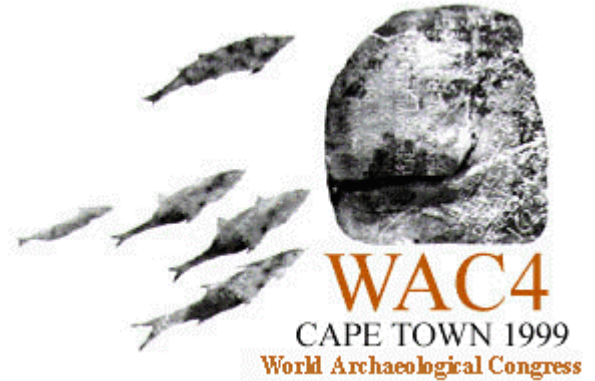


World Archaeological Congress 4

University of Cape Town

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Symposium: The form, physique and fitness of Educational Archaeology: is it working out?

Abstract Package

Convenors:

Amanda Esterhuizen and Jeannette Smith

Educational Archaeology is rapidly taking shape. Yet how is it becoming manifest within different educational and archaeological contexts world wide? In some instances Educational Archaeology is taking on its own theory and methodology, and fast becoming a sub-discipline in its own right - this in turn gives rise to debates around the training of Educational Archaeologists. In other instances, archaeological content is merely inserted into educational activities, often to assuage the academics need to be publicly accountable, and Educational Archaeology does not have much form of its own.

This session calls for papers that deal with issues relating to:

- theory and methodology, and its application within both archaeology and education
- the training and qualifications of educational archaeologists
- whether Educational Archaeology, in whatever form, grapples with questions about gender, ethnicity, class etc.
- the motivation for doing Educational Archaeology; be it political. ethical or whimsical

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Weighing in, the size and scale of Educational Archaeology in South Africa

Author: Amanda B. Esterhuysen, University of the Witwatersrand

Archaeology has been included in the Human and Social Sciences Learning Area of the New Qualification Framework to be fully implemented in South Africa by the year 2005. Yet contradictions between the underlying ethos and essential outcomes of the curriculum in general, and the Human and Social Sciences specific outcomes and range statements in particular place archaeology in a rather nebulous position. This paper offers a critical look at the NQF especially with regards to the concepts 'space' and 'time'. Further, it offers suggestions on how archaeology can interface with the phase organisers to produce effective learning programmes for teachers, and how teachers can be trained to make the most effective use of archaeology in the classroom.

Ethnicity and identity: archaeology, education and the Brazilian identity

Author: Pedro Paulo Funari

The paper deals with the use of material culture in Brazil to forge local, state and national identities. It deals with three set of cases: the mixed features of educational archaeology in a southern community, Joinville, where prehistoric and European material culture are dealt with by heritage and archaeological authorities; the mixed feelings about black identity raised by a seventeenth century maroon in the Northeast, dealt with by archaeologists; and how school text books deal with archaeological remains.

The National Park Service Archaeologist-Interpreter Shared Competencies Curriculum

Author: John H. Jameson, U.S. National Park Service

Abstract: A National Park Service project is underway to strengthen the relationship between archaeology and public interpretation and ultimately to improve how archaeology is presented to the public. Archaeologists, interpreters, and educators are collaborating in developing a curriculum that can be used by NPS in training employees in the three career fields. They will be trained together in the skills and abilities (shared competencies) needed to carry out a successful interpretation program. Among the main precepts of the curriculum are the needs for interdisciplinary communication and for sensitive interpretation to multicultural audiences. The initiative stems from a service-wide push to improve training and development of its employees and from efforts within the Southeast Region of NPS to promote better methods for interpreting archaeological resources.

