



Global Study Program

Collaborative Learning Abroad

2016

Archaeological Sites and
their Impact on Local Development

Chiba University, Japan

Aristotle University of Thessaloniki, Greece

Public Archaeology



Topic and Research Questions

This year marked the third time that a Global Study Program (GSP) was held within the framework of collaboration between Chiba University (ChibaU, Japan) and Aristotle University of Thessaloniki (AUTH, Greece). Yet again, the underlying and unifying theme of all GSPs with AUTH, that is the tackling of issues related to local development, was considered through a new prism, which was particularly suitable to our location. Indeed, following the first year's topic regarding the impact of tourism on urban and non-urban communities (in Thessaloniki and surrounding areas), and the second year's concern with the influence of de-population on local communities (in Chiba's Bōsō peninsula), this year, the focus shifted to cultural heritage, and more specifically to the impact brought upon rural communities by the discovery and subsequent exploitation for touristic purposes of archaeological remains from the Ancient Macedonian kingdom.

It is no secret that Greece possesses a rich cultural heritage and is host to a multitude of archaeological sites throughout the country. Greeks would often be heard saying that, no matter where you are in Greece, if you dig deep enough in your garden, you may find some ancient artifact. However, managing, protecting and at the same time making those sites accessible to the public consists of a complex and difficult process that continues to put further strain onto the country's already weakened economy. Inspired therefore by

recent developments in the field of archaeology, and, more specifically, by theories and methods associated with an area called 'public archaeology,' or more recently, 'community archaeology' (see Marshall 2002), our AUTH counterparts, Professors Tokmakidis and Papadopoulou, proposed that students examine ideas for strengthening the bonds between local communities and the three, perhaps most famous, archaeological sites of the Ancient Macedonia kingdom (8th-2nd century BC): Vergina, Dion and Pella.

Our main research questions this year were: How do local residents feel about the historical remains located in their area? To what extent is the local community involved with work related to the site (such as excavation, security etc), and also in businesses associated with local tourism? How do archaeologists and also local governments consider the role that the local community plays or ought to play in managing and promoting the sites?





As every year, GSP participants had again to face several challenges related to the components of the program, and which can be summarized as the conceptual and theoretical framework, the specificities of the location, and, of course, the collaboration with their peers. In terms of the disciplinary and conceptual background of this year's topic, for example, one serious challenge was to overcome the usual understanding of community archaeology as 'heritage tourism that puts money into the pockets of local people' (Marshall 2002, 215), and consider how archaeology can be made participatory, not just in terms of financial benefits, but also for other purposes, such as community cohesion, shared memory and ownership. To consider these perspectives, students had thus to delve deeper into the lives of the local stakeholders, through appropriate questionnaires, but these often revealed obstacles related to the strict centralization of heritage management in Greece (Voudouri 2010,

Poulimenou 2013) and to the usual politics of local governance.

Hopefully, however, these issues were easier to overcome through collaboration. This year, 17 Chiba U students joined 16 AUTH students for a two weeks-project that surely put to test several times the participants' abilities to cooperate, compromise and find common ground. Yet, their final proposals were undoubtedly worth it, since they have energized local stakeholders and become the starting point for further work by local researchers.



今年度のテーマは遺跡と地域開発です。パブリック・アーケオロジーの立場から3つの遺跡に対する提案を発展させ、プレゼンテーションを行いました。本授業の課題は、活用されていない遺跡をその地域において関係する各利害関係者すべてに益が出るように活用し、地域全体を盛り上げ、持続可能な発展をさせることのできる提案を行うことでした。インタビュー調査より、遺跡のすべてのアクセシビリティの悪さ、遺跡とそれを内在する地域の住民との関係は希薄であることが分かりました。そのため、遺跡から地域、地域から遺跡どちらのベクトルにおいてもあまりお互いの存在に益を見出せずにいました。学生たちはそれらの課題を打破するための提案をしました。この一連のプロセスから学んだことは当たり前を疑わないところに発展はないということです。日常化しすぎている遺跡。“考古学的に”厳重に保護される遺産。そのどれもが発展を妨げるように思えました。疑う、考える、議論する、纏める、提案する。GSPの課題すべてがその学びに直結しました。(野田 麻梨子)

Schedule of Activities

	Day	Contents
Pre-course	25 Apr & 9 May	Orientation for Chiba U students and for all students [skype session]
	23 May	Professor Chrissoula Paliadeli & Mrs. Kleopatra Paliadeli: <i>Excavating Vergina & Managing the border between the urban web and the archeological site in Vergina</i> [skype session]
	30 May	Professor Pingiatoglou & Mrs. Korina Vastelli: <i>Excavating Dion</i> [skype session]
	13 June	Professor Chie Izumi: <i>The history of the Ancient Macedonian empire</i>
	20 June	Workshop on collaborative learning
	27 June	Workshop on the impact of archaeological sites onto local communities: finalizing interview questionnaires
	4 July	Mr. Haris Tsougaris, <i>Archaeological sites and their impact on local development – The case on Ancient Pella</i> [skype session]
	11 July	Ms. Fumiko Yanagida, official interpreter for the Greek embassy in Japan & owner of Girisha Plaza: <i>Introduction to the Modern Greek language</i>
	8~10 Aug	Preparation of cultural presentations
Main Program	August	
	15	Departure from Chiba
	16	Arrival in Thessaloniki, rest, walk through the city in the afternoon, welcome dinner
	17	Orientation, lecture by Professor Thoidou: <i>Culture and local development: Sustainability and creativity approaches</i> , cultural presentations & workshop on “culture”
	18-20	Field research (and stay) in Vergina, including a visit of the city of Veroia
	21-22	Workshop (and stay) at AUTH camp, including a lecture and guided visit of the temple of Poseidon, by local sculptor and researcher, Mr Magiras
	23	Field research in Dion
	24	Workshop on Dion findings
	25	Field research in Pella, followed by a visit of the vineyards of the Chatsivariti estate
	26-27	Workshops on Pella and on final presentations
	28	Final presentations and feedback, farewell party
	29	Free day, departure from Thessaloniki in the evening (arrival in Chiba on Aug 30)
	**Field research days were composed of a guided tour of the archaeological site and the associated museum, followed by interviews with various stakeholders in the site, the museum and the surrounding shopping and residential areas.	
Post-course	7 Oct	GSP Plus, a workshop with local stakeholders from the field sites visited and analyzed during this year's GSP [skype session]
	29 Nov	Feedback session by Professor Martin Morris [skype session]



