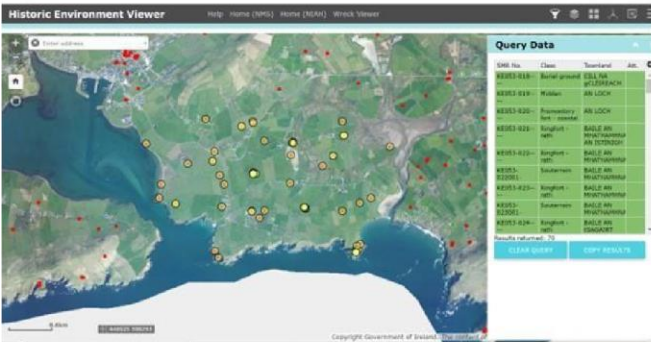




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GAILLIAMHE  
UNIVERSITY  
OF GALWAY

School of Geography, Archaeology  
& Irish Studies  
University of Galway

# Archaeology



**First Year Programme 2023/2024**

Welcome to Archaeology at the  
University of Galway!

# 1st Year Archaeology Handbook

2023/2024

Semester 1 Co-ordinator: Dr. Carleton Jones

Semester 2 Co-ordinator: Dr. Kieran O’Conor

## Table of Contents

Welcome to Archaeology.....	2
Contacts .....	4
Orientation Week.....	4
Teaching and Learning .....	4
Important Message: Student Attendance and Engagement .....	5
Medical & Other Absences.....	5
Policy on Recording in lectures .....	5
Exams and Assessment .....	5
How Assignments are assessed and graded .....	5
Submission of Assignments and Plagiarism Policy.....	6
Penalties for Late Submission of Assignments.....	7
Courses, Class Times & Venues.....	8
Semester One.....	8
Semester Two.....	8
Field Classes .....	9
Semester One Modules.....	9
AR113 Prehistoric Ireland and Europe .....	9
AR1104 Material Culture and Museums.....	11
Semester Two Modules .....	12
AR1105 Medieval Ireland and Europe .....	12
AR1102 Recording Monuments in the Landscape .....	14
Some Practical Pointers to getting the most out of Study.....	15
Active Learning – Some Practical Advice .....	19

## Welcome to Archaeology

The Department of Archaeology is situated in the Arts/Science Building overlooking the River Corrib on the north side of the main campus. Members of staff have a wide variety of research interests and

expertise in different aspects of Irish and European Archaeology. We have many postgraduate students undertaking research on taught programmes who study in the Department's reading and postgraduate rooms.

Our Head of Discipline is Dr. Carleton Jones



## What is Archaeology?

Archaeology is the study of past peoples and how they lived through the examination of the physical remains that they have left behind. We also work with historical documents, oral history, community knowledge and other information. Archaeology has a very broad range, from our earliest human origins to the present day. Archaeology reveals the variety, richness and achievements of human culture, and what it can contribute to our values today.

At the University of Galway we introduce you to the full breadth of our discipline in your first year, looking at the prehistory and historical archaeology of Ireland in its international context, from the Stone Age to the 20<sup>th</sup> century. We also teach you how to handle and analyse artefacts, and how to survey and interpret monuments.

We show you how an archaeologist finds sites, digs them and, then, interprets what they've discovered. We look at Archaeology's purpose in society in past centuries and more recently, its use and abuse by governments and others, and how archaeologists have responded to these challenges. These themes are developed in the 2<sup>nd</sup> and 3<sup>rd</sup> years where staff discuss their own work in more detail in Ireland, Europe, the Middle East, the Americas and more.

## Contacts

Carleton Jones will deal with general queries during Semester 1 and Kieran O'Connor in Semester 2. Our administrator, Fiona McInerney, may be contacted at [fiona.mcinerney@universityofgalway.ie](mailto:fiona.mcinerney@universityofgalway.ie) or on (091) 49 2167. Her office hours are from 9am to 1pm (Room ARC217).

