



Europeana – Core Service Platform

DELIVERABLE

D 3.3: PLAN FOR DISTRIBUTION IN EDUCATION

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1. Introduction

With the strategic move from a portal to a digital service infrastructure (DSI), Europeana's efforts are shifting from aggregation and single access towards active re-use of Europe's cultural heritage in multiple environments. For most impact, we will work primarily with the creative industries and target three main markets: education, research and tourism.

Europeana will enhance its presence in the education market through direct distribution partnerships with innovation-driven player who have big, already established, audiences and well-known services and platforms. By making Europeana data available in partners' online environments, we will be able to reach their networks easier, faster and at much larger scale. For the project period May 2015 - May 2016, we will work together with three key partners: [European Schoolnet](#) (EUN), [EUROCLIO](#) and [Inventing Europe](#) (SHT).

This plan reflects the individual distribution plans of the three partners and elaborates how, together, we will establish and improve mechanisms for distribution of Europeana data in partners' educational systems. It also provides the metrics to track our progress and measure success and includes dissemination plan to promote our joint efforts and increase visibility on the educational market.

The partners will meet virtually at regular intervals between September 2015 and May 2016 to discuss progress and make adjustments to the plan.

2. Key partnerships (profile)

This section outlines the specialisation, key audiences and main online environments of partners that are suitable for the distribution of Europeana data.

2.1 European Schoolnet (EUN)

[European Schoolnet](#) is a network of 31 European Ministries of Education, based in Brussels, Belgium. As an international not-for-profit organisation, they aim to bring innovation in teaching and learning to their key stakeholders: Ministries of Education in Europe, schools, teachers, researchers, and industry partners.

EUN provides a wide range of digital resources and services to their networks. One of key services is the [Learning Resource Exchange](#) (LRE) which enables European primary and secondary school teachers to find quality Open Educational Resources (OERs) from many different countries and providers. The principle upon which the LRE is based is very simple. The LRE collects descriptions (i.e., metadata) of OERs and compiles them into a searchable catalog service. E-learning platforms (e.g., Virtual Learning Environments, Educational Portals) connect to the service using the LRE Application Program Interfaces (APIs) so that the catalog can be consulted by the users of these connected e-learning platforms. These platforms are the primary customers of the LRE. They use the LRE to broaden the amount of OERs they can offer via other platforms, to their end-users. They belong to three categories:

1. Thematic portals managed by European Schoolnet (e.g., Scientix, Safer Internet, LRE for Schools);
2. Platforms managed by Ministries of Education (e.g., Flemish Community of Belgium, Sweden, Portugal, Lithuania, Czech Republic); and
3. Platforms managed by other partners of EUN (e.g., Movistar Spain).

Given the specificity of its audience, the LRE catalog does not aim at referencing all the OERs available in Europe and beyond but rather resources that “travel well” across national, cultural and linguistic boundaries so that they can usefully complement the national resources already offered by Ministries of Education. In order to help with the identification of these travel-well resources, EUN and its partners have published a set of 7 “Travel Well” criteria¹:

1. Transnational topics (must be present): The resource addresses curriculum topics that could be considered trans-national. For example, teaching multiplication is usually covered in every national curriculum, but teaching the folklore of a very specific region is not. It can also be a resource well suited for use in multi-disciplinary or cross-curricular contexts;
2. Knowledge of a specific language is not needed (must be present): The resource can be used without having to translate accompanying texts and/or the resource may be available in at least 3 European languages. For example, a resource might be a video where the narrative can be turned off, or it employs icons, images, animations, maps, etc. making its contents understandable for everyone;
3. Stored as a file type that is usable with generally available software: The resource can be used in any environment (online and offline) and runs on multiple platforms (also hand-held, interactive whiteboards);
4. Methodological support for teachers is not needed: Subject teachers can easily recognize how this resource meets their curriculum requirements or how this resource could be used in a teaching scenario without further instructions. This criterion should not be used to assess the usability (technical qualities) of a resource;
5. Intuitive and easy to use: The resource is intuitive to use in the sense that it has a user-friendly interface and is easy to navigate for both teachers and students without having to read or translate complex operating instructions;
6. Interactivity with or without feedback in a digital environment: This kind of resource invites or requires a significant degree of user input or engagement, other than just reading something on a page in an online or offline environment. The interactivity can be simple or complex. Simple forms can be feedback on correct or incorrect answers in a drill/practice scenario. Complex forms can be lab activities that produce different results depending on user actions or hints to help complete tasks successfully in an online environment. An interactive resource that does not provide feedback but still requires user input would be a geometric 3D shape that can be moved and turned. Examples of non-interactive resources are a worksheet you print out to hand to students or a powerpoint presentation that presents information to students but does not react to student input; and
7. Clear license status: The user can easily find information about the license/rights (sometimes called Terms of Use, Copyright or Permissions) for this resource. These statements explain if users or educators are allowed to make copies, or remix or redistribute a resource, or use images from the site in a blog without contacting the photographer, or if they can put this resource in a VLE like Moodle, etc. This license/rights information should be understandable for a typical user.

