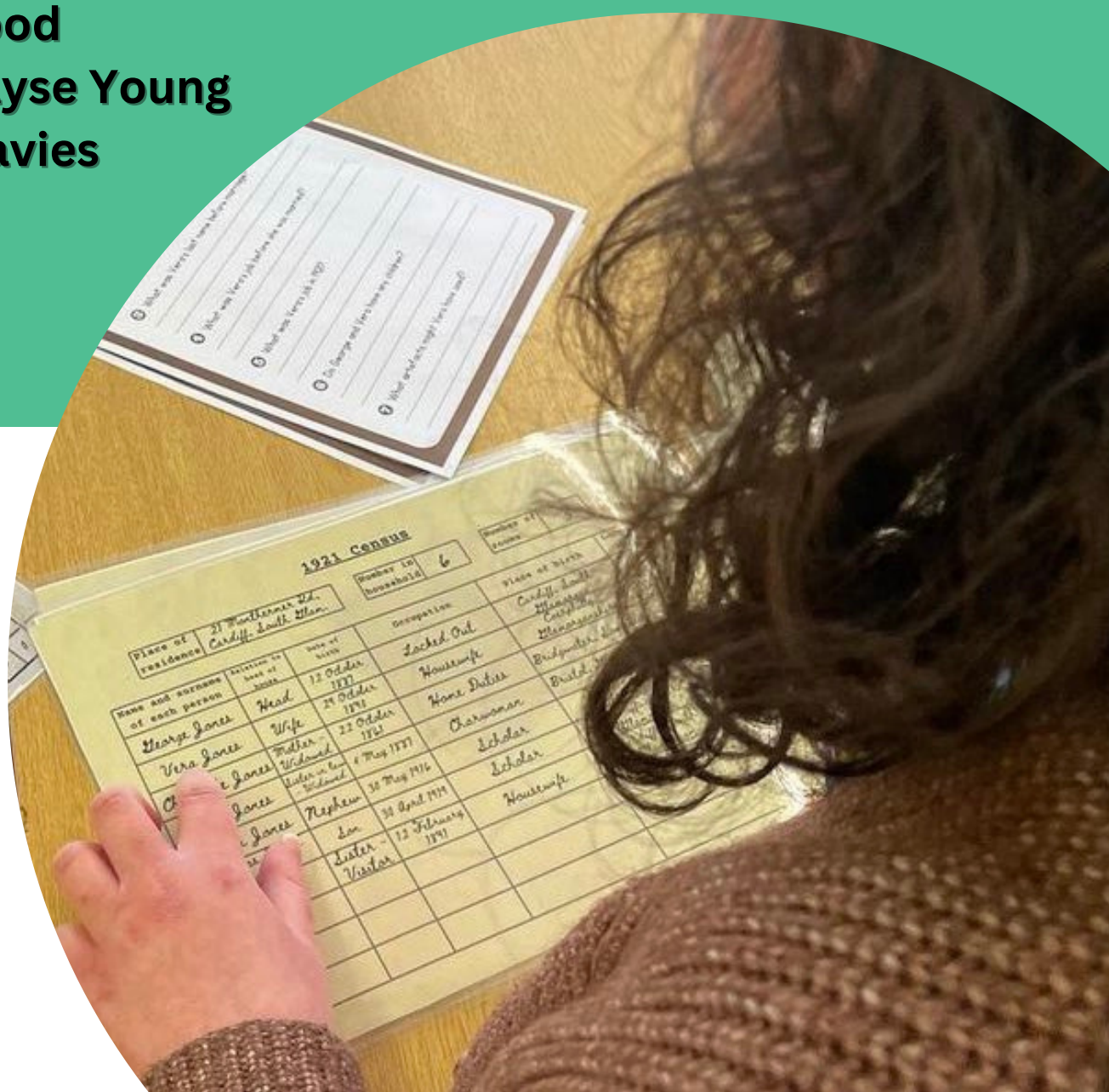




SHARE with Schools

ANNUAL REPORT 2022 - 2023

Clare Parry
Meri Hood
Anna-Elyse Young
Kelly Davies

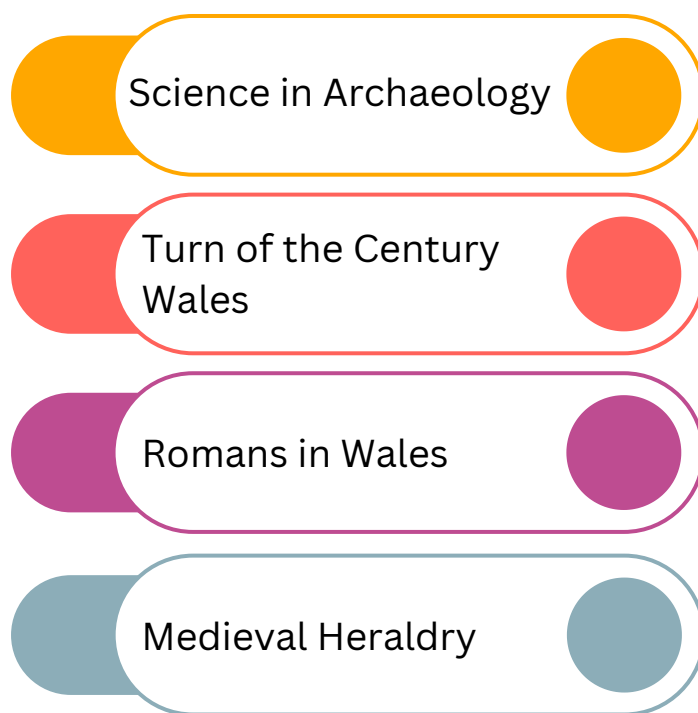


Executive Summary

SHARE with Schools is a pioneering outreach project from Cardiff University's School of History, Archaeology, and Religion. The project develops and delivers workshops at schools from Cardiff and the surrounding area with low or inconsistent take-up to post-18 education, and offers visits to the university. The project is continuously expanding and has now developed activities for outside the classroom.

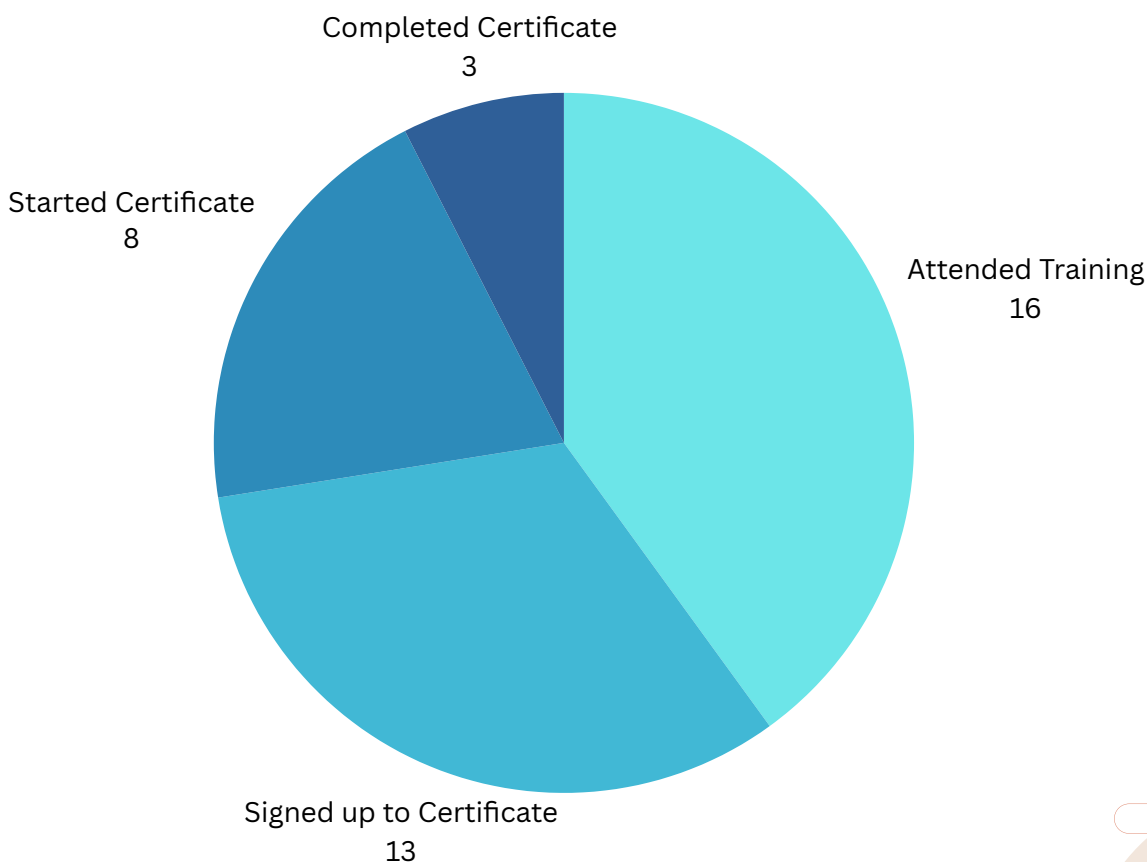
Workshop Redevelopment

Three workshops in the programme's catalogue were redeveloped this year in line with current pedagogy and the new Welsh Curriculum. The project continuously reviews old workshops to ensure they are up-to-date and most effective for our learners. Through this work, the team aims to make the workshops more inter-disciplinary, in line with the new curriculum and to showcase all aspects of the School of History, Archaeology, and Religion. The Medieval Heraldry workshop was created by Masters students in SHARE on the 'Heritage, Community Action and Public Engagement' module. The SHARE with Schools programme collaborated with them to aid further development and provide guidance after they ran their session(s) at our return visits.