Collaborators

This program would not have been the same without the collaboration of all the lecturers, guides and facilitators (see schedule on the left) who through their participation, made of this program a unique learning experience.

The fieldwork activities in Vergina were co-organized and facilitated by the Archaeological Site of Aigai. We would like to express our deepest gratitude to Dr. Aggeliki Kottaridi, Director of the 17th Ephorate of Prehistoric and Classical Antiquities, and to Archaeologist, Yiannis Grekos. (URL: <https://www.aigai.gr>)

The fieldwork activities in Dion were co-organized and facilitated by the vice-mayor of Olympus-Litochoro, A. Kalaitzis, the archaeologist, Maria Iatrou, and the archaeologist Eleni Benaki (AUTH). (URL: <http://www.ancientdion.org>)

The fieldwork activities in Pella were co-organized and facilitated by the Director of the museum of Pella, E. Tsigarida, the archaeologist Haris Tsougaris, and the mayor of Gennitsa, Grigoris Stamkos. (URL: <http://www.pella-museum.gr>)

See authchiba.org for more details on this and previous years' programs between Chiba University and Aristotle University of Thessaloniki

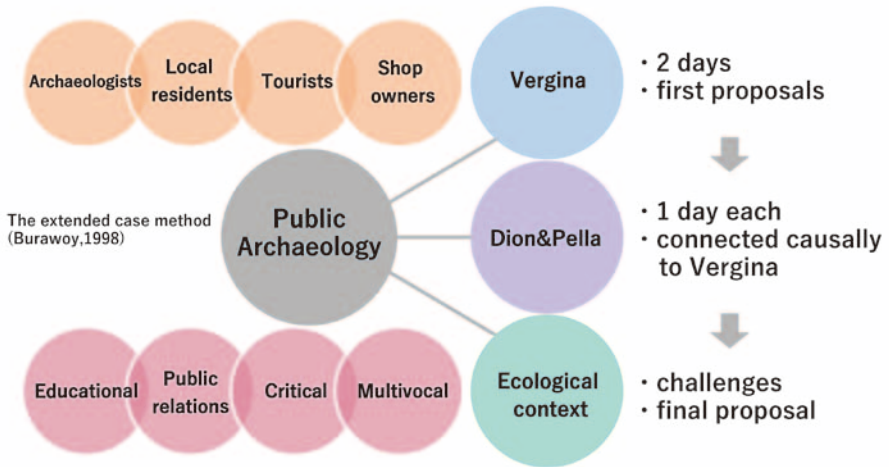


Organizing Committee

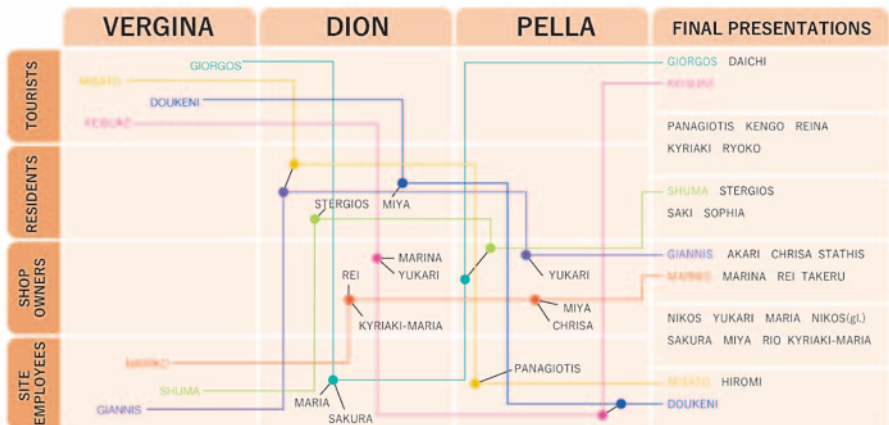
- Kostantinos Tokmakidis, AUTH
- Eleni Papadopoulou, AUTH
- Ioannis Gaitanidis, Chiba U
- Hiroki Igarashi, Chiba U



Program Components



Examples of Group Combinations



In order to consider the impact of archaeological sites onto local community development, the pre-course education sessions concentrated on offering the opportunity to study three basic elements: 1) the specificities of each of the three sites, as they were presented to us by archaeologists who have worked on those sites; 2) the different approaches to research and practice in public archaeology, which were considered through academic readings; and 3) the themes and topics that ought to be investigated after arriving on site, through the collaborative writing up of questionnaires specific to each of the four stakeholders: the local residents, the shop/restaurant owners, the archaeologists, and the tourists.