So far, Europeana collections have been a rather unexploited resource for EUN networks. Therefore, in the next months, EUN and Europeana will work on selecting relevant Europeana content according to the above mentioned needs and criteria, integrating this content in the Learning Resource Exchange catalog and highlighting it on the LRE for Schools portal.

2.2 EUROCLIO

[EUROCLIO](#), the European Association of History Teachers, represents 44 member associations and 15 associated members from 52 countries. EUROCLIO supports the development of

¹ This work was carried out as part of the eQNet project - <http://www.eqnet.eun.org/>

responsible and innovative history and heritage education by promotion critical thinking, multi-perspective, mutual respect, and the inclusion of controversial issues. It also seeks to enhance the quality of history education through capacity building for educators and producing and implementing innovative teaching tools.

In addition to being an active member of the Europeana network, EUROCLIO is also a member of various international education-related networks, including EUCIS-LLL (a European network of European Associations that are active in the field of education based in Brussels), European Heritage Alliance 3.3. (an informal European sectoral platform composed of 30 European or international networks and organisations active in the wider field of cultural heritage brought together by Europa Nostra), DARE (a network of stakeholders that are working on Democracy and Human Rights Education), Anna Lindh Foundation (a network of civil society actors focused on dialogue between cultures in the Euro-Mediterranean region), etc.

In addition, EUROCLIO has worked together with the following organisations that would be able to reach out on a transnational level in Europe and beyond: Anne Frank House, EAEA - European Association for the Education of Adult, EUROGEO – European Association of Geographers, Europa Nostra – The Voice of Cultural Heritage in Europe, EMA - European Museum Academy, HEH – House of European House and NEMO - The Network of European Museum Organisations.

The core community that EUROCLIO works with are professional association of educators in the field of history, heritage and/or citizenship educators. These associations are civil society organisations, mostly based in Europe, that bring together educators communities on a national level. A list of EUROCLIO members associations is available on www.EUROCLIO.eu.

Educators can be curriculum developers, textbook authors and developers of other teaching materials and tools, teacher pre-service and in-service trainers, teachers in primary and secondary schools and in higher education, trainee teachers, and also assessment experts, educational advisors and inspectors, educational staff in museums and institutes, and board members of professional associations.

Educators teaching social studies (civics, economy, history, geography, religious studies and political sciences) and art & art history will be the most likely users of cultural content in educational environments. Also, these educators are most likely to make use of (cultural) sources that are:

- Quick to find
- Help them to achieve learning outcomes²;
- Curated and contextualized;
- Of sufficient quality³;
- Superior to sources from other websites;
- Available for re-use (e.g. they are licensed under an open license)⁴;
- Useable in the educational environments that educators use themselves.

According to the research of EUROCLIO, educators don't look for large quantities of sources but prefer to find a smaller set of sources from which they can chose the one they like best.

In line with these needs and its mission to deliver innovative services for educators, EUROCLIO has developed [Historiana](#), an online platform for history, heritage and citizenship education. In

² The learning outcomes are very different across subjects and across countries.

³ For example, the low resolution of an image does not prevent most educators from using it, as long as all it provides sufficient detail to do the exercise.

