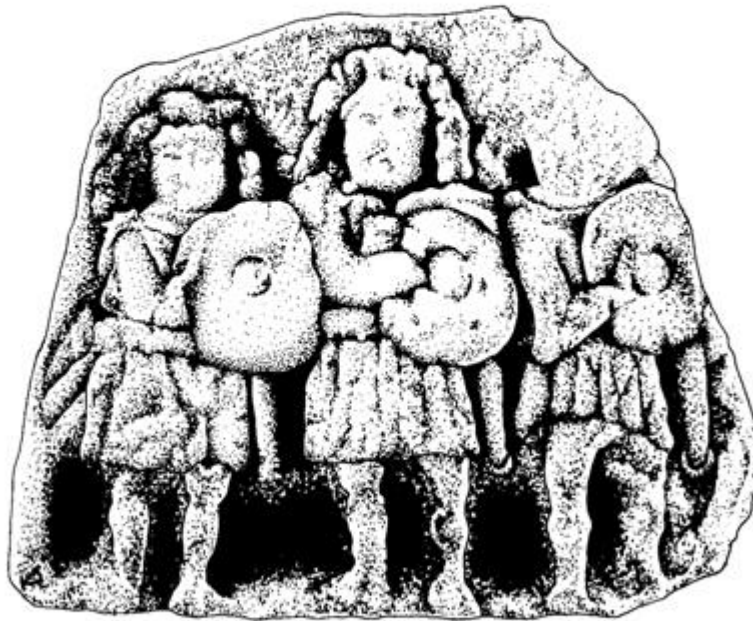


Certificate in Archaeology Module

Early Medieval Western Britain

Course Booklet

Tutor: K. Jarrett



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8. COMMUNITY EDUCATION: PREPARING TO

TEACH A WORKSHOP

[July 30, 2011](#) [LIPCAP / PSP](#) [Anglo-Saxon](#), [Community Archaeology](#), [Day of Archaeology](#), [Day of Archaeology 2011](#), [Digital Archaeology](#), [Early Medieval](#), [Education](#), [Finds](#), [Romano-British](#) [Adult Education](#), [conservation](#), [Geographic information system](#), [Identity](#), [Public archaeology](#), [WEA](#)

This post is going to outline work I'm doing in preparation to teach a community archaeology course (which focuses upon the transition from the [Roman](#) to [Early Medieval](#) period in Derbyshire). I'll be discussing some of the research I'm undertaking for this, and the process of planning and developing a course. I'll also discuss the importance of AdEd beyond personal interest and development at the end of this post.

[Adult and community education](#): planning a course and researching material

One of the things I'm doing at the moment is preparing a 2 hour course to teach locally, within the community (perhaps for a local museum). This will look at the evidence that we have for life in [Romano-British](#) and [Early Medieval](#) Derbyshire (using some new data), and (applying the knowledge I have gained during my research on other regions) consider what this might say about social and cultural identities. The course will be split into two parts: the first half will introduce a range of data to provide a historical background, which will involve questioning the evidence for 'Romanisation' during the [Roman](#) period, and exploring the debate surrounding [Anglo-Saxon](#) conquest and 'Roman' continuity or 'Celtic revival' in the Early [Middle Ages](#). In the second part of the workshop, I hope to incorporate a session during which [Romano-British](#) and [Anglo-Saxon](#) finds and contexts can be interpreted by participants – involving the examination of plans from local excavations and handling related finds. In doing this course, I hope to develop public understanding of this fascinating period, and show how local history relates to wider changes.

Course preparation: an outline

There are a number of stages in developing an [Adult or Community education](#) workshop. This usually begins by making preliminary enquiries to prospective host organisations (such as museums, universities, or the [WEA](#)). Most work 6 – 18 months in advance, so if I were to propose a course now, I'd be unlikely to be able to teach this until after Easter next year.

CERTIFICATE IN ARCHAEOLOGY MODULE PROPOSAL:

EARLY MEDIEVAL WESTERN BRITAIN

TUTOR: K.Jarrett

NUMBER OF CONTACT HOURS: 20

CONTENT DESCRIPTION

This course will consider the society and culture of Western Britain in late antiquity (c. A. D. 350-650) using archaeological, historical, and literary evidence. Art, industry, trade, settlement and religion will be examined, with regard to their social and political functions. Socio-political organisation will also be discussed, and mythologies and literature will be discussed and analysed in conjunction with the historical and archaeological evidence. The relationship between Romans, Britons, and Saxons will be explored through the range of sources. The course may include a field trip to Late Roman and Early Medieval sites to consider the importance of landscape upon the development late- and post-Roman society.

AIMS

It is intended that earlier views of the period will be re-interpreted in the light of new evidence and theory. The course aims to give students a critical awareness of the primary and secondary sources for the period.

LEARNING OUTCOMES

STUDENTS WILL BE ABLE TO:

1. Demonstrate knowledge of late- and post-Roman British material culture.
2. Discuss the various approaches applied in understanding the period.
3. Discuss Late Antique and Early Medieval British social organisation.
4. Demonstrate the application of research skills to evidence.