Doing Archaeology in Public: Essential Knowledge for Archaeologists and Educators: The marketing branch of the profession

KAROLYN Smardz

Public archaeology, while originally viewed with some suspicion by members of the archaeological community, has in recent years come to be an accepted - and indeed, highly valued - subdiscipline of the field. It takes in various forms, has diverse target audiences, and is conducted at differing levels of intensity on sites around the world, and has its own set of requirements, skills and resources with which its practitioners need to be familiar. Training programs are beginning in graduate schools in North America, South Africa, and Britain, and textbooks, newsletters and journal are being produced to meet the need for educational media in this budding field.

This paper will outline educational archaeology skills and approaches to which professional archaeologists, teachers and students in both fields of endeavor should be exposed before they are loosed on unsuspecting schoolchildren. The author will share her 15 years of experience in the potential pitfalls that a neophyte archaeology educator may encounter, and will introduce some of the ethical considerations that must be recognized by archaeologists engaged in interpreting our human past to the public.

An archaeological and educational perspective on the 'Anglo-Boer War'

Author: Jeannette Smith, Archaeology Department, University of the Witwatersrand

In 1999 South Africa will commemorate the 100th anniversary of the start of the Anglo-Boer War. Due to an apparent agreement by both the British and the Afrikaner not to enlist Black South Africans in the fight, this war has often been perceived as being solely that of the Europeans. This, together with the general marginalisation of Black History during the Apartheid years, has resulted in very little being written about the involvement of the Black South Africans as support personal, as well as the plight of those placed in concentration camps. The recent recovery of archival information pertaining to the establishment of an "African refugee" camp near Krugersdorp, in central Gauteng, between 1900 and 1902 offers the potential for shedding light on these issues. However, today there is no obvious evidence to indicate that a camp existed in this area, and there is very little documentation to suggest who these people were, what their lives were like within the confinement of the camp, and what the nature and outcome of their interaction was with the British. WITS Educational Archaeology has undertaken a community based project that not only includes the people of Krugersdorp and surrounding areas in the recovery of cultural material that may answer some of these questions, but to also to assist in the development of educational resources about the role of archaeology in providing voice where no documentation exists. Information from this project will go towards

filling the gaps in the present school curricula, and provide a more inclusive picture of the 'Anglo-Boer War'.

Children with Disabilities Should Have Access to Their Archaeological Past

Author: Renata B. Wolyneec, Edinboro University of Pennsylvania

Federal law in the United States mandates that children with exceptionalities be educated in the least restrictive environment possible. This inclusion movement mandates that not only gifted children, but children with a variety of learning, social, and physical disabilities should be taught together within the same class. Consequently the archaeologist entering a classroom may discover that the presentation prepared for children with average or above average abilities may not be suitable for the majority of the students present. Because most archaeologists have no training in teaching methodologies focusing on exceptionalities, they are at a disadvantage when developing a program in today's complex teaching and learning environment. Therefore, teaching archaeologists must familiarize themselves with the varieties of disabilities which children can have and be equipped to employ teaching methodologies appropriate to each disability. By addressing the special needs and using the abilities of children with exceptionalities, the archaeologist can give the priceless gift of the past to children who have too often been the last truly excluded minority in many educational systems. This paper will explore the problems and challenges associated with teaching archaeology within the inclusion environment with special emphasis on teaching students with specific disabilities.

Rolling Back The Years: Archaeology and Lifelong Learning in the UK.

Dr Gary Lock
Department for Continuing Education
University of Oxford
UK

The concept of Lifelong Learning is becoming the new paradigm within the UK educational establishment. Three recent advisory reports to the new Labour government, and its responses to them, have emphasised the importance of creating a national 'learning culture' within which learning at any age is valued and nurtured.

An understanding of how and why adults learn, and how best they are taught, is essential to successful Lifelong Learning. This paper will outline some recent ideas on these themes and relate them to government thinking and proposals for future adult education. It will also suggest that archaeology is particularly suited to this new paradigm for several diverse reasons ranging from the historical context of archaeological societies as 'communities of learning' to the current emphasis of archaeological theory on a humanised past.

