

# Removing barriers: how to unlock the potential of digital heritage for use in education?

Jaco Stoop

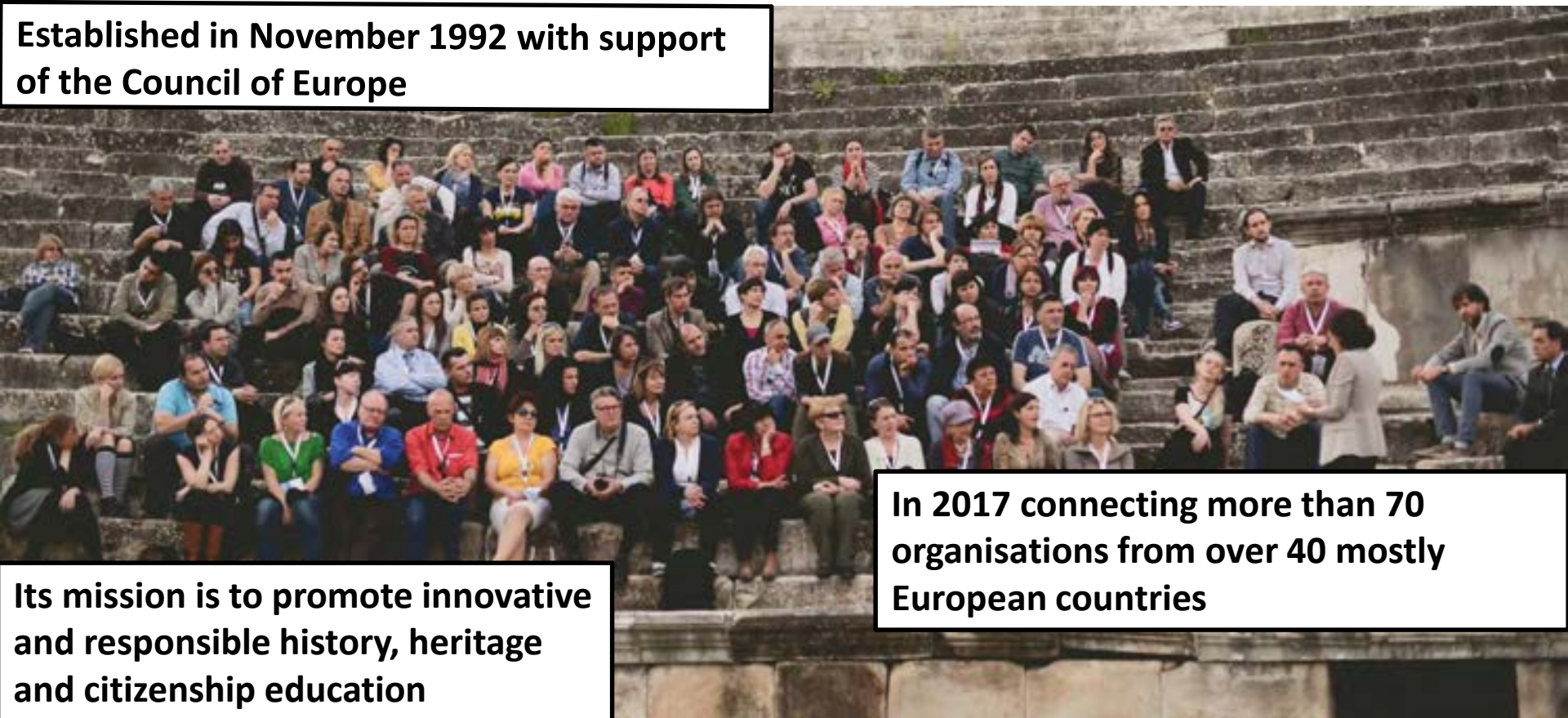
Network Coordinator

EUROCLIO – European Association of History Educators

Museums of World Culture  
Stockholm, 23 May 2017

# EUROCLIO - European Association of History Educators

**Established in November 1992 with support  
of the Council of Europe**

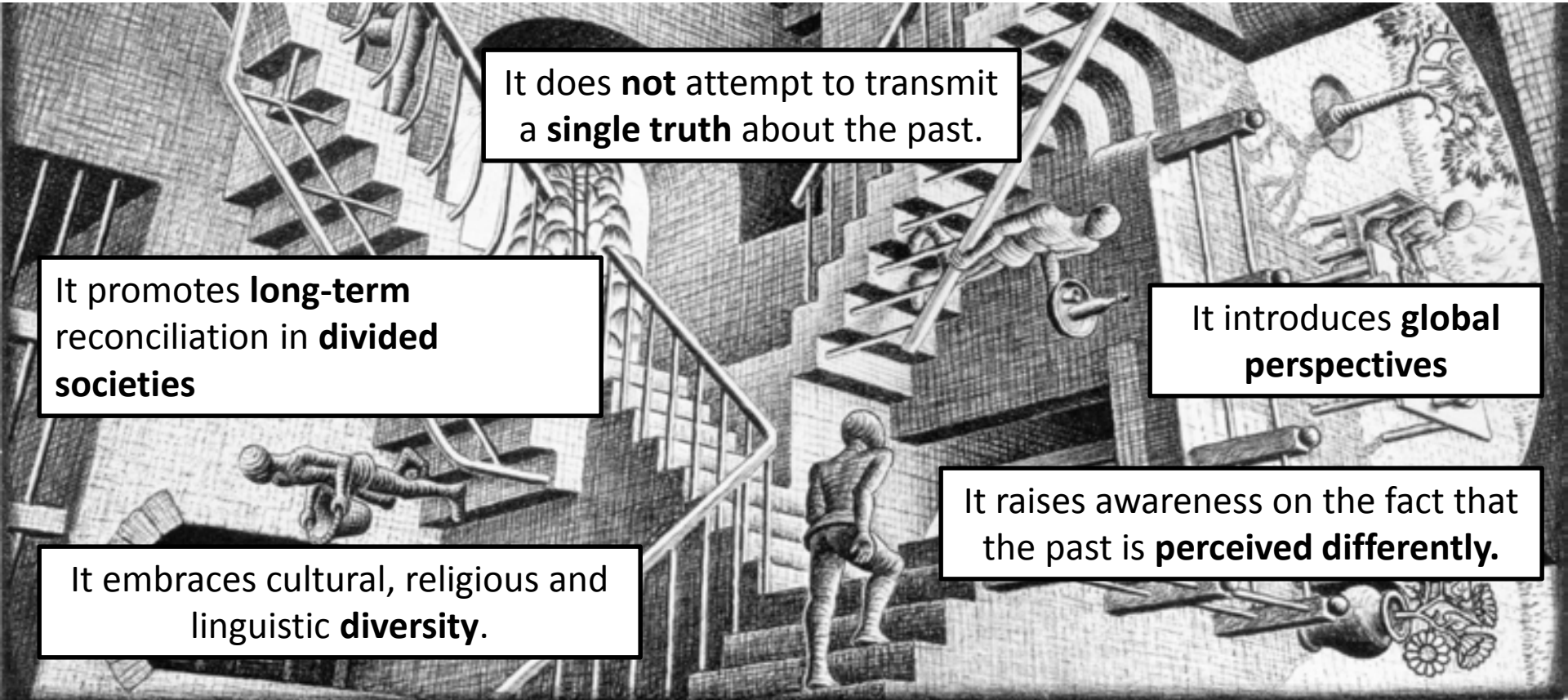


**In 2017 connecting more than 70  
organisations from over 40 mostly  
European countries**

**Its mission is to promote innovative  
and responsible history, heritage  
and citizenship education**

Participants to the EUROCLIO Annual Conference in Ohrid, listen to a speech by the French Ambassador in 2014.

# Principles for high-quality history, heritage and citizenship education...



It does **not** attempt to transmit a **single truth** about the past.

It promotes **long-term** reconciliation in **divided societies**

It introduces **global perspectives**

It raises awareness on the fact that the past is **perceived differently**.

It embraces cultural, religious and linguistic **diversity**.

