

Appendix N

Lauren Tidbury, Archaeologists for Training, and Alex Bellisario, Archaeologist for Outreach-CITiZAN Project

Q1

DN: For the record and a sound test, could both say your full name you're role and where you work??

LT: I'll start, I'm Lauren Tidbury and I am the archaeologist for training as part of the CITiZAN Project which is being run by the Museum of London Archaeology.

AB: And I'm Alex Bellisario and I'm the archaeologist for outreach at the CITiZAN Project.

Q2

DN: Do you think that access to maritime heritage is being provided at the same level that accessed terrestrial heritage is?

LT: That's a very good question. I think the people often assume in maritime heritage that you have to be able to dive, that you need to be going underwater. But there is plenty of intertidal archaeology that may be overlooked. There are lots of things on the foreshore that people look past and often see as littering the coastline. That's what I think it's about, raising awareness of coastal heritage as well. I think in terms of museums and exhibitions that there is lots of access available, lots of options. It's just getting passed that initial barrier of saying that maritime archaeology isn't just limited to the scuba diving. There are plenty of other ways of saying maritime archaeology.

AB: It's very similar because terrestrial archaeology is underneath the ground and you can access it unless it's in the museum, so it's exactly the same barriers you have, just maybe slightly different. It's a different process of accessing it. At least you can access maritime archaeology under the water because you could dive. If it was buried under two tons of earth than you won't be able to access it at all. All we have in terrestrial archaeology is museums, ok so we do have some open-air sites, but it's very similar barriers. The fact is you get more archaeology because there is developer lead archaeology, and there isn't the same developer lead archaeology in maritime.

LT: Yes, there are more constraints in terms of tides and visibility, that sort of thing as well. But there is nothing you can do about that.

DN: It's one of those things where the literature suggests that actually being able to visit site makes it so much easier for people to connect with sites.

AB: yes, but the reality is that lots of people wouldn't understand what they're seeing because they don't have archaeological training. So they can go and look around Fishbourne Palace and have a look at all the amazing mosaics, and then they end up in a museum because it's all laid out for you and you can see elements and those types of things. I think

there are very similar barriers to both sorts of things, and one isn't easier to access than the other. There are just different ways of accessing them and we have more artefact from terrestrial archaeology than maritime archaeology.

Q3

DN: What do you think the public's perception of maritime archaeology is?

LT: I think it's been changing. I think when I started maritime archaeology it was very much artefact focused. Even now when you say to someone you do maritime archaeology they ask if you find any treasure. You're always going to get that. It's like with terrestrial archaeology they think Indiana Jones. But I think there has been recently an increased awareness of the potential for submerged landscapes. Originally when I used to talk about it and say well the North Sea used to be dry land people were really surprised, but I think now when you say it people are much more aware of places like Doggerland and the finds that are being dredged up. There has been a change in the last five years where it's not just thinking about shipwrecks and treasure but it's thinking shipwrecks, but also submerged landscapes.

AB: I suspect that the change is in people understanding that what once was terrestrial is now marine comes, which comes from an increased awareness of what is climate change.

LT: Exactly! I was about to say that climate change is really on people's minds now and they are realising the coastline hasn't always been this way. They are more aware of changing landscapes.

Q4

DN: What do you think is the most effective way to change this public perspective?

AB: Terrestrial archaeology had similar issues from the rescue era, pre PPG-16, and so now it's taken 25 years to reach a more processed way of dealing with archaeology. And although maritime archaeology has been around for a while I don't think it's had that structured way of looking at it. It just needs a little bit longer to develop into something that's...

LT: I think there's a lot more outreach programs now and a lot more exhibitions. So that's changing things. But otherwise it's just increasing public knowledge and awareness of it. Doing courses like a MOOC course that's free and online and easily accessible. Anyone can do it if they have the time and the internet, so that's great.

AB: It's like you said, the perception of archaeology is changing. We are no longer the Indiana Jones people we are professionals, and that wasn't a term that was used for a long time. You were either an academic or Indiana Jones. I don't think you have that perception anymore in the public and that's probably affected how people view maritime archaeology as much as have expected terrestrial archaeology.