## Orientation Week

College of Arts, Social Sciences and Celtic Studies [online orientation](#) will take place Sept 12 – 14. Closer to the time, you will receive a schedule telling you when during those days the Archaeology and other subject orientations will take place.

[On-campus orientation](#) takes place Fri Sept 15 – Sat Sept 16.

Check out our courses and news updates at: [www.universityofgalway.ie/archaeology](http://www.universityofgalway.ie/archaeology).

## Teaching and Learning

On-campus lectures begin on [Monday 18<sup>th</sup> September](#).



This booklet contains a summary of the first year Archaeology courses and the readings that are recommended for each course. In the event of any changes during the academic year, you will be notified through Canvas or in class.

We are ready to help you out and glad to meet you, so contact us with any questions you may have.

### Important Message: Student Attendance and Engagement

Attendance at lectures and labs is monitored. If you fail to attend regularly at class, you may not be permitted to take examinations and assessments.

Enrolment on a full-time programme means a commitment to 40-50 hours of total student effort per week throughout all the weeks of each semester.

- Scheduled classes (lectures, tutorials, field classes) are only one component of the total effort that is required in order to succeed.
- Assessments and assigned coursework are designed on the basis that students are undertaking the full effort required and are not based solely on material covered in scheduled class time.
- Students should make sure that they timetable in their own diaries adequate time for study, reading, coursework and revision across the semester. Success at university level is not possible through cramming at the last minute.

### Medical & Other Absences

If you are absent from any lecture, you must inform the College Office (see details below) with a valid reason for your absence i.e. bereavement or medical. When absence is due to an illness, a medical certificate should be submitted as soon as possible to Ms. Catherine Mc Curry (Catherine.mccurry@nuigalway.ie) in the College of Arts, Social Sciences and Celtic Studies. Her office is in the Arts Millennium Building – Room 217 on the first floor.

### Policy on Recording in lectures

Voice or video recording of lectures is prohibited. A student who is registered with the Disability Service may be permitted to record a lecture if it is deemed that they require the facility to do so. Should this be the case, please speak with the lecturer prior to the commencement of the lecture and **before** you start any recording.

### Exams and Assessment

Assessment structures for the different courses are detailed below in the individual course sections. Students who do not pass at first sitting will have the opportunity to take re-sit examinations in August. Instructions for re-sits will be posted on Canvas in May/June.

Please note: All assessment results are provisional, and subject to change, until the official results are released by the Examinations Office at the end of the academic year (June).

### How Assignments are assessed and graded

Assignments are graded according to a combination of three criteria:

1. Intellectual Content
2. Research
3. Preparation (including citation and bibliography)

If illustrations and the effective use of illustrations are relevant to the topic, this aspect is assessed too.

**Intellectual Content:**

Good assignments (i) have clear analysis; (ii) address the question/topic clearly and with assurance; (iii) make a clear, unambiguous and well-structured argument; (iv) make appropriate and skilful use of relevant evidence/sources.

Poor assignments typically (i) have little analysis; (ii) fail to address the question/topic; (iii) draw on irrelevant evidence/sources; (iv) lack argument, structure and direction.

**Research:**

Good assignments (i) display knowledge of relevant sources; (ii) select and use relevant data/evidence/theories competently and with discernment.

Poor assignments show (i) poor knowledge of relevant sources; (ii) misunderstanding of data/evidence/interpretations and theories.

**Preparation:**

Good assignments are (i) carefully prepared and revised; (ii) are carefully proof-read for spelling, grammar, punctuation and expression; (iii) are fully referenced in-text and have a complete and accurate bibliography or references section (including citation of sources of figures)

Poor assignments show little evidence of (i) careful preparation and revision; (ii) have not been properly proof-read, have spelling, punctuation and grammatical errors, and expression is poor; (iii) do not cite sources adequately.

Please refer to the Archaeology Stylesheet for in-text citation and bibliography style.