⁴ Not all educators are concerned with the licensing of material for use in their educational practice. However, concerns about copyright do seem to prevent (some) educators from sharing their resources, especially under open licences.

the Historiana Learning section history students (14+ years old) and educators can find digital sources (including Europeana collections) and tools to create their own learning activities in their own language. By enabling access to Europeana data, EUROCLIO helps educators quickly find rich, reusable and less known sources that can provide new perspectives on historical events, developments, people and locations.

2.3 Inventing Europe (SHT)

[Inventing Europe](#) aims to explore the history, culture and formation of Europe through the lens of technological objects and images. It is a collaborative online platform developed by [Foundation for the History of Technology](#) that connects the digital collections of over 13 cultural and science heritage partners from across Europe, including Europeana, with the research results from about 300 scholars from Europe and North America who are active in the [Tensions of Europe](#) Research Network.

Many of these researchers are employed with universities and teach on a regular basis. The subject of their Bachelor and Master courses varies considerably, ranging from European history, to civil engineering, cultural heritage management, to ethnology, economic history, architecture and informatics. The courses focus (often partially) on the role of technology in the making of their countries within a European context. Therefore, several of these teachers use Inventing Europe as part of assignments and lectures during their courses, as Inventing Europe is an innovative and creative teaching tool which surpasses traditional teaching techniques. The learning objectives of these assignments vary considerably, from learning historical research skills to in-depth conceptual and methodological research on particular questions.

Currently, teachers and students can access six virtual exhibitions and 55 tours on Inventing Europe, on various topics related to the history of technology in Europe. Each tour consists of up to six stories and six objects. The majority of the thematic tours use the Europeana API to retrieve and display content gems from Europeana related to the topic of the stories within the tours. In addition, educators can benefit from the sample learning assignments and courses outlines available on the special [Education page](#). A (better) integration of Europeana collections in Inventing Europe services will greatly support university teaching by enabling students explore diverse, rich and pan-European collections, helping them pose new questions and creating their own narratives.

3. Distribution mechanisms

3.1 EUN Learning Resource Exchange Catalog and Connected Portals

European Schoolnet aims to integrate Europeana resources to the LRE catalog by February 2016. Below a more detailed description of the process stages:

- **Resource identification:** Europeana contains millions of digital resources that have no or little pedagogical interest so there is no sense in adding them to the LRE. Therefore, the effort will initially focus on identifying a subset of Europeana that has the potential to travel well (as explained in section 2.1). Special attention will be paid to the identification of pedagogical resources prepared by the educational departments of cultural heritage organizations;
- **Metadata acquisition:** Once relevant resources have been identified, a second step will be to prepare queries necessary to obtain the metadata records describing these resources by using the Europeana API;

- **Metadata mapping and vocabulary crosswords:** In the LRE catalog, OERs are described according to the LRE Metadata Application Profile (<http://lreforschools.eun.org/web/guest/metadata>), which significantly differs from the metadata model and the controlled vocabularies used to describe the Europeana resources. Therefore, in order to import metadata records into the LRE, it will be necessary to map them from the Europeana application profile to the LRE one;
- **Metadata filtering:** It is expected that queries will not be selective enough and that, among the results returned when querying the Europeana API, some results will not be relevant. Therefore, it is planned to further filter and curate these results to ensure that only relevant resources are added to the LRE as well as to analyse, document and feed them back to Europeana, ideally in a machine-readable format
- **Metadata enrichment:** In order to increase their retrieval and reuse, the metadata descriptions of resources considered as especially interesting from a pedagogical and travel-well standpoint will be further enriched with educational metadata by human indexers; and
- **Automation:** Finally, the whole process (with the exception of the manual enrichment step) will be automated so that it can be repeated on a regular basis (i.e., at least weekly). This will guarantee that relevant resources added to Europeana are automatically included in the LRE catalog.

3.2. EUROCLIO

Currently, educators can access and explore Europeana collections through the “search and select” tool in the Historiana learning environment. Once they find data relevant for their assignments or just topic of interest, they can use the available tools to design a learning activity using this content. The educators are also encouraged to use the already available learning activities on specific themes, such as WW1.

3.2.1 Search and Select Tool

EUROCLIO will improve the search and select tool to deliver richer and more relevant Europeana results to the interested users. A full delivery plan detailing the search and select tool development and its testing and feedback loops will be written for the beginning of September 2015 and implemented upon agreement with Europeana.