Q5

DN: Do you think the messages that are being sent out by archaeologists are being received by the public?

LT: I think it's really hard to know because people, if they're going to do an online course or go to an exhibition, they already have an underlying interest in archaeology or history or heritage. So trying to reach new audiences is always going to be difficult. The Trust did that with the maritime bus, going to places in events that weren't necessarily already themed around history and heritage. It could be an open day somewhere or a school, even just setting up in a car park somewhere and chatting to people. And I think that's something with our CITiZAN project where we're going to people who are already out and about on the coast, giving talks and lectures but also just chatting. We've been down to Lepe Beach and just chatting to people who come down there who are just windsurfers and dog walkers and those sort of people and you start talking to them and they are really interested in the stuff already there. So it's better presence, I suppose, for us.

AB: People are very enthused, and they become more enthused as they become more aware.

LT: We've been talking to a dog walking association, the RSPB, the Wildlife Trust. There was this bioblitz the other day where people had to go and try and identify animals and we were just out and about seeing people who are living and working on coast. That's going to be in the main way for us to achieve this project is by just physically visiting those people and making ourselves available and approachable.

AB: We're not sat in our equivalent of an ivory tower, we are out and about and I think that's the key to getting people aware because how many people will sit and actively go to museum or learn if they don't have an awareness. But if we are there and out and about they will start talking to you and go my gosh that's amazing, I can't believe this all happened here.

LT: And also it's about reaching those people who don't necessarily have the time. We are working on trying to get the under 25s engaged and these are young people who are working and studying and so they don't necessarily have the time. But if they are already out and doing something like walking the dog, or working on the coastline, then we are giving them the opportunities by saying "if you are out and about anyhow with your smartphone and this app that we're developing if you happen to see an archaeological structure that you didn't see before just take a photo and upload it". We are making it something that people can do with part of their everyday lives and they are the people who are on the coast all the time and are very familiar with their coastline and so they'll see the changes and they can quite easily without any specialist equipment just upload something via the app. And then, if they want work specialist training we will provide that for them. But I think it is integrating it into what people do everyday.

AB: And even then specialist equipment is just things like tapes. We are not talking about total stations in magnetometers and £1000 worth of kit that we have access to. We have it if

we need it, but we want to make sure anyone can go do it by spending a few pennies down the hardware store. Just getting a couple of paper measures and some wood and some paper and let's go have a go.

LT: We want to make it two-way as well so we're not just saying to people this is what's on your coast and this is what you need to do, we really want them to contribute and develop a sense of ownership as well of the coastline. We hope this will foster a sense of responsibility. The emphasis is on making it as two ways possible, because people want to engage they don't just want to sit there and listen to us talking to them. Often when we go to activities on the coast people are telling us more than what we know, because they've grown up there and they've seen the coast change over the last 30 to 50 years. They are telling us what's different. That's why it had to be approachable and accepting so people understand that we want learn from them just as much as they want learn from us. That's quite a key thing in archaeology because sometimes archaeologists feel that they know what they are talking about and know everything, ignoring the Joe Bloggs who has been there for 50 years and know way more than we do. So we just have to learn from each other, and respect each other's knowledge.

Q6

DN: What do you think of when you hear the term heritage models? I swear I wish I had a video camera so I could capture people's expressions.

AB: How can you do a model for heritage? Each site and each aspect of heritage is completely unique and there is no way that you can treat one side the same as another site, weather in a maritime context or not. You can use the same processes but...

LT: But I guess in a way we're developing a model in that we are using community archaeology to help monitor the coastline. We realised that after the storms last year there is so much potential on our coastline but also so much risks to that heritage that we can't stop. So the model that we've developed is let's engage local communities and give them training. We are basing that on the SCAPE Project and the Thames Discovery Project and all of those. But I think when you first hear the word model you think management and box ticking and processes which often seems very one-way.

AB: I think the SCAPE program worked in one way and TDP will work in another. You're right we can't do the same as them, we are sort of developing a model of how we are going to do things.

LT: But everything is still site-specific and all the training that were doing is being tailored. So we first have to look at the background of the group and find out if they have some basic archaeological knowledge because we don't want to look like we're condescending. So we are having to tailor each of our training based on the different groups that we are looking at so there isn't going to be standardized model in that way. But we still want to try and get the data in a uniform way.