Although the relationship between Lifelong Learning and archaeology holds great promise there are tensions within the UK university sector. The differences between formal and informal learning contexts will be discussed in relation to the role of universities and the constraints under which they work.

Archaeology in the History Classroom

Heather T. Frazer, Florida Atlantic University

The 1961 Pulitzer Prize winning poet and humorist, Phyllis McGinley, observed, "History must always be taken with a grain of salt. It is after all not a science but an art." Many historians would disagree with McGinley, arguing that the best history is objective, dispassionate, and informed by scientific methodology. But even in the best practitioners of the craft are constantly on guard against the infiltration into their work of personal perspectives and beliefs.

Archaeology in the history classroom is a superb antidote for this shortcoming. The substantive inclusion of the study of historic or prehistoric peoples and their cultures provides a valuable body of knowledge grounded in scientific methodology and relatively untarnished by individual individuals ideologies.

Archaeological discoveries have also substantially changed historians' perceptions of the past. Consider the momentous changes in the historical narratives of prehistoric India prompted by Sir John Marshall's discoveries in the Indus River Valley in 1921. And James Prinsep's translations in the mid-nineteenth century of the early inscriptions on the bilingual Bactrian coins allowed scholars for the first time to construct the pre-Muslim history of India.

Finally, as the archaeologists' trowels reveal the artefacts of indigenous peoples such as the Aborigines in Australia or the Maoris of New Zealand, their discoveries not only augment our knowledge of pre-history but also influences and shapes contemporary politics as well as history.

This paper will explore the uses of archaeology in the history classroom to shape and inform historical knowledge, illustrate the complexity of the nature of historical memory and causality, and reconcile archaeological evidence with the myth, traditions, and history of indigenous people.

From stone chip to microchip: Computer assisted education for Educational Archaeology

A Meyer

The objective of this presentation is to evaluate an approach to computer assisted outcomes based Educational Archaeology. The presentation includes the use of electronic multimedia. Educational Archaeology is discussed within the framework of South African education legislation as an example of the possible interaction amongst archaeologists, authorities and the public. The recent developments in and shift towards telematic educational programs is considered. An example of a computer based, outcomes orientated lesson in Educational Archaeology is demonstrated.

An important phenomenon observed during several archaeological research and conservation projects of the University of Pretoria during the past decade is the increasing interest and interests of archaeologists, authorities, conservation and educational institutions as well as the general public in these projects and the relevant archaeological sites and materials. Underlying values, perceptions, attitudes and needs expressed by these stakeholders emphasize the responsibilities of archaeologists and their institutions to cultivate the awareness of people about their cultural heritage and achievements, and to guide their participation in research, heritage conservation, education and training to promote social development and economic self-reliance. Significant progress has recently been made to fulfil these needs with the establishment of academic courses in Community Development, Heritage and Cultural Tourism, and projects to implement the new education legislation. The central role and contributions of Educational Archaeology within these developments can be structured according to the new education legislation and regulations, requirements formulated by business and the public, and the visions of archaeologists. The need amongst the general public for formal cultural and heritage education and training, as well as relevant education legislation and regulations, have paved the way for Educational Archaeology.

Themes frequently referred to include magnificent works of art and architectural structures, oral traditions, music (including praise songs) in social contexts, stratigraphic evidence of continuous occupation for extended periods of time, and technological developments in response to the challenges and changes of the environment. These aspects of human life can often be captured in the electronic multimedia and presented to learners as sources of information in a variety of courses and educational modi such as tutorials, drill and practise exercises, educational games and simulation programs.

Topics vary from timeline concepts to archaeological sites and materials as sources of information on the origins and developments of human society, technology, trade and the position of South Africa in world history. Themes such as cultural and technological development from the earliest chipped stone tools to computer assisted education and training in South Africa is considered. Identified educational sources of information include sites, artefacts, rock art, fossils, oral traditions and historical maps. It is concluded that the educational future of the past should be assessed in terms of needs, legislation, development guidelines, course contents, available media, social and economical conditions, and human talents and skills.