In addition, the partner will select Europeana content on specific topics and feature these curated datasets on Historiana and Europeana Labs as suitable for the teaching and learning of a specific subject (in history and heritage).

At the moment EUROCLIO is mostly focussed on using visual and/or audiovisual Europeana content from the 19th and 20th century. A list of themes and content areas is included as Annex 1 as starting point for testing the search and select tool's use of Europeana data and the creation of curated content collections suitable for education.

3.2.2 Historiana Learning activities

The Historiana Learning section features learning activities as an example of how to implement certain teaching methods, overcome teaching challenges and/or how to promote the students' acquisition of historical thinking skills. The learning activities provide all the information needed for the students and their teachers to implement the activity in practice. The exemplar educational resources in the learning section focus on the First World War, making use of the diverse and rich materials available on the Europeana1914-1918.eu website. EUROCLIO will work together with

its international network of history educators on the development of new learning activities using Europeana data.

3.2.3 Testing & Future developments

EUROCLIO will also perform extensive testing of the tools and activities using Europeana data to improve their functionality and get ideas for future re-use of Europeana data. Most of the user testing can be done by EUROCLIO directly, as the EUROCLIO staff members and trainees that are working on the Historiana programme are frequent users of Europeana. The testing of the use of the Search & Select by history educators will be done in other EU projects that EUROCLIO is involved with. In the coming period there will be opportunities for direct testing with history educators, with an emphasis on their use of Europeana data via the search and select tool:

- The Decisions & Dilemmas Project will bring (history) educators from all 28 EU countries together during an international training programme (in February 2016)
- The International Training Programme will bring over a 100 history education specialists together in Belfast in March 2016
- The Silencing Citizens through Censorship will bring history educators from at least France, Germany, Hungary, Italy, Republic of Macedonia, Poland and Spain together during at least 2 occasions of the project (October 2015 and March 2016) In addition to the testing, the participants will discuss design of the new learning activities using Europeana data.

For each of these events a mini feedback report will be made for use for future enhancements, detailing how useful Europeana was and what needs to be changed.

What's more, EUROCLIO will reach to their educational communities via its communication channels (website, twitter, Facebook) and ask for feedback on the latest tool/activities developments. Another possible tester group is students from the international and European school in The Hague. Initial contacts have been made, for example with the French International School. Once again, feedback will be documented and used for future enhancements.

3.3 Inventing Europe

Inventing Europe supports educational communities through various digital activities and functionalities on their portal. Some of them have already integrated Europeana data whereas others are still unexploited and of high potential outreach.

3.3.1 Themed exhibitions and tours

Now, teachers and students can access six themed exhibitions and 55 tours on Inventing Europe, on various topics related to the history of technology in Europe. Each tour consist of up to six stories and six objects. Below most of the stories and objects in the tours, students can explore the topics further (audio)visually, by browsing related search results from the Europeana collections. Students have the opportunity to share their favorite stories and objects via social media (Pinterest, Twitter, Facebook and Google+).

Currently, 198 Europeana API queries are setup to retrieve relevant digital resources supporting the topics of the various stories. These existing API queries need to be working and improved in consultation with Europeana. On the basis of enquiries with teachers, the existing Europeana API queries will be improved by adding new keywords and filters where possible so that they return more relevant results for teachers and students.

In the next months, SHT will also setup 35 new Europeana API queries related to the upcoming Inventing Europe curated tours on the themes of X-Ray Winner of WWII, Myth of the National Engineer, In Tandem Innovation, Building a Better World, Building Europe on Steel, and Enlightening Europe.

Both existing and new API queries improvements (e.g.: words/ phrases used) will be documented and analysed for future reference and action.

3.3.2 My Europe space

[My Europe space](#) is a beta version of Inventing Europe's interactive environment. Here students and teachers can re-use the content and objects from Inventing Europe and Europeana. In particular, they can discuss tours, objects or stories, and create their own tours through European history, either alone or in groups. They are able to share their personal tours by exporting them as pdf, and send their tours to their teacher, friends, and via their own social media channels.