AB: It's a tricky word!

DN: Yes indeed! I always feel little horrible asking this next question because I understand practicalities and everything involved, but you ever find time to read the literature that's coming out from both academic and practical.

LT: That's what we're trying to do. So for each of the sites that were identifying Alex and I are having to look through the excavation reports, rapid coastal assessments, HER's...

AB: So we are having to do lots of background research before we go somewhere because you don't want to look silly and you don't want to turn up and start teaching people about how to survey and identifying archaeology and they ask "what was found here?"

LT: We are also looking historically at the records so you can go back and look at the site plans from 5 or 10 years ago, we can carry on and compare those site plans to one's that we develop with a volunteers over the next few years. So we have to have a knowledge of what's already happened there and what remains are known for us to be able to monitor it and contribute within the long-term. For example, if new sites are exposed we have to make sure they are new sites. We have to be aware of the area.

AB: I used to think that my previous role as an HER manager was wonderful because you could look at all of the literature and so many site reports, and you can quite easily tell a good one from a bad one. But in many ways this role allows you to be even more aware of the literature and look at new techniques. So if someone came up with a new way of planning or something that was more accessible to the public, we need to know about that so we can engage with that. This role allows you to be more aware in a way that not many other roles do because you've got to do some anything and there is always something more important to do than just sitting there and read.

LT: There is that time element. It's a national project, but Alex and I are looking at the southwest. So we recovering from Chichester Harbour to the Severn Estuary, including Isles of Scilly. And that's a really big coastline so we are trying to pick sites that are accessible to the public that are ideal for training, with extent remains that we can use for training. Places where you can do outreach at and guided talks and walks so we can focus our background research on those. We are not going to be able to read up on every site, so we are reading the rapid coastal assessment that have been done. But I'm aware we can't read everything.

AB: We need to know the South West, so we need to understand the type of archaeology that you're likely to find in the South West because the type of archaeology our colleagues in the north are going to find it very different so we need to tailor our approach in helping people identify things in the South West. You often come up, at least in terrestrial archaeology and I imagine that's the same in maritime, with people who think they know everything about everything and feels if they have a bit of a curatorial role.

LT: That's where I think we're going to try and work with those people. So we were in Gosport recently, and both quite overwhelmed with how much maritime heritage there is in Gosport, we are going to use that as one of our sites. But there is a chap there called Terry Hinckley and when his grandson was born he looked after him and started walking him around. And when his grandson got older, he started asking him all sorts of questions saying

what's that what's that. So over the past 30 years he's been reading up on the history of Gosport and he now does guided walks himself and takes people around. He took us around and pointed out there was hulked remains, and hards and slipways. There was so much down there and he's able to tell us a lot about it. So we know that we are never going to know as much about Gosport as he does. Now when we're going to do an event down there we are going to involve him! We're going to turn to him as our local expert and say "we are never going to know with much you so can you help us?". We will deliver the training, there is a minesweeper down there in the intertidal zone that we're going to use to record and show people practice and then he can help provide a bit of background.

Q7

DN: Is there much communication between the three different groups, the teams?

AB: Yeah, we all get along really well which helps. I think we all bring something with a different to it. Lauren is the only maritime archaeologist, I'm the only one who comes from a curatorial sort of world. Laura is a built heritage expert, Olly has done work on climate change, Andy has worked on the Welsh intertidal project and Megan is going the NVQ level 3 in archaeology which we are going to be using as part of the project as well. So we all bring something different and we all rely on each other to help out quite a lot.

LT: We need to find balance because we are a national project, but we are trying to work with local stakeholders and so we have to make it localised. Having it be the Museum of London archaeology people go, what does London know about Cornwall? So we do need to have a localised level but also need to have it uniform so we can work on a national level and work with other teams. We are learning from each other as well and from the different obstacles that people have come up against. Health and safety issues and the different ways that people do things.

AB: That's quite a key one, the different approaches that people take to do in training or outreach. We can look at what people are doing and go that's a great idea let's do something like that, see if it works for us and if we can engage in that way.