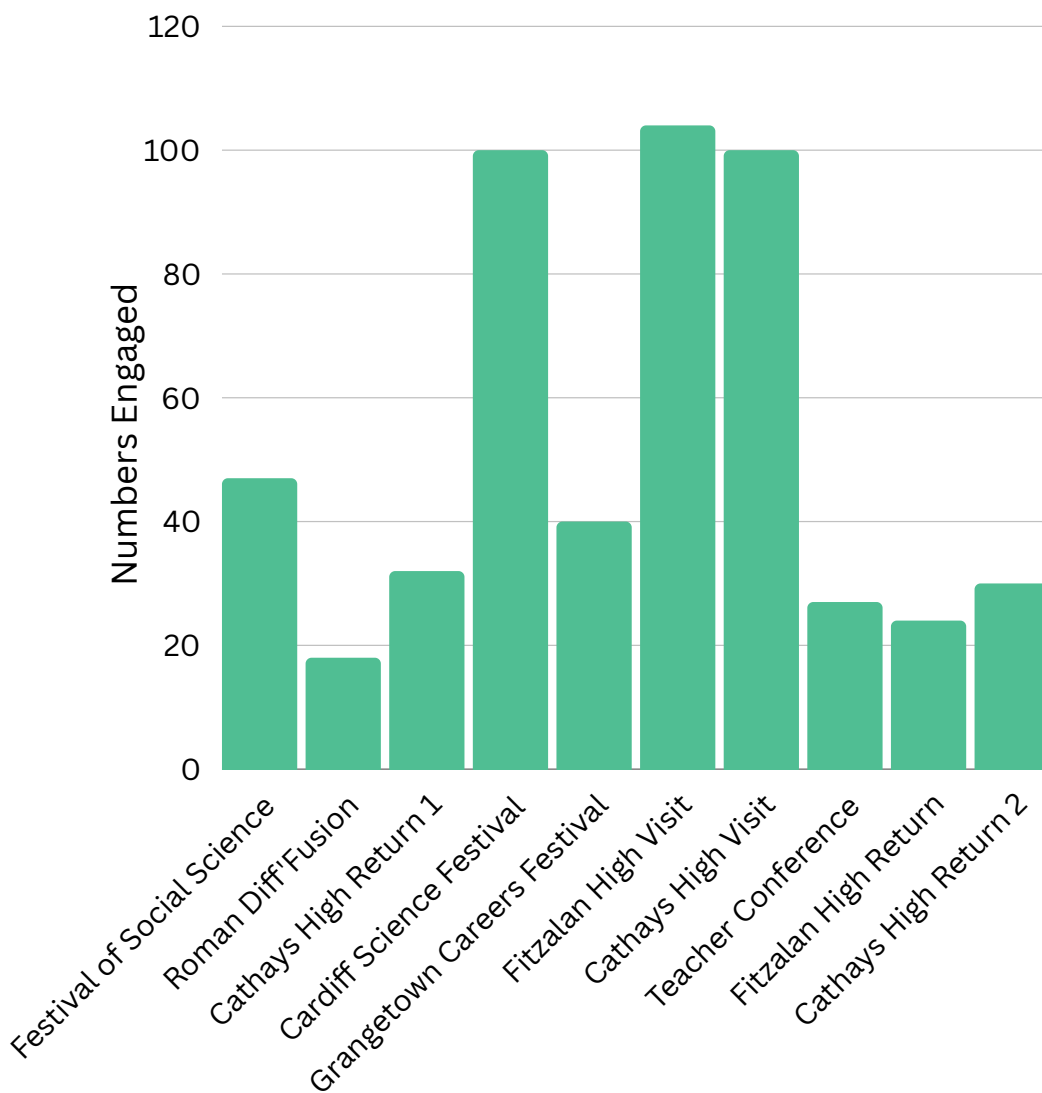
Volunteers

The 2022/23 academic year saw **28 volunteers** sign up to the programme, with over 50% engagement from volunteers beyond an expression of interest. These came from a range of undergraduate and postgraduate taught degree schemes in the School of History, Archaeology, and Religion. To come on visits with the programme, volunteers are required to attend training. This includes Classroom Protection Awareness and safeguarding procedures, as well as behaviour management, handling difficult conversations and public speaking. This year saw the (re)launch of the SHARE with Schools certificate, in which volunteers showcase a variety of skills, reflective practice and dedication.



Engagement

Across the year, SHARE with Schools ran and attended a large number of events. The programme is in high demand and receives requests from schools across South Wales and within the University. Across 2022/23, SHARE with Schools engaged with **522 individuals** over a wide age range and from a variety of backgrounds. This is an increase of 152 compared to the 2021/22 academic year. The schools outreach targeted Years 7-9 (ages 11-14) in schools with low or inconsistent take-up to university education. Larger events saw engagements with people from pre-school to retirement.



Feedback

After each workshop/event the team collects feedback from learners and teachers. This aids the continual improvement and development of the content and allows for reflective teaching practices. Some feedback collected this year includes:

- “Very engaging and interesting, and it would’ve been quite challenging if we didn’t have our group and our helpers from Cardiff Uni, so THANK YOU!!” - Learner
- “This is the best history lesson I ever had” - Learner
- “We’ve had lots of positive feedback from pupils. The [university] students were friendly and encouraging, the day was well organised and varied, pupils got to join in with lots of tasks, and some are inspired to look at going to university” - Teacher
- “Making the session longer” - Learner
- “Seeing more artefacts” - Learner
- “I think that it couldn’t be better, thank you!” - Learner

Aims for 2023/24

- **Taster event:** host an introductory event held in the first weeks of term to promote awareness of SHARE with Schools and encourage potential volunteers.
- **School visits:** continue our successful partnership with local schools and return to partner schools who were unable to host us this year.
- **Greenford Project:** continue our involvement with the Greenford Project working with young people from London.
- **Postgraduate research:** continue our collaboration with the MA Heritage, Community Action, and Public Engagement.
- **Workshop development:** offer volunteers opportunities to develop and deliver a range of workshops embedded in the Curriculum for Wales.



Contents

1. Introduction - 4

2. Outreach Timeline - 6

3. Volunteers - 7

3.1 Volunteer Recruitment - 7

3.2 Volunteer Engagement - 10

3.3 Volunteer Training - 11

4. Co-ordinator Recruitment - 13

5. Workshop Redevelopment - 16

5.1 Science in Archaeology - 18

5.2 Turn of the Century Wales - 22

5.3 Romans in Wales - 27

6. Collaborations - 30

6.1 SwS x Classroom Experience Project - 30

6.2 SwS x DeClare - 32

7. Outreach - 36

7.1 Festival of Social Science - 36

7.2 Roman Diff'Fusion - 38

7.3 Cathays High Return Visit 1 - 40

7.4 Cardiff Science Festival - 43

7.5 Grangetown Careers Fair - 45

7.6 Fitzalan High Visit - 47

7.7 Cathays High Visit - 52

7.8 Teacher and Careers Advisor Conference - 55

7.9 SwS Volunteer Celebration Event - 57

7.10 Fitzalan High Return Visit - 60

7.11 Cathays High Return Visit 2 - 64



8. Evaluation - 67

8.1 Engagement Statistics - 67

8.2 Impact: Engagement - 68

8.3 Impact: Volunteer - 71

8.4 Future Aims - 74

9. Conclusion - 75**10. References - 75**

The team



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Meri Hood
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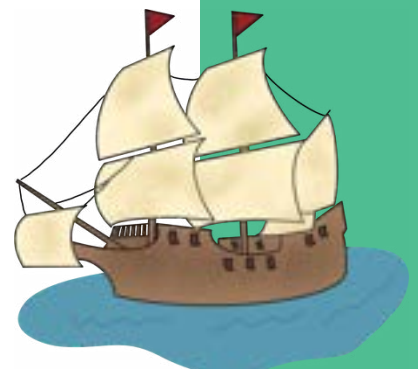
Dr Oliver Davis
Academic Lead



1. Introduction

SHARE with Schools is a pioneering outreach project from Cardiff University's School of History, Archaeology, and Religion. The project was created by students for students and aims to promote the exciting and diverse range of research being conducted by staff and students in SHARE, as well as widening participation in higher education for young people from backgrounds with traditionally low university take-up.

Now in its twelfth year, the project develops and delivers workshops to learners at our partner schools across Cardiff and the surrounding region. Designed to meet the needs of schools and core values of the new Curriculum for Wales, our workshops are created and delivered by undergraduate and postgraduate taught volunteers, under the guidance of our team of postgraduate research co-ordinators. We also offer young people the opportunity to visit the SHARE department, where we offer tours, scavenger hunts, mini-lectures, and Q&A sessions with current students to give young people a real taste of university life. Further to this, we have developed a range of outreach activities this year for delivery outside the classroom.

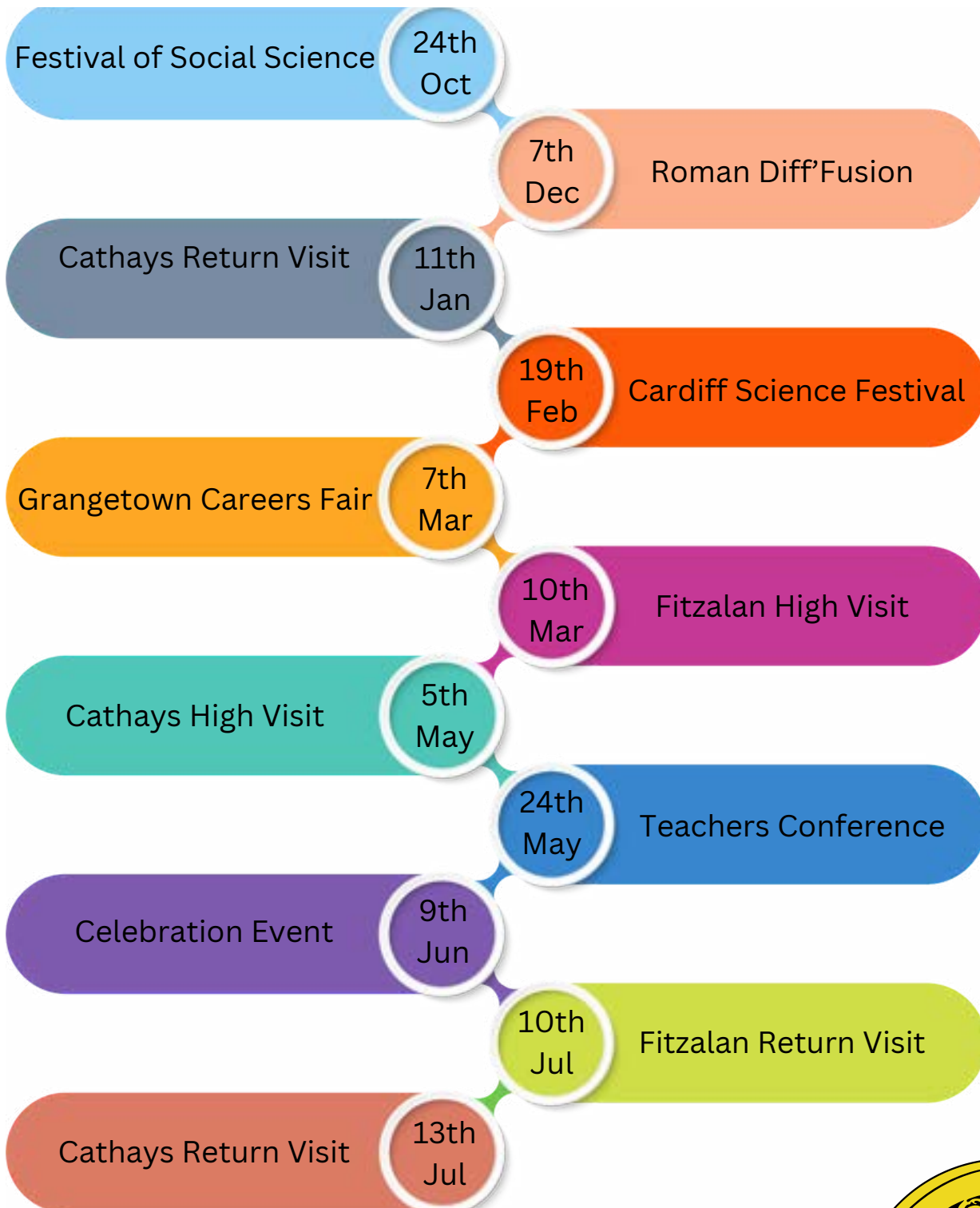


This report provides a review of our work over the 2022 - 2023 academic year. The report is broken down into six chapters that detail the work of SHARE with Schools over the past 12 months. The first chapters detail our volunteer recruitment and training processes, and the recruitment of a new postgraduate co-ordinator. The next chapter details the redevelopment that we have conducted on three of our workshops to improve learning outcomes, resources, and align with the core values of the Curriculum for Wales, followed by our successful collaborations with the Classroom Experience and DeClare Project in 2022 – 2023. Chapter seven details our exciting range of outreach activities across the past year, both inside and outside of our partner schools. The final chapter is an evaluation of the range of impacts SHARE with Schools has had this year, and an overview of our aims for the future of the project.

