

Class 1 & 2: Introduction to the topic and setting expectations & Metal detector archaeology as a field of research	
<b>Context and main points</b>	<ul style="list-style-type: none"> <li>● The liberal approach to metal detecting in Denmark has led to a close and rewarding cooperation between amateurs and professionals (Dobat 2016).</li> <li>● Metal detector finds have aided our understanding of the use, distribution, and frequency of metal objects (Henriksen 2012).</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>● Discussion about prior knowledge about metal detecting.</li> <li>● Creation of joint course bibliography.</li> <li>● Discussion about different ways researchers implement metal detector archaeology in their work.</li> <li>● Each student had to present a paper which focused on including metal detector findings.</li> </ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"> <li>● Liberal model.</li> <li>● Metal-bearing periods.</li> <li>● Consequences of agricultural activities (formation processes).</li> <li>● Ch. 9 of the Danish Museum Act: “Danefæ og danekræ”.</li> <li>● The principles behind metal detector archaeology (outreach, research, and museum practice).</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Insight into the range of methodologies and approaches used between museum staff and detectorists from a local to an international level.</li> <li>● Insight into the differences and similarities on a national and international level.</li> <li>● Heightened awareness of the many ways to incorporate metal detector archaeology in research.</li> </ul>

### Class 3: Metal detector archaeology and the museums – Danefæ, management, dissemination, and research

<b>Context and main points</b>	<ul style="list-style-type: none"><li>• The management practices surrounding amateur metal detecting at Danish Museums are formed by the treasure trove (Danefæ) regulation (Ch. 9 of the Museum Act).</li><li>• The cooperation between the National Museum, local museums and metal detector users is crucial to the functioning of the liberal model of metal detecting in Denmark (Ulriksen 2013).</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>• Lars Grundvad from Museum Sønderkov, gave a presentation focusing on his personal cooperation with amateur archaeologist.</li><li>• Kirstine Pommergaard from the Danefæ department of the National Museum of Denmark accounted in her presentation for the range of responsibilities of an official and objective institution.</li></ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"><li>• Treasure trove legislation.</li><li>• Ch. 9 of the Danish Museum law: “Danefæ og danekræ”.</li><li>• Cooperation of museums and the public</li></ul>
<b>Outcomes</b>	<ul style="list-style-type: none"><li>• Understanding of procedures regarding metal detector finds at a local museum and the National Museum.</li><li>• Insight into the complicated task regarding handling of finds from the perspective of the National Museum</li><li>• Consequences of the rising number of metal detector findings.</li></ul>

#### Class 4: Metal detecting as a hobby - The perspective of amateur archaeologists

<b>Context and main points</b>	<ul style="list-style-type: none"> <li>● Working with volunteers, in varying degrees, should be beneficial for both the organization and the volunteers (Christidou and Hansen 2015, p. 4).</li> <li>● Radical changes in archaeology in the last ten years regarding including volunteers.</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>● Discussion on Thomas (2017) and her perspective on the limitations, and possibilities of public- and community archaeology, along with citizen science.</li> <li>● Working with the recommendations guiding museums in their involvement with volunteers (Christidou and Hansen 2015), and the principles behind citizen science (ECSA 2020; ECSA 2015)</li> <li>● Exploration of different cases of archaeological projects based on citizen science (e.g. Citizen excavation at Skanderborg Museum, The SCAPE Trust, Sedgeford Historical and Archaeological Research Project, Waterloo Uncovered and DigVentures)</li> <li>● Presentation by Line Ellen-Marie Ravnsgaard, who wrote her Bachelor thesis on the intercultural meeting between metal detector users and archaeologists in Denmark.</li> </ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"> <li>● Public-, community archaeology and citizen science.</li> <li>● Post-processual frameworks.</li> <li>● Volunteers, outreach, and activism.</li> <li>● Archaeology as therapy.</li> <li>● Demography of metal detector users.</li> <li>● Motivations and interests of stakeholder groups</li> <li>● Open archaeology.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Frameworks of community archaeology, its goals and historical development.</li> <li>● Insight into how Denmark and Danish archaeology embraces/fails to embrace the 10 principles for citizen science.</li> <li>● Insight into the historical development of these fields of research.</li> <li>● Insight into how projects work with volunteer involvement.</li> </ul>