LT: And then we've got the MOLA team in London to help or we can all meet there occasionally. We go up there for training or they come down to us sometimes for training, because we all have geologically very different coastlines as well so we're coming up against different types of sites an erosion processes.

AB: And I think it's good for a national project, because although we have our specialised areas, it's good to know about at the coastline because if you don't know about it it doesn't look very good. If someone comes to talk to you and asks what the best site is in the North we should be able to at least answer that in some way. And I think we will be able to do that once the project gets going out we get over the first summer season. We can get to know each other's coasts just a little bit, so we can build a picture in our heads of what's going on.

LT: Because we are going to come across people who are holidaying in Dorset or Cornwall who come down to an outreach event because they're on holiday but perhaps live on a

Northern coastline. But they can take those skills, those transferable skills, and take them up to their hometown. It should all work. I think it would be a different story if we didn't all get on, but thankfully we do.

Q8

DN: I know you at the start of an HLF funded project, and that's quite a good position to be in in terms of funding and staffing and so on. But I was wondering if you could talk, even a bit wider and thinking back and thinking back on your experiences working elsewhere, of the practicalities of working within the funding system and the staffing system and with things like target audiences and so on. How that affects public programming for maritime heritage?

LT: Funding is tricky. You spend a lot of time on it. People think that as an archaeologist you are out and about all the time, but you aren't. You spend a huge amount of time filling in forms of writing reports. I can see why you need to do that and why you need to go through such a strict process to ensure that the funding is targeted at the right thing and that you're achieving what you said you were going to achieve. I can't remember what I was going to say...

Q9

DN: What about target audiences? How do you think that affects...

LT: It's stressful...

AB: it is stressful...

LT: Because you know the people who have an interest and time to look at intertidal archaeology are retired people. We have a good connection with the Chichester Historic Archaeology Society, and they are out and about all the time they are retired and really enthusiastic. Peter Murphy is a member and he is helping us as well as our coastal change expert. That's great. So then we think that we want to engage with under 25s, but is that going to be a sustainable approach? Because we want to do long-term monitoring. So are they going to come to a training event and continue that monitoring if they are students and they move away? For example. So what is a challenge, but I think it's an important one for us to do. It would be really easy for us to go let's just go to all the archaeology societies and work with retired people because they will do what we really need the public to do for us to achieve our goals. So I think we need to have that target.

AB: Also, I think it presents a nice opportunity. Because the retired people are usually from a middle class background and I quite well to do, and that's great. But how many young people about 16 and 17, live quite close to the sea but I've never been to it? And there are lot from deprived areas. So I think the possibility is quite exciting of working with them. I think there are loads of challenges about how to get them involved and how to get them excited about it, but if we can work with existing projects then I think that's the way to do it. We can bring them out and show them the coast and do some training with them, which

will heighten their awareness and get them out and about. Because there are lots of kids who look close to the coast with never been to the sea and that's really sad.

LT: I think it's important not to set too many targets because that can really restrict a project, but you do need to consider your audience and consider reaching out to young people as part of that.

Q10

DN: What do you think makes engagement successful?

LT: That's a very good question!

AB: It's very subjective! There is nothing worse than us doing an event which is just us talking to people, that is just hideous. When it comes to kids, we found that a sand tray with some artefacts and trowels is good...

LT: Interaction is so important.

AB: Taking them out and letting them use tape measures and things like that. Really showing them what you can find. The question every archeologist gets asked is what's the most amazing thing you found? Which is why it's really important to have some exciting stuff with you so you can show them.

LT: It has to be relevant as well. So we are going to be doing events in Dorset and we have to have handle in collections that are relevant there. We have to have the types of pottery that you would find there, worked flint and things like that. Telling people that 8000 years ago there were hunter-gatherers at this exact spot makes people go wow. We can tell them that there was stuff found right over there. It's about interaction. What's that saying? hear I understand, I see I learn? Something like that. It's a really interesting saying that goes, I do, I understand and I learn. So by doing some of the things people are going to learn. And that might hopefully encourage them to be a part of it when you're not there, so they can continue to look at the coast. I love the idea of kids walking along looking for worked flints or pottery or something.