-Dr Oliver Davis



2. Outreach Timeline

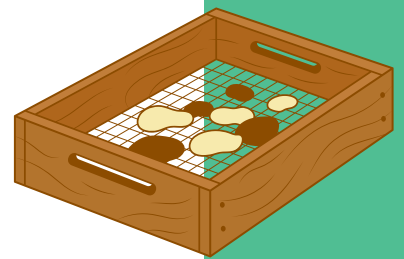


3. Volunteers

3.1 Volunteer Recruitment

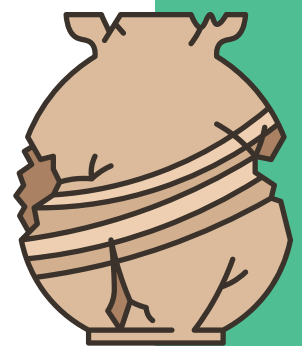
The recruitment of volunteers this year included an email campaign through the school office to attract new volunteers, as well as contacting volunteers from the 2021-2022 academic year. It hoped to reach all students in SHARE in the first few weeks of the semester. The SHARE with Schools team also put up posters around the department, ran a pop-up stall in the cafe during enrolment week, and sought permission to do shout-outs at the beginning of lectures. The team was aware that some students might learn about the project in multiple ways; however, it was decided that this was the most efficient 'catch-all' process to reach those who might be interested in volunteering. Emails, posters, and shout-outs included social media links and interested parties were signposted to contact the project through our email: share-schools@cardiff.ac.uk.

Overall this approach to recruitment worked well. The project successfully retained several volunteers from the 2021-2022 academic year, as well as attracting new volunteers. Whilst we attracted a high number of volunteers for the 2022-2023 academic year, the team reflected that in future years the recruitment process should begin earlier, thus allowing more time for the SHARE office to disseminate emails, and to contact personal tutors within the school to promote involvement. Further to this the project also received interest from students who had been signposted from the Classroom Experience Project - please see the collaboration section for further details.



For the 2022-2023 academic year, a high number of students signed up to our mailing list in the first weeks of the semester. Whilst not all were able to commit to volunteering this year, the majority were well-engaged with the project. Numbers for visits had to be capped due to team capacity and transportation issues; however, this clearly demonstrates the enthusiasm and commitment of our volunteers. Through involvement with SHARE with Schools, volunteers were able to foster a sense of institutional belonging, creating and deepening connections across degree schemes and academic years.

For the 2023-2024 academic year the team are planning to run a SHARE with Schools taster evening during enrolment week. It is hoped that such an event will enable new and existing students to be welcomed into the University, school and community, as well as promote the opportunities offered by SHARE with Schools. This event would involve an introduction to the programme, engagement with the workshop materials and artefacts, and advertise the SHARE with Schools certificate. The team hopes to invite previous volunteers and certificate awardees to represent the programme and speak to prospective volunteers. The team are also looking to ask personal tutors to speak to their students about the opportunities afforded by volunteering with SHARE with Schools.



3.2 Volunteer Engagement

Engagement Type	Number of Volunteers
Signed up to the SHARE with Schools mailing list	28
Attended induction and safeguarding training	16
Signed up to SHARE with Schools certificate	13
Commenced the SHARE with Schools certificate (can take more than one year to complete)	8
Completed the SHARE with Schools certificate	3

Total number of volunteer hours for 2022-2023: **87**

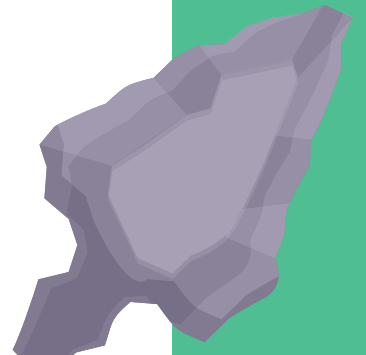


3.3 Volunteer Training

This year, the postgraduate coordinator team ran combined induction and training events to reduce the number of sessions volunteers needed to attend. In previous years the team discovered that asking volunteers to attend separate induction and training events was difficult due to timetables and other commitments. Therefore it was decided to run a longer, combined session. This improved the number of volunteers who completed training and thus enabled more volunteers to attend school visits.

One in-person session was run as well as a hybrid session which was recorded. The recording was taken to promote inclusion for those volunteers unable to attend training dates and with the full permission of participants. The team is currently assessing how future training could be delivered asynchronously whilst ensuring that all safeguarding standards are met - for example through the inclusion of a short quiz.

An additional training session was run for the DeClare team ahead of the Cathays High and Fitzalan return visits. Training resources were sent out to the DeClare team, and a written statement of completion was required for those DeClare members who were unable to attend. Further to this at least two PGR coordinators were in attendance with the DeClare team at all times to ensure safeguarding guidelines were maintained.



Training is mandatory for all volunteers. The induction and general training included an introduction to the team and project before running through important information, including:

- Managing difficult discussions
- Classroom dos and don'ts
- Child protection awareness and safeguarding
- Scenarios

Whilst these cover difficult topics, their importance was made clear to the volunteers with trigger warnings issued at the start of the training. It was also stated that any volunteer could take a time out if required.

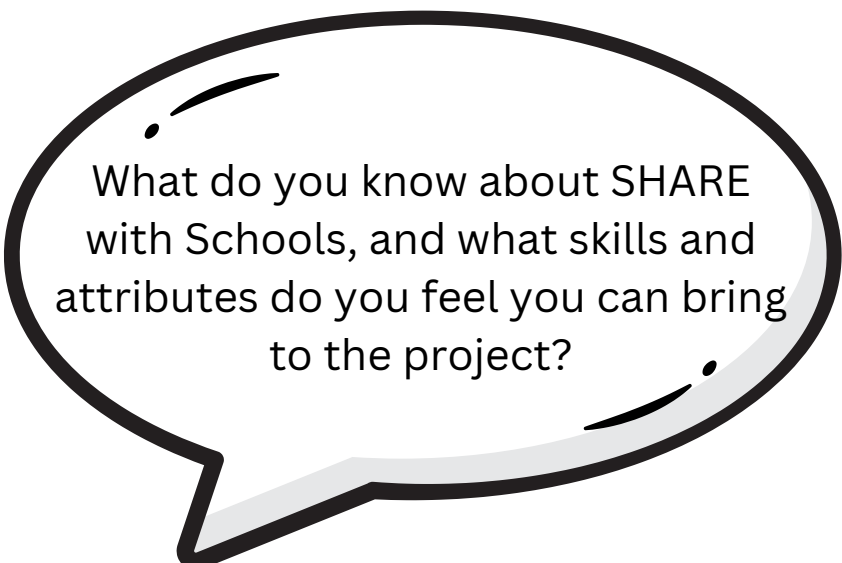
Before any outreach event, all attending volunteers were also required to also attend workshop-specific training. These were run online to improve accessibility; however, volunteers were offered the opportunity to visit the PGR office (John Percival 5.22) to look through the materials and artefacts prior to the visit. The coordinators also refreshed volunteers before departing on visits and gave them time to look through the resources.



4. Coordinator Recruitment

This year the SHARE with Schools team saw the departure of co-ordinator Hayley Bassett in October 2022. The remaining co-ordinators Anna-Elyse, Clare, Meri and Kelly decided together, with Dr Oliver Davis, to recruit a new co-ordinator due to the large number of engagement activities the team had planned for the remainder of the year. SHARE Employment Officer Kirsty Osman shared the role advert to all PGT and PGR students in SHARE, with the deadline for applications being the 16th of January. The role was also advertised on the SHARE with Schools social media platforms by the co-ordinator team.

Two applications were received, both of whom were invited to interview in person on Friday 3rd February 2023 (a Zoom interview was also possible if the candidate preferred). Both applicants were provided with a copy of the questions prior to the interview.



What do you know about SHARE with Schools, and what skills and attributes do you feel you can bring to the project?



How would you balance your research or study with this role?

Please pitch the panel one idea about a workshop that might be delivered to our partner schools.

How would you engage undergraduates with the SHARE with Schools project?

Do you have any questions for the panel?



Oliver Davis chaired the interviews, with PG co-ordinators Meri, Clare Anna-Elyse, and Kelly also in attendance. Everyone in the panel took notes on the applicants' responses during the interviews, scoring each answer on a scale of 0-5 following the 'Good Practice' document created after the previous co-ordinator recruitment in 2021. The panel decided to ask up to two follow-up questions after each of the applicants' responses to make sure both candidates had the opportunity to answer each question as fully as possible.

After both interviews had concluded the team discussed the suitability of the candidates and agreed to appoint Micaela Panes (PhD candidate) as a co-ordinator. Oliver Davis contacted her to officially offer her the position, which she accepted. The unsuccessful candidate was also contacted and offered feedback. A whole team meeting was held after Micaela's appointment to welcome her to the team, and to arrange the necessary administration and induction training she would require. SHARE with Schools provides postgraduate students with valuable employment opportunities and the chance to develop a range of transferrable skills in outreach and engagement, drawing upon the current and important research that takes place in SHARE.



