

Correction to: Learning About Archaeology and Prehistoric Life

The Effects of Two Workshops in Primary Education

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The original version of this article unfortunately contains incorrect figures 6 to 13.

The online version of the original article can be found at <https://doi.org/10.1007/s11191-019-00047-z>

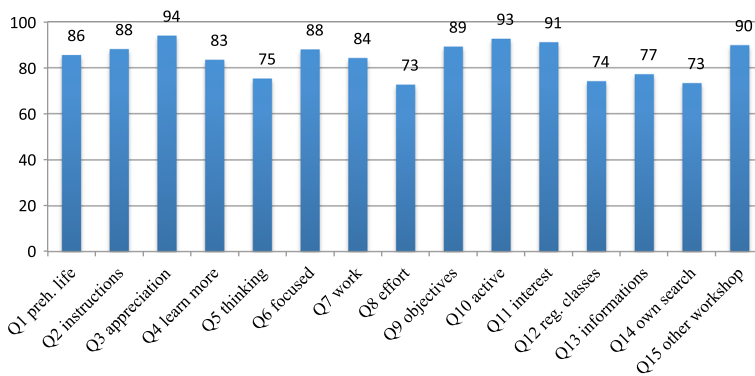
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Organisation

2. J'ai bien compris les consignes de l'atelier (*I understood the instructions for the workshop*)
9. J'ai bien compris les objectifs de l'atelier (*I understood the objectives of the workshop*)
13. Avant l'atelier, nous avons reçu des informations suffisantes sur ce qui va se passer (*before the workshop, we received sufficient information on what was going to happen*)

Educational value

1. L'atelier m'a permis de mieux comprendre comment vivaient les Hommes préhistoriques (*the workshop allowed me to better understand how prehistoric people lived*)
5. L'atelier encourage à penser (*the workshop made me think*)
7. L'atelier m'a permis de mieux comprendre comment travaillent les archéologues (*the workshop helped me better understand how archaeologists work*)
12. L'atelier aide à mieux comprendre les contenus des classes régulières (*the workshop helped me understand the contents of regular lessons*)

Engagement

4. L'atelier m'a donné envie d'en savoir plus sur le travail des archéologues (*the workshop made me want to learn more about archaeologist's work*)
6. J'étais concentré(e) lors de l'atelier (*I was focused during the workshop*)
8. J'ai investi plus d'effort lors dans l'atelier que dans des cours réguliers (*I invested more effort into the workshop than in regular lessons*)
10. J'ai participé activement à l'atelier (*I actively participated in the workshop*)
11. Les activités ont été intéressantes pour moi (*the activities were interesting for me*)
14. À la maison, j'aimerais chercher dans des livres, sur internet, etc. pour en savoir plus sur les thèmes de l'atelier (*at home, I'd like to look up in books, internet, etc. to know more about the themes of the workshop*)
15. Aimerais-tu un autre atelier sur la préhistoire? (*would you like another workshop on prehistory?*)

General appreciation/enjoyment

3. J'ai bien aimé l'atelier (*I liked the workshop*)

Fig. 6 Workshop appreciation by students (in % of maximal value)

The correct figure 7 is shown below.