AB: It's very difficult and I think that when people.... Oh it just went all out of my head.
laughter

LT: I don't think it's just something to do with kids, I think it works for adults as well. When I was working at the trust I found that parents were just as interested in the mini airlift and the ROV's and handling collection as kids were. There was the video they made about the west Isle of Wight and it was a funny little cartoon. There was another one called Our Changing Coast: An Amazing Tale and it was full of these little animations. There was one on the Grace Dieu, which was shown to some master students. And they still learn a lot from it, but in a slightly different way. You don't necessarily need to say that these outreach things are for kids and these other adults because I think they often work both. All adults like having fun and playing with a miniature airlift.

Q11

DN: How do you believe your background has helped you prepare for this role?

LT: I wasn't involved in outreach and education so much when I worked for the trust, I was more involved in doing the research and fundraising. But I learnt a lot from my colleagues and could see from their work what was successful. The main thing for me is the background knowledge so I've been places and I've recorded shipwrecks and intertitle features. So when I'm doing the training that's important, because people will ask have I dived on a shipwreck before and have I recorded shipwreck before. I can talk from my own experience rather than just teaching them something that's out of a manual. I think that's important, showing them something that you have actually done yourself.

AB: Technically, by training I am a fluvial geoarchaeologist. o that is really useful for understanding the coastline of the South and Southwest. I've done commercial archaeology, so like you said I've actually done it. This isn't me saying I learned this at University, I've done it and I've done different types of projects. 've managed to HER which is excellent networking, particularly in the South West.

LT: Yes, it's helped a lot that we both worked in the area before. That's something that our colleagues in the Southeast have found more challenging. They've not worked in that area before so they're having to get to know the people who are already there. Who the HER officers are, who are the existing archaeological groups are, and really getting to know the coastline. Where is Alex and I had the benefit of already knowing the southwest very well having worked in the area.

AB: All of my archaeological experiences in the South West. Also from having done DC work I can pick up what processes work really well and also types of sites were things work terribly. I think that would be quite useful as well. We both have a lot of experience in very different fields. It works really well.

LT: But I don't have a lot of experience in the outreach side of things, so that's where I need to learn from our colleagues who have. So Meagan in the North has worked a lot with the Young Archaeology Club, so we can really learn from her about good ways of engaging with young people.

AB: For me learning how to do the training, because I've done it before but mostly with students. Little bits and pieces when I was working commercially. But certainly the training experiences I have had is incompletely terrestrial contexts, not in coastal environments.

LT: Lots of on-the-job learning for us. But hopefully we can draw on our backgrounds as well.

Q12

DN: What do you believe your role is in heritage management/

AB: Whe Protector of Heritage *laughter*. That's what I've always wanted to do. I remember when I started to do archaeology and I thought I really can't be bothered with all this commercial stuff. It all seems a bit stressful and a bit hard work. But then I started working with the HER and DC side of it and I loved it. Because how many people can say that they protect heritage as part of their job? How many people can say that part of their job is telling people not to dig there or to dig there? Or to tell them that they might find something? I can tell people that you're we're going to find something if you dig there.

LT: I think in terms of protection, that's why we need people on the coast to understand that by building giant walls and stopping natures course, that isn't something that we are promoting with this project. What we're saying is that our best option is preservation by recording, protecting it in that way. Still learning as much as we can about the site before it's lost, but also being aware that the coast is such a dynamic environment and we can't hold back the sea and can't stop erosion. We need to adapt. And so through that, adapting to the changing course line, we need to learn to record now before it's lost forever. Our role is to raise awareness of the potential of coastline and to let people know that it's changing. That's a challenge in itself, encouraging people to realise that the coastline is changing. A lot of people don't believe in climate change, so that's an issue. I guess our role is to provide people with as much information as we can. Really get them excited about it, which will in turn help preserve by record.

AB: The preservation by recording is just another form of protection. We're working on stuff like the RCZA (rapid coastal zone assessment), which is the one point in time record. They are simultaneously useful and not. What we need to do with engage people to create a monitoring program, just protecting it that way by highlighting how many things have disappeared without us realising. We hope that won't happen as much now. You are never going to be able to say that's not going to happen because of course it is.