5. Workshop Redevelopment

During the 22/23 academic year we decided to redevelop three of our workshops – Science in Archaeology, Turn of the Century Wales, and Romans in Wales. These workshops were selected for redevelopment to produce improved, learner-friendly resources, to incorporate the expertise of the co-ordinator team, and to align with the new Curriculum for Wales at Key Stage 2 and Key Stage 3. The workshops were redeveloped to meet key criteria within the Curriculum for Wales so that their delivery could provide an effective and cohesive learning experience for both schools and learners. The elements of the history curriculum incorporated into the workshop redevelopment include ensuring that learners:

“[They] have experiences that make **history enjoyable, interesting and significant**, and that will enable them to engage as active citizens with issues of sustainable development and global citizenship. They learn by enquiry about the main political, economic, social and cultural features of selected periods from the histories of Wales and Britain during the last millennium. They place these developments in context by enquiring into the **history of their own locality**, the historical experiences of the countries that make up the British Isles, and aspects of European and world history. They learn about the diversity of people’s experience in each selected period, and develop their **understanding of causation and change over time.**”



As such the redeveloped workshops aimed to make history enjoyable, interesting and significant for learners, encompass learner's own locality within Cardiff and the surrounding area, and to develop learners understanding of causation and change over time. The redeveloped workshops also aimed to meet the specific requirements of the history curriculum at both KS2 and KS3 by focusing on key skills including learners' chronological awareness, historical knowledge and understanding, interpretations of history, historical enquiry, and offering the opportunity to communicate historical knowledge and ideas. Further to this the new Curriculum for Wales aims to promote “collaboration and cross-disciplinary planning, learning and teaching, both within and across areas of learning (AoLEs), enabling learners to build connections across their learning and combine different experiences, knowledge and skills” (Curriculum for Wales: page 5). The redeveloped workshops therefore aimed to embrace a cross-disciplinary approach incorporating multiple AoLEs, including the amalgamation of Science and Technology, Mathematics and Numeracy, and the Expressive Arts, with the Humanities.



5.1 Science in Archaeology

This year the SHARE with Schools team decided to update our 'Science in Archaeology' workshop. The previous workshop was designed to last 1.5 hours, but many of our engagement events this year required us to have shorter 30-minute sessions. We therefore wanted to redesign this workshop to make it more flexible and easier to adapt to shorter or longer sessions as needed. The team also wanted the redevelopment of this workshop to bring the workshop in line with the new Curriculum for Wales by:

- Incorporating Science and Technology with the Humanities
- Incorporating Mathematics and Numeracy with the Humanities
- Develop key historical skills including chronological awareness, historical knowledge and communicating ideas

The workshop therefore looks at how archaeologists can use up-to-date scientific methods alongside material culture to get a holistic understanding of individuals and communities.



Learning outcomes for the workshop include:

- To know that carbon/nitrogen isotopes are used to understand diet
- To know that strontium/oxygen isotopes can help identify where someone grew up
- To learn about the basic premise of DNA
- To learn where archaeologists obtain DNA and isotope samples
- To infer past lifestyles from scientific evidence and material culture
- To practise group and presentation skills



The premise of the workshop is that data about 5 individuals from archaeological sites has become ‘muddled up’. These individuals come from a range of different time periods and geographical locations: The Amesbury Archer; a Tudor longbowman from the Mary Rose; a Viking woman from York; a Roman soldier from Hadrian’s wall; and an Iron age woman from Caerau Hillfort.

The learners are split into small groups and given three waves of evidence to determine which individual they have. They are first given stable isotope data to give an insight into the individuals diet (carbon/nitrogen) and where they grew up (strontium/oxygen). The learners are then given a series of artefacts including both real and replica objects, and printed images, which were found buried with the individual. Learners are encouraged to think about what the object might be, what it was used for, and what this can tell us about the person’s lifestyle and status. Finally, the learners are given a strand of DNA from an animal that was associated with the burial, which they must match to known DNA strands to identify species. This is prompted by discussions as to why these animals may have been important. At the end of the session, each group has 1 minute to share with the class, presenting what they think is the best evidence to convince their classmates they are correct.

This workshop was run with 8 groups this academic year, at our visit to Fitzalan High School and university return visits with Cathays High and Fitzalan.



Overall, we have found this redevelopment to be successful. The flexibility of the workshop has been extremely valuable, with both the number of individuals and quantity of evidence being able to be tailored to suit the class size and length of time available. We have had positive feedback from learners and teachers regarding the variety of scientific evidence, the 'detective' style format of the workshop, and the critical evaluation and presentation of findings.

★ "My favourite part of today was using the evidence, being fascinated by the craft tools, presenting, working out graphs" ★

Learner feedback

★ "Presentations at the end showed how engaged the pupils have been throughout" ★

★ Teacher feedback



5.2 Turn of the Century Wales

This year the SHARE with Schools team decided to update our 19th Century Wales workshop. This was because the resources for the previous version of the workshop were out of date, and to incorporate the specialist knowledge and postgraduate research of new team member Micaela. We wanted the new workshop to be more flexible to suit the different length of lessons within partner schools, have clearer learning objectives and ways to measure success, and redesign resources to be more learner-friendly and scaffold activities. Micaela took the lead on redeveloping this workshop, with the remaining coordinators taking on a supporting role, providing feedback, plus knowledge and experience of working with young people and delivering workshops in schools. The new workshop was rebranded as the Turn of the Century workshop, and aimed to enhance the Curriculum for Wales by:

- Incorporating history from learner's own locality
- Developing an understanding of causation and change through time
- Developing key historical skills including conducting historical enquiry, chronological awareness, historical knowledge, and communicating historical ideas



We therefore wanted the new workshop to not only be engaging, but to help learners understand the history of their own local area in Cardiff, and to understand causation and change over time. We were able to achieve this by incorporating historical information about Cardiff over a longer time span from the late 19th century to the early 20th century. The workshop is designed to be an hour in length but can be increased with the addition of a family tree activity for longer sessions. It is aimed at a group of ≤ 30 KS3 learners, which is the average size of classes in our partner schools, but this is also adaptable to more or fewer learners as needed. The workshop aims to investigate how historians use archival material and primary sources to understand the past and highlights how multiple sources can be used to tell stories about individuals, families and communities over time. It also aims to demonstrate how wider economic, social and cultural changes impacted upon people's lives.

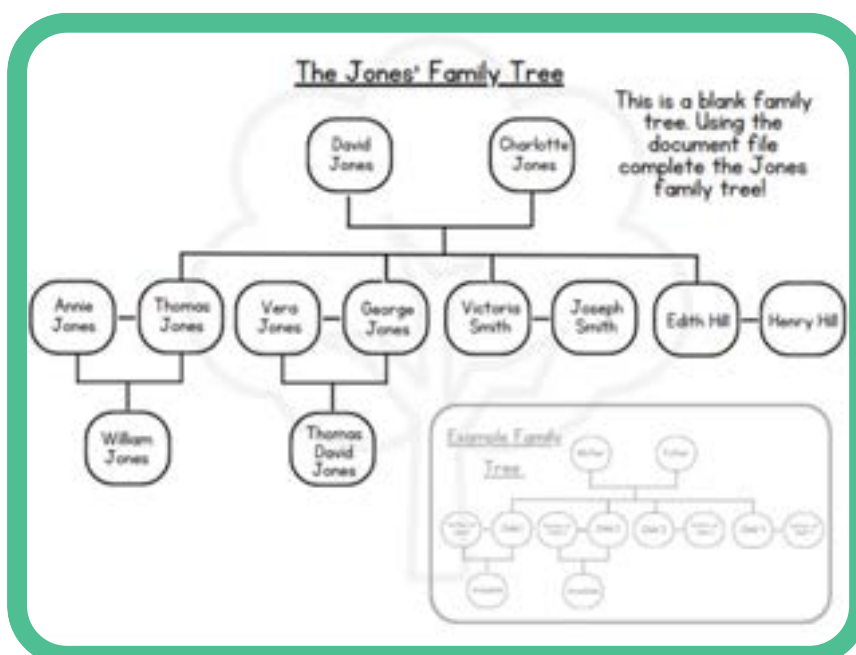
The learning outcomes for the Turn of the Century workshop are:

- To learn how historians study the past
- To learn about different types of primary sources e.g., records, census, photographs, artefacts
- To learn about life in Cardiff at the turn of the century for men and women
- To evaluate primary sources and construct a historical narrative
- To participate in teamwork
- To create and deliver a short presentation



For this workshop the learners are divided into groups of 4 to 6, depending on the class size. Where possible groupings are to be determined by the teacher as they have detailed knowledge of individual learners and their needs. Each group will be given an archive pack of materials about one or two individuals, which they must evaluate to create an historical narrative. The individuals in each pack were created by the SHARE with Schools team to protect identities and personal information; however, the types of materials and narratives are based on historical knowledge of the time. The individuals created have been designed to highlight some of the key events and social and political changes that occurred in turn of the century Cardiff, for example the Suffragette movement, colliery working, gendered division of labour, immigration, and World War 1. Archive packs have been created for the following fictional family:


1. David Jones and Charlotte Jones
2. Thomas Jones and Annie Jones [nee Potter]
3. George Jones and Vera Jones [nee Williams]
4. Victoria Smith [nee Jones]
5. Edith Hill [nee Jones]



Each pack contains a mix of primary sources. Examples include photographs, marriage certificates, birth certificates, death certificates, census data from 1881 to 1921, maps, and newspaper cuttings. A question sheet is also available to provide differentiated scaffolding for learners, plus support from volunteers and SHARE with Schools coordinators. The questions are designed to lead the learners to key points in their archive materials and provide opportunities for learners to discuss their findings as a group. Learners will also be given the opportunity to handle artefacts that their individuals might have used, for example a pocket watch, mining equipment, cigarette packs, or laundry equipment. Once they have agreed their narrative each group will present their findings to the rest of the class, highlighting some key facts about their individual(s) and what life was like in turn of the century Cardiff.

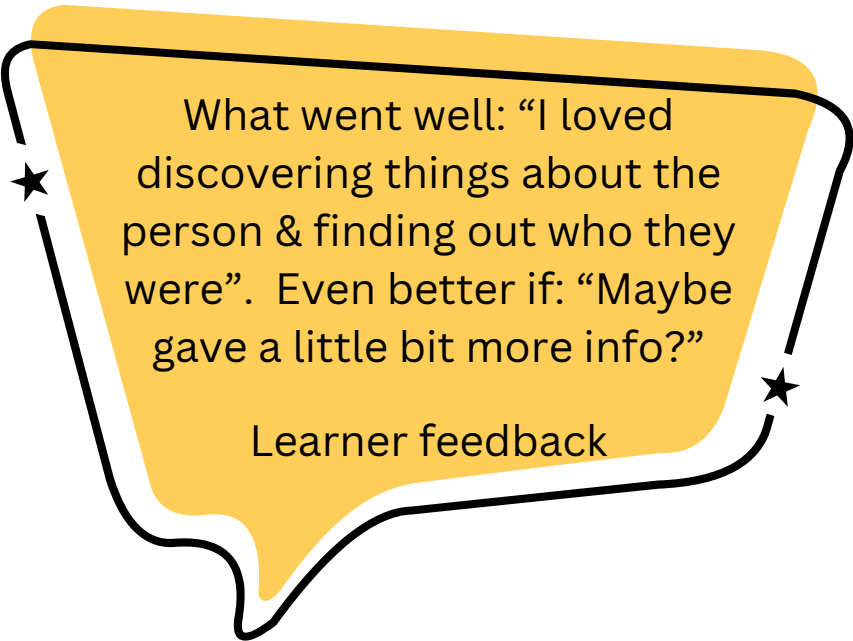


SHARE with Schools ran the new Turn of the Century workshop during our visit to Cathays High, and again during the return visit from Fitzalan High. The feedback from learners and teachers was overwhelmingly positive, whilst also highlighting a few key changes that could improve the workshop further in future. These changes have been implemented for the 23/24 academic year, and include providing better scaffolding for presentations, and creating copies of archive materials in easier to read sans serif font.