Knowledge acquired through these three basic elements of the pre-course education was combined during (and based on the schedule of) the main course, by using the *extended case method* (see Burawoy, 1998* and diagram on the left). More specifically, first, the case-study of Vergina was used to situate the topic within the wider social, economic, political and historical fields that structure the processes related to the impact of archaeological sites on local development. Preparation for this task included the study of case-studies from Japan. Secondly, the next two case-studies of Dion and Pella were compared to the first case of Vergina in an integrative approach, namely they were causally connected to Vergina. How have the extralocal and intralocal forces that impacted on the situation in Vergina influenced Dion and Pella? Do the cases of Dion and/or Pella refute some of the conclusions reached after investigating Vergina? Thirdly, students were split in new groups tasked with considering complementary layers of proposals for improving the situation in the three sites, without losing

sight of the entire ecological context and the possibilities offered by other contexts such as that of Japan.

Collaboration within the framework of the course was enhanced by, at least, two devices. First, students spent the first half of the program cohabitating, both during the first field research task in Vergina, and also, after that, during the workshops held at AUTH's summer camp. Secondly, for every field research site and every associated task, distinct teams of students were formed so as to strengthen the bonds between participants and maximize the quantity of information shared among them (see examples on page 5). This is one of the characteristic features of GSP, and, this time again, great effort was spent by the course organisers and teaching assistants in order to cultivate collaborativity within the entire group (see page on the left).

References: *Burawoy, Michael. 1998. The Extended Case Method. *Sociological Theory* 16 (1): 4-33. *Marshall, Yvonne. 2002. What Is Community Archaeology? *World Archaeology* 34(2): 211-219. *松田陽、岡村勝行 2012『入門バブリック・アーケオロジー』同成社 *Okamura, Katsuyuki. 2011. From Object-Centered to People-Focused: Exploring a Gap Between Archaeologists and the Public in Contemporary Japan. In Katsuyuki Okamura and Akira Matsuda (eds). *New Perspectives in Global Public Archaeology*. London: Springer, pp.77-86. *Poulimenou, Evgenia G.. 2013. Community Participation and the Enhancement of the Roman Thermae of St Thomas, Mesolongi. *Conservation and Management of Archaeological Sites* 15(1): 45-58. *Stroulia, Anna and Sutton, Susan Buck. 2009. Archaeological Sites and Local Places: Connecting the Dots. *Public Archaeology: Archaeological Ethnographies* 8(2-3): 124-140. *Voudouri, Daphne. 2010. Law and the Politics of the Past: Legal Protection of Cultural Heritage in Greece. *International Journal of Cultural Property* 17: 547-568.

Global Study Programは日本での事前教育、現地でのメインプログラム、帰国後の事後教育、という3つの軸から構成されています。4月25日から始まった日本での事前教育では、危機管理に関する講義や、Vergina、Dion、Pellaの3つの遺跡について現地の先生方から Skype を通じて話を聞いたほか、今回のテーマである Public Archaeology に関するワークショップを行うなどしました。また、現地で行う日本文化紹介のプレゼンテーションに向けた活動も行いました。8月15日から2週間にわたって行われたギリシャでのメインプログラムでは、互いの国の文化紹介に始まり、考古学に関する講義、遺跡や博物館の見学、遺跡周辺の人々へのアンケート調査等の活動に取り組みました。調査結果の分析やディスカッションなどといったワークショップの後、今回のテーマに沿った最終プレゼンテーションの発表を行いました。11月後半に行われた事後教育では、この最終発表について千葉大学の先生から講評をしていただきました。(堀 美里)



Pre-course Education

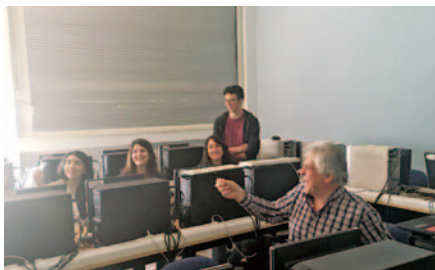
Studying the Disciplines & Fields

This GSP was a 15-day program that took place in August 2016. During this time, we had to do field research and come up with a plan to improve and revitalize local areas by connecting the government, shop owners and residents through the archeological sites. To do this, we had to acquire some background knowledge of the areas in question. Prior to leaving for Greece where the focus would be public archeology, we had weekly gatherings every Monday at 18h00 from April to July. During these pre-course education sessions, we used many different learning techniques. For example, Skype discussions, brainstorming using post-it notes and the visit of a special exhibition at Tokyo's National Museum: 'A Journey to the Lands of Immortals: Treasures of Ancient Greece.'* During the Skype sessions, Japanese and AUTH students attended the same lectures about three archeological sites and the issues surrounding those sites. Through these pre-course education sessions, we acquired the necessary knowledge to do our field research in Greece. We learned about what archeology is, the perspectives of people who live in Macedonia and Greece, basic Greek language and about the three areas that were to become our main field research sites: Vergina, Dion and Pella. Moreover, we also learned how to organize and order our ideas; how to come up with ideas, how to express our own ideas to others, and how to combine our own ideas with others' ideas to come up with one solution.

