The ‘modality’ of language (Latour 1986) used to describe interim findings much more ‘certain’ here than in the next version, where a lot more is left open for further inquiry. The potential for ‘expanding views’ and for new knowledge expressed more explicitly in the next version; subjectivity of interpretations dropped; introduction of ‘new methods’ changed to ‘recent’ at behest of the Archaeologists.
The 3rd draft of the poster, amended after the meeting with Matt and Phil.

**BACKGROUND**
We have been working with Lecturers at the Faculty of Archaeology and Anthropology to develop different examples of the ways in which cases are used in teaching in this setting and to investigate the potential of the semantic web to support them.

Observations have been made of 2nd and 3rd year undergraduate Ceramics Practicals, Process of Archaeology Lectures and an MPhil Zeroarchaeology practical.

**THE LEARNING CONTEXT**
Cambridge offers a three-year course (Tripos) in Archaeology and Anthropology during which students specialise in one of the three disciplines of the Faculty: Archaeology, Biological Anthropology or Social Anthropology. Key features of the course include their location in the Museum of Archaeology and Anthropology, ready access to a wide range teaching collection of objects and artefacts and teaching staff with working knowledge of many sites, periods and periods.

The ceramics practicals for 2nd year undergraduates aim to introduce students to ceramics in archaeology, beginning with the properties of ceramics and moving on to how they are identified and recorded on excavation, analysed in the laboratory and published.

**THE ROLE OF CASES**
Lecturers at the Faculty have led us to understand that case studies are used in this discipline to look at new sites, materials and artefacts are classified, and how scholars who have examined, classified, recorded and published particularly suit of excavated material. They believe that this case study based approach is most informative when the students are able to examine material from the collections by hand and are then able to see how that specific set of materials was classified, recorded and published.

In the ceramics practicals, emphasis was placed on case studies of the field experiences of the lecturers and other researchers, so that the possibilities and problems of research design and achievement could be appreciated. Pottery from the collection of the Museum of Archaeology was used to illustrate the practical and these objects play a role as cases in themselves.

**WHAT WE HAVE LEARNT SO FAR**
Our observations of teaching, especially of ceramics, have raised new questions about case-based methods that do not figure in the cognitive science literature.

We see the need to expand our understanding to include knowledge that is tactile and visual and to find ways of incorporating the concepts of actor-network theory to rethink the ways that the interactions of people, objects and ideas are understood, including those of context, background and history as they are normally configured in cases.

We noted that students are often treated as potential future professionals and so we need also to account for their part played by subjectivity in interpretation and in becoming an archaeologist.

We noted two, recent shifts in the methods of archaeology to support this: one is the need to also to account for the part played by subjectivity in interpretation and in becoming an archaeologist.

Object practicals also involve PhD students, post docs and visiting scholars, which creates opportunities for including multiple research sites, cultures, methods and perspectives.

**TOOLS FOR SUPPORT**
Teaching in the Faculty presents two key challenges to ENSEMBLE. How to support courses in which story telling is a key part of the knowledge base and the preferred mode of professional specialisation, and how to incorporate the semantics of touch and visual perception within cases that are complex, often fragmentary and in which knowledge is layered and interpretations are developing and changing.

Digital representation is an existing feature of the field but it tends to be time and resource costly. There is a need for quick and accessible tools that incorporate visual and tactile knowledge and support data representation and problem formulation within cases. Such tools need to be easily updated and allow for multiple and potentially opposing inputs from specialists.

**Findings**
Findings described more tentatively now; no mention of CBL, but of ‘case methods’; less obvious opposition to cognitive science literature (see above).

**Museum as learning context added**

**Paragraph added:** more specific focus on ceramics practicals and on lecturers’ personal experiences. Objects as ‘illustrations’ as well as ‘cases in themselves’ (both Tom and Ann’s views)

**Paragraph changed:** better formulated ideas for semantic tools: supporting ‘story telling’, incorporating visual and tactile knowledge; cases complex, fragmentary; specialist input.

**Title excludes** ‘Anthropology’

**No changes.**

**Only one illustration; more text**