What went well:
“Looking at the
evidence and finding
out who it was... I’d like
to do it again and do
History in University”

Learner feedback



What went well: “I loved
discovering things about the
person & finding out who they
were”. Even better if: “Maybe
gave a little bit more info?”

Learner feedback



5.3 Romans in Wales

This year the SHARE with Schools team decided to update and rework our 'Romans' workshop. We aimed for the new workshop to be flexible and adaptable to both session length and audience, with it being accessible for KS2 and KS3 groups. We also wanted to redesign learning resources to promote inclusive learning and create a clear framework for activities, and to enhance the Curriculum for Wales by:

- Incorporating the Expressive Arts with Humanities
- Understanding of local history and change through time
- Develop key historical skills including chronological awareness, historical knowledge, and communicating historical ideas

The workshop focuses on Roman life within two settings; domestic life within a villa and the military setting of life in barracks. Case studies from Roman South Wales, specifically Caerleon and Ely Villa, were incorporated. It highlights local, social histories combined with the knowledge of the wider Roman world through engagement with objects and artefacts.



The workshop encourages both creativity and critical thinking to uncover what life was like in South Wales in the Roman period. The learning outcomes for the workshop include:

- To learn what archaeologists and historians do and how they learn about the past.
- To learn about how material culture can be used as primary sources to learn about people's lives.
- To learn about life in South Wales in the Roman period.
- To practice critical thinking.
- To practice group and presentation skills.

This workshop is designed for ≤30 learners but can be adapted for smaller groups when needed.



The workshop introduced Roman life in Wales, focusing on both villa and military life through a short presentation given by volunteers. The class is then split into approximately four groups with two looking at the 'villa' theme and two at the 'military' theme. Each topic has 6 assigned artefacts that will be split between the groups and switched over halfway through. Each group engages with artefacts and is prompted to discuss potential use, owners, and what it can tell us about life in a villa/ military. After this, each group plans a comic strip using one or more of the artefacts they have studied. The comic strips reflect the discussion they had previously to tell a story about how their chosen artefact(s) featured in Roman life. Once the story is decided each member takes responsibility for drawing one scene from their plan. When completed they are stuck onto a master board. At this point a villa group and a military group are paired up to present their comics to each other, explaining the narrative they have created, which artefacts they have chosen, and what the artefact tells us about Roman life.

This workshop ran three times during our visit to Cathays High and received overwhelmingly positive feedback from students and staff. There was also some constructive feedback on timings within the session, which has been considered and the timings adjusted accordingly for future delivery.

"This is the best history lesson I ever had"

Learner feedback



6. Collaborations

This year SHARE with Schools had the opportunity to collaborate with two great projects: the Classroom Experience Project and DeClare. This was a new experience for the team and offered valuable opportunities for improving outreach impact and incorporating postgraduate research into SHARE with Schools.

6.1 SwS x Classroom Experience Project

The Classroom Experience Project (CEP) is offered by Cardiff University as an opportunity for undergraduate and postgraduate students to gain classroom-based work experience. This is highly beneficial for student volunteers, particularly those interested in pursuing a career in teaching, as it offers them first-hand experience of working in a classroom with young people, and the opportunity to develop the skills necessary to progress onto a teacher training course. After completing a voluntary enhanced DBS check students can help with classes, group or one-to-one work, or support specific projects, and it offers great opportunities to improve communication skills, teamwork, time management, adaptability, and build confidence.



The project is also beneficial to schools, teachers, and learners as it offers the opportunity to gain extra support in the classroom, specialist knowledge of degree topics, and the chance for young people to learn more about studying and living at university.

The CEP is managed by Chloe Evans, a former student at SHARE. The coordinator team had a meeting with Chloe on 23rd November 2022. The team and Chloe discussed how the two projects might be able to work with each other, and it was agreed that an opportunity was available to signpost students and volunteers with an interest in gaining experience working in schools. As with the CEP, many of SHARE with Schools' volunteers are interested in gaining experience in the classroom, and potentially pursuing a career in teaching. Therefore, it was agreed it would be a highly beneficial practice for the two projects to work together to enhance volunteer opportunities and engagement impact. Following the meeting the SHARE with Schools coordinator team have highlighted the opportunities offered by CEP to our volunteers, with three stating that they would like to work with the CEP to gain further experience. Likewise, the CEP has signposted volunteers from SHARE to SHARE with Schools, and it is hoped that this will be evident in our intake of student volunteers for the 23/24 academic year.



6.2 SwS x DeClare

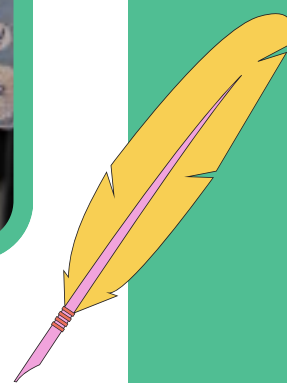
DeClare is a project designed by postgraduate masters' students in SHARE to promote understanding of Medieval history among young people. As part of their MA 'Heritage, Community Action and Public Engagement' module, a group of seven postgraduate history and archaeology students designed a Medieval standard workshop for delivery to young people aged 11 to 13. A possible collaboration between SHARE with Schools and DeClare was suggested by Dave Wyatt, and the two teams met on 6th June 2023 to discuss how we might be able to work together.

The DeClare team – James Windsor, Jamie Stuart, Isobel Weare, Gwydion Hir, Euan Calnon-Herriot, Kat Bralla, and Keegan Williams – were keen to work with SHARE with Schools to have an opportunity to further develop their Medieval standards workshop with a group of young people. The SHARE with Schools team was also keen to work with DeClare to offer them the opportunity to volunteer, and to develop our own Medieval workshop. Our current Medieval workshop includes some work on standards and luminaries; however, it was agreed that this could be further improved with the expert knowledge of the DeClare team. Furthermore, through working with master's students, SHARE with Schools helps strengthen a sense of belonging to a wider postgraduate community in the school, connecting PGT and PGR students in a meaningful way. It was therefore agreed that this would be an excellent opportunity for SHARE with Schools to incorporate and promote postgraduate research within SHARE.



As it was June and SHARE with Schools had already completed our school visits for the 22/23 academic year, it was agreed that members of the DeClare team would deliver their standards workshop as part of the return visits for Cathays and Fitzalan High Schools. As many undergraduate SHARE with Schools volunteers had already left Cardiff for the summer break, this also offered the extra benefit of allowing the DeClare team to work closely with SHARE with Schools coordinators on the two return visits. The DeClare team agreed that they would finalise their resources for the workshop and would send these to the coordinators to be prepared and printed for the return visits. SHARE with Schools delivered safeguarding and classroom training for members of the DeClare team on 4th July 2023.

The Fitzalan High return visit was held on 10th July, and the Cathays High return visit was held later the same week on 13th July 2023. Isobel, Kat and Euan ran a half hour version of their workshop during Fitzalan High return visit, and Kat and Euan ran an hour-long version of their workshop during Cathays High return visit. The delivery of the DeClare workshop was reasonably successful on both occasions; however, following feedback from young people and the SHARE with Schools coordinators, the team were able to improve their workshop over the course of the two sessions.

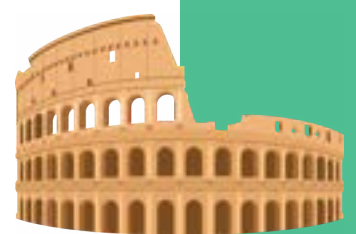


At the first return visit, Fitzalan High on 10th July, the DeClare team explained the rules of heraldry to the young people and asked them to design their own standard. This proved that the core concept of the activity was viable as the young people were actively engaged and designed interesting standards. However, it was agreed that the resources provided by DeClare were too text-heavy limiting accessibility for some learners, the introductory presentation was too long, and that the young people required more scaffolding. The DeClare team accepted and acted on this feedback effectively, thus demonstrating key skills in development, resilience, and reflective practice.

During the second return visit with Cathays High, the DeClare team delivered an hour-long version of their standards workshop and, having effectively utilised feedback, the second workshop was more successful. The handouts had been improved, including suggestions from the SHARE with Schools team that they contained less text, use an accessible font, and set out the rules of the activity clearly. The introductory presentation was shortened, delivered more clearly, and included interactive participation from the young people, as well as improved slides. Furthermore, the activity was effectively scaffolded for the young people by introducing groupwork and historically accurate design rules, which encouraged the young people to work together to create a class heraldic shield with contemporary significance. The result was the achievement of the learning objectives, enhanced engagement from learners, and supported the core aims new National Curriculum for Wales by facilitating teamwork amongst the learners.



The collaboration between SHARE with Schools and DeClare was overall highly successful. DeClare benefited through receiving and acting upon feedback to improve their heraldry workshop, plus gained valuable experience of working with young people, and SHARE with Schools benefited through an improved medieval activity which DeClare are happy for us to incorporate in future, volunteers for return visits, and the opportunity to integrate and promote postgraduate research and values. Going forward the SHARE with Schools team would be keen to collaborate further with the postgraduate students on the MA Heritage, Community Action and Public Engagement, as it has been demonstrated that this provides a wide range of benefits for both parties. In the 2023-2024 academic year it is hoped to collaborate with the masters' students earlier in the year to allow them to take part in SHARE with Schools school visits.

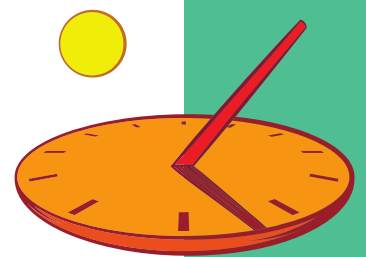


7. Outreach

7.1 Festival of Social Science

SHARE with Schools was invited to participate in the Festival of Social Sciences opening event at the Sbarc building to help promote the Festival of Social Sciences to the local community. The SHARE with Schools team for this event was coordinators Meri, Anna-Elyse, Kelly and Clare, and four undergraduate volunteers. SHARE with Schools' role at this event was to host a stall, which featured activities such as 'Cardiff's washing line of time', artefact handling and analysis, and to introduce the public to how archaeologists and historians understand societies from the past.

