Introduction

This document is created to a overview of all software components developed within the scope of WP4 History Education for Europeana in cooperation with Euroclio / Historiana. The focus in this document is on the software instead of the content it carries.

Software development

This is the latest document in the development process for Europeana Creative. All older documents are hereby redundant. Earlier documents were based on a complete integration of Europeana content being re-used. Later meetings with history educators revealed the fact that teachers want to upload their own sources.

This fact has a lot of influence on the entire project as we also need to maintain the Europeana integration and Euroclio wants to maintain a high quality of curated content if published within the Historiana context. The only solution which seems logical at this moment is to split the use and re-use of tools over different online identities.

Editorial environment

● Search and select tool to get content from Europeana to the Historiana database

Historiana website

● Search and selection tool to collect content from the Historiana database
● Learning activity
● Generic form
● Embed form

Independent environment

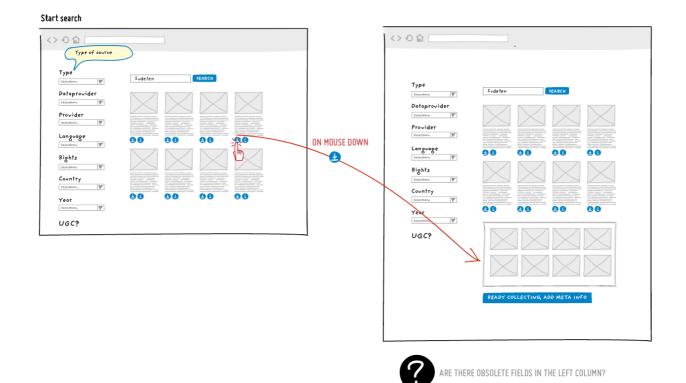● Visual analysis of sources app
● Compare and contrast app

We probably also will be working on embedding the "separated tools" within the Historiana context. When these tools are configured with curated content the use of the tools within the Historiana context is obviously perfectly ok. We need to determine in which ways this complicates the storage of configuration data and content.

Editorial environment

Search and select tool

A user (typical this would be a Historiana editor) types in a search string, can add a filter (left column), view extra information about a source (the blue button with an i) or clicks a blue button with an arrow in it to add to a collection. When a collection is made it can be added to the Historiana database. It should be possible to refine a search result by adding more keywords.

After this import the sources will be edited to contain the following meta data:

- Unique ID
- Caption (own)
- Caption (original)
- Set
- Link to Europeana
- Copyright holder (institution)
- Attribution (logo)
- Attribution (URL)
- Contributor
- Contributed on behalf of
- Copyright
- License (URL)
- License (text)

- Module
- Content Area
- Specification
- Tool (which)
- Tool (specification)
- Link to more information
- Upload
- Download link
- Embed code
- Who made the source (individual)
- Who made the source (organisation)
- When was the source made
- Where was the source made
- Which languages are used in the source?
- Text (original)
- Text (translation in English)
- Part of Collection
- Associated source type
- Associated people
- Associated places
- Associated events
- Keywords
- Age Warning
- Contextual information from EUROCLIO team
- EUROCLIO team member giving the contextual information
- Contextual information from where the source was found
- Attribution Contextual information
- Functionality needed

Where in the workflow this is suitable is still to be defined. It's a lot of meta information and maybe it's wise to add some of the data in bulk.

The metadata fields will be detailed later in a separate document, the list mentioned above gives a good overview of the area's of metadata which are collected both for instance storing the copyright information is an application by itself as there are many rules and exceptions on these rules. As specified by Euroclio even PDF scans of licenses should be storable in the database.

To complicate matters we found that a lot of initial content will be re-used from the Europeana 1914-1918 project site and content is researched and found via the scope of the 1914-18 site. This is done because the site provides more context and documents are already grouped.

The search and select tool is therefore extended with a special 1914-18 module in which an editor can paste a url of the 1914-18 site and a scraper collects all objects within the scope of that url so they can be easily selected and imported.

While this shows the power of modularity we also concluded that within this project we won't be building more of these importers as we want the emphasize the Europeana re-use.