Also, we were lectured on 'safety concerns', about what we should keep in mind in terms of emergency situations during travel abroad .

From the perspective of students who join the GSP program, pre-course education sessions are very important for a smooth and fruitful trip. There are a lot of things that only residents of an area can understand and having them share their knowledge and concerns regarding the use of the archeological sites was necessary. We also needed to find common ground with not only the residents, but also the shop owners, archeologists and site workers through the interview process. Students who participated in this program were able to experience the value of harnessing each person's powers and for this, the pre-course education was absolutely necessary. (Yukari)

*www.greece2016-17.jp





Cultural Presentations

We were tasked to create cultural presentations in order to smoothen the transition of the participants of each country into the program. It was vital to choose topics that really captured the essence of each country. Both sets of students tried their best to achieve just that. It was a great way to get to know each other and, despite the initial struggles, I think everyone was pleased with the results! (Stathis)



This program started with cultural presentations prepared by teams of students from each university. AUTH had 3 groups and Chiba University had 4 groups. These presentations were great ice-breakers for this program. We had the opportunity to learn some interesting facts about each country's contemporary society. Following the presentations, we held a small workshop to start trying working in groups, and to attempt to use some of the ideas from the cultural presentations to think about public archaeology proposals. For example, we talked about the meaning of holidays. Japan has many national holidays which are not related to the nation; for example, Mountain day. Because of this holiday, a lot of shops doing business related to mountains were able to use it to their advantage for development. From this discussion, we found that such kind of holidays had an impact on the development of society. (Daichi)

事前教育では、このプログラムについてのオリエンテーション、渡航の際やギリシャで気を付けることなどといった危機管理、ギリシャで実際に行く3つの遺跡やパブリック・アーケオロジーについて、ギリシャの歴史やギリシャ語についての講義、日本の文化紹介の発表準備を行いました。3つの遺跡、Vergina, Dion, Pellaについては、Skypeでギリシャと繋がり、アリストテレス大学の教授や考古学者による英語のそれらの遺跡についての講義を聞きました。また、パブリック・アーケオロジーに関する短い英語の論文などを読み、現代の考古学についての理解を深め、ブレインストーミング形式でパブリック・アーケオロジーの方法について意見を出し合いました。ギリシャの歴史の一部分である古代マケドニア王国についての講義や、ギリシャ語入門講座もあり、ギリシャについて色々知ることができました。ギリシャ語入門講座は1回しかなかったため、挨拶程度しか学ぶことができませんでした。が、少しでもギリシャ語を知ってて良かったことは、ギリシャの人や学生と仲良くなるきっかけとなりました。(田中 さくら)



Main Program: August 17 Orientation at ATh



The introductory lectures provided us with important information which greatly helped our participation in this year's GSP. There was a welcoming lecture by Prof. E. Thoidou concerning 'Culture and Local Development: Sustainability and Creativity approaches.' Even if it was not directly connected with this year's topic, it provided us with great food for thought. In that lecture, E. Thoidou mentioned that in order for a city to develop, its growth should be oriented towards the three pillars of sustainability (community, environment and economy). In addition, it was noted that the archaeological sites are directly connected with the local development, because they add to the territorial potential of the locality and connect culture to sustainable growth.



The first workshop that took place was about culture. It followed the cultural presentations given by each group. We were divided into mixed teams and we were encouraged to discuss any questions or any thoughts about the previously presented topics. The main goal of this workshop, in my opinion, was to not only "break" the ice but also to take a first step towards team building, communication and work. What really struck me that day, was that language obstacles did not seem to matter that much. What was important, was the passion to transmit the desired information. (Sterios)





Main Program: August 18-19

Field Research in Vergina



We first visited Vergina (known as AIGAI), a place which thrived in ancient times. This town has a museum and royal tombs, and the whole community is tightly connected with the archaeological site. On those days, we interviewed in groups people in the town by asking them to answer the questionnaire that we had collaboratively created in advance. It was interesting to learn about their heritage and their history, and also to learn that there are some people who are not in good terms with the heritage site. I found that there is a huge gap between what I had imagined and the reality. Also, it was a bit tough for me to take notes while my partner was asking questions and having conversations with interviewees in Greek, but after several rounds of interviews we managed to find ways of overcoming these issues. Overall, it was a priceless experience for me to hear the real voice of people in Greece. (Shuma)

ヴェルギナでは初めに博物館にて遺跡やそこから発掘された文化財について現地の考古学者の方からレクチャーを受け、その後グループに分かれ①観光客、②住民、③お店のオーナー、④博物館のスタッフ、の方々に質問をして回り情報集めを行いました。リサーチを進める中でそれぞれの人が持つ遺跡へのイメージなどが見てくると同時に「遺跡がある町として、遺跡をどうしていきたいのか」といった実際に聞いて回らなければわからなかった新しい情報があり、その後のリサーチや分析、発表等に変化が起きることとなりました。また、このフィールドリサーチを通してただギリシャの大学生との交流を深められただけでなく、リサーチ後のグループワークにて「自分の意見を持ちそれを相手に正しく伝えること」の大切さや、それを英語で行うことの難しさをひしひしと感じました。ヴェルギナでの活動ではただフィールドリサーチを行っただけでなく、それを通して「自分に足りない、未熟なところ」を直面させられるきっかけともなり非常に多くの発見があったのではないかと思います。(足立 怜)