'Cardiff's washing line of time' is a collaborative timeline strung between pillars, where participants could read highlights of the history of Cardiff and then add their own event, whether it was personal, such as attending a concert or graduation, or historical public events, such as state visits or the opening of buildings. The artefact analysis allowed participants to handle artefacts and were prompted to ask questions such as its age, damage, how it was made and the materials it was created from. Our artefacts were featured in the official photography modelled by Urfan Khaliq (Professor of International & Europeans Laws, Pro Vice Chancellor and Head of College of Arts, Humanities and Social Sciences) and Huw Thomas (Leader of Cardiff Council, Cyng Splot and Tremorfa Councillor).



Our stall engaged 47 people ranging from 3.5 years old to those of retirement age, with young people focusing on artefact handling and older participants interested in reading and adding their own entry into the collaborative washing line of time. We learnt from this event that quantitative feedback for stall type events may be more effective than the usual qualitative methods usually employed in the classroom. There was positive feedback from staff who were not aware of the project and from participants.

“[I enjoyed] learning about the different arrows from Neolithic times!”

Participant feedback



7.2 Roman Diff'Fusion

In December we were delighted to have the opportunity to work with the innovative Roman Diff'Fusion Project, created and led by former SHARE with Schools academic lead Dave Wyatt. The Diff'Fusion Project works with young people from at Cardiff West and Fitzalan High Schools to break down barriers, build relationships and promote the opportunities offered by higher education. We were pleased to welcome 18 Year 8 students (aged 12 to 13) from both schools into SHARE for the day to learn about university life and research.

The SHARE with Schools team for the day consisted of co-ordinators Kelly, Anna-Elyse and Clare, and one undergraduate volunteer. A second undergraduate volunteer was unfortunately unable to attend due to a medical emergency. The team was supported by Roman Diff'Fusion lead Dave Wyatt, as well as two members of staff from Cardiff West and Fitzalan High Schools.



The young people were welcomed to SHARE with a question-and-answer session about what it's like to study at university, answered by the SHARE with Schools co-ordinators and undergraduate volunteer who were able to offer first-hand experience of life as a university student. There were a lot of very good questions from the young people, including how you get from school to studying at university. This was followed by an interactive talk with SHARE's Dr Abdul-Azim Ahmed which allowed the young people to learn how historians use census data to learn about the past. We then went to the Abacws Building where there was the opportunity to experience some amazing heritage games with the COMSC Heritage Console Team. Finally, the young people were split into two groups, with each group in turn being taken on a tour of the university main building and Centre for Student Life, and the bioarchaeology and conservation laboratories. The campus tour was conducted by the SHARE with Schools team and volunteer Luc, whilst the lab tours were run by postgraduate student Leonie.

The team did encounter some behavioural problems from a minority of learners during the laboratory tours; however, these were quickly dealt with by Leonie following our best practice guidance and protocols. The vast majority of young people were extremely respectful and greatly enjoyed the tours, asking many questions about university life and research being conducted in SHARE. The tours also offered a great opportunity for some lovely one-to-one chats between the young people, volunteer, and SHARE with Schools coordinators. Overall, the day was very successful, with overwhelming positive feedback from both the young people and school staff.



7.3 Cathays High Return 1

In January, we were delighted to welcome a group of 32 Year 9 pupils from Cathays High School to visit the John Percival building and get a taste of what life at university is like. This was a rescheduled visit from the previous summer which unfortunately had to be postponed at the last minute due to extreme weather conditions. The SHARE with Schools team for the day consisted of co-ordinators Kelly, Anna-Elyse, Clare and Meri, four undergraduate volunteers, and academic lead Olly Davis.

The morning started with a question-and-answer session, where pupils got to write their questions about university on post-it notes and throw them at our team to answer. This was a valuable opportunity for the pupils to hear from current undergraduate students about university life. The pupils were then split into 2 groups and rotated around different activities. Phil Parkes gave the students a fascinating tour of the conservation labs, whilst co-ordinator Meri gave them an introduction to the bioarchaeology laboratories with the opportunity to handle some of the zooarchaeology teaching collections.

After the lab tours, students got to participate in two workshops, showcasing some of the research being done by our postgraduate students. The first was an ancient history workshop, where students learnt about the tribute processions of ancient Persia and got to create their own tributes to present to their teacher. In the second Archaeological Science workshop, pupils learnt about how stable isotope data can be used in conjunction with material culture to learn about people from the past.



The day ended with a short taster lecture by Dr Emily Cock on museums and medicines, where she discussed the ethical considerations of displaying human remains. Unfortunately, we ran out of time during the session to get feedback from each pupil individually, but we received positive feedback from the school teacher who attended the visit.

“We’ve had lots of positive feedback from pupils. The [university] students were friendly and encouraging, the day was well organised and varied, pupils got to join in with lots of tasks, and some are inspired to look at going to university”

Teacher feedback

During discussions, learners said that “they would have liked to hear more about history”, which is something we took on board for our later return visits with the inclusion of our re-developed ‘Turn of the Century Wales’ workshop. We also found that a slightly shorter lecture of 15 minutes be better for future return visits and would provide more time for questions and feedback. Overall, however, the return visit was a success and was a valuable experience both for the school pupils and undergraduate volunteers.



One of the undergraduate volunteers, Samuel Mutter, wrote a blog post for the SHARE with Schools website about his experiences during the Cathays High return visit.

“This was my first experience working with children and I found it to be an immensely rewarding experience, especially during the workshop sessions. I very much enjoyed how creative and imaginative the children were, with it feeling very natural to encourage them on some of their more ‘innovative’ ideas when completing the tasks. Working as part of the team also felt incredibly rewarding, as the others were all so helpful and kind, creating such a great feeling of togetherness and fellowship amongst the group”

Samuel Mutter, undergraduate volunteer



7.4 Cardiff Science Festival

This year, SHARE with Schools took part in Cardiff Science Festival on Saturday 19th February with coordinators, Meri, Clare and Micaela as well as three volunteers, including visiting PhD candidate in archaeology, Yago Guillamon-Davila. The event was used as the first on-job training for new coordinator Micaela and was also used to launch the new SHARE with Schools social media page on Instagram.

The programme's role in the festival involved running a stall featuring artefact analysis and recording, as well as a 'washing line of time', scientist and Roman soldier dress up, and a medieval catapult attack. The main focus of this event was on our artefact handling and recording, introducing the public to the role of science in archaeology. Visitors could use callipers, photography scales, rim sherd measuring and our own worksheets to guide them through how to record one of our many artefacts. This incorporated postgraduate research through the use of the expertise of coordinators and volunteers in attendance, teaching visitors the history behind some of the artefacts, such as 19th century miners' equipment, and how science is used by zooarchaeologists to analyse bones.





Overall, 100 people, ages 3 and above, engaged with the stall. The volunteers gave good feedback and worked very well on the stall, offering them opportunities for skill development in public speaking and expanding subject specific knowledge through interaction with one another, coordinators and staff members in the festival. Furthermore, the volunteers were able to develop their Cardiff University graduate attributes, including being effective communicators, working in a team, demonstrating their reliability and integrity as well as engaging with the opportunity and reflecting on the experience. The stall ran very smoothly with a good number of coordinators and volunteers on hand, the audience was engaged and 100% of the feedback showed visitors were happy and satisfied. Despite this, it was difficult to get people engaged in an active feedback process, despite acting on our previous experience from the Festival of Social Science. Thus, we will investigate further methods of feedback collection at large-scale events such as this. This event provided an opportunity for the project to engage with the external festival staff and organisers as well as supporting the archaeology department in developing and improving outreach within SHARE.



7.5 Grangetown Careers Fair

In March we were invited to host a stall at the annual Grangetown Careers Fair. The careers fair is intended for both young people and adults from the Grangetown area to learn about the career opportunities offered by Cardiff University, and included a range of stalls and talks from university staff. The stalls and talks on offer varied widely across the University, including SHARE, the Welsh department, modern languages, and the Islamic Centre. The event ran from 3pm to 6pm and was held in Grangetown Pavillion.

The SHARE with Schools team for this event was coordinators Meri and Kelly, and two undergraduate volunteers. For the stall we used the SHARE with Schools handling collection to engage with visitors, offering adults and young people the opportunity to handle both real and replica artefacts. The real artefacts included Roman and Medieval pottery, and laundry equipment from a typical 19th century Welsh home. The replica artefacts included our Roman sword and helmet, worked flint tools, and mining safety equipment such as a helmet, lamp and battery pack. We decided not to include animal bones on our stall to avoid any potential issues around handling remains. The stall also included the SHARE with Schools banner, and leaflets and stickers to hand out to visitors.



This event did highlight some issues for the team to work on in future. Firstly, due to rail strikes, there were issues transporting our equipment, coordinators and volunteers to and from the event. This was beyond the control of SHARE with Schools but did result in the use of taxi's, which were inconvenient and slightly expensive. Secondly, the team had a lack of 'freebies' to give away to visitors in comparison to other stalls. In future any items for handing out, such as Cardiff University branded chocolates, need to be ordered well in advance to ensure timely delivery.

However, the event was overwhelmingly positive. The team engaged with forty people directly, with the handling collection successfully attracting people to our stall. This allowed for some very positive outreach, including great questions, answers and discussions about the artefacts, research at SHARE, and university life more broadly. An estimated one hundred people attended the event in total, and Professor Paul Nicholson, who gave a short lecture on behalf of SHARE, mentioned SHARE with Schools as a great opportunity for undergraduate volunteers during his talk.



7.6 Fitzalan High Visit

On 10th March 2023, SHARE with Schools visited Fitzalan High School to deliver four workshops on Archaeological Science. The team comprised of academic lead, Dr Oliver Davis, PGR coordinators, Anna and Clare as well as four volunteers from across undergraduate and masters' programs in SHARE. The day ran from 10:53 to 15:05, thus four 53-minute workshops were included with a lunch break. Following our engagement with the schools last year (see SHARE with Schools report 2021-2022), it was decided that SHARE with Schools would set restrictions on how many workshops could be feasibly run in one day, including the earliest start time. This improved the quality of the workshops, as it enabled coordinators and volunteers to arrive and set up in a timely manner, and thus provide a more engaging experience for the young people visited, whilst still making a significant impact on the schools' chosen year group.



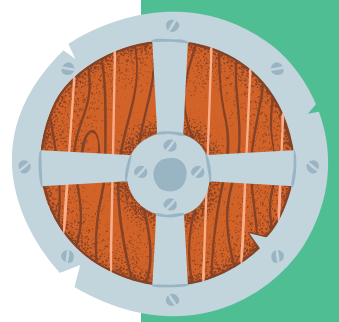
This was the first time this version of the workshop was done as a school visit and proved that the premise worked. Throughout the day, the volunteers' delivery and confidence improved, thus demonstrating how their involvement in SHARE with Schools has aided in the development of their graduate attributes. This provided opportunities to demonstrate their collaborative skills in working in a team with enthusiasm and respect, communicating complex ideas effectively and appropriately to the audience, accepting and acting on constructive feedback, demonstrating professional reliability and integrity and reflecting on their experiences throughout the day during team discussion and de-briefing. Each volunteer was assigned one data set for the day which proved beneficial as they were able to prepare and gain more specific knowledge, thus improving the experience of the workshop for the young people engaged.