**(Link to the Stylesheet is available on the Archaeology website – Undergraduate pages)**

**Grades reflect the following qualities:**

**100-70:** exceptional performance; strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

**69-60:** good performance; evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

**59-50:** intellectually adequate performance; evidence of some familiarity with the relevant literature and techniques; limited focus and structure; basic analytic ability only.

**49-40:** minimally acceptable performance; minimal knowledge of relevant literature and techniques; lack of breadth; unsubstantiated statements; lack of thesis; poor structure.

**39-0:** inadequate performance; little evidence of even superficial understanding of subject matter; lacking critical and analytical skills; limited or irrelevant use of literature.

**Submission of Assignments and Plagiarism Policy**

Assignments are typically submitted in digital format through Turnitin on Canvas. Your lecturers will explain to you how and when to do this.

**Declaration of Authorship**

All work submitted to the Department of Archaeology should have the following anti-plagiarism statement printed clearly on the Title Page:

**I hereby declare that this submission is entirely my own work, in my own words, and that all sources used in researching it are fully acknowledged and all quotations properly identified.**

Note: this statement of authorship is a solemn declaration that you have observed the rules around plagiarism and academic integrity generally as set out by the University (see: <https://libguides.library.nuigalway.ie/Plagiarism>), and that the work presented is your own.

The Department will spot-check by oral exam cases of suspected plagiarism or suspected use of artificial intelligence to generate assignments.

#### Penalties for Late Submission of Assignments

It is Department policy that penalties will be applied to all assignments which are submitted after the appropriate deadline date. A deduction of 5% will be applied for the first day late and 1% for every working day thereafter. The penalties will not apply in cases where a medical certificate is submitted or in certain extenuating circumstances e.g. bereavement.

## Courses, Class Times & Venues

There are **four** archaeology courses in First Year, and each is worth 5 ECTS.

### Semester One

- AR113 Prehistoric Ireland and Europe
- AR110 Material Culture and Museums

AR113 & AR1104 run in sequence. We start with AR113 and when that finishes, AR1104 starts. The times and venues are the same for both courses:

Day	Time	Venue
Mondays	12 – 2	Áras Uí Chathail
Tuesdays	10 – 11	O h-Eocha
Wednesdays	10 – 11	D’Arcy Thompson

### Semester Two

- AR1105 Medieval Ireland and Europe
- AR1102 Recording Monuments in the Landscape

AR1105 & AR1102 run in sequence. We start with AR1105 and when that finishes, AR1102 starts. The times and venues are the same for both courses:

Day	Time	Venue
Mondays	12-2	ORB214
Wednesdays	10-11	IT125 1 <sup>st</sup> Floor
Thursdays	10.00	11/1-MY127 18/1-MY127 25/1-MY243 01/2-MY243 08/2-MY127 22/2-MY243 29/2-MY127 07/3-MY127 14/3-MY243 21/3-MY129 28/3-MY243



## Field Classes

Wear suitable clothing on field classes.

It will be necessary to dress appropriately and be fully prepared for all weather conditions on the various planned field classes. Over the years we have experienced everything from blistering sunshine to driving blizzards, so prepare for the worst and hope for the best!

For field classes in poor weather, please ensure to bring a few layers of warm clothing, a full set of waterproofs, a hat, gloves and boots.

## Semester One Modules

In Semester One, the two core courses are AR113 Prehistoric Ireland and Europe, which starts on September 18th, and AR1104 Material Culture & Museums, which starts on October 31<sup>st</sup> (classes are at the same times and in the same venues as AR113). **In the week of October 23<sup>rd</sup>, after AR113 finishes and just before AR1104 begins, you will be required to attend a tutorial on referencing** (your specific tutorial time will be assigned closer to the time). Shortly after the start of the semester, on Saturday 30<sup>th</sup> September, there will be a **field class to the Burren, Co. Clare** (details will be announced in class closer to the time).