The My Europe environment allows subscribers to search Europeana collections for their own curated tours via a basic search box. No special filters have been applied e.g. the users can perform only a simple keyword search. Consulting teachers, and in sharing experiences with EUROCLIO, SHT will research what it takes to create a search tool that speaks to teachers and students' needs and looks to develop the tool in the second half of the project.

3.3.3. Education page

Teachers across Europe can join Inventing Europe's teaching community and get access to various online tools on the special [Education page](#) to teach modern European history from a perspective that is pan-European, transnational and uses the lens of science and technology.

On this targeted online space educators can find sample courses and assignments, study guides, worksheets, lesson plans, and videos dealing with concepts and methodology, which they can share in class.

By February 2016 SHT will integrate Europeana data in the teacher lecturing section, in six of the existing (short and intensive) assignments and in two lecture aids, and create five new learning assignments.

Based on the feedback from educators received while using the current Inventing Europe services as well as in skype calls, individual meetings and at events, SHT will recommend possible themes around science and technology for future content acquisition and aggregation on Europeana. Currently, the number of collections that are accessible through Europeana on the History of Technology and Science is rather limited. More and high quality collections in this area would increase and improve the re-use of Europeana data amongst the Inventing Europe audiences.

4. Dissemination

Dissemination increases the visibility of Europeana data to educational communities. Partner communities have access to various educational resources; therefore, the work described in the previous section, in particular, new and improved services and the availability of curated datasets has to and will be widely communicated to these communities. All three partners will start with a short intensive awareness raising of the additional resources from Europeana and continue with

ongoing flagging up of new resources or tools via the existing channels. Europeana will strongly support the campaigns via its own channels.

A large part of the promotion will be via social media and at events due to their instant and viral outreach; however, some partner-specific channels deserve special attention in targeting particular communities. To coordinate better the planning of the dissemination campaigns with the three partners and Europeana, a communications grid will be created and maintained. It will be completed by each of the partners and reviewed in the regular virtual meetings of the group. The document will provide an overview of the planned campaigns and, for each campaign, will outline its key components as shown below.

[Comms Grid template](#)

CAMPAIGN NAME					
Message focus	Audience	Channel	Actions	Responsible	Deadline

4.1 EUN

Once Europeana is connected to the LRE portal, Europeana’s resources will be presented as a new collection of the LRE Catalog and advertised using the following channels:

4.1.1 LRE Subcommittee of the EUN Steering Committee

The LRE Subcommittee is the governing body of the LRE. Its members are representatives of the different platforms connected to the LRE and meet twice a year. The current Europeana DSI project was presented during the Subcommittee meeting of 11 June 2015. During meetings in the autumn 2015, Subcommittee members will be kept informed about the progress of the project and the availability of the Europeana collection. They will be invited to promote the new collection to their users.

4.1.2 LRE for Schools Portal

Europeana will be listed on the [content provider page](#) of the LRE portal and once available, Europeana resources will be featured for a month (February 2016) as “highlighted resources” on the [portal home page](#);

4.2.3 Social media

Europeana curated collections will be extensively promoted on EUN Twitter account (@eu_schoolnet, 10.2K followers) and Facebook page (european.schoolnet/ 9432 likes)

4.2.4 EUN Newsletters

The partnership with Europeana as well as the work done on the LRE portal will be also communicated in the respective EUN newsletters:

- EUN monthly newsletter (1500 subscriptions): focuses on policy and projects developments;

- EUN teacher newsletter (8000 subscriptions): on training, events, resources and publications;
- EUN Members update (quarterly): for internal use only among the ministries of education which are EUN members, consists of a summary of past activities and main announcements of interest for them.

The articles and mentions related to the distribution of Europeana data in EUN environments will be scheduled in the aforementioned Comms Grid.

4.2 EUROCLIO

EUROCLIO will continuously advocate for a wider use of digital heritage in education and communicate its work with Europeana on the following channels:

4.2.1 Social media

EUROCLIO plans ongoing promotion of the tools and learning activities using Europeana collections via Facebook (3.000+ members), Twitter (500+ followers) and LinkedIn (1.500+ followers). The posts will range from calls for testing to announcements of the new tools available to educators. The social media will also serve as an instant feedback mechanism for EUROCLIO's networks on their use of Historiana tools (in particular the search and select tool), Europeana curated datasets and the learning activities using Europeana data. From February 2016 onwards there will be messages via social media every two weeks.