Across the day, 104 year 7 pupils engaged with the Archaeological Science workshop. All four classes engaged well with the workshop and successfully completed all the tasks. Upon reflection, it was decided some extension tasks should be developed as some enthusiastic groups worked more quickly. This could include tasks on any or all of the following:

- Radiocarbon dating
- Burial site information
- Conservation of artefacts
- Pollen analysis
- Artefact survival/preservation

It was decided after the first workshop of the day that more context was required in the opening, thus coordinators Anna-Elyse and Clare lead discussion on ‘what is archaeology?’ and ‘how is science used in archaeology?’. This guided discussion and collaboration ensured the young people engaged in active learning through a quiz-style structure (Bale and Seabrook 2021, 88-90). This aided the young people’s understanding through providing some background context for the workshop. Further reflection on the workshop also revealed that there was room for more information on how isotope data is collected, and more scaffolding is required for the young people’s presentation of their data set. This could include points needed to be covered or certain questions to answer on another PowerPoint slide. Alternatively, the presentation could lean more into a ‘court-case’ style structure to provide some more scaffolding for the young people.





Overall, the visit went very well and reflects the improving role of outreach in the school through its success. The visit led to the return visit later in the academic year, as well as open discussions about further collaboration between the school and PGRs through the incorporation of research in further outreach and visiting lectures. This, in turn, is being reflected in the research culture within the school as the programme and PGR cohort look to widening access through outreach and public talks through funders, seminar series and the new Cardiff Classical Association branch. Feedback collected from young people and staff on the day further emphasises the success of the workshop and the programme's involvement with local schools.



“My favourite part was talking about the poo!”

Learner feedback

Very engaging and interesting, and it would've been quite challenging if we didn't have our group and our helpers from Cardiff Uni, so THANK YOU!!

Learner feedback

“Having experts talking about archaeological science! Pupils really enjoyed the artefacts and printed resources were excellent”

Teacher feedback



7.7 Cathays High Visit

On the 5th May 2023, the SHARE with Schools team visited Cathays High School to deliver a day of workshop activities. The delivery team included: co-ordinators Anna-Elyse, Clare, Meri and Micaela; project lead Dr Oliver Davis; and two volunteers. The school requested our 'Romans in Wales' workshops for 3 Year 7 classes, and 1 'Turn of the Century Wales' workshop for a Year 8 class. This was a valuable opportunity to test both workshops which were updated this year.

We started the day with three Roman workshops. In this session, pupils had to use artefacts, images and written information to design a museum storyboard that could be used to inform young people about life either in the Roman military, or a Roman villa. The groups then presented their storyboards to the rest of the class. The pupils clearly enjoyed handling the various Roman artefacts and sharing the information they had found with their classmates. Over the course of the Roman sessions, we also were able to make some ad-hoc improvements to the workshop. For example, we made the plenary more thorough to better contextualise what the pupils had learned in the activity.



Our final workshop of the day was ‘Turn of the Century Wales’ in which pupils took on the role of a historian and use archival material to learn about the lives about different members of the ‘Jones’ household in late 19th century Wales. This was the first time this workshop had been run since its redevelopment. The activity ran smoothly, and pupils particularly enjoyed finding out that the different people they had studied were members of the same family. We were also able to take away some useful observations for future workshop sessions, such as reducing the amount of time for presentations at the end of the session and providing additional copies of archival material in easier-to-read sans-serif fonts.



Over the course of the day, the SHARE with Schools team engaged with 100 pupils. Our volunteers were both excellent and stepped up to the challenge of adapting our Roman workshop over the course of the day. Feedback collected from both pupils and teachers was overwhelmingly positive.

“My favourite part was the Roman’s helmet and how it protects a soldier head and neck from a sword”

Learner feedback

“My favourite part was asking questions and bonding with the visitors and writing our comic strip which was really funny and good”

Learner feedback

“I enjoy touching all the historic artefacts! I wish it could be longer!”

Learner feedback



7.8 Teacher and Career Advisor Conference

This year the SHARE with Schools team were invited to provide an information stand at the Cardiff University Teachers and Careers Conference 'Information Marketplace'. The conference provided attendees with updates and guidance on recent changes in Higher Education, with the lunchtime marketplace session being an opportunity to learn more about the variety of courses and extra-curricular opportunities available for Cardiff University students.

The SHARE with Schools team brought along promotional materials and some of our favourite artefacts for attendees to handle. Our tabletop was shared with other representatives from AHSS: Rob Gossedge (Dean of Undergraduate Studies for AHSS), Sarah Sherrington (Student Recruitment Manager for AHSS), and Glesni Owen (MFL Mentoring Scheme). This provided a valuable opportunity to learn from and strengthen our ties with staff members within our college, and highlighted how the SHARE with Schools project is well-embedded in wider university structures.



We spoke to attendees with a wide range of links to education and outreach, ranging from teachers and career advisors to university professional services staff. Those spoken to were very interested in the project and were pleased to hear it was something they could advertise to their students thinking of attending university. A common theme in these discussions, was how valuable it was for undergraduate students to have opportunities like SHARE with Schools to volunteer and learn skills beyond their taught modules.

The team also gained some important takeaways for attending similar events in the future, particularly in how the SHARE with Schools project can be promoted in the future to both undergraduates and members of school/university staff. For example, some ideas we might explore in future are producing small leaflets with QR codes that lead readers to our website and social media pages, and using a laptop or screen to showcase photographs of our work in a rolling PowerPoint.



7.9 SHARE with Schools Volunteer Celebration Event

The co-ordinators and academic lead agreed that this year SHARE with schools should host a thank you event to celebrate the volunteers who have given up their time and assisted in running the events throughout the year. This event was attended by volunteers, PGR co-ordinator team, Head of School Professor James Hegarty, SHARE with Schools founder Dr Dave Wyatt, and SHARE with Schools academic lead Dr Oliver Davis. This event also gave us an opportunity to present those who had achieved the reinstated SHARE with Schools Certificate and newly created Dave Wyatt Award.

For volunteers to achieve the SHARE with Schools Certificate they had to complete a variety of tasks to develop transferable skills and Cardiff Graduate Attributes alongside engaging with other University-wide resources such as 'Your Career Journey'. The specific tasks to complete were:

- Attend a Volunteer Induction & Classroom Conduct and Safety training session
- Attend two workshop-specific training sessions
- Complete 6 hours of outreach
- Write a blog post for the SHARE with Schools website



Volunteers were also required to complete these sessions on the Your Career Journey Website:

- EXPLORE
- Your personality indicator
- Reflect on your personality indicator
- Graduate Attributes indicator
- DEVELOP
- Reflecting on your experience

Three volunteers successfully completed and were awarded with the SHARE with Schools Certificate:

- Samuel Mutter
- Emily Lewis
- Luke McLoughlin



After stepping back as academic lead for the project, the co-ordinators and new academic lead wanted to thank and honour Dr Dave Wyatt for all his work and dedication in creating and leading the project for over a decade. This led to the creation of the 'Dave Wyatt Award' which will be given to the volunteer who has given the most hours to the project across the academic year. This year the award was won by Luc Jordan volunteering an astounding 17 hours across all the types of opportunities offered by SHARE with Schools this year.

This celebration event was a great way to thank our volunteers and round off a year of engaging outreach.



7.10 Fitzalan High Return Visit

24 Year 7s and 2 members of staff from Fitzalan High School visited the School of History, Archaeology and Religion for a bespoke visit with the SHARE with Schools team – coordinators Meri, Anna-Elyse, Kelly and Clare, three representatives from the DeClare team (MA ‘Heritage, Community Action and Public Engagement’ module) and one undergraduate volunteer.

The day began with an introduction to university and Q&A before delivering our ‘Turn of the Century Wales’ workshop. This involved some edits from the last time this was run at Cathays High, and the team saw some improvements through the inclusion of more scaffolding and taking groups up to the objects table rather than objects being handed around the room. The young people learned what a historian does through engagement with archive materials and artefacts, and learned about life in the 19th and 20th centuries.



The young people were split into two groups: one went on conservation lab tours with Dr Eric Nordgren and some of the conservation students, whilst the other worked with the MA students on their 'DeClare Medieval Heraldry' workshop. The lab tours enabled the young people to learn about what conservation is and engage with some of the objects currently being worked on. This involved one of the students, Courtney, presenting to the group about the Egyptian linen shroud she is currently working on, including her research on the object and the processes she has gone through during the conservation process. This demonstrates how the program incorporates PGT research in the outreach process, thus showcasing the research culture of the school to our audience. Simultaneously, there was a half-hour workshop on medieval heraldry by three of the 'DeClare' team from the Masters' programs.

After a packed lunch in the café, the young people had a taster lecture on Persian dynastic art, delivered by PhD candidate and PGR coordinator, Clare Parry. This introduced the young people to what can be studied in ancient history at Cardiff University and incorporated current PGR research into the SHARE with Schools program. The lecture was followed by some extra question time about the day and university before feedback collection.





Overall, the young people were highly engaged as demonstrated through their questions and the feedback received from both pupils and staff. The day showcased a good variety of what SHARE has to offer and the ongoing research in the various departments. However, in the future, the program would like further interaction and collaboration with the religion department, something we are taking forward and working on future professional relationships. For future return visits, the team decided a short morning snack break would be beneficial when the young people walk from the school, as the wait until lunchtime was too long for some. Furthermore, room 5.18 in John Percival is not the most suitable room for workshops; however, other rooms were fully booked due to Welsh Language summer schools. The team also decided that providing an outline to the young people at the start of the day would ensure they know timings and expectations.

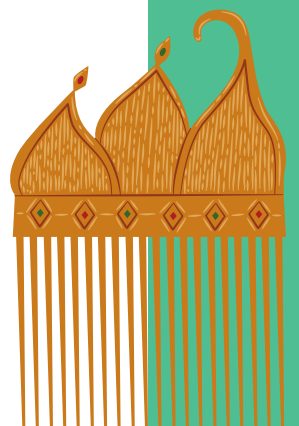


“I just wanted to say thank you for the excellent opportunity and experience that you gave our pupils yesterday. It was a fantastic day and the pupils loved it. It was great to see them so engaged and enjoying the sessions (I was fascinated as well!) Please thank your team for us and wish them a happy summer. We will look forward to arranging some further visits in the autumn”

Teacher feedback

“The students seemed to really enjoy the task focused on discovering about 19th-20th century Wales. This could have been expanded on with more detail as you had their full attention. The staff supporting our learners were exceptional and our pupils had a great day”

Teacher feedback



7.11 Cathays High Return Visit 2

July was a busy period for the SHARE with Schools team as we also welcomed 30 Year 8 Pupils from Cathays High School to visit the John Percival building for a half-day of activities. Coordinators Anna-Elyse, Kelly, Clare and Meri led the visit, with support from two of the DeClare team.