### Class 5: Metal detector archaeology in an International Perspective.

<b>Context and main points</b>	<ul style="list-style-type: none"><li>● The influence of hobby metal detecting on archaeology is highly contingent on the legal framework in the countries in which detecting is done.</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>● Presentations by Martin Rundkvist of Lodzki University &amp; Örebro länsmuseum and Michael Lewis of the Portable Antiquities Scheme.</li><li>● Assigned literature covered both the broad scope (Dobat et al. 2020; Fèveile 2015).</li><li>● Discussion of specific case studies relating to each of the two guest lecturers (Lewis 2016; Rundkvist 2020; Rundkvist and Audy 2022).</li></ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"><li>● Legislation.</li><li>● The European Public Finds Network.</li><li>● Citizen science.</li><li>● Handling of detector finds, administratively and as research resources.</li></ul>
<b>Outcomes</b>	<ul style="list-style-type: none"><li>● Insight into international frameworks</li><li>● Broadening the students' perspective beyond their usual frame of reference.</li></ul>

## Class 6: Metal detector finds as archaeological data

<b>Context and main points</b>	<ul style="list-style-type: none"><li>● The use of metal detected finds in archaeological research requires open digital infrastructure.</li><li>● Metal detector finds play a central role in local and national archaeological research and are also relevant on an international scale.</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>● Research on the various parts of metal detector archaeology, with a specific focus on the magnitude of incoming data generated by these discoveries ('Big/Deep Data') (Beck et al. 2019).</li><li>● Further discussion on the Danish system, as directed by Danish law (Kulturministeriet 2014).</li><li>● Review of metal detector archaeology as a global practice. Detailed discussion of specific countries and their various approaches and regulations.</li><li>● Practical assignment based on DIME (Dobat et al. 2018) data: Familiarizing different object types as well as classifying and dating metal detected objects in DIME (students were provided 'expert-user' accounts in DIME).</li></ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"><li>● The European Public Finds Recording Network (EPFRN).</li><li>● The Portable Antiquity Scheme (PAS).</li><li>● The Portable Antiquities of the Netherlands (PAN).</li><li>● Digitale Metaldetektorfund (DIME).</li><li>● Finnish Archaeological Finds on the Semantic Web (FindSampo).</li><li>● MEDEA.</li><li>● ARIADNE plus</li><li>● Big Data, Deep Data</li><li>● Open data policy (FAIR data)</li><li>● Finds classification/dating/description</li></ul>
<b>Outcomes</b>	<ul style="list-style-type: none"><li>● Insight into how finds are transformed into actual archaeological data.</li><li>● Insight into some of the international projects and networks working with metal detector finds.</li><li>● Recognition of metal detector finds as a research resource, both in Denmark and internationally.</li><li>● Recognition of the critical role of digital databases like DIME in registering and organizing finds.</li><li>● Insight into the importance of disseminating information about archaeological finds and making them accessible (digitally) to the public.</li></ul>

### Class 7: Metal detector finds as research data.

<b>Context and main points</b>	<ul style="list-style-type: none"><li>● Metal detecting data stands in contrast to regular excavations, since they normally are not linked to specific contexts (the plough soil as context).</li><li>● The wider spatial distribution of finds presents novel opportunities for large-scale/supra-regional and international analysis.</li><li>● In Denmark, finds are registered through DIME, which acts as a centralized hub where researchers can explore and retrieve valuable information.</li><li>● The research community gains the potential to study and interpret these discoveries in a comprehensive and collaborative manner.</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>● The students examined and presented a research paper as a case of research using metal detected finds.</li><li>● Each presentation outlined the questions which the researchers sought to explore, the methodologies and data they employed, and conclusions.</li></ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"><li>● Collaboration.</li><li>● Guidelines.</li><li>● Limitations and biases of user-generated data.</li><li>● Machine learning algorithms.</li></ul>
<b>Outcomes</b>	<ul style="list-style-type: none"><li>● The tasks allowed the students to contemplate various methods and research avenues for their individual exam.</li><li>● Insight into the ethical considerations and challenges of using user-generated data (GDPR, copyright etc.).</li></ul>