4.2.2 Newsletter

Another dissemination tool is EUROCLIO's newsletter which reaches 10.000+ educators in Europe and beyond and is issued ten times a year. There will be four Europeana-related publications till May 2016:

- Two in 2015 (October and December)
- Two in 2016 (February and April)

Publications will cover topics from training educators in using Historiana's tools, including the search and select tool to browse Europeana, to calls for testing, surveys, announcements of tool improvements or new functionalities, Europeana curated datasets and case studies.

4.2.3 Events

EUROCLIO will organise and attend various education-related events where they can promote the partnership and the joint work in formal and informal settings. For each event, a breakdown of the communication (including requirements for speakers or collateral) will be included in the Comms Grid.

Events organised by EUROCLIO:

- Core Team Meeting "Innovating History Education for All", 21-23 August 2015, The Hague (6 core team member of the Historiana Learning Team)
- Training Educators "Dom Pokoju", 24 August 2015, Amsterdam (5 core team members of the Historiana Learning Team + 36 educators from Poland)

- Kick-Off “Teaching Europe”, 25-27 September 2015, Barcelona (30 educators representing all 28 EU countries)
- Kick-Off “Silencing Citizens through Censorship”, October 2015, The Hague (Representatives of EUROCLIO member associations in Hungary, Italy and Macedonia)
- IHEA, December 2015, The Hague (6 core team member of the Historiana Learning Team)
- Final Meeting “Decisions & Dilemmas”, February 2016, Location t.b.d. (50 educators representing all 28 EU countries)
- Annual EUROCLIO Conference, 21 - 26 March 2016, Belfast, Northern-Ireland (100 educators from 25 different countries, including those beyond Europe)

Events organised by EUROCLIO’s partners:

- ‘Them’ and ‘Us’: Citizenship Education in an Interdependent World NECE, 22-24 October 2015, Thessaloniki
- Finnish History Teachers Association, Annual Conference, October/November 2015, location tbc
- Dutch History Teachers Association, Didactiekdagen, 13-14 November 2015, Vught
- Europeana AGM, 3-4 November 2015, Netherlands, Amsterdam
- EUScreen XL, 3-4 December 2015, Poland

4.2.3 Teacher trainings

EUROCLIO will develop strategic partnerships with professional teacher training institutes, such as School of Education at the University of Iceland. EUROCLIO will introduce the search and select tool as well as the Europeana curated datasets in any future trainings hosted by these partners institutes. Each partnership will be documented by EUROCLIO and the details passed to Europeana.

4.2.4 Case studies

EUROCLIO in cooperation with Europeana and other partners that are contributing to the Europeana Task Force for Education will write four case studies on various aspects of using Europeana in education. Possible topics are:

- Use of Linked Open Data in education
- An example of giving direct access to sources found on Europeana in an online learning environment
- How Historiana encourages the use of digital cultural collections by providing tools to online learning activities with digital heritage
- How Inventing Europe encourages the use of digital collections from various content providers that together tell a new story
- How European Digital Film Gateway encourages the use of their collection in education by agreeing on a joint vocabulary on the First World War topics
- How Europeana Newspapers encourages the use of their collection in education by providing contextual information (Europeana Newspapers, How the Assassination of Franz Ferdinand was reported in Europe)

These case studies will potentially be included in awareness raising campaigns and will be included in the Comms Grid.

4.3 Inventing Europe

Inventing Europe will create and pursue a written plan to inform and involve more closely its teaching community with Europeana. The scope of this plan is to 1) provide information on the re-use of Europeana data via Inventing Europe; and 2) to turn the current teaching community into ambassadors for reaching out to other potential teachers within their own university and personal networks. The following dissemination channels will be used:

4.3.1 Social media

SHT/Inventing Europe will promote the use of Inventing Europe in education via Facebook (369 likes) and Twitter (228 followers). In November 2015 and January 2016 SHT will start special campaigns on using Europeana data in teaching, consisting of already existing as well as the first newly created Europeana API queries and assignments that includes Europeana data. These two periods are selected as a runner up to teacher work on course preparation for the second semester courses of the academic year 2015-2016. In addition, in April 2016, the partner will organise another campaign focusing on the new tours and sample assignments with integrated Europeana content.