Historiana website

Search and selection tool

Two of the tools live outside Historiana but these are also the tools that partly make use of the imported sources from Europeana. But also needs the possibilty of uploading content from the desktop.

A user can search for a source on:

- Title (caption)
- Themes (*What field is this in the meta information?*)
- Sources (When was the source made)
- Locations (Where was the source made)
- Start date / end date
- Created by / author (Who made the source: individual & organisation)
- Collection (Set? / Part of Collection?)
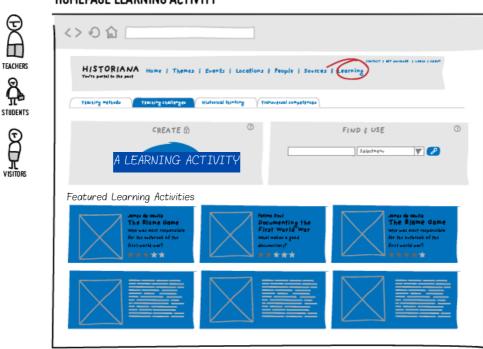- Copyright (Copyright holder (institution))
- Comment (Content Area)

Learning (section of Historiana.eu)

Learning is a section that is part of Historiana.eu and can be reached through the main navigation and a section on the homepage.

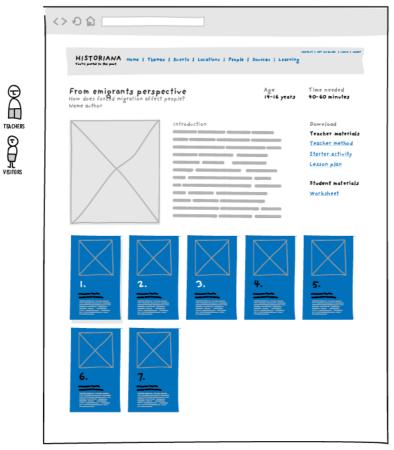

HOMEPAGE LEARNING ACTIVITY

A Learning Activity

From here a user can find the Learning Activities. A Learning Activity is based on a key question and is build with the use of the different applications. Every blue rectangle in the sketch below is a link to a Learning Activity. A Learning Activity will consist of:

- A title
- A subtitle
- A introduction
- An image
- Indicative age
- Approximate time
- Downloads for teachers
- Downloads for students

For future use it should also be possible to add a language to a learning activity. Where feasible and applicable we will use the metadata as outlined by the LRMI initiative http://www.lrmi.net

New insights

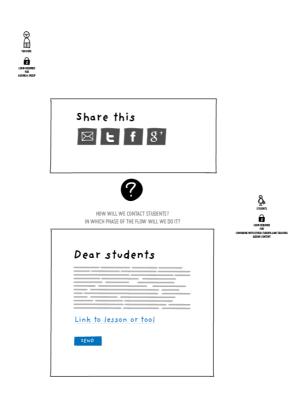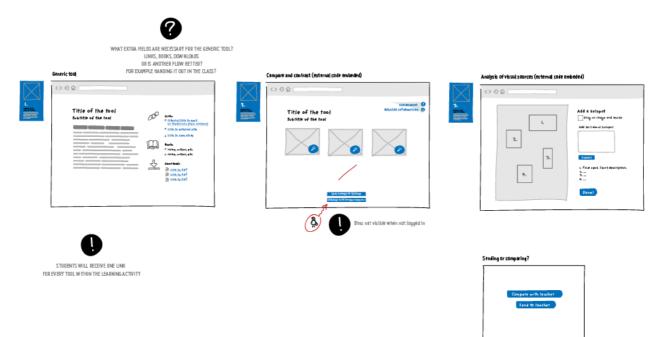Two apps (compare/contrast and visual analysis) will live as separate identities outside Historiana. Webtic is investigating how the input of a user (student) can be captured and processed. And what the best workflow for inviting the students to participate will be. Is it by mail, or is the use of social media (f.e. Facebook) a better approach.

Share this

HOW WILL WE CONTACT STUDENTS?
IN WHICH PHASE OF THE FLOW WILL WE DO IT?

