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21st Century Skills (1)
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Learning is a structured process that requires a myriad of ingredients as it is the transmission of knowledge, the development of skills, the technological application; it involves cognitive innovation and experimentation work. All of this generates vital experiences that survive in the memory of each human group. Our proposal for this conference consists of a study where learning and generation of knowledge go together. Their development takes place in a unique teaching innovation project, PIIISA project. Its aim is to bring research and knowledge generated at the University to secondary school students. These students are immersed in different research project coordinated by national and international scientists. PIIISA project was born in 2010 in collaboration with Delegation of Education of Granada, the Superior Council of Scientific Investigations (CSIC) and Universidad de Granada. Its aim was to provide the students of secondary education the opportunity to approach and experience from an innovative perspective of knowledge construction. In this project participate more than 2000 students between 16-17 years old, assigned to 35 secondary schools, in which are offered 250 research projects of the University of Granada. Our project is titled “How did they live and what did they eat 4000 years ago? Discovering daily life of an argaric settlement in Sierra Morena, Peñalosa”.

Keywords: Innovation, archaeology, educational projects, pottery studies

1 INTRODUCTION

Learning is a cultural process through which children acquire specific knowledge and begin to use certain technologies that condition and equip them to carry out specific tasks in the adult world. Socialisation, on the other hand, allows them to get to know the world they live in and of which they form part, through rituals, beliefs, the manifestation of distinct modes of identity, etc. Both processes are fundamental for studying the societies of the past, as well as determining factors in the cultural processes. They are a reflection of the changes and continuities that occur in a social group and are direct markers of the processes of reproduction and maternal practices. Both learning and socialisation has been the subject of reflections and analysis from different areas of knowledge, including psychology, education, ethnoarchaeology, etc., and, of course, archaeology and history. In all these cases, the conclusion has been reached that they are formative, social and cultural processes and, as such, are defined (and governed) by the internal rules of each human group. This means any analysis of them must avoid adopting social generalisations in the interpretations of the past. (Alarcón-García, 2010; 2015)

Given that these are cultural processes, they should be considered as long-term formative and educational processes, whose development is continuous, progressive and cyclical. Observation, imitation, experimentation, instruction and play are called upon as mechanisms based on which knowledge is acquired and the specific skills of each productive technique are developed.
Under these bases, during the academic year 2016-2017 and 2017-2018, we have been participating in the unique teaching innovation project in our country, Project of Initiation to Research and Innovation in Secondary in Andalusia (PROYECTO Piisa), whose objective is not other than to bring the knowledge and research that is generated from the research academic (University of Granada) to the high school students of Granada, in our case. The Piisa project is made up of more than 2000 students from all over Andalusia, among which 5 students from 1st and 2nd year of high school from different institutes have participated in our research and teaching innovation project entitled "How they lived and what they ate. 4000 years? Discover the daily life of an Argaric site in Sierra Morena, Peñalosa" (Contreras Cortés, 2010).

Both our project and the current text mainly focus on present an innovative proposal regarding the knowledge acquirement (learning process) within past societies. In order to achieve that, our methodology lays both on scientific research as well as learnt knowledge. Our research has mainly focused on those ceramic artifacts coming from an archaeological context, mainly due to the fact that these items display a wider presence in the archaeological record and offer a major ability to shed light on the study of our past. However, mainly looking into the context of secondary education, pottery lacks of any importance when analyzing the current course books, being showed as mere pictures as a decorative part of the text. Not only does it give our innovative educational and research program students the opportunity to discover our History, but also to study pottery biography and social behaviors which took place around 4000 years ago.

Ceramic vessels must be considered as key items in order to analyze and understand (Pre-)History, both in education and the archaeological research. They are actually very suitable and proper tools to undertake the current teaching process and strategies of our cultural heritage. Furthermore, its hermeneutic ability allows us to approach Secondary students with basic concepts, procedures and contents for Social Sciences.

This project offers Secondary students the chance to open up a window to our past through the study of this particular and essential artifact both for past and present life, which is pottery. This establishment of dialogue between ceramic items and students encourage patrimonial education, which should be a basic pillar in every single study plan schedule. Thus, not only our project focuses on the design of a former didactic unit, but also a proposal regarding a new learning method.

2. OBJECTS AND METHODOLOGY

The main objectives are:

- Approach and introduce knowledge of past societies to secondary school students.
- Encourage and promote learning of pottery productions as technical process and identity.
- Establish learning stages in the research process.
- Introducing and structuring knowledge acquired through learning processes.