PUBLICITY ABSTRACT

Enlighten the 'Dark Ages' by examining the late antique culture (c. A. D. 350-650) of 'Celtic' Western Britain, via the latest archaeological and historical research. Beginning with an investigation of the End of Roman Britain, the transition into the Early Middle Ages will be considered by analysing a range of sources, including archaeological, historical, and literary evidence. Art, industry, trade, settlement, burial, ritual and religion will be explored. A field trip to Late Roman and Early Medieval British sites may be included.

TRANSFERABLE SKILLS

- Retrieval and assimilation of information
- Critical assessment of material
- Presentation of research

TEACHING METHODS

Archaeological, historical, and literary sources will be presented as both primary and secondary sources through PowerPoint slides and handouts; artefacts will be presented wherever possible for students to observe and handle. Discussion of the evidence and material will be encouraged, as will question and answer sessions. Students will be encouraged to undertake their own library study.

METHOD OF ASSESSMENT

1 x 1500 word essay, or equivalent project

Proposal for previous course at Keele University (© K Jarrett)

One of my first jobs is to create course details for the organisation who may host this course (providing a summary of the course, outlining aims and objectives, learning outcomes, learning and teaching styles, who the course is directed towards, costs, material used etc.). I have to create a 'scheme of work' for the course (a timetable of tasks and activities within each session); to prepare worksheets, resource sheets (such as reading lists, lists of museums and sites of interest etc., and links to online material). I usually have to write publicity material (a short description of the course for pamphlets and posters, etc.), to advertise the course (I often have to distribute leaflets myself, in order to make as many people as possible aware of the course). I often have to create some form of assessment to ensure that participants have achieved the proposed learning outcomes, and occasionally have to create feedback forms. I also often create online resources for students on my [website](#) (which is currently under construction).



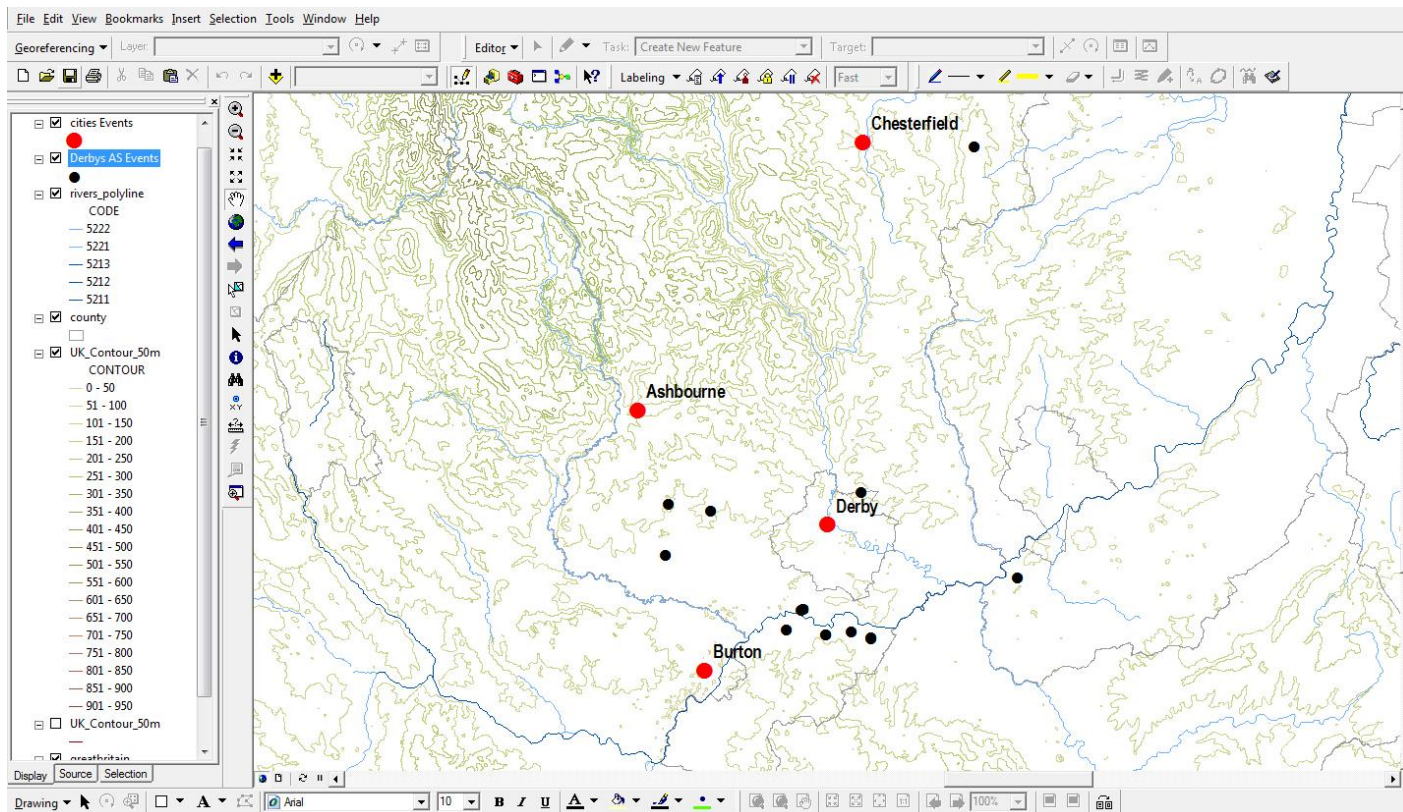
EARLY MEDIEVAL CELTIC BRITAIN: Certificate Level			Tutor: Kirsten Jarrett	
Week	Topic	Duration	Teaching and Learning Methods	Resources
1.i.	Welcome and induction Introduction to course What were the 'Dark Ages'?	10 mins. 20 mins. 30 mins.	Tutor exposition /Q&A Tutor exposition /Q&A Lecture	HO HO Board / Flip Chart
ii.	Celticity: Language and ethnicity Discussion of terminology: Pre-conceptions	20 mins. 20 mins. 20 mins.	Seminar	Board / HO
2.i.	The end of Roman Britain: Britons in the Empire Late Roman background: Settlement Burial	15 mins. 15 mins. 15 mins.	Snowballing /Q&A Tutor exposition/Q&A Tutor exposition/Q&A	Board / Flip Chart / HO OHP / slides OHP / Slides
ii.	Social Organisation: civitates Independent Britain: fragmentation Continental comparisons: <u>Soldiers and settlers</u>	20 mins. 20 mins. 20 mins.	Tutor exposition/Q&A Tutor exposition/Q&A Tutor exposition / Q & A	OHP / slides OHP / slides OHP / slides
3.i.	Historical sources: <u>Contemporary insular and continental. Later sources</u> Hagiographies	20 mins. 20 mins. 20 mins.	Lecture	OHP's / slides HO
ii.	<u>Inscriptions</u> Analysis of texts: historical Inscriptions	20 mins. 20 mins. 20 mins.	Lecture Seminar	OHP's / slides / HO Worksheet