Selected Principles from the Manifest on High-Quality History, Heritage and Citizenship Education, adopted by the EUROCLIO General Assembly in 2014,  
Background Image: M.C. Escher, Relativity, 1953

# Collaborative design of educational resources



Quality control by peers and external assessors

21 publications in 17 different languages

# A transnational approach to the past

Historiana  
your portal to the past

Home Themes Locations People Sources **Learning** About

Browse to a learning activity

- Historical thinking
- Teaching methods
- Teaching challenges

Follow us

Find & use  Search

Create   
An App

**Postcard of fighting around Ypres in World War 1?**  
This activity helps the teacher to use functional accounts to teach History in a simple and efficient way. How

**World War 1 recruitment posters in the perspective of the present time**  
Analyzing and understanding the past in the perspective of the

**Liberation from the camps**  
Why did some people hide their past after liberation? Why did some people rewrite their biographies? How did imprisonment affect a

**Do they have the right to commemorate?**  
Private commemoration on the graveyard of the Special Camp No. 2 in Buchenwald

# 2012: First version of Historiana online



**Recognition: World Aware Education Aware (2011) and MEDEA Special Prize (2012)**

**Challenges: Language as a barrier, Difficult to link to Curricula, Limited learning opportunities**

# Our partnership with Webrtc and Europeana

How to stimulate the use of digital and digitised heritage made available through Europeana in History Education?



# 2017: Historiana launched in beta



# The challenge: How are educators going to use these +30.000.000 results?

- Are they relevant?
- Can they help students to learn about history and historical thinking?
- Is there enough context to make sense of the source?
- Is translation provided?
- Is it allowed to use the source?

# What are the lessons learned?

# 1. Licensing is often an obstacle

- The time required to negotiate **rights** is an obstacle for their use in education. Allowing for educational use would be the **easiest and quickest** way in which archives, museums and libraries can enable use of digital collections in education.



<https://creativecommons.org/licenses/>

# Why do we care about copyright?



# How do we deal with copyright?



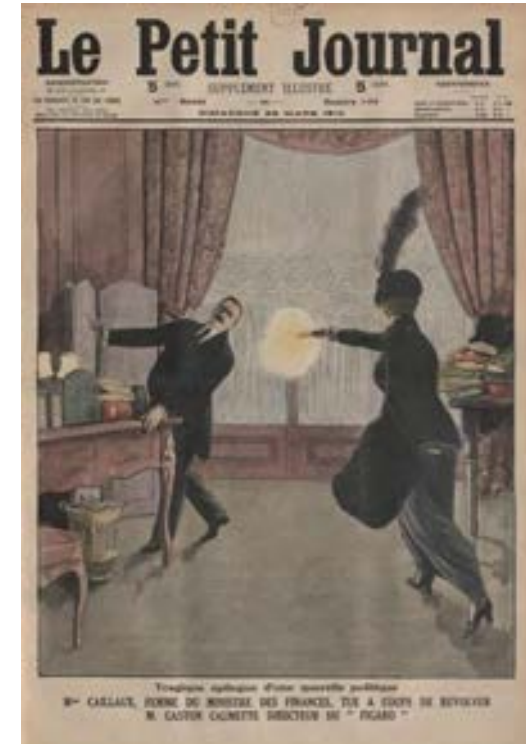
Let's make  
copyright  
RIGHT  
RIGHT now  
For education

**SIGN THE  
PETITION!**

[rightcopyright.eu](http://rightcopyright.eu)

## 2. Selection of sources is crucial

- History educators do **not** look for a **large quantity** of sources, but for those that are **engaging** for students, help them **think** historically and gain historical **knowledge**. Finding these sources takes time.



In France news of the Sarajevo assassination made the headlines for a short time but was quickly replaced by the scandal of the day, the trial of a Minister's wife for killing the Editor of Le Figaro.

