

Reconstructing Landscape Meaning: Collaborative Heritage Education and Community Engagement as Catalysts for Social Transformation

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Abstract:

Prehistoric research often faces the challenge of bridging the gap between scientific evidence and public understanding¹. To address this, this session explores how archaeological fieldwork can function not merely as data collection, but as a social mechanism to transform community perceptions and foster heritage stewardship. We invite contributions that analyze collaborative approaches integrating archaeologists, pre-service teachers, and local cultural communities into a participatory research framework.

Drawing from models such as the fieldwork at the Citapen Rock Art Site (Indonesia)—where historical uncertainty was countered through the synergy of academic findings and local ancestral narratives—this session seeks to highlight the essence of “Archaeology in Motion”. Reflecting the theme “Archaeology in Motion”, we examine how knowledge actively moves from academic findings to social practice, reshaping passive landscapes into valued cultural identities.

We aim to discuss how students, as future educators, gain authentic experience in interpreting the past, and how local communities act as custodians. Furthermore, this session will examine how scientific validation can alter local “mindsets” and drive heritage-based policies, such as official cultural heritage recommendations. Ultimately, we argue that this collaborative model serves as an effective instrument of heritage education, preparing society to shoulder future responsibilities in preserving the past. We welcome papers from global contexts that discuss similar pedagogical and community-based strategies.