4.3.2 Tensions of Europe newsletter

SHT/Inventing Europe will write articles on Europeana for the Tensions of Europe newsletter to reach teachers who are the most likely to use Inventing Europe in their courses. The newsletter currently reaches around 400 recipients, of which 330 are active members of the Tensions of Europe project network, and the rest are members of the N.H. Posthumus network, a Dutch network for socio-economic researchers, as well as contacts at Eindhoven University of Technology. Newsletter publications will be scheduled in the aforementioned Comms Grid.

4.3.3 Events

SHT will reach out to the educators at dedicated project related events:

- ***Tensions of Europe conference, 3-6 September 2015, Stockholm, Sweden***
SHT, in particular, Suzanne Lommers will organise and moderate a panel on teaching European history in technology. In addition, SHT will set up individual meetings with teachers to find out more about their needs and ways of improving Inventing Europe functionality for their teaching activities.
- ***A workshop with European History and Digital Humanities students, 29 October 2015, Luxembourg***
Inventing Europe will make Europeana a use-case during its one-day working group with MA students from the Université de Luxembourg. Students will act as designers of Inventing Europe and discuss possible ways to improve the platform, including how they can best use Europeana for storytelling. After the workshop the students will be asked to fill out a survey on the role of Europeana on the Inventing Europe website. The survey results will serve as a basis for a case study on re-use of Europeana data in teaching history of technology.

5. KPI & Reporting

A successful distribution of Europeana data in partners' educational systems translates not only into the mere availability of Europeana datasets in the respective online environments but also into their take up by the partners' communities. Therefore, it is important that, in addition to actual data integration, all partners collect, analyse and document usage data (quantitative and qualitative). This documentation will provide valuable evidence on the effective distribution mechanisms and guide Europeana's strategic and operational actions on the education market.

More information on the type of data collected by the partners is provided in the statistics section below.

5.1 Reporting and statistics

Most partners will make Europeana data available in their environments by February 2016; therefore, statistics can be delivered to Europeana on monthly basis from March 2016 and discussed in the regular meetings.

Below an overview of the collected data:

EUN	EUROCLIO	Inventing Europe
Which Europeana resources are actually used	Number of sources and sets of sources found on Historiana via Search & Select tool	Referral traffic from thematic exhibitions (via Google Analytics)
What are the most popular resources	Demographic user profile (country)	Number of students who have worked with Inventing Europe in their classrooms (based on interviews and surveys with teachers)
Where (country and, when available, city) the users of Europeana resources are located	Feedback on use from educators from all EU countries	Number of downloaded assignments using Europeana content
What platforms are used to access the Europeana resources		

