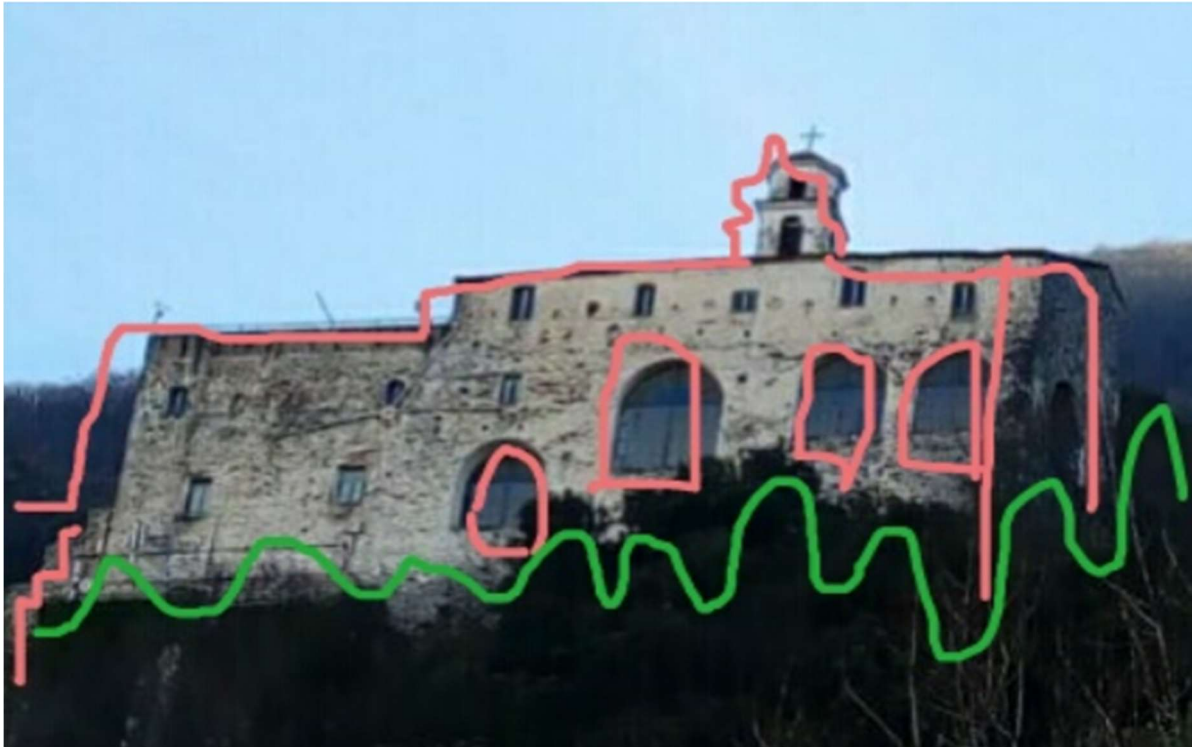


INVESTIGATION - LEARNING MODULE

The Archaeological sedimentation of human settlement and landscape transformation



Example of artistic landscape interpretation

Introduction

The perception of the landscape around us is often superficial and mechanical. Unfortunately, even more often, it is so fleeting and quick that people fail to grasp its meanings and value. The purpose of the planned activities is multifaceted and articulated but certainly, first of all, they realise the need to involve the students while observing the reality around them, to get them to be aware of the real transformations that the space that surrounds them undergoes and then, from their observation, to generate 'actions' that can document and convey perceived realities to other students. In particular, they take vision and awareness of the interaction between nature and the Human Community, verify the stratification of that process over the centuries and the history of their area, by experiencing the metamorphosis of the territory from the anthropic point of view, which underlies not only the archaeological sedimentation of human settlement but the landscape transformation as well: In few words, "Actions and Contemplations in order to be better Guardians of the past and Builders of the future!"

The investigation can be implemented by following these steps:

1) **Planning**

In Planning, students and teachers design their investigation activities on landscape, for instance they decide what to do, how to do it, when to do it, where to do it.

According to the topic or issue chosen for investigation, the class will need to identify what kind of actions to undertake in terms of literature review, hands-on research activities, and it will identify the most suitable methods and list the needed materials to gather the necessary information.

Expert stakeholders from local research centres, universities and local authorities can be contacted as a valuable opportunity to access up-to-date knowledge and to make use of scientific equipment.

2) **Performing**

In Performing the investigation, the class implements the devised plan, and follows the steps of action along the project timeline. Data collection can regard environmental data during a field trip, a survey on the perceptions and views of the local community, or investigations on historical and artistic documents regarding the landscape of interest. Specific materials, equipment and worksheets can be used, allowing students to approach methods and software of common use in research. Experiments can be performed to understand the reason for certain phenomena.

3) **Data analysis and interpretation**

In Data analysis and interpretation, the collected data are analysed and interpreted in order to understand the extent of the issue (generating new knowledge) and the relations between the factors and variables that are involved in the investigation.

Objectives of the Investigation

LOTS-RELATED

- ✓ identifying different forms and structures of the Landscape;
- ✓ raising awareness of the different perceptions of the landscape because of the subjectivity of perception;
- ✓ encouraging teamwork and collaboration between students;
- ✓ introducing the European Landscape Convention and the definition of Landscape;
- ✓ describing a specific landscape, namely, their territory's;
- ✓ being aware of the European Landscape Convention;
- ✓ understanding the three fundamental components of the European Landscape convention (protection, management and planning);
- ✓ becoming aware that the implementation of the European Landscape convention is a duty and a right of all European Citizens;
- ✓ enabling students to understand the causes of the challenges of the selected landscapes;
- ✓ Finding the relationships between the variables investigated.