DN: It's a big coast.

LT: Exactly. And archaeologically it's so important, not only in terms of sea level changes and submerged environments. If you look at the last several thousand years coastline has always been a focus for people in terms of where people live and the resources. You have salt working and fishing... All sorts of things. The coastline is very important area for us to understand if we want to know about our past and our ancestors because they would have use the sea as part of their daily lives. Not that I'm biased towards maritime sites because I think terrestrial sites are just as important.... *laughter*

DN: Again, I wish I had the video camera because your face is priceless! Alex that was some great side eye.

AB: But we do love coastlines! I mean that was my specialism, fluvial coastlines. I think we just need to create that awareness and go back. Technically, we could talk about the importance of coastline for the first humans. Yes, we know they walked it but we also know there were areas that were islands where they didn't walk, they got in a boat and potentially sailed across the Pacific which is really mind boggling.

LT: It's challenging those perceptions isn't it, and showing people that that a hulk which might look like rubbish actually has a really interesting history as part of people's daily lives. Places like Chichester Harbour would have been really busy with boats coming up and down and taking coal and other resources, things like mussels and oysters and those industries. And now they are quiet and peaceful environments, seascapes where there are just some hobby sailing and kayaking. I think it's important to get people to look at those vessels and recognise that it's not just rubbish blocking your view. It's useful and it's heritage, it's part of how the landscape became what it is today.

Q11

DN: Would you guys consider yourselves archaeologists or educators?

Both: Both *laughter*

AB: We are archaeologists, that's what we do and that's what we've been trying to do. But we're also teachers and we have that responsibility. We are teaching people about the coastline by talks and guided walks, we're teachers because we are teaching people how to do archaeology. How to do survey and that kind of thing, and teaching them how to learn to love the coastline.

LT: There are instances where you have people who are teaching archaeology you haven't actually done archaeology. They don't need to have done it in a commercial sense because I still think that people who go out and volunteer on site, or I've been involved in research projects, community lead projects, those people are still archaeologists. Part of this project is that we're trying to stop the segregation between academics and commercial and community archaeologists and really trying to bring that together. We want to have less of a segmented approach.

AB: That's pretty much the dream isn't it? Everyone is going to talk to each other and everyone is going to be nice to each other and we're going to get away from this territorial aspect of Archaeology. We want to get away from that you that academics are in an ivory tower because they aren't. They have a huge amount of knowledge that they could bring to a project. And like I said earlier, community archaeologists have a lot they can bring as well.

LT: I think it all goes back to the idea that we are both archaeologists and teachers at the same time. As an archaeologist you have a responsibility to disseminate what you learn, so people can have access to your findings. And make your findings public.

AB: Really all archaeologists are teachers aren't they. If you look at it that way. I used to work on a site in Winchester and we always had people asking what was going on. So we would tell them that they were on the wall and they were amazed. You start telling them what you were doing and that's teaching them about the history of the cities.

LT: And then when you write up your report to find ways of making that information available to the public.

Q12

DN: Do you think you work primarily for archaeology or the public?

LT: Again, I think that by working for archaeology I'm working for the public, because it's our heritage. It's part of who we are and how we became who we are. It's part of everybody's identity as well so I think that by working for archaeology and by finding out about our past we are also working for the public and helping people understand how we got to where we are and how the coastline got where was.

Q13

DN: So we are on the blue sky thinking portion of this. You can either answer this together or individually, and I'm not sure if you have talked about it beforehand. But essentially if you could design any public access initiative to maritime heritage with no concerns over budget or location or staffing or health and safety or anything like that what would you design?

AB: A global CITiZAN Project.

LT: I would design something, I mean I'm fine with museum but moving around them it's not always interactive and you're only really engaging with a certain type of person. So I think the first thing that came to my mind then was thinking about the museum in Roskilde, with the Viking ships. You can go there and you can see the remains of these Viking ships and they are beautiful, but then you can go out and you can sail in a replica. You can row in a replica, and then you can just learn so much more about what these people would have had to do on a daily basis. How difficult it is with these big heavy oars and understanding wind. For me, if I could design something it would be not only to look at the archaeological remains and understand how they were found and what they did and how we understand how they got there, but also then having a way of people seeing how they would have been used. Having replicas that people can physically sail or whatever.