Scheme of work for previous course at Keele University (© K Jarrett)

I usually use PowerPoint to illustrate my talk during the first session, so in order to create the series of slides, I have to get together material suitable for presentation (frequently creating maps and diagrams, editing photographs of relevant material and sites, and finding suitable excerpts from texts). Although I'm usually familiar with the material that I will be covering, I often have to do more research, to confirm ideas or to find good examples. I usually have to check out the venue before giving a course (and ensure that my electronic documents are compatible with the available equipment), and sometimes have to arrange insurance and compile a risk-assessment. Consequently, preparing a 2-hour workshop or talk on a topic for the first time often takes over a week.


Research

Today I've continued background research for this course, so that I might incorporate recent finds from the region. I'm looking through the data on the [Portable Antiquities Scheme](#) (PAS) database, to build up a picture of finds distribution, which I'll run through a [GIS](#) programme (see post [7. 'Digitising Crickley plans and using GIS'](#)). I have a research account with PAS, so am able to obtain detailed coordinates for most of the finds (these are concealed to avoid theft from find spots).



*Distribution of finds (approx. locations only & work in progress): created within GIS programme
(© K Jarrett)*

But not all research can be used – I’ve spent some time this week trying to find parallels for a piece of local sculpture that at first I wondered (due to the cross form) if it dated to the middle [Saxon](#) period. But as I continued to look into it, it became more likely that it was of later date (having seen similar shaped sculptures dating to the 11th – 12th centuries) – I’ve just had this date confirmed by a local specialist in [Anglo-Saxon](#) sculpture. Disappointing in one way – and often the way things go in archaeology – but I’ve learnt something new about later sculpture!

 [Click this bar to view the full image.](#)



Sculpture from Derbyshire confirmed as post-Conquest date (© K Jarrett)

Why ‘[AdEd](#)’ and [community archaeology](#) is important

I’ve done quite a bit of [Adult Education](#) teaching in Universities (and some with organisations such as the [WEA](#)), and but many AdEd departments have now closed. Apart from providing local people with opportunities to pursue their interests and develop skills, this is likely to have an impact upon both conservation of the Historic Environment, and social identities. Being unaware of the fascinating and valuable historic sites around us, we’re less likely to try to find ways of incorporating heritage resources within economic development schemes. We’re now facing a time when the [local community will have more of a say in planning](#) – it’s therefore very important to provide members of the public with information on their Historic Environment, so that they may make informed choices with regard to local developments. Studying the past also

shows us how our own histories often fit together and are shared with those of people that we see as ‘others’ – which may help to break down barriers within the community.

It’s been another long day, and I’ve not had time for a final post on academic writing and publishing. I’ll be unable to post this now – my job tomorrow is website and business development, which doesn’t really make for interesting reading for many people!

The [Day of Archaeology](#) has provided a great opportunity to show the different ways archaeologists work – congratulations to the organisers and thanks to the volunteers who have had to moderate my many posts!

Cheers, guys! Hopefully will be back next year!