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Abstract

The purpose of this paper is to examine how educators can use Europeana to promote Europe's cultural heritage. At first we present Europeana and the basic elements regarding media literacy that teachers and students need to know to make a web based project. We then continue by presenting Europeana as an educational tool. Since it is difficult to introduce a new tool to teachers, we offer a general purpose scenario that can be utilized in any subject. This scenario has been tested in class and the students found it interesting. The idea is that the teacher selects the project area and this must involve European history, especially parts of cultural heritage that are included in the Europeana collection. A rough idea about the project is accomplished by students using the English version of Wikipedia. Those two are blended together to make a story using primary material. Students use other sources to support their case. In the process they learn to cite and to create the sources of the material they use, to respect the work of others, to appreciate primary sources and to share material with others.

Keywords:

Europeana, Cultural Heritage, education, learning scenario

1. Introduction

As the web advances more and more, information is available to everybody. Though, with all this information there is a growing need to check and evaluate its validity. This is a place to introduce media literacy. Having done this, users must learn to cite and reference the sources they include in the new material they create. Living in today's society where knowledge is abundant, students should be able to recognize the importance of Cultural Heritage as a fundamental background of their identity. Information and Communication Technologies (ICT) and the web offer unique tools that can be utilized by educators for this purpose. In this paper, we suggest Europeana as it offers a collection of primary resources about cultural heritage that are ready to be used. For educators to use Europeana, we present a sample educational scenario about Charles Darwin. Nevertheless, Europeana can be used for any famous European and for any event in European history.

2. Related Work and Methods

2.1. Europeana

ICT tools can enhance cultural heritage education as they offer unique added value to cultural heritage pedagogy, education, and learning. At the same time, web offers easier access and a multi-perspective view of artefacts that enrich and improve education on Cultural Heritage (Ott & Pozzi, 2011).

Nowadays, the Web is the most popular service that allows users' easily access to a huge collection of digital documents and websites. The capabilities that are offered, produced and shared by users have considerably increased. It is thus easy to find material that can be exploited for educational purposes or be used in educational contexts (Taibi et al., 2013). This article presents and suggests the educational uses of the Europeana cultural heritage digital platform.

Open Education strategies and Open Educational Resources (OER) play an important role in supporting policies for educational innovation and lifelong learning. Although, there is an increasing interest in Open Education, there is not sufficient awareness about the role a digital library can play as a learning incubator for learning enhancement (Tammaro et al., 2017).

Europeana is Europe's main culture portal for cultural heritage which has a collection of cultural and historic material. Today it has more than 58,000,000 artworks, artefacts, books, films and music from European museums, galleries, libraries, and archives. All this primary material can be used for cultural and ICT subjects since the contents are trusted, having been evaluated and provided by European Commission.

Although educational curricula and national priorities differ widely between European countries, most of the educational systems aim to make the most interesting and inspiring content available for students. The collections available in the Europeana provide multiple perspectives on historical, political, economic, cultural and human developments mainly across Europe. Europeana can be used as a digital library and has good levels of coverage using digital resources that can be utilized in learning environments concerning cultural heritage.

As an online platform, Europeana contains collections of digital archives (images, texts, audio-visual material) related to European cultural heritage. These digital materials have a very important attribute being digital, so being intangible and thus when sharing a copy, we do not deprive the original. The Creative Commons (CC) Organization published in 2017 a report showing the spectacular use of their licenses. About 1.4 billion projects are licensed with one of the 6 licenses they offer. At Europeana, about 8 million CC-licensed cultural objects can be found next to another 9 million subscriptions through the Public Sector. The platform's main mission is to spread cultural heritage through the digital world. To implement this great digital work, Europeana has collaborated with digital libraries from around the world, but also with organizations such as museums and universities that have digital archives. A parallel goal of Europeana is to cultivate the idea of a shared cultural heritage to European citizens. This can be done by reinforcing the sense of belonging to a common European space. Cultural heritage is around us and it is preserved in literature, arts, crafts, food, and traditions. It is safeguarded in collections managed by museums, libraries, and archives and it is also available in digital form. Technology gives unprecedented access to cultural heritage and offers a better presentation of it, while it makes it available to younger generations and wider audiences around the globe. Europeana links the physical to the digital (Tenneson, 2017).

2.2. Media Literacy

Browsing through web pages can be misleading because they often include personal ideas that may mislead from the facts. Pictures can also be manipulated to serve specific purposes. There is a lot of concern about fake news, so students should be trained to use primary resources and to check the actual facts (Gaona - Garcia et al., 2017). A primary resource for cultural heritage is Europeana.

According to the National Association for Media Literacy Education, media literacy is the ability to access, analyse, evaluate, create, and act using all forms of communication. Media literacy is anything from interpreting emojis to understanding underlying messages in online advertisements to producing viral video content and recognizing native advertising (Lynch, 2017). While media literacy sounds like a practical skill understood by everyone who has internet access, most of the online users are unaware of their impact on others and their own susceptibility to media manipulation.