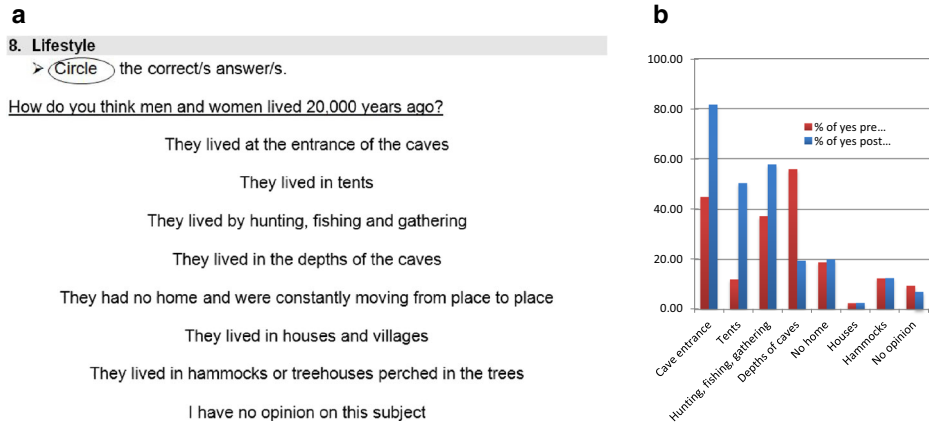


Fig. 7 a Item on lifestyle of prehistoric people. **b** Results (% of yes answers; pre-test (left) and post-test (right))

The correct figure 8 is shown below.

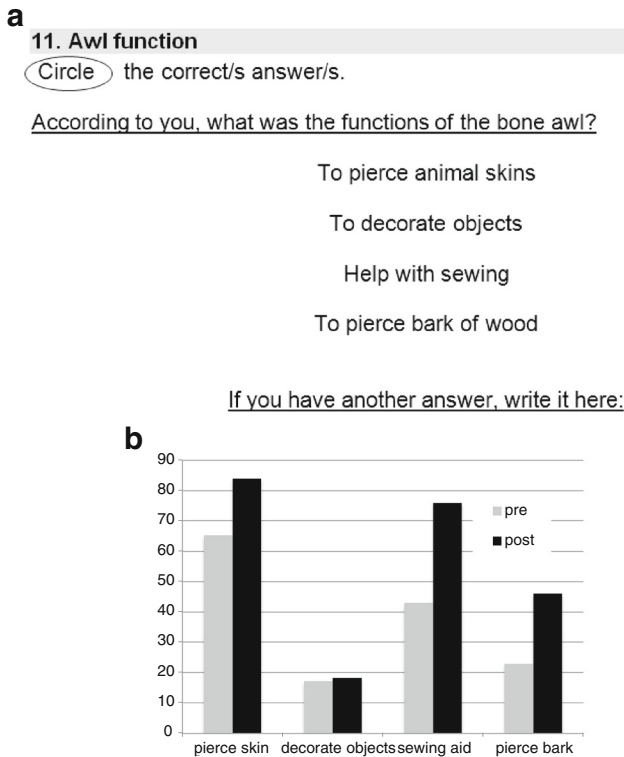
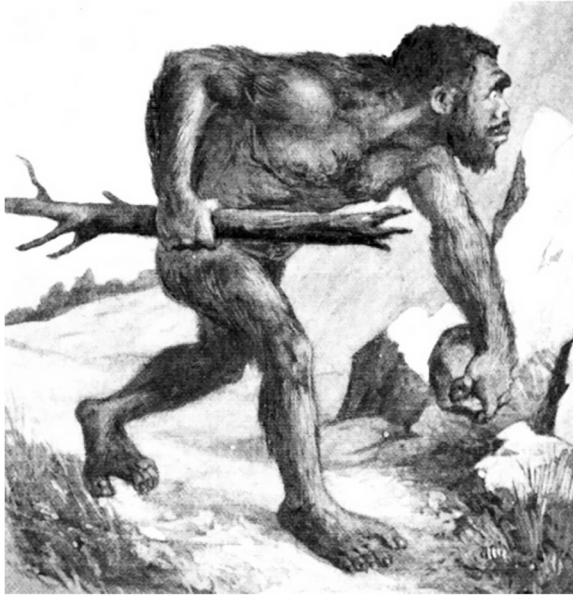


Fig. 8 a Item on bone awl function. **b** Results (% of yes answers; pre and post-test)

The correct figure 9 is shown below.

a



b

1. Prehistoric Man

Circle ☐ the adjectives that, according to you, describe Prehistoric Man well in the list below. You can also add other adjectives.