To achieve these objectives the development of research process is raised. The main objects of this study are ceramic vessels and their analysis. Vessels store, transform and serve food to promote the survival of populations of more than 4000 years ago (in the case that concerns us) so they are carriers of memory and cultural containers. For this purpose, are being offered to students a series of workshops through which, on the one hand, they are taught and instructed, and, on the other hand, the necessary tools are put at their disposal so that they themselves can generate knowledge. Thus, establish all the patterns of learning of technical processes of ceramic productions immersed in food cycles.

Our object is to encourage high quality learning and research. For this we have developed a methodology based on the one hand on the intercalation of theoretical-practical criteria and on the other hand, the interdisciplinarity so present in the archaeological discipline. Thus, our methodology consists of debates between students and researchers; search for information in the various sources (the use of new technologies is necessary); development of the analytical methodological chain and, finally, to present the results through a five-minute conference whose purpose is to equip them with the necessary tools so that, in the future, they can present their proposals and / or results to the
general public through talks, colloquia, seminars and, in short, within the framework of the specific spaces of the discipline that they develop.

3. DEVELOPMENT OF AN INNOVATIVE PROJECT: PIISA 2018 (Fig. 1)

Our innovative Project has been developed in four workshops. Debate, reflection and communication between students and professors have prevailed in these meetings. Every session has been managed by a professional of each subject to be treated, except for the last one in which all the researchers have been present. Below we present the content and process of each of the meetings that have taken place.

a. Meeting. Diagnosis and previous knowledge stage: In this first meeting, we managed our first contact in two directions. The first one, our first step was to introduce us to our students, we wanted to know their hobbies and their academic intentions. This first meeting was necessary to adjust the project to the needs of the students. The debate generated by the teachers make it possible to carry out a diagnosis schedule on the prior knowledge of the students. Secondly, after the diagnostic evaluation, it was necessary to present our project as well as to transfer a minimum knowledge of the archaeological societies with which they would work.

b. Meeting. Proposal presentation time (Fig. 2): Development of the stages of analysis of the ceramic productions and generation of the first knowledge. Application of the different methodologies and analytical techniques for the study of ceramic productions:

- **Typological and contextual analysis:** Photographed, drawing and digitalization of the ceramic samples involved in our research project. The purpose of this analysis is to order the ceramic artifacts found in the archaeological excavation to establish change or continuity in the different occupation phases of the site. We want to observe their presence in different activities spaces (for example, storage, production and processing spaces and obviously, consumption spaces) and to link these productions with other regional-scale settlements in which it is inserted, in our case, Peñalosa.
Technological analysis: micro and macro-structural study of ceramic pastes to determine their composition and manufacturing process. For this, it has been necessary to use binocular loupes and microscopes.

Organic residues analysis: We analyze these vessels with the gas chromatography technique coupled to a mass spectrometer (GC-MS). The objective is to know what these containers contained in the past.

Figure 2. Development of the phases of the research project

a. Meeting. Research stage. Build a history. Students begin to be aware that by asking the right questions and using the correct analytical method it is possible to get a huge amount of information from a simple ceramic container and by extension of the Heritage. Enabling the construction of a scientific discourse and generating historical knowledge. Enabling the construction of a scientific discourse and generating historical knowledge.

This stage is fundamental. Students must think what they can and what they want to know with all the documentation and information generated so far. It is time to start answering the initial questions. This process is known in education area as the “construction of knowledge” that is based on two basic procedures. On the one hand, through the transmission and induction of knowledge and, on the other hand, through research. The role of the responsible / teacher / researcher are highly significant since it becomes the link between the students and
the knowledge that is acquired (Collazos et al., 2011). In our case, the researchers have been responsible for the learning acquired, they have agreed on the methods used, they have motivated the students and lastly, they have supervised the development of this research project.

At this time, the research process opens a new path for the cognitive development of students. Group work is promoted, which is what is known as "collaborative learning". It promotes critical capacity, the development of dialogue and discussion while arbitrating the establishment of agreements and the reciprocity of knowledge (García-Luque, 2018). However, in order to reach this stage and therefore the development of our research project, it is necessary to be clear about the objectives to be achieved and to establish an adequate methodology of work.

b. Meeting. Stage of public exposition and debate (Fig. 3).