After a short Q&A session where the pupils got to ask us questions about university life, we went straight into the Medieval Heraldry workshop, delivered by the DeClare team. After the feedback from the delivery of the workshop to Fitzalan High School, the MA students made several changes to the workshop with guidance from the SHARE with Schools team. To encourage the pupils to think about the decisions and meaning behind different design elements of medieval shields, the class was split into four groups with each designing one-quarter of a shield that would represent their school. Each group chose a different part of the school to represent: events, sports, diversity, and school houses. This adaptation of the workshop ran much more smoothly, and the pupils were highly engaged.

“My favourite thing today was making a shield”

Learner feedback



The young people were then split into two groups: one group had a tour of the conservation laboratories led by Dr Eric Nordgren and postgraduate conservation students, whilst the other groups participated in a 30-minute Science in Archaeology workshop. In the conservation lab tours, students got to learn about the undergraduate and postgraduate research that goes on at the university, engage with some of the artefacts being studied, and ask questions about the conservation process.

In the archaeological science workshop, the school pupils got to act as ‘detectives’ to learn about the life of buried archaeological individuals using stable isotope data, material culture, and DNA. This workshop draws on the research of the archaeology postgraduate co-ordinators – Meri, Anna-Elyse and Kelly – as the pupils were introduced to a variety of artefacts and data from different time periods and artefacts spanning the Bronze Age to the Tudors.



It was a pleasure to finish the day with a taster lecture from Dr Abdul-Azim Ahmed who was both a student at Cathays High himself, and a previous SHARE with Schools co-ordinator. He spoke about some of his research on the history of Islam in Wales, and how valuable oral histories can be in learning about the more recent past. Pupils were invited to ‘interview’ their fellow students about their lives and think about what places were significant to them and why.

The team learned some useful takeaways from the day that can be implemented in future return visits. Despite being only a three-hour visit, the team decided a short snack break would be beneficial in future as some pupils became hungry. In addition, there were similar room issues as with the Fitzalan visit. In the future, the team will investigate alternative arrangements. However, overall, the day was a success, and the young people got to experience a huge range of the research that goes on in SHARE, from scientific archaeology to oral history and religious studies.

“Pupils enjoyed the medieval heraldry and archaeological science workshops and engaged well with these activities”

Teacher feedback

“The conservation lab tour [was the best thing about the return visit]

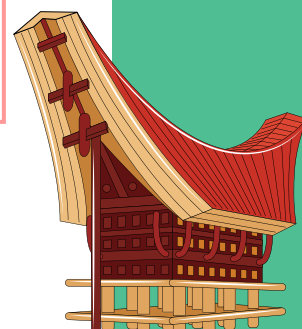
Teacher feedback



8. Evaluation

8.1 Engagement Statistics

Engagement Event	Number Engaged
Festival of Social Science	47
Roman Diff'Fusion	18
Cathays High Return 1	32
Cardiff Science Festival	100
Grangetown Careers Festival	40
Fitzalan High Visit	104
Cathays High Visit	100
Teacher Conference	27
Fitzalan Return	24
Cathays High Return 2	30
Total	522



8.2 Impact: Engagement

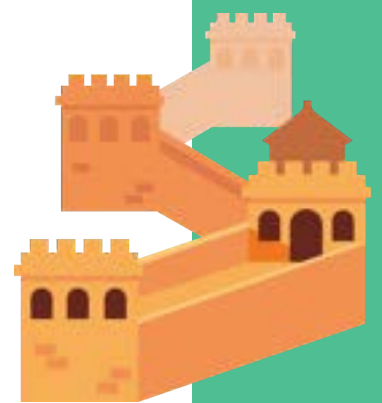
The engagement figures presented above reveal that SHARE with Schools was able to engage with 522 individuals throughout the 2022 – 2023 academic year. This is an increase of 152 compared to the 2021 – 2022 academic year where 370 individuals were engaged. This clearly shows a marked increase in successful outreach. However, SHARE with Schools was only able to visit two schools during 2022 – 2023 compared to five schools in the previous year. This was due to circumstances within individual schools that were beyond the control of SHARE with Schools, and is something that we hope to rectify in the coming year.

The figures clearly indicate a major increase in non-school outreach activities. Whilst this undoubtedly due in part to the easing of covid-19 restrictions, SHARE with Schools has nonetheless developed a suite of outreach activities for delivery outside the classroom. This year SHARE with Schools was invited to take part in new events including the Festival of Social Science, Festival of Science, and Teacher and Career Advisor Conference, which allowed us to reach and engage with new audiences, and demonstrates that SHARE with Schools is embedded within the outreach activities of Cardiff University. Further to this the SHARE with Schools social media accounts have also shown a marked increase in followers and post-sharing during the 2022 – 2023 academic year. This includes the outreach team and prominent figures within the university, once again demonstrating that SHARE with Schools is well embedded within Cardiff University.



SHARE with Schools was also able to undertake two successful collaborations during the 2022 – 2023 academic year, with the Classroom Experience Project and DeClare Project. Each of these collaborations have proven to be highly successful in providing undergraduate and taught postgraduate students with a range of volunteering opportunities, as well as showcasing the postgraduate research conducted as part of the MA Heritage, Community Action, and Public Engagement. It is hoped to continue these collaborations in future, as well as considering the possibility of further collaborations.

Finally, feedback collected from learners, teachers, and other individuals outside of a school environment has been overwhelmingly positive. The aim of SHARE with Schools is to showcase the excellent research conducted by the History, Archaeology and Religion Department, as well as promote educational attainment and aspirations for young people from less traditional academic backgrounds. The feedback collected this year clearly shows that SHARE with Schools has successfully met these goals, as well as embedding our activities within the Curriculum for Wales, and maintaining excellent relationships with a range of local schools.



- [University] students were friendly and encouraging
- The day was well organised
- The day was varied and there was lots of information
- Inspired to look at going to university
- Pupils got to join in with a lot of tasks

Teacher feedback

- I think we could have had 5 more minutes
- Seeing more artefacts
- Making the session longer
- I think that it couldn't be better thank you!

Learner 'Even Better If' feedback

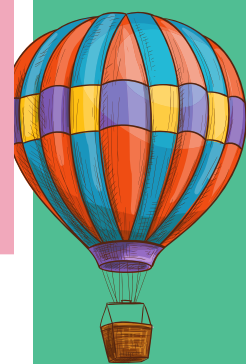


8.3 Impact: Volunteer

SHARE with Schools had twenty-eight volunteers during the 2022 – 2023 academic year; sixteen of whom attended the mandatory training sessions and were therefore permitted to participate in outreach activities within schools. This year we also successfully relaunched the SHARE with Schools certificate, offering volunteers the opportunity to have their contributions officially recognised and rewarded, as well as the Dave Wyatt Award for the volunteer who contributed the highest number of hours to the project. Feedback and blogs collected from undergraduate and postgraduate taught volunteers has also been overwhelmingly positive in terms of support from the co-ordinators, outreach experiences, confidence working with young people, and transferrable skills.

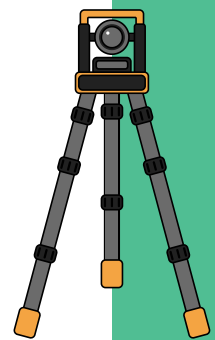
“I’ve been to two schools with them so far and have thoroughly enjoyed my time on both occasions. I was a bit nervous in the beginning as I was unsure if it was something I would be able to handle but the practical experience I gained on the first trip alone taught me otherwise. With the help of the co-ordinators I was able to quickly adjust to the role and engage with the young people, sharing with them my interest in history. It was also a nice change from the stressful revision and essay writing which has consumed much of my third year, providing a fun and fulfilling opportunity which I would recommend to anyone who has an interest in teaching or simply working on an outreach program helping young people.”

Luke McLoughlin, undergraduate volunteer



“I joined SHARE with Schools in my third year of studying History and English Literature, and I’m so glad that I did. The team were really welcoming and supportive of me as a volunteer, and the experiences I had in delivering history education to varied audiences were priceless. I took part in both public-facing and school-based activities, which helped me to explore and develop in community work—SWS has definitely solidified my passion for public outreach and engaging young people with history. As a joint honours student, the project was a great way to get involved at SHARE and grow in confidence as a member of the school. More importantly, my volunteering hours were always a good laugh, and helped me to maintain a sense of excitement and curiosity for History during a stressful final year of essays and exams. I’d encourage anyone who’s curious to get involved with SHARE with Schools! The volunteering experience looks great on a CV, but beyond that, it’s a great and rewarding way to stretch and challenge your skills as a student.”

Emily Lewis, undergraduate volunteer



A former volunteer from the 2020 – 2021 academic year also contacted SHARE with Schools to inform us that she had successfully obtained a job in digital educational support, and cited the support and experience she received from SHARE with Schools as important to her successful application and interview. This once again clearly demonstrates the vital role that SHARE with Schools plays in providing opportunities, skills, and experience to volunteers.



8.4 Future Aims

Over the coming year SHARE with Schools aims to build upon our successes in 2022 – 2023, as well as take teacher and learner feedback into account to further improve our engagement activities where possible. Some of our aims for the 2023 – 2024 academic year include:

Taster event: an introductory event held in the first weeks of term to promote awareness of SHARE with Schools and encourage potential volunteers.

School visits: we hope to continue our successful partnership with local schools and return to those partner schools who were unable to host us this year.

Greenford Project: we hope to once again be involved with the Greenford Project working with young people from London.

Postgraduate research: we hope to continue our collaboration with the MA Heritage, Community Action, and Public Engagement.

Workshop development: we hope to offer volunteers opportunities to develop and deliver a range of workshops embedded in the Curriculum for Wales.



9. Conclusion

This has been another successful year for SHARE with Schools. We continue to work closely with our partner schools to deliver high quality outreach activities that are embedded in the Curriculum for Wales. We have engaged more people than previous years, and have continued to successfully expand our social media presence. Further to this we have worked to develop and promote postgraduate research within SHARE, and supported our wonderful volunteers to expand their skills and experience. Going forward we aim to continue to deliver exciting engagement projects that promote the work of SHARE, and highlight the opportunities of higher education to young people in Cardiff.

10. References

Bale, R. and Seabrook, M. 2021. Introduction to University Teaching. Los Angeles: Sage Publications.

Welsh Assembly Government 2019. History in the National Curriculum for Wales. Cardiff: WAG.