Main Program: August 19-20

Workshop in Vergina



The first stop of GSP 2016 was the village of Vergina. During the field research, which took place in the archaeological site and in the rest of the village, we were able to collect vital data on both the archaeological value of the site and on how the various stakeholders viewed the site. After that, during the workshop each group had to analyze the data from the questionnaires and prepare the results. The workshop day was busy and because of the efforts expended we were worn out. There was a limited amount of time and the deadline was looming. The lengthy conversations and ongoing collaboration did prove, however, to be fruitful. The aim of this workshop was to complete the next day's presentation, in which we had the opportunity to present our proposals in front of not only the students and teachers, but also to representatives of the archaeological site, of the town hall, and of the village of Vergina. In the end, everyone managed to give the best of themselves in the presentation. Most of the attendees gave feedback, which created an incentive to keep up the hard work for the following workshops and proposals. Comments by some experts were quite strict, but revealed themselves useful later when we had to improve our ideas for the final presentations. In conclusion, in spite of the difficulties, everyone was happy with the results and ready for the next destination. (Kyriaki-Maria)



Main Program: August 20-22

Workshop in Posidi camp



After the fieldwork and workshops which took place in Vergina we headed to Aristotle University's summer camp, Possidi. Possidi proved to be a nice break after all the hard work done at our previous stop. At Possidi we had more free time to get to know each other while enjoying the beach and the nature. However, we began our days with lectures and workshops. The most interesting thing during the workshop was that each team prepared 2-3 proposals and the best one was picked. Each group then presented their idea to the rest and at the end we created the questionnaires for the next stop as a way to further develop our ideas. The visit to the temple of Poseidon was very useful because we understood that there are many archeological sites that are not as appropriately developed as they could be. To conclude, the campsite was an ideal destination since it combined work and amusement. (Maria)

ヴ ェルギナでのアンケート集計から、自分たちの提案を考えました。アンケート集計と提案は、住民・お店・従業者・旅行者それぞれそれぞれのターゲットに質問したチームごとに行いました。これは GSP 最初の提案で、先生方から何度もフィードバックやアドバイスを頂きながら完成を目指しました。時には厳しいフィードバックもあり、完成までの道のりは険しいものでしたが、この最初の提案をまとめる作業は、チームの中で誰がどのような専門知識、得意分野、技術を持っているかを知る機会となりました。この作業の中では、他チームの提案をお互いに聞きあい、自分たちの提案の相違点や共通点も考慮し、経済的視点・教育学的視点・批判的視点・多義的視点というさまざまな視点から、提案が抽象的にならないようにまとめました。ポジティというキャンプ場でも、ヴェルギナでまとめた提案をより具体的に固めるため、チームごとに細かく再考し、大きな紙と付箋を用いて、提案の理由・目的・結果などで色分けし図示しました。また、提案に必要な情報を得るためのアンケートを作り直す作業まで行いました。(赤津 怜奈)



Main Program: August 23

Field Research in Dion



The field research at Dion was the second to be carried out. This time we were more at ease with the situation, not only because of the experience in Vergina, but also because we had already spent 9 days together up to this point. In Dion, teams were shuffled and recreated with new members and now we had to focus on different target groups to interview. There were two places we had to visit to complete the questionnaires: the museum and the archaeological park. After resolving last-minute issues, we headed to a start. During Dion's field research we discovered so many interesting things as a result of interviewing several interesting people. We also had the opportunity to listen to a lecture by the local archaeologist on community activities that are already implemented in Dion, and to ask questions to the mayor of the local municipality. Through these and other interviews with stakeholders, we got a clear view of what is going on in this place. This helped us understand their problems and their needs and gave us the chance to start thinking about how we can improve our main ideas and our proposals from the first workshop, in order to help solve some of them. After an exhausting but very entertaining day, we found time to eat something, to discuss what we did during the day and to have fun. None of this would have happened without the support of our professors. (Nikos S.)



On the 24th of August, we started to organize our ideas for the final proposals. To begin, all the teams had to combine the information obtained from Dion with that of Vergina. At this point, a week and a half had already gone by and a lot had been done and we didn't have a lot of time to examine every detail of the data that we had collected during the past two fieldwork sessions. Moreover, we were on the last leg of the journey for the final presentation. Following the professors' indications, all the teams had to challenge themselves to come up with proposals that were complete and clear in their content and convincing from a financial and aesthetic point of view. In my opinion, this is the very moment where all the teams experienced one of GSP's hurdle:... the lack of time. How to make the most of the limited amount of time remains undoubtedly the most exciting challenge of this type of collaborative study abroad program. (Doukeni)

ディオンではそれぞれのグループが最初に訪れた遺跡、ヴェルギナで発見した事、新たに生じた疑問点などをもとに質問リストを考え直しメンバーを組み替えてインタビューをしました。ディオンでの最大の驚きのポイントは遺跡と街の結びつきの強さです。最初に訪れたヴェルギナとは異なり地域の人も参加できる遺跡での祭り、遺跡での観光客や地域の人々が参加できるイベントなどが開かれていました。ギリシャの人は皆それぞれ自分自身の意見を持っており、誰にインタビューをしても（観光客、住民、遺跡職員など）必ず何かしらの意見が返ってきました。これは日本とは違うものであり意見を集める側としてとても助かりました。面白かった点としてはそれぞれの遺跡に対する人々の思い方の違いです。ディオンは前述の理由から遺跡に好印象を持っていました。これは遺跡側からの市民側への歩み寄りによる成果です。こうした一方通行ではなく双方関係は遺跡をうまく活かすという今年度のプログラムには必須ともいえるものでした。余談ではあるが、フィールドリサーチ中は少人数での行動であり向こうの学生と仲良くなれる良いチャンスでした。（佐藤 文流）