# AR113 Prehistoric Ireland and Europe

Module Co-ordinator: Maggie Ronayne

**Lectures Commence:** 18<sup>th</sup> September, 2023

**Lectures End:** 18<sup>th</sup> October, 2023

### Module Summary

This course is an introduction to the prehistoric communities who inhabited Ireland, Europe and Western Asia from about 150,000 BC to AD 400. Archaeologists divide this long period of time into the Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age), Neolithic (New Stone Age), Bronze Age and Iron Age. We begin with the earliest modern human inhabitants of Europe and Western Asia, their hunter-gatherer way of life, their art and their relationship to the Neanderthal communities who preceded them. We look at evidence for the first hunter-gatherers who settled in Ireland and later the settlements and rituals of the first communities to develop agriculture and build megalithic tombs. We move on to examine changes in how these communities organised themselves and their rituals over thousands of years, including their adoption of bronze and iron metalworking.



**Module Weighting:** 5 ECTS

**Assessment:**

Continuous assessment consisting of an in-class test (50% of overall mark) and an essay assignment (50% of overall mark).

**Learning Outcomes:**

This course enables students to:

- Describe in detail the range of evidence for the development of prehistoric communities and societies in Ireland
- Place evidence for the development of prehistoric societies in Ireland in a wider context with particular reference to Europe and Western Asia
- Recognise all of the major artefact and site types from the relevant time period in Ireland and selected key artefacts and site types from the same period in Europe & Western Asia
- Discuss and compare interpretations by archaeologists of this evidence
- Demonstrate critical understanding of the nature of prehistoric evidence, its chronology and classification including awareness of problems in the use of classification tools
- Assemble and comment on evidence for key issues and questions in the study of prehistory

**Readings:**

Key Textbook: Waddell, J. 2010. *The Prehistoric Archaeology of Ireland*. Wordwell: Dublin. Further readings and related online resources will be provided in class and on Canvas.

# AR1104 Material Culture and Museums

Module Co-ordinators: Maggie Ronayne & Dr Michelle Comber

**Lectures Commence:** 31<sup>st</sup> October, 2023

**Lectures End:** 22<sup>nd</sup> November, 2023

## Module Summary

This course looks at the material world (from everyday objects to buildings), the things that people made in the past, how they used them to contextualise and enrich social activities, and the museums that nowadays put these objects on public display.

In this course you will learn how to handle and analyse artefacts, and how to recognise, date and record them the way professionals do. You will also learn how to 'read' an object from the point of view of how it functioned, practically and socially. Even the most mundane objects tell us something about the people who owned and used them; the fact that we have institutions for the display of ancient objects tells us something about ourselves and our attitudes toward and sense of propriety over the past.



Most people only ever get to see artefacts behind glass display cases in museums. After having handled and really becoming familiar with artefacts, we will be better placed to assess how well museums work in communicating the stories of objects. Other issues that will be discussed include ethical considerations around the display of human remains.

**Module Weighting:** 5 ECTS

## Assessment:

Continuous assessment consisting of an in-class test (50% of overall mark) and an essay assignment (50% of overall mark).

## Field Class:

In this course we will visit the Museum of Country Life in Castlebar, Mayo on Tuesday 21<sup>st</sup> November and the essay assignment is linked to this class.

## Learning Outcomes:

- How to handle, examine and record archaeological artefacts
- How to classify and date archaeological artefacts
- How to think critically and imaginatively about museums and exhibition planning •  
Understand how material culture performs in societies, past and present

**Module Delivery Method:**

On-campus lectures, prescribed reading and writing exercises, 2 artefact labs and a field class to the Museum of Country Life in Castlebar, County Mayo.

**Semester Two Modules**

In Semester Two, the courses are AR1105 Medieval Ireland and Europe which starts on the 8th January 2024 and AR1102 Recording Monuments in the Landscape which starts on February 21st 2024 (i.e. when AR1105 finishes, it is immediately followed by AR1102 in the same times and venues).