Ugly

Smart

Dirty

Violent

Sensitive

Stupid

☐ I have no opinion on this subject

Fig. 9 a Typical illustration corresponding to the “brute caveman” stereotype (public domain, Wikimedia 2018) as used in the following item: *Does this picture correspond to how you imagine a prehistoric man?*

b Another item probing for the mental representation of prehistoric Man: *Circle the adjectives that, according to you, describe prehistoric Man. You can also add other adjectives*

The correct figure 10 is shown below.

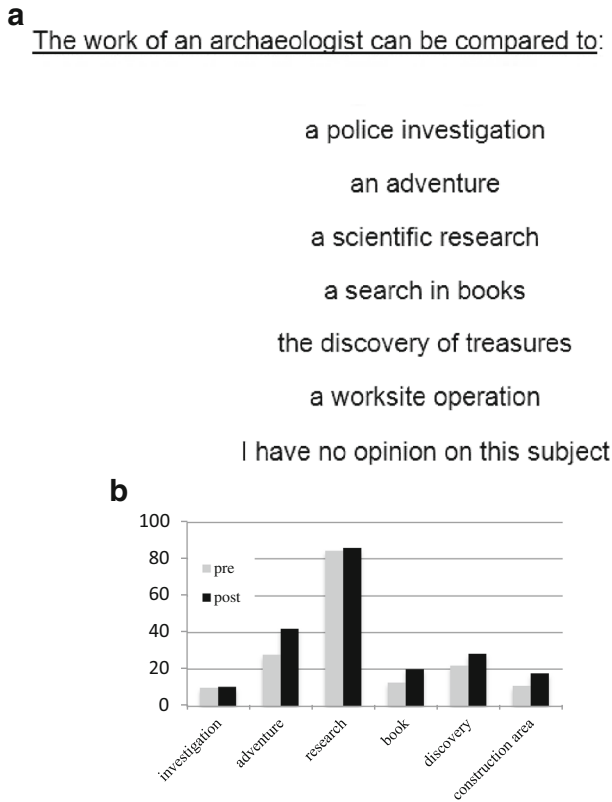


Fig. 10 a Question on archaeology as work. **b** Results (% of answers; pre and post-test)

The correct figure 11 is shown below.

a

1. Climate

> Circle the correct/s answer/s.

According to you what was the climate about 20,000 – 30,000 years ago when men were painting in caves?

- It was colder
- Glaciers covered part of Europe
- The sea level was lower
- It was warmer
- It was hot and humid
- The climate was the same as today
- I have no opinion on this subject

b

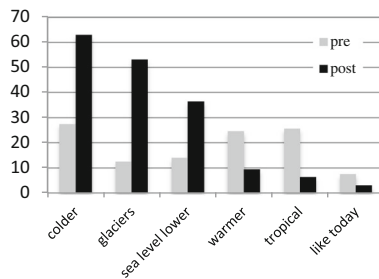


Fig. 11 a Question on climate. **b** Results (% of answers; pre- and post-tests)

The correct figure 12 is shown below.

16. Animal parts

Make all the links possible between the two columns below

According to you, which parts of the animal could be used? What function each of these elements had?

Flesh	To feed themselves
Bones	To make clothes
Skin	To make tools
Tendon	To make jewellery
Teeth	To make blankets
Antlers	To cover tents
	To make ropes
	To make weapons

Fig. 12 An item which was not well understood by many students

The correct figure 13 is shown below.

1. It makes the life of these far-away men and women much more closer and concrete
2. Directly linked to the school program
3. Practical aspect and active participation of the students + entertainment aspect
4. It is concrete and illustrative for the kids
5. Excellent idea. The workshops blend history, creative activities and relational aspects. Cantonal examinations have included this subject
6. It was simply awesome. The teachers do not have the time, budget or material to organise that kind of workshops
7. It is not often that practical activities are found in history (and of quality)

Fig. 13 Why a generalisation to other classes would be desirable (reasons given by teachers)

The original article has been corrected.

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