INTRODUCTION:
As part of the MoMarch master, training activities under the supervision of Centre Camille Jullian and DRASSM specialists were offered to the 4th promotion during the month of March.

AIM: The aim of this intensive formation was to train students to various fields and their techniques used in Archaeology such as topography, ceramology, photography, photogrammetry, GIS, cartography, conservation and mediation.

ORGANIZATION: For each of them, it began with a theoretical presentation followed by practical activities on the field mostly at the Op- pistum de Roquefavour, a fortified perched habitat of the 1st century BC, situated nearby Aix-en-Provence at Ventabren (13) and excavated between 1976-1985. Afterwards, the acquisition of data being done, the students were taught to use different softwares (Adobe Illustrator, PhotoScan, QGIS) in order to learn data processing.

For conservation, the training took place in two storage depots of the DRASSM and in the Museum of Arles. The mediation part took place also in the Museum of Arles and, for some of the students, in a pre-school in Aix-en-Provence.

Practising and manipulating on the field

Data processing with softwares

What did students learn?

Topography:
- Using a theodolite and a total station
- Thinking a topographic strategy
- Setting your topographic field
- Taking topographic points with the necessary tools and the help of a sketch

Photogrammetry:
- Setting your camera
- Thinking a photogrammetric strategy
- Setting your photogrammetric field
- Taking proper photographs (60% recovering at the very least)

Ceramology:
- Drawing a ceramic fragment
- Using the different tools needed to draw (a shaper for instance)

Photography:
- Setting a camera
- Setting an appropriate lighting
- Taking a proper photograph of an object without editing it afterwards

CONCLUSION:
Indeed, students did a complete training on different activities from topography to mediation. As all stages were done by the students, from field manipulation to data processing by softwares, it allows a better understanding of the method’s requirements for each field. And that is precisely the strong point of the training: students are to understand in order to learn which is done by practising themselves each activity.

Even if some activities are not directly linked with each other (for example topography, photogrammetry and GIS are complementary but what about ceramology, photography, conservation and mediation?), they constitute, as a whole, necessary knowledge for an archaeologist.

As the training is very intensive, students do not become professionals but they now have the basic to understand the work specialists do on an archaeological field and after, their needs and obligations leading to constructive dialogues between the two.

Students are therefore sensitized to different techniques and fields generally reserved to specialists in Archaeology.

Acknowledgement:
I would like to thank every specialist that took the time to teach us during this month of practical training and especially their forbearance:

Conservation

Visit of two of the DRASSM storage depots
Learning how to preserve and store archaeological objects properly (especially from water environments)
Practice: conditioning archaeological artefacts in the DRASSM preventive storage depot

Mediation

One day was spent into the Museum of Arles. Students were shown the «backstage» of the museum learning how a museum works.
With the example of the gallo-roman barge Arles-Rhône 3, they saw various ways on how to attract people and communi-
cate with them as, for example, this little tactile model of the barge made for visually im-
paired persons.

An optional activity was done by some of the students: they spent a day with 5/6 years old children at their school to pre-
sent what is underwater ar-

MoMarch Training Activities - March 2017
Learning with specialists different fields and their methodology in Archaeology: From theory to practice