# AR1105 Medieval Ireland and Europe

Module Co-ordinator: Dr. Kieran O'Connor

**Lectures Commence:** 8<sup>th</sup> January, 2024

**Lectures End:** 19<sup>th</sup> February, 2024

**Field Class:** Saturday 17<sup>th</sup> February 2024, National Museum in Dublin

**Structure of Module:**

The module consists of in-person lectures and a visit to the National Museum in Dublin

**Module Summary**

The course involves an exploration of early historic and medieval Ireland in its European context. Topics include: an examination of Roman influences, the archaeology of the Christian church, the exciting developments associated with the Viking Age in Scandinavia and the North Atlantic, the impact of the Norse on Ireland, and the transforming influence of the Anglo-Normans in castle building, town development and rural villages in the Irish landscape.



**Module Weighting:** 5 ECTS

**Assessment:**

Continuous assessment consisting of three in-class tests.

**Learning Outcomes:**

At the end of the course, a student should be able to:

- Demonstrate an understanding of the archaeology of late prehistoric and medieval Ireland

Critically analyse competing interpretations of the past in prehistoric and medieval Ireland **Core Texts**

Edwards, N. 1990. *The Archaeology of Early Medieval Ireland*. London. Fitzhugh, W.

W. 2000. *Vikings: The North Atlantic Saga*. Washington

O'Connor, K.D. 1998. *The Archaeology of Medieval Rural Settlement in Ireland*.

Sheehan, J. and Ó Corráin, D. (eds) 2010. *The Viking Age: Ireland and the West*. Dublin.

#### **Additional Texts**

Johnson, R. 2004. *Viking Age Dublin*. Dublin.

Larsen, A.C. 2001. *The Vikings in Ireland*. Roskilde.

O'Keefe, T. 2000. *Medieval Ireland: An Archaeology*. Stroud.



# AR1102 Recording Monuments in the Landscape

Module Co-ordinator: Dr. Carleton Jones

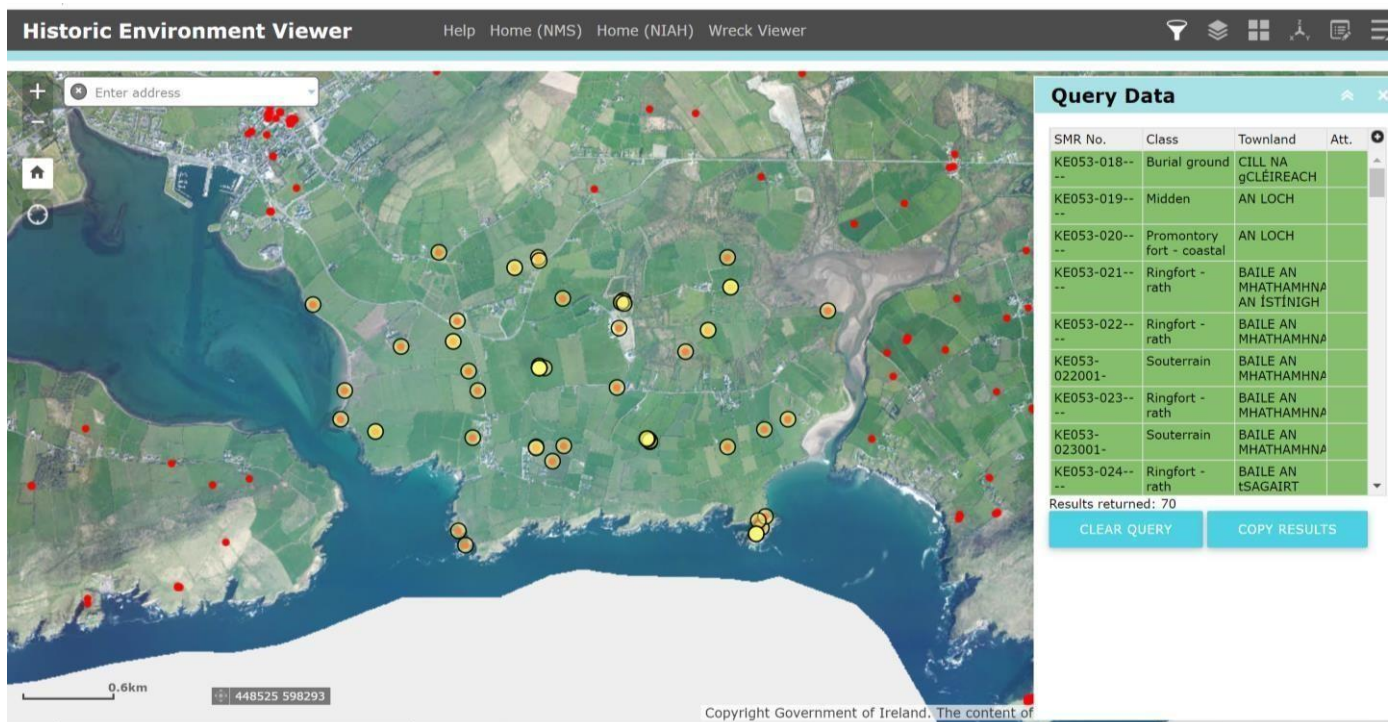
**Lectures Commence:** 21<sup>st</sup> February, 2024