Main Program: August 25

Field Research in Pella



Following our visits to Vergina and Dion, our third field research session was held in Pella. Our day started with a visit to the archaeological site and the museum. After that we split into groups, forming once again new teams, and we were assigned to interview a different group of stakeholders than the ones we interviewed in Vergina and Dion. Our group was assigned to interview the shop owners of the area. Since this was our last fieldwork session, we wanted to take the opportunity to ask more precise questions regarding both the perceived impact of the site on the local community and the proposals each team had developed during the preceding workshops, so as to check the applicability of our ideas and, if needed, to make adjustments that fit into the area's needs and capacities. In that respect, the visit to the town and the interviews we conducted were of great help, as they gave us insight into the situation in Pella, and helped us to gain a better understanding of the differences between these three areas, as well as some of the shared features. Our day ended with a visit to the Chatzivariti estate, a winery located nearby, where we learned about wine making and enjoyed wine tasting, while listening to the lively tunes played by a local brass band. (Xrysa)

A group of students are sitting at tables in a classroom, working on laptops. A young man in the foreground is looking at his laptop, while a young woman next to him is also working. In the background, other students are visible, some looking at papers and others at their devices.


Main Program: August 26-27

Preparation for Final Presentations



The final presentation was a difficult challenge because of time restrictions and different ideas. Each team managed to combine its findings and begin composing a feasible and interesting plan. First, each team was instructed to compare the three sites in terms of their differences, similarities and new elements and then asked to present and discuss these comparisons. This exercise gave us better insight on how to develop our main ideas into good proposals. This process required a lot of interaction between different teams and pushed students to actively communicate with each other in order to exchange information acquired throughout the fieldwork sessions with different target groups. Some members from each team were tasked with finding links between the challenges of each proposal and creating shorter intermediate presentations that would prepare the ground for the final proposal. Next, we focused on completing and polishing our final presentations. (Nikos C. [with glasses])

ヴェルギナ、ディオンのフィールドワークに次いで訪れたのは、最後のフィールドワークの場であるベラです。ここではファイナルプレゼンテーションに向けて、ベラの遺跡を見学した後、自分たちのグループのプレゼンのテーマについてさらに掘り下げるべくインタビュー調査を行いました。遺跡の見学では、遺跡の中を歩きながら現地のガイドの方が英語で説明をしてくださいました。私は英語が得意な方ではないので、聞き取りやすいように常にガイドの方の近くにいることと理解しやすいように説明されたことを頭の中でイメージすることの2点を心がけました。説明の中で疑問に感じたことなどは次のポイントへの移動中にガイドの方に質問するなどして理解を深めました。博物館では展示物を見学し、その後現地の学生と2、3人のグループになりインタビュー調査を行いました。私は観光客へインタビューをし、そこでも様々な発見がありました。フィールドリサーチは現地に行くことで自分が感じたこと以外にも、インタビューをすることで他人がどう感じているのか分かる点が面白いと思いました。(高橋 咲)




Main Program: August 28

Final Presentations



So, the big day finally arrived. Presentation day basically meant that all of the participants' work was about to finally pay off. Of course, that also meant that our time in the GSP was about to end. Before that though, everyone had to present their final proposals. Everything was set. We all did our rehearsals, singled out any details that needed to be altered and enjoyed a good day off before our deadline. This wasn't just a presentation. No, this was about to be presented in front of not only our team, both students and teachers, but also, to representatives from all three cities we visited. So, with a big and somewhat "special" crowd to be expected, we all had to be on top of our form and deliver. After each team's presentation, a Q&A was conducted for each proposal that the students had submitted. The questions were made by either the crowd, the teachers or the other team members. It was designed like a conversation, and helped greatly with the flow of the event. It was a unique experience all and all, to be able to present something that your team made from nothing but hard work, collaboration and dedication. A special feeling ran through all of us, I believe, when the final team had its say and we heard the teacher's speech. That was it. The end of our programme. (Giannis)



Main Program

The TAs' perspective



Participating in the second GSP gave us the chance to realize that such an educational program can be very beneficial and instructive. As a result, we were interested in experiencing it “through the eyes of a participant”. On the one hand, we tried to help the students in every way possible but on the other hand we also focused on trying to understand the way they worked together and the way they worked as individuals. That’s why we thought of making 32 diaries, one for each student, to observe and track factors such as language, age, educational background and influences at the time of their collaboration and also descriptions, in their own words, of their experience through their personal feelings and thoughts during the programme. This approach helped us understand the way the students perceived the program’s goals, while at the same possibly helping to improve the role of the TAs in the upcoming Global Study Programmes. (Natasa, Evi & Xanthi)