# Digital Public Library of America: Primary Source Sets

The screenshot shows the DPLA website's Primary Source Sets section. At the top left is the DPLA logo (DIGITAL PUBLIC LIBRARY OF AMERICA). To its right is a navigation menu with links for Home, Exhibitions, Map, Timeline, and Apps. Below the navigation is a search bar with the placeholder text "Search the Library" and a magnifying glass icon. A "Share" button is located to the right of the search bar. The main heading is "Primary Source Sets". Below this is a paragraph of text: "Digital Public Library of America (DPLA) Primary Source Sets are designed to help students develop critical thinking skills by exploring topics in history, literature, and culture through primary sources. Drawing online materials from libraries, archives, and museums across the United States, the sets use letters, photographs, posters, oral histories, video clips, sheet music, and more. Each set includes a topic overview, ten to fifteen primary sources, links to related resources, and a teaching guide. These sets were created and reviewed by the teachers on the DPLA's Education Advisory Committee. Read about our education projects, suggest a new topic for a primary source set, and contact us with feedback at [education@dpl.a](mailto:education@dpl.a)." Below the text are three filter menus: "Subject: All", "Time Period: All", and "Sort by: Recently added". At the bottom, there are three featured source set cards. The first card is titled "Women in the Civil War" and features a historical illustration of women. The second card is titled "Ida B. Wells and Anti-Lynching Activism" and features a poster with the text "A RED RECORD." The third card is titled "The Absolutely True Diary of a Part-Time Indian by Sherman Alexie" and features a photograph of a woman and a child.

# Selecting the most useful sources



# 3. Linking to what is taught helps

- There is a **big demand** for high-quality educational resources that help history educators to improve their teaching on topics that are **common** and for tools that enable students to **interact** with sources in a way that further develops their critical and historical thinking.



# 4. Resources need to be quick to find and easy to use

- Providing Educational Resources for **free is not enough**. They need to be of **high quality** and **easy to find** and - in the case of online tools - **quick to develop**.



# One single access point

Prisoner no: 424 - Josef Grabowski

The Falstad Centre's archives

Jewish Museum in Trondheim

The regional State Archives in Trondheim

City Archives of Posen and Gliwice

The National Archives in Oslo

Yad Vashem

Buchenwald and Auschwitz

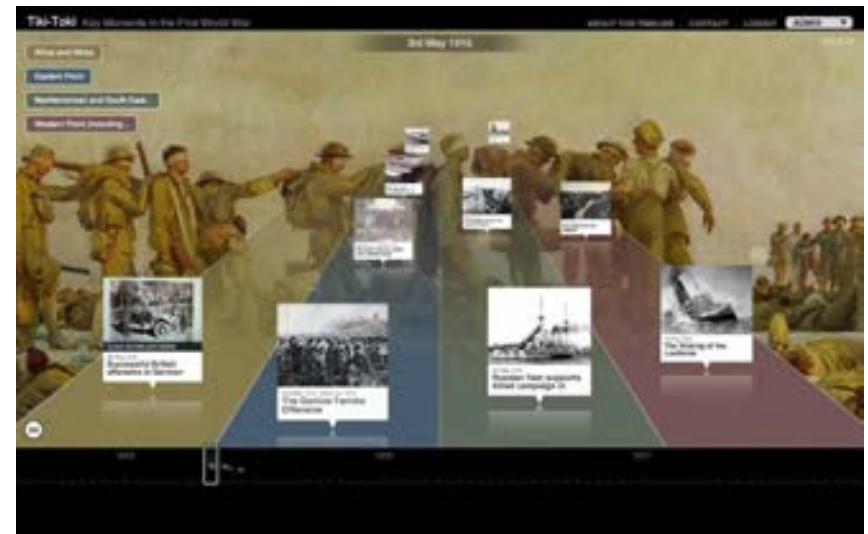
1933 1935 1938 1939 1940 1941 1942 1943 1945

About the web resource   Make your own digital story   Teacher Guide   Exercises

1 - Olaf Fripsholt

# 5. Better ways of presenting the past

- New ways of **presenting the past** can encourage students to think historically and critically examine source evidence



# Removing barriers

- Provide open access to digital heritage for use in education.
- Include collections in a single access point.
- Curate sources, and provide contextual information, thematic collections, and exemplar learning activities.
- Make digital heritage fit for education!

Historiana would not be possible without the commitment of professional experts who are **passionate** about history education, convinced of its **importance** to the development of young people and **willing** to help.

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