**Lectures End:** 27<sup>th</sup> March, 2024; immediately followed by a field class on March 30th.

**Field class:** The March 30th field class in this course is to the royal complex of Rathcroghan, Co. Roscommon.

## Module Summary

Burial mounds, megalithic tombs, enigmatic earthworks, ringforts, ancient churches, medieval castles, and shipwrecks – these are just some of the vast array of archaeological monuments in the Irish landscape. This course teaches you how to recognize and date these various sites and monuments, how to access and use various online resources that contain detailed map-based information about all known Irish archaeological sites, and finally, how archaeologists progress from this abundance of ‘raw’ data to interpreting and presenting archaeological monuments and landscapes to the public.



*Sites & monuments recorded near Dingle, Co. Kerry*

This course is divided into three parts:

### Irish sites & monuments in the field

These lectures will teach you to recognize different types of Irish archaeological sites that range from the temporary campsites of the very first hunter-gatherers that inhabited the island all the way up to medieval castles.

### Online resources for Irish archaeology in the landscape



This section is a series of workshops that teach you how to discover detailed information about Irish archaeological sites in their landscape settings from a variety of online map-based databases. Students will use the online Sites & Monuments Record, the Wreck Viewer, the Megalithic Survey, Irish Excavations database, National Museum of Ireland finds database, etc.

#### From recording to presenting: Rathcroghan and Tara

This section teaches students how archaeologists progress from recording monuments in the field to presenting them to the public. Specific case studies are the monuments and landscapes that make up the ancient royal sites of Rathcroghan in Roscommon and the Hill of Tara in Meath.

**Module Weighting:** 5 ECTS

#### **Assessment:**

Three-part continuous assessment (one assessment for each of the three sections above):

- 1) In-class test on Lectures 1 – 8: recognizing and dating Irish field monuments (50% of overall mark).
- 2) Using the online resources outlined in the second section of the course, students will complete an exercise that asks them to find and extract various pieces of specific information on particular sites (25% of overall mark).
- 3) Writing assignment on understanding how archaeologists progress from recording monuments in the field to presenting them to the public (25% of overall mark).

#### **Learning Outcomes:**

- How to recognise and date the main types of Irish field monuments.
- How to use the various online resources relating to Irish field monuments.
- Insights into how archaeological research contributes to communities and socio-economic initiatives.
- Understanding of the interface between archaeological conservation and farming practices.

## Some Practical Pointers to getting the most out of Study

Aidan Moran\*

The transition from school to college is an exciting yet daunting adventure for most students. The excitement stems from a wonderful opportunity to make new friends and to explore interesting subjects in a stimulating environment. But this freedom comes at a price. Specifically, you will have to take personal responsibility for the way in which you choose to spend your time in college. For example, it's up to you whether or not you go to the library or to the students' bar. Also, it's your

business, not that of your lecturers, to make sure that you don't fall behind in class. Therefore, if you don't want your free time to become wasted time, you will have to master a number of skills in College which were not taught in school.