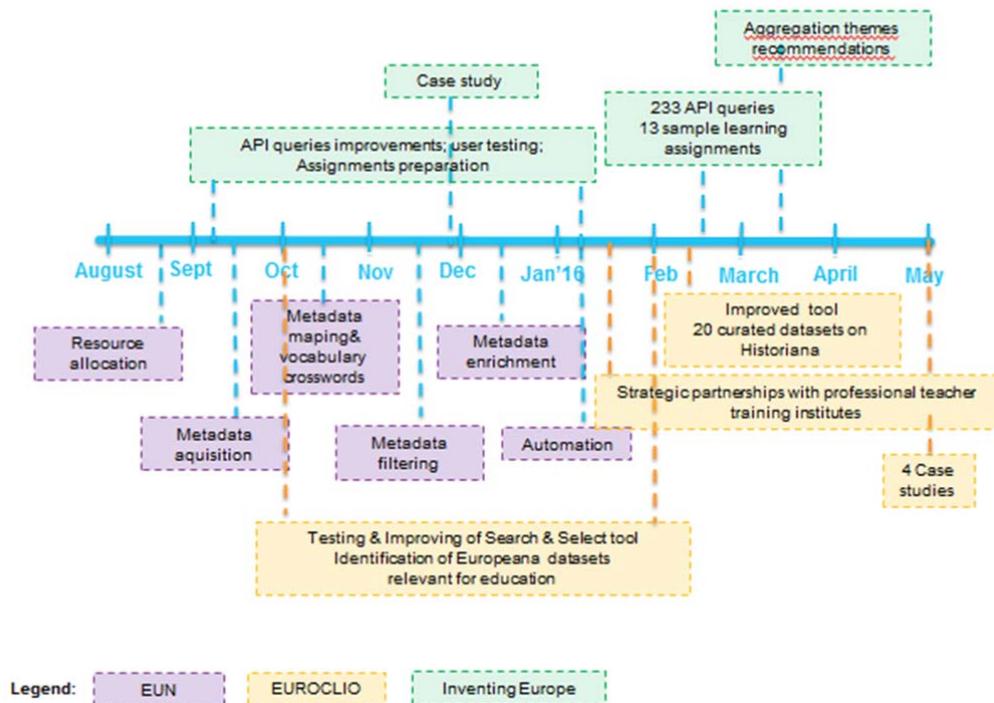
5.2 KPIs per partner

Data integration		
EUN	EUROCLIO	Inventing Europe
Integration of	Improved Search &	233 Europeana API queries integrated in

Europeana curated datasets in LRE service	Select tool in the Historiana App environment	thematic exhibitions (198 improved existing + 35 new ones)
	20 curated Europeana datasets highlighted in Historiana learning environment	13 sample learning assignments using Europeana data (update of 6 existing assignments + 2 existing lecture aids + 5 new assignments)
	Four case studies on various uses of Europeana data in education	Case study on re-use of Europeana data in teaching history of technology
		Recommendations on science and technology themes of relevance for educational communities (for further data aggregation on Europeana)
Data usage		
For all partners: documentation on the usage data, including analysis and recommendations		

6. Timeline

A joint timeline August 2015 - May 2016 is presented in the graphic below. All education-relevant events organised by the three partners and their networks are listed in the [Event tracker](#). The list will be updated on a regular basis.



Annex 1: Current Development Priorities for Historiana

Themes

A thematic approach has been chosen because looking into history from a thematic angle makes it easier to see connections between historical events, the relevance for the world we live in and legacy that remains. The broad nature of the themes that are chosen makes them relevant for various contexts, so the material can be used for multiple purposes. The thematic approach makes it possible to trace back long term developments, see and analyze turning points in history and see similarities and differences between events and locations. Through this, it shows what people share, with respect for diversity.

- **People on the move** focuses on migration and the exchange between cultures. By educating students about diversity, different cultures and minorities we aim to promote inclusiveness, solidarity to others and intercultural dialogue.
- **Rights and Responsibilities** is a theme that focuses on how ordinary people have been engaged in struggles with tyrants, absolute monarchs, dictators, totalitarian states, multinational corporations or democratically-elected governments. This theme will raise awareness amongst students on social justice and responsible development.
- **Conflict and Cooperation** will address conflicts and the process of trying to resolve these conflicts and move towards cooperation. Students will learn about conflicts and how these can be prevented or resolved.
- **Life and Leisure** focuses on the history and heritage of 'ordinary people' thereby providing a more inclusive approach to the past. Students will study other cultures and social habits closely and improve their intercultural competences. Youngsters will be better able to relate to other cultures see parallels between their own and other's histories.
- **Work and Technology** shows how people sustained themselves and their families throughout the years, but is also about creativity, innovation and problems that people found. There are clear links to environmental problems that we face around the globe today.
- **Ideas and Ideologies** by studying a variety of ideas and ideologies from all around the world. By understanding and studying other people's ideas and ideologies closely we hope that students learn empathy and respect towards others.
- **The Environment** is often associated with other sciences, but is actually an important part of history as well, especially the way human beings saw themselves in relation to the environment. By learning about people their relationship with the environment in the past students

Key Moments

Another priority for the Historiana content team is to develop material on key moments in European history. These moment are taught in history classes across Europe and relatively easy to link to the curricula and exams. It is the aim to offer a more inclusive and truly transnational approach to these key moments, making use of new research and digital heritage from a variety of archives, museums and libraries from Europe and beyond.

The priorities are:

- World War 1
- World War 2
- End of the Iron Curtain