## Class 8: Metal detecting in practice

<b>Context and main points</b>	<ul style="list-style-type: none"><li>● On the 1st of March 2023, Moesgaard Museum had arranged a meetup for local metal detectorists to search an area near Saksild, Odder, in Denmark.</li><li>● The museum wanted to confirm that nothing of archaeological interest had been overlooked during a previous trial trench investigation.</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>● The students were introduced to the basic functionalities of metal detectors in practice.</li><li>● The students were instructed on different surveying strategies to investigate an area.</li></ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"><li>● “Hands-on” perception and experience.</li><li>● Dedication.</li><li>● Patience.</li><li>● Practice.</li></ul>
<b>Outcomes</b>	<ul style="list-style-type: none"><li>● One of the most beneficial parts of the outing was socializing with the detectorists themselves.</li><li>● New perspectives on the connection between archaeology professionals and the public</li><li>● Insight into other dilemmas such as clean-up of metal trash (notably toxic lead) in nature.</li></ul>

### Class 9: Metal detecting archaeology and dissemination

<b>Context and main points</b>	<ul style="list-style-type: none"><li>● Metal detecting (the artefacts and the ever-fascinating stories of discovery and adventure) is a central element in museums' outreach strategy.</li><li>● The detectorists take on an active role in the dissemination of their hobby and their discoveries; be it through the national association of hobby archaeologists' publications, individual initiatives on social media or in cooperation with museums and national media (e.g. Kjær 2021; Klæsøe 2020).</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>● Due to time pressure, this class had to be canceled.</li></ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"><li>● Popular culture and media.</li><li>● Topical magazines (e.g. the British Treasure Hunting).</li><li>● Tv-shows (e.g. the BBC production 'Detectorists' or the Danish edutainment show 'Muldens Mysterier').</li><li>● Exhibitions.</li></ul>
<b>Outcomes</b>	<ul style="list-style-type: none"><li>● Students were supposed to explore different forms and types of dissemination relating to metal detecting, such as press releases, popular magazine articles, blogs, exhibitions and alike.</li><li>● The students' work was supposed to result in a catalog of ideas and best practice advice for museum professionals.</li></ul>

## Class 10: Conference contribution

<b>Context and main points</b>	<ul style="list-style-type: none"><li>● Metal detecting is an extensive and varied field.</li><li>● Conferences are a great opportunity to exchange ideas and get up to date about the work being carried out.</li><li>● The students were given the opportunity to participate in the workshop conference which represents the foundation for this paper.</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>● To strengthen the students' understanding of conferences, networking, and exchanging ideas, they were given the opportunity to participate in the workshop conference which represents the foundation for this paper.</li><li>● Students listened to presentations from all aspects of the field and participated in discussions.</li><li>● The students presented this course, going through the content and teaching methods associated with each class, and adding their own thoughts on the process and outcome.</li></ul>
<b>Theories/concepts</b>	<ul style="list-style-type: none"><li>● Conferences.</li><li>● Networking.</li><li>● International perspectives.</li><li>● Critical thinking.</li></ul>
<b>Outcomes</b>	<ul style="list-style-type: none"><li>● Challenged aspects of the course and the students from an international perspective.</li><li>● Opportunity to look back on the course and critically assess how and why each topic was included.</li><li>● Opportunity to enhance our skills regarding formal presentations.</li></ul>