In particular, you must learn to listen and write at the same time while taking lecture notes; to "get down" to study regardless of the mood you're in; to divide your time effectively between the different topics on your course, and, above all, to think critically about what you hear and read about your subject. No amount of intelligence will compensate for the absence of these skills in college. So, your biggest challenge in the year ahead is to manage your own learning effectively — to become an active, self-motivated and independent thinker rather than a mindless sponge soaking up other people's thoughts.

To help you in this task, here are some practical tips on getting the most out of your first year in college:

1. Taking lecture notes effectively
2. Try to study at the same time every day
3. Study regularly but briefly.
4. Keep your desk as tidy as possible
5. Ask questions before you read
6. Use summary sheets
7. Reward yourself for what you do — not for what you avoid
8. Study SMARTer not harder
9. Think critically
10. Don't be afraid to ask your lecturer for advice

### **1. Taking lecture notes effectively**

From your very first day in the College, you must learn to take lecture notes effectively — a skill which involves switching your concentration rapidly between listening and writing. The best way to do this is to become a "prospector" rather than a "sponge" in class. Research shows that good note takers anticipate the lecture (e.g. "What is today's topic? Is it new to me? If not, what can I remember out of it?") and then listen carefully for its key ideas ("nuggets of gold") rather than trying to write down every word uttered by the presenter. Organise every lecture in your mind by imposing a beginning (the purpose), middle (the details) and end (the conclusion) to it. Also see if you can "think along" with the lecturer by attempting to guess what she or he is likely to say next. Be sure to write down the names of any books that are mentioned in class. And if you think you missed something important, don't be afraid to approach your lecturer after the presentation. At the very least, she or he will be flattered to discover that you're interested in their subject!

### **2. Try to study at the same time every day**

Success in college depends on the strength and consistency of your study routine. Therefore, try to study at the same time and in the same place every day. This regularity will prevent you from waiting to be in the "right mood" to work. As the psychologist William James noted, it's easier to act your way into a feeling than to feel your way into action! In other words, routines overcome our initial inertia. They also condition you to associate studying with a particular place and time and reduce the amount of time you would otherwise waste in "settling in" to different learning environments. Routines are vital to academic success.

### **3. Study regularly but briefly.**

Develop the habit of studying in blocks of time which do not exceed your concentration span. In general, this means studying for two to three hours at a time and sub-dividing this period into three units of about 50 minutes each (followed by a five-minute review period at the end the entire session). During this review, ask yourself: “How can I summarise what I learned in four to five lines?” The ability to condense what you have learned is a good test of your understanding of the material.

#### **4. Keep your desk as tidy as possible**

Most people prefer to work in tidy rather than cluttered environments. Therefore, try to keep your desk as a work place not as a storage place. A neat environment will encourage you to return to your study regularly whereas an untidy mess will dissuade you from work.

#### **5. Ask questions before you read**

Studying involves more than reading. It involves reading with a purpose — to obtain specific answers to specific questions. For example, in chemistry, why does sodium form an anion whereas magnesium does not? Questioning promotes active learning in three main ways. First, it forces you to think carefully about what you are reading because you must distinguish between “relevant” and “irrelevant” information (on the basis of whether or not it helps to answer your specific study question).

Second, it improves memory — the more questions you ask the more you relate new information to what you already know. Finally, questioning increases concentration by focusing your mind on only one target at a time. Therefore, always specify two to three study questions before you open your books or notes.

#### **6. Use summary sheets**

As you read your material, make brief summaries of any information which seems relevant to your two to three study questions. This condensed information will help you to prepare easy essays and exam questions. Avoid such techniques as underlining and/or photocopying as they do not condense the material you wish to learn. Remember that you are not actually thinking unless you are trying to distinguish between relevant and irrelevant material in your books or notes.