遺跡と地域開発について、それまで学び、グループで考えてきたことを、最終プレゼンテーションという形でそれぞれのグループが発表しました。とても広い会場で先生や歴代 GSP のメンバー、2 週間を共に過ごしてきた仲間が見守る中でのプレゼンで、皆少し緊張していました。しかしどのグループの発表も中間プレゼンの時と比べ、洗練され説得力のあるものになっていました。寝るのも惜しんで重ねた話し合いや暑さと疲れに耐えて行ったフィールドリサーチの成果がそこに現れており、一人一人の発表に対する自身と意気込みが見て取れました。また、最終プレゼンの終わりには TA（ティーチングアシスタント）と呼ばれる、以前 GSP に参加したことのあるギリシャ人の学生がギリシャでの私たちの活動をまとめたプレゼンを行ってくれました。TA は私たちにアドバイスをくれたり、仲良くなるようなきっかけをくれたりと陰で支えてくれていました。私たちが毎日書いていたダイアリーにも全て目を通して、皆の気持ちにいつも気を遣ってくれてくれており、GSP が成功したのはこの TA の存在があったからです。（佐飛 実弥）

Final Proposals

"Disability" of Access



One important thing that contributes to the overall experience available on an archaeological site, is accessibility for all, disabled people in particular, and the relationship that the locals have with the site. So we focused on making improvements for three categories: visual impairment, hearing loss and deafness and mobility issues. First, we suggested that signs in braille be installed and also advocated for the creation of 3D models of the exhibits, so that people with visual problems could touch them and feel the shape of them. Second, we proposed the installation of signs with bigger letters, in order to create a friendlier environment for people with hearing problems. Lastly, we suggested ramps and benches to be installed throughout the three sites, as well as corridors be made wider in order to benefit people with mobility issues.(Giorgos)

Promotional Interactive Map Application



The general idea we had was based on Pokemon-Go, in that it would also be a game based on an interactive map where the user would be able to be shown around the entire area of the town/ village (surrounding the archaeological site) while using games and quizzes to gather information about the site itself, other activities that take place there, the history of the town (not relating to the archaeological site), and of course information about local shops, restaurants, hotels and public transportation. This information would be accessible in specific "P.I.M. spots" (promotional interactive map spots) all around the town and by completing each game, the user would gather some points for discounts to be used in shops, restaurants, etc. These specific shops would have a rating system available within the app as well. (Kyriaki)

Volunteering: Connecting People



Our proposal would give the local community and the site the opportunity to be mutually beneficial to each other. In the beginning of each year there would be a procedure that separates volunteers according to the existing tasks and needs of the site. For our proposal, we thought of some possibilities: tour guides in the museum and the site, educational programs for the kids and involving locals in the excavation process through the performance of very simple tasks. All these activities would be supervised by experts, keeping in mind that the goal isn't to replace professionals with volunteers, but rather give volunteers the chance to cooperate for the whole community's benefit. The program could be expanded to the whole region via community oriented activities, such as making the place more appealing or by letting the locals guide tourists and share with them the secrets of their region. (Sophia)

ALEXANDERFEST

We proposed the creation of an annual festival connecting Pella, Vergina and Dion and held in a different location each year so as to get all 3 towns involved with the activities. The name of the festival would be 'Alexanderfest'. As it should be a celebration of numerous activities and concerts, different for each day, we proposed different types of resources, not only financial but also material and human: workshops, parades, theater plays, concerts, shadow theater shows and other activities for kids, kiosks with local products and food and a live representation of the ancient lifestyle, etc. Due to the amount of information and resources used, the summary of the whole plan had to analyze many factors and steps for our proposition. Our group also took the initiative to create and print a festival program and 3 different festival posters, one for each location. (Marina)



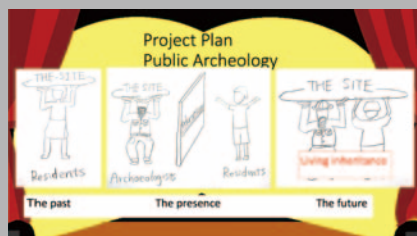
Live Excavation with Lectures and Workshops

We proposed an event, called 'live excavation'. This is an event where residents and tourists who have never experienced an excavation can enjoy the world of archaeology. The elements of live excavation are: excavation experience, workshop and lectures which are interactive and attractive. To start, people can learn about the importance of the site through an easy-to-understand lecture. And during the live excavation, we propose using an "exca-box". This is a small excavating kit and there would be some replicas inside. Everyone can learn how to excavate by using the box. Participants can keep their findings (replicas) for free as souvenirs. We also proposed a larger scale of this excavation experience, with big rocks and soil, held under the supervision of experts and guards. Finally, people who complete the live excavation can get a certificate or ticket. (Rio)



Public Memory

We needed to redefine Public Archaeology, so we considered both archaeologists and residents as living Inheritance. People should share all the memories of the site because memory is beyond "Archaeology." To do this, we created a new phrase explaining our goal: release/relive memory. In our final presentation, we proposed to build a satellite museum with exhibits showing the memory of each archaeological site. Examples included representations of residents' lives, the reproduction of famous archeologist Andronikos's office, some interactive monuments, and exhibits expressing the problems faced by residents, such as usage limitation of their land. All three sites were connected by one logo combining each site's symbol, which was printed and distributed to the audience. Through this and other proposals, we hoped that the emotional attachment to the sites will be heightened. (Hiromi)



Participants

Akari Yamasaki

I am delighted to participate in this thought-provoking program. A marvelous opportunity to attempt to transcend our differences through a collaboration towards the common goal.

Daichi Kamimura

By collaborating with AUTH students, I could enhance my skills, English, communication, discussion, and so on. This was a really good experience!