HOTS – RELATED

- ✓ encouraging Critical Thinking;
- ✓ learning how to discuss and debate perceptions of the landscape, both subjective and collective;



- ✓ organising the knowledge acquired in a Powerpoint presentation and with the inclusion of digital or hand-made works, through storytelling and then digitized in the presentation;
- ✓ becoming agents for the promotion of the tangible and intangible assets of their territory through storytelling and the use of Information technologies.

In this module we present three different ways of approaching the investigation phase:

HOW TO INVESTIGATE - 1

When: After the Conceptualization Phase (Step 2)

Time estimated: 1 teaching hours

Where the activity takes place: in the classroom and outdoors

Method (how the students have to work): group-work

Art activity - in every step of investigation students are invited to produce an artistic product inspired by their investigations: texts, photos, drawing, videos, music or sound, meme (<https://en.wikipedia.org/wiki/Meme>), patchwork/collage, theatrical performances.

In the classroom, the students are divided in groups. The teacher/facilitator could follow the steps suggested in the table below:

Planning	<p>Students learn to investigate changes in the landscape and on the progressive urbanization of it. To do this, students select different areas on the map of the local territory where they want to carry out their investigation.</p> <p>Students decide how to conduct the survey (materials, methods). The groups present their investigation plan and agree on the most reliable and feasible one.</p>
Performing	<p>To plan their field trip, students first examine historical and recent thematic maps and look at recent aerial photos used as a background by the most common web browsing programs. The data collection on the landscape is based on the relief design (sketches and graphic and digitized stylizations); it is possible to exploit the augmented reality (AR) to collect georeferenced and updated material (eg SIFTR) but, above all, to manage the survey as a playful but formative didactic experience. The data collection can take place either in the classroom or on the territory according to the emergency situation and the Regulations of the Ministry of Health.</p>
Data analysis and	<p>Students are invited to develop monitoring worksheets about data to be detected, measured and recorded during the exploration of the sites. All data can be analyzed and discussed with stakeholders</p>

interpretation	<p>Students will discuss the experiences they have gained during the investigation: the problems they encountered, the questions they could not answer, etc. Finally, they discuss what a water landscape means and, in general, how important it is for the environment.</p> <p>The students organise videos and photos to upload onto Siftr Platform.</p>
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HOW TO INVESTIGATE - 2

When: After the Conceptualization Phase (Step 2)

Time estimated: 1 teaching hours

Where the activity takes place: in the classroom and outdoors

Method (how the students have to work): group-work

Art activity - in every step of investigation students are invited to produce an artistic product inspired by their investigations: texts, photos, drawing, videos, music or sound, meme (<https://en.wikipedia.org/wiki/Meme>), patchwork/collage, theatrical performances.

In the classroom, the students are divided in groups. The teacher/facilitator could follow the steps suggested in the table below:

Planning	<p>The students go to the places they have identified on the maps. They take pictures, they create relief drawings, interact with the landscape emotionally with time-travelling identifications regarding the transformations that the landscape under examination has undergone. Then they discuss the current situation of the landscape under observation comparing it to what life was like in the past. Finally, they discuss how these spaces are used nowadays.</p>
Performing	<p>The geolocation of typical structures along the landscapes of the territory is performed via smartphones equipped with an internal GPS antenna and satellite data management software(SIFTR). Whenever students get close to one of the landscape environments examined, read the transformations relative to historical reference maps and write down in their notebook or cell phone, in tabular format, the changes detected. This can be also done for other landscapes.</p>
Data analysis and interpretation	<p>Students are invited to develop monitoring worksheets about data to be detected, measured and recorded during the exploration of the sites. All data can be analyzed and discussed with stakeholders</p> <p>Students will discuss the experiences they have gained during the investigation: the problems they encountered, the questions they could not answer, etc. Finally, they discuss what a water landscape means and, in general, how important it is for the environment.</p>



HOW TO INVESTIGATE - 3

When: After the Conceptualization Phase (Step 2)

Time estimated: 1 teaching hours

Where the activity takes place: in the classroom and outdoors

Method (how the students have to work): group-work

Art activity - in every step of investigation students are invited to produce an artistic product inspired by their investigations: texts, photos, drawing, videos, music or sound, meme (<https://en.wikipedia.org/wiki/Meme>), patchwork/collage, theatrical performances.

In the classroom, the students are divided in groups. The teacher/facilitator could follow the steps suggested in the table below:

Planning	The students use the collected data to organise a report on the local river, in particular on the hydraulic structures identified. Students are helped to carry out this activity by asking the following question: "Using data, tables and maps is it possible to explain how the landscape and its surrounding territory have changed? "
Performing	Students write what they have learned during the previous stages in a Word document, and then upload their notes and graphic products onto a PPT presentation, also helped by the data collected through the SIFTR app.
Data analysis and interpretation	Students are invited to develop monitoring worksheets about data to be detected, measured and recorded during the exploration of the sites. All data can be analyzed and discussed with stakeholders Students will discuss the experiences they have gained during the investigation: the problems they encountered, the questions they could not answer, etc. Finally, they discuss what a water landscape means and, in general, how important it is for the environment.