	Implementation schedule	Physically/remotely	Contact hours	Autonomous work for students (max hours)	Learning outcomes
Activity 1	Introduction to the concept of transhumance - Ethnographic and archaeological background and its archaeological identification. Students will be required to independently identify and document examples of transhumance in the region where they live, drawing on local knowledge, available sources, and the conceptual framework introduced in the course.	**remotely**	**2**	**4**	Students will be able to explain the concept of transhumance, recognise its ethnographic and archaeological indicators, and independently identify and document examples in their local region.
Activity 2	Activity focuses on identifying transhumant routes in the southern Velebit region of Croatia through the integration of archaeological evidence, environmental data, and ethnographic and historical sources. Students will work in groups to review available sources on transhumant routes in a selected area of the southern Velebit (case study) and present their findings, using archaeological and ethnographic literature, satellite imagery, LiDAR data, and related sources to identify routes, pastures, water sources, shepherd shelters, caves, and other relevant features.	**remotely**	**3**	**4**	Students will be able to collaboratively analyse multiple data sources to identify and map transhumant routes and associated landscape features in a selected case study area.

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Activity 3	The preceding activity will conclude with student presentations and a collective discussion and commentary on the results of their research.	**remotely**	**3**	**4**	Presentation skills Students will be able to clearly present their research findings and critically engage with the work of their peers through discussion and constructive feedback.
Activity 4	The next activity involves the joint identification of potential archaeological features along these routes, allowing students to learn how to recognise such structures in the landscape and to understand why certain locations are interpreted as having an archaeological background. As a final student task, participants will collaboratively design a “hiking-style” route that integrates all acquired knowledge, highlighting and mapping archaeologically and ethnographically significant locations along the path.	**remotely**	**3**	**6**	Students will be able to identify potential archaeological features in the landscape, understand the reasoning behind interpreting specific locations as archaeologically significant, and collaboratively design a route that integrates and maps archaeologically and ethnographically important sites.

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Activity 5	If feasible - Activity 5 is designed as a short field trip, consisting of a walk along a section of the selected route, if circumstances allow. This activity provides students with the opportunity to directly engage with the landscape, putting into practice the knowledge and skills they have acquired throughout the course. During the excursion, students will be encouraged to observe and discuss potential archaeological and ethnographic features in situ, including pastures, water sources, shepherd shelters, caves, or other landscape elements relevant to transhumance practices.	**physically**	**4**	**3**	Students will be able to apply their knowledge in the field by observing, identifying, and discussing potential archaeological and ethnographic features along a transhumant route.
Activity 6	The next activity consists of student presentations of the previous task, followed by discussion, feedback, and corrections. Following this, the task will be to produce the final version of the route based on feedback and revisions.	**remotely**	**3**	**4**	Presentation skills Students will be able to present their work, critically evaluate feedback, make revisions, and produce a polished final version of the transhumant route.

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Activity 7	The final activity involves presenting the completed route and discussing how the same approach could be applied to the regions where the students themselves live.	**remotely**	**3**		Presentation skills. Students will be able to apply their understanding of transhumance by collaboratively designing and presenting a “hiking-style” route that highlights archaeologically and ethnographically significant sites and reflect on how similar transhumant practices could be identified in their own local regions.
Total Hours			**21**	**25**	

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