#### **7. Reward yourself for what you do — not for what you avoid**

If you lack motivation, give yourself a reward (e.g. watching your favourite TV programme for successful completion of a study session. Research shows that activities which are followed by rewarding consequences tend to become rewarding in themselves. In other words, if you study for a reward, you will eventually learn to enjoy studying for its own sake.

#### **8. Study SMARTER not harder**

If you use timetables, make sure that your study goals are “SMART”. Each letter of this acronym stands for a different feature of an effective goal. To explain, your goals should be specific (“I’m going to study chapter seven of my history book tonight between 7 p.m. and 8 p.m.”), measurable (“I’m going to write a 200 word summary of the chapter”), realistic (“one chapter at a time”) and timetabled (e.g. two hours of private study for every lecture per hour per week).

#### **9. Think critically**

The ability to think for yourself requires both a sceptical attitude and a toolbox of incisive questions. You should use these questions before you read any textbook on your course. For example, what

exactly is the theory that I'm being asked to believe here? Who/what is the source of that claim? What evidence, if any, is provided to support this theory or claim? How valid is such evidence? Are there any alternative explanations for the evidence provided? If so, how plausible are these rival explanations?

#### **10. Don't be afraid to ask your lecturer for advice**

The biggest mistake that new students make in college is to try to sort out their academic problems on their own. Remember that almost every department appoints a staff member to look after first year students. Your job is to find out who that person is and ask him or her for advice from time to time. Your lecturers can help you only if you approach them with your questions during their office hours. And asking lecturers questions is a way of showing that you are interested in improving your knowledge of the subject that they teach.

\*Professor Aidan Moran (RIP), Department of Psychology, University College, Dublin, is the author of *Managing Your Own Learning at University: A Practical Guide* and audio tape *Learn to Concentrate*.

## Active Learning – Some Practical Advice

Studying at University level is quite different from being at school. You will find that it is much more up to you to plan and organise your study long term and short term, from the programme courses you choose to the weekly and daily study schedule. To benefit fully from being enrolled in a programme we strongly advise you to settle into a good study practice right from the start.

While the departments and the lecturers are committed to providing you with the best possible learning experience, the outcome is ultimately dependent on your contribution and dedication to your own learning. You have chosen to come here and you have chosen the subjects you wish to study. For that reason we expect you to have significant interest in your chosen subjects. Our role is to help you to acquire the knowledge and the skills you will need in your future career. We therefore strongly recommend the following:

- **Attend all lectures, tutorials, seminars, field classes and other teaching opportunities offered to you.** In archaeology there are no textbooks that cover all the topics. This means that a lot of information will be provided only through lectures, tutorials and field classes. The lecturers are there to share their knowledge and experience with you for your benefit. Missing out on this will have severe negative impact on your learning.
- **Start reading the suggested course literature from the beginning of semester.** This will support your understanding of the presentations through lectures. In third level education you should not expect lecturers to repeat all the arguments put forward in articles. Their role is to assist you in evaluating data, methodology and theories, while you are responsible for acquiring basic information available in the course reading.
- **Participate in class discussions.** Lectures are much more interesting if they involve your active participation. You should not hesitate to raise and discuss points during class, or challenge and question what is being said. Feel free to be critical! The lecturer will not take offence – he/she will see this as a positive contribution to the teaching. An important skill that future employers look for is the ability to assess and discuss data and projects.
- **Plan and schedule your study.** It is important to apportion time to read, make notes and write throughout the semester, and it is particularly important to schedule time to complete your assignments. Please read the suggestions above from Aidan Moran.
- **Form small study groups (public health guidance permitting).** Join up with a few fellow students. You can help each other by meeting regularly to discuss the course reading and the topics covered in the lectures.
- **Get involved in out-of-class discipline-related activities.** It is important to recognise that you learn a great deal from fellow students, at undergraduate as well as postgraduate level. They can assist and advise you informally on many things, and we encourage you to socialise with your fellow students, for instance by joining the Archaeological Society.