In this stage, each group that has participated in the PIILSA Project 2018 must explain all the conclusions obtained in their own fields of work so that everyone has shared knowledge, they enrich each other and create a general and shared knowledge. In this way, although our project aimed to obtain and conceptualize knowledge related to the daily life of the Recent Prehistory, at this time they combine all the research and knowledge generated, building a globalized knowledge on this.

4. ACHIEVE KNOWLEDGE: RESULTS

There could be many more, however, we want to highlight two issues or results obtained that we think demonstrate on the one hand, the innovative nature of this research project and on the other hand its social and cultural nature, two fundamental premises for the development of our society.

- A single cultural object, the ceramic containers, is capable of generating such amount of knowledge that it is possible to reconstruct the social behaviours of the societies of the past;
observe the identity of a group of people from 4000 years ago; define their ways of life and therefore it is possible to write their biography and build a story, from which we can change explanatory models and improve facets of our present.

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<th>QUESTIONNAIRE</th>
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<td>1. Adaptation of spaces to the realization of the project</td>
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<td>2. The layout of the necessary instruments to develop the project</td>
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<td>3. The language used by teachers has been correct for the understanding of the content</td>
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<td>4. The students have been motivated and encouraged by the teaching team</td>
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<td>5. The explanatory rhythm has been adequate to speed up their comprehension</td>
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<td>6. You consider sufficient and necessary the transmitted knowledge for the study and understanding of the ceramic productions of the past</td>
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<td>7. It has been correct information translates about the processes of recovery and documentation of prehistoric ceramics</td>
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<td>8. The information and documentation related to the technical and ceramic manufacturing processes has been correctly expressed</td>
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<td>9. The knowledge necessary to understand and develop the typological and contextual analysis of the ceramic productions has been correctly attended. Processes and cooking failures</td>
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<td>10. The necessary knowledge about the surface treatment of ceramic production and its social and identity implications has been acquired</td>
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<td>11. The methodological process has seemed satisfactory to achieve the objectives set</td>
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<td>12. You think that the assimilation of the processes of ceramic production for your life is productive</td>
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<td>13. This project of innovation and research has modified your knowledge about the societies of the past</td>
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<td>14. You think that this innovation and research project is beneficial in the methodological development of Secondary Education</td>
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<td>15. I would repeat this innovation and research project</td>
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<td>16. Observation:</td>
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Table 1. Questionnaire for students who have participated in the development of the innovation and research project
The choice of concrete and everyday objects, ceramic vessels, has allowed the students who have participated in this project to have a conception as a real summary of a very close reality or our past. That is to say, a feeling of belonging has been generated, which undoubtedly motivates their sense of identity marked by cultural roots and a common heritage.

5. CONCLUSIONS

In this context, we have shown a novel proposal which includes two fundamentals elements: on one hand formal the education of primary, and on another hand the secondary and the university education, learning and research.

- Bringing the past to society, particularly to students of secondary school, is an obligation for researchers who are dedicated to it. With this we wanted to show you some specific ways of life (which in many cases are not far from the current ones, saving the distances) and the necessary methodological tools to generate their knowledge. With the intention of building and de-constructing a broader knowledge in Patrimonial Education to the citizenship, but always with a rigorous commitment, an attractive, serious and scientific program.

- We have used ceramic vessels as a link between the present and the past. Use a set of specific elements to build a discourse that helps improve our present breaking with stereotypes of the past. Ceramic containers are the elements that have the greatest presence in any archaeological record, which indicates that in the past they were elements present in daily life, so, without a doubt, these are the elements with the greatest amount of accumulated history. Transferring this idea to high school students has been essential.

- We have played with the analogy to explain, teach and help build a social discourse about the behaviour of a population 4000 years ago. With this we have not only approached knowledge but through archaeology and its method it is possible to modify and break stereotypes and rules assumed as real but without scientific basis.

- This project proposes a renewal of the didactic action with the objective which when a secondary or primary teacher organizes, manages or plans an approach to the societies of the past through textbooks, visits to museums or archaeological sites, have the necessary tools to develop a playful but didactic activity marked at all times by learning.

- This project is perfectly suited to Secondary Education since at this moment the students begin to develop their critical capacity and their abstract thinking being able to assume and understand that our Heritage is part of our History as Humanity and that therefore we must move between respect and tolerance between cultures.

- Finally, just remember that "we only take care of that which we feel our (Social Identity) and only value what we can understand". Heritage (in general terms), material culture (particular features) and History and Archaeology (as scientific disciplines) are responsible for approaching the past and only with them can we change the present.

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