Dear students

Link to lesson or tool

SEND

These applications are now the embed, the generic, the compare/contrast and the analysis of visual sources app.

WHAT EXTRA FIELDS ARE NECESSARY FOR THE GENERIC TOOL?
LINKS, BOOKS, DOWNLOADS
OR IS ANOTHER FLOW BETTER?
FOR EXAMPLE HANDING IT OUT IN THE CLASS?

Generic tool

Title of the tool
Subtitle of the tool

STUDENTS WILL RECEIVE ONE LINK
FOR EVERY TOOL WITHIN THE LEARNING ACTIVITY

Compare and contrast (external code embeded)

Title of the tool
Subtitle of the tool

Btns not visible when not logged in

Analysis of visual sources (external code embeded)

Add a hotspot

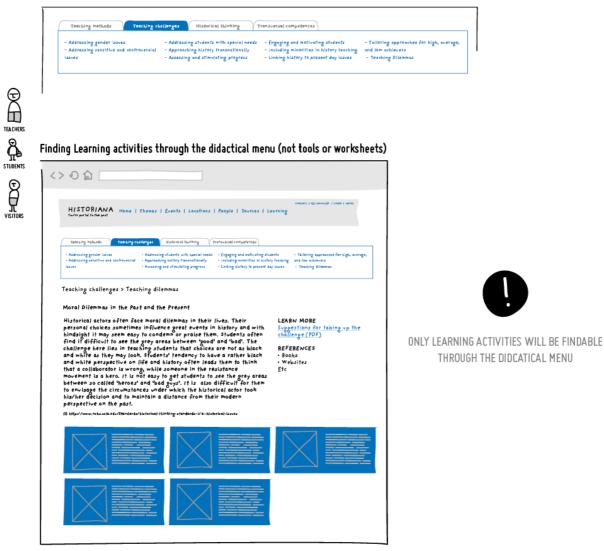**Sending or comparing?**

Compare with teacher
Send to teacher

Didactical entrance

The homepage of Learning will also have a entrance based on a didactical categorization. A template for the didactical category will have

- A title
- An introduction
- Links to learn more
- Links to references

Didactical menu

Finding Learning activities through the didactical menu (not tools or worksheets)

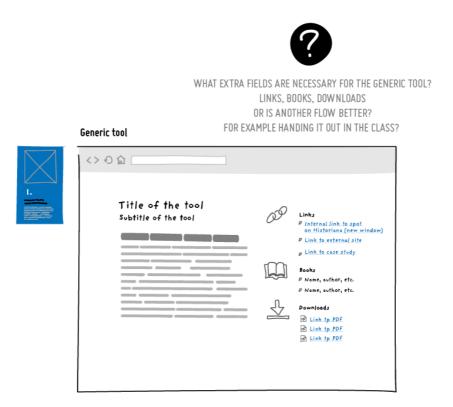ONLY LEARNING ACTIVITIES WILL BE FINDABLE THROUGH THE DIDCATICAL MENU

Internal apps

The generic and embed tool are just basic tools to write an introduction to a Learning Activity and add links te related information or to embed the code created with the external apps or with a third party app.

WHAT EXTRA FIELDS ARE NECESSARY FOR THE GENERIC TOOL?
LINKS, BOOKS, DOWNLOADS
OR IS ANOTHER FLOW BETTER?
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STUDENTS WILL RECEIVE ONE LINK
FOR EVERY TOOL WITHIN THE LEARNING ACTIVITY

The challenge is to find a good way to store and maintain external references and to build and environment in which a teacher will be able to create a content-set using just the browser.

Independent environment

External apps

The independent applications which a teacher can use to build a Learning Activity live outside Historiana. There will be a colofon where all involved parties are mentioned but there's no branding in the design. These tools can be used to upload own content. Historiana wants to gard their high standards. Because of the need for teachers to upload also their own pictures a new workflow is needed.
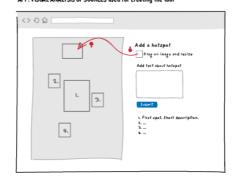
New insights

Before adding a finished tool build with an app can be placed in a Learning Activity it must be approved by a editor.