AB: They do not well at Baxtor Village, with the Roman Villa and a replica Iron Age Roundhouse. It just makes more people engage with it. I think with Baxter Village you could actually get involved in it when they were building it.

LT: I think one of my favourite designs was someone built this pod so that non-divers could go down to the seabed. If you had all that money, you can have a glass bottom submarine and people can go on that. In an ideal world the visibility would be great but even if it's not people can still understand what the conditions are like. That would be great. Because you can't always take people underwater but if you could have videos and pictures to show what the underwater conditions are like now that is always great something like that.

DN: Not the craziest idea I've heard.

AB: I can imagine that there might be something, I mean I'm not a diver, so I can imagine there might be something quite engaging with training everyone who wants to be involved to be a diver.

LT: I mean if there's no health and safety constraints, you can get anyone in the water.

AB: Then people could be diving and seeing what it's like down there.

LT: I've been in France in this big simulator thing, this whole room that was all screens and we had the 3D fly through other shipwreck, and you have all these sensors on your body.

DN: coooooool

LT: Right? And you're all of these sensors underneath you so you walking past these screens and you could see the wreck. I found it very hard, because I thought I was going to fall over time, and then they had a shark that comes out at you. That was great because you could physically move around the wreck site and then also change the layers as well so you can see the artefacts and the hull of this wooden wreck. You can see the marine life and choose how close did you go to things, that was great. They also had a simulation of a vessel that you could drive, get the steering wheel and move it around. So you were in these huge rooms surrounded by all these screens and sensors. It must have cost a lot of money but if people can go and do that. I mean they must absorb something because it's all around you, so you feel like you're underwater. I think it would be amazing if you could do something like that.

Q14

DN: Well is there anything else that the other one if you would like to add?

LT: I think the project is starting so we are really learning a lot about how to engage with people. We realised that we've had to tailor our approach based on people's background, and where we are as well. You get some people who are quite defensive and territorial so you have to approach them in a different way and get them to understand that it's a two-way street. We want from them as well, not just us saying this is how we think you should be recording your sites. we are really asking them how they are doing it now and how they would like to contribute to this national project.

AB: And really asking them how they are doing it now, because some of them have been doing it for the last 20 years. if they have a good system...

LT: asking them how it's changed over the last 10 years or so. Because if they are using a good system we need to know if we can use it, could that be implemented within our project. We still have a lot to learn, but there's some of the App will be launched and website will be launched. Then we can go out and deliver the training, and we have evaluation forms as well so we can hear from people how they think it went. We really want to know if these are skills that people will carry on with. I think we still have a lot to learn and we will find out things to do work and things that don't.

AB: it's a process! A year from now we'll be able to know if our ideas work or if they fall flat.

LT: the last thing we want is those tumbleweed moments where people are staring at you and thinking what are you going on about. We are engaging with such a range of people as well. we are working with archaeology societies, dog walkers, the RSPB, The wildlife trust, the National Trust, Historic England as well. So you have people up all different levels and background and ages, so it's going to be interesting to see how we go about teaching and where do you start.

AB: do you start with this is archaeology, these are bronze age and Iron Age etc. This is why we do archaeology. do you then do an introduction to maritime archaeology? Do we talk about developer LED archaeology? Where do we start and where do we finish in a 2-hour training session. If we have to introduce them to archaeology and get them excited about it, we have to think about this. We need to talk to people who have this experience, maybe the SCAPE people. How do they immediately get an audience captured with 2 hours.

LT: yes it's going to be interesting to see where we start with that.

AB: we should do a video diary of going through and just seeing how things change, and what we've learnt from the project. Because I think we will learn a lot.

LT: and hopefully beyond the three years the aim is that this project will continue. In Scotland they started it in 2000 and it was only funded for 2 years. And now it's still going after 15 years, so this is what we want to do. Not always so that we still have jobs, but mostly because there is no point in starting monitoring if you're not going to continue it. The idea is to have a sustainable approach to monitoring our coastal heritage, that's why we really need the community involvement so it can be sustainable.