Doukeni Keisisoglou

I wanted to find just one word to describe GSP, but thinking of all the experiences we had, this was difficult to do! In my opinion several words are needed: culture, moments, and friendship!

Giannis Triantafyllidis

GSP turned out to be better than I imagined. I was able to meet new and interesting people that hopefully will stay in my life for years to come. A great experience, which I fully recommended!

Giorgos Skourtis

I am not only glad that I was able to meet every single one of the participants in this GSP, but also thankful that I had the opportunity to work with such amazing students and professors.

Hiromi Miyamoto

These two weeks started with a lot of expectations surrounding the content, participating members and myself. I did my best to be creative. Sometimes, I felt like crying but I was able to control this urge and overcome the challenges.

Keisuke Nakajima

I discovered new communication abilities in myself through interactions with other participants and improved my English skills. The sea is so beautiful in Greece, and people are so kind.

Kengo Yasuda

I feel that I'm not good at English, but AUTH students were so kind and listened to my English eagerly. I think that we were able to successfully communicate.

Kyriaki-Maria Derevelegka

GSP is like an adventure. You are one of the most important characters and your weapons are innovation, communication and collaboration. The aim of the adventure is the experience. Enjoy it!!

Kyriaki Prodromidou

Collaborating with Chiba U students has been a truly unique and unforgettable experience. Getting to overcome the barriers between us has proven to be less difficult than what I initially expected.

Maria Alexiadou

The stations of our lives might be many but the traveling won't stop! GSP was one of the best experiences of my life! Thank you to every single one of you and I hope to see you again!

Marina Laopoulou

What I gained from this year's GSP is not only teamwork skills and knowledge, but also strong friendships that will hopefully last for a long time!

Mariko Noda

I thought about "teamwork" a lot. I became so nervous when the conflict between team members occurred, but it was an important opportunity to improve my ability to cope with these situations.

Misato Hori

Global Study Program was so exciting for me. I will never forget this summer. These wonderful two weeks are my treasure, thank you very much!

Miya Sabi


This GSP was such an impressive and valuable experience for me. I learned to express my ideas and actively participate in discussions. I will participate in next year's GSP again!!

Nikos Chatziantoniou

I'm glad that I took part in this life-changing GSP because not only did I surpass myself but I also made a lot of new friends and memories.

Nikos Symmakezis

GSP2016 was the best experience I have ever had in my life! I made new real friends that I really want to keep in touch with! I'm looking forward to seeing them as soon as possible!

A large, semi-transparent background image showing a group of people, mostly young adults, posing outdoors in a park-like setting with trees. The image is used as a backdrop for the text blocks.

Panagiotis Vaslamatzis

It was a fun ride. One thing I have learned over the course of GSP is that people can overcome any obstacles in their way and achieve great things. You will always have a place in my heart.

Saki Takahashi

I am happy to join GSP2016. This year's GSP is a precious experience for me. I want to join next year's GSP too.

Sakura Tanaka

This was a good experience for me. It is difficult for me to discuss in English. However, I did my best and found the importance of building my own opinions and how best to express them.

Rei Adachi

I learned the importance of expressing my own ideas. If people don't speak up, there is no cooperation. Sharing each other's thoughts is the most important part of the workshop.

Reina Akatsu

I will never forget this experience. It was hard but also valuable: challenges, interesting viewpoints of the world, new friends and good memories.

Rio Higuchi

Everyone was very kind and friendly, so I could enjoy and learn a lot in Thessaloniki. I want to participate in the next GSP program in Japan.

Ryoko Kamatani

This GSP gave me a lot of things. I wouldn't have been able to overcome the challenges without everyone's help. It also may help me find what I want and should do in the future.

Shuma Ishikawa

Highly passionate/enthusiastic discussions with AUTH students had some barriers in the form of different perspectives. However, I believe I was able to acquire something beyond my abilities.

Sophia Avramidou

This whole GSP program was an experience of a lifetime for me! I will never forget any of the steps we all took together! Everyone I met has a special place in my heart from now on!!!

Stathis Triantafyllidis

The program exceeded my expectations a lot! I found out that communication isn't limited to language constraints. I am certain that I will use this experience for years to come in various activities!

Stergios Papathanasiou

This GSP was more than just gaining new skills. It was an utterly unique experience which helped me to beat my worst enemy: myself.

Takeru Sato

Everyone can participate in this program, even if you don't speak English well! The most important thing is your passion to communicate with foreigners and desire to go beyond yourself!!

Xrysa Petridou

This GSP has been an amazing experience. Meeting new people, working with them and creating bonds is a unique and invaluable opportunity!

Yukari Matsuoka

I learned a lot of things; about archeology and how to cooperate with others. I will never forget this experience and will come here again.

Anastasia Mouchtari

During these two weeks of the program I had the chance to meet so many different and interesting people. I feel very thankful for this opportunity and I hope to see all of them again in the future.

Evgenia Akritidou

Beyond this year's GSP I am left with nothing but this: I hope I inspired some of the students and professors in the same way each and every one of them inspired me through their way of thinking.

Xanthi Oikonomidou

I would describe GSP as the process of building a bridge. This year's program provided a stable construction able to withstand the test of time by connecting people, transferring knowledge and experiences.



More info
authchiba.org

Contact
web : http://cie.chiba-u.ac.jp/liberal_arts/gsp.html
E-mail : cireglobal@chiba-u.jp