According to Lynch (2017), there are three reasons showing the importance for young users and plugged-in professionals to be fluent in media:

- Critical thinking is about finding the hidden messages beneath film clips, radio spots, and newspaper articles. It is important to develop critical thinking skills through media messaging as it strengthens observational skills. In this way users become smart-decision makers in real-world scenarios.
- Self-expression is about exploring how others use media to communicate a particular message or emotion and helps students effectively conceptualize and produce their own content.
- Civic responsibility, by studying the ins-and-outs of media mayhem. We thus realize the unspoken moral guidelines that lead every digital decision. It is impossible to decipher

falsity from fact without successfully distinguishing between campaign satire and political truth, propaganda and fair advertising.

The usefulness of the recent Trump campaign in America is that it made popular the need to learn to spot fake news and fabricated or false stories. This is just one aspect of the general issue of literacy in digital media, not only for news, but for all kinds of information, for various purposes (Baker & Zill, 2016).

According to Media Literacy Now (MLN), the aim is to formally integrate media literacy education into curricula. The National Council of Teachers of English Language (NCTE) argues that due to the evolution of technology, curriculum needs continuous adaptation as students should be able to:

- learn how to effectively use and understand the tools of technology
- plan and share information in global communities
- handle, analyse, and synthesize multiple feeds of simultaneous information and updating
- create, judge, analyse and evaluate multimedia texts in a critical and moral way (Lynch, 2017).
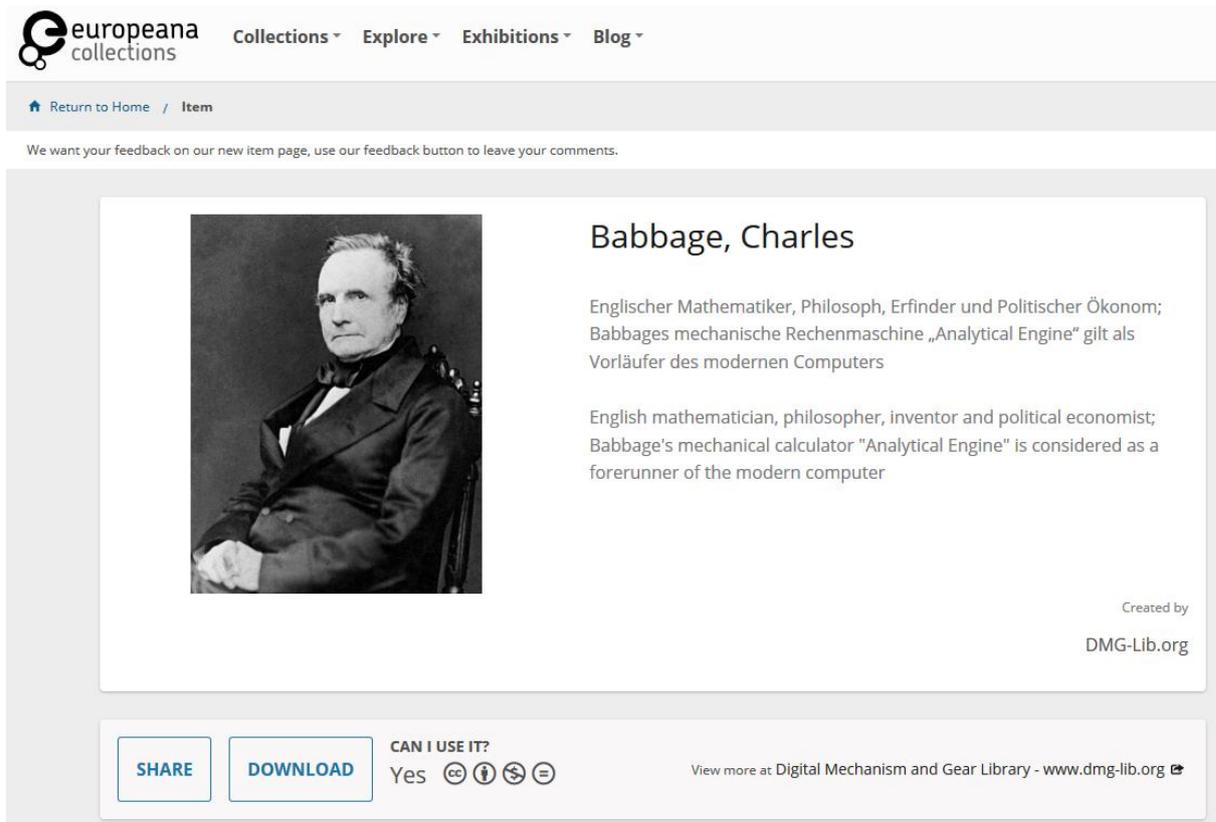
The functionality of an individual and the ability to make informed decisions depends on the skill in written and spoken communication and on the use of available technology resources. The level of knowledge and skills acquired during primary and secondary education and the interaction in everyday life play a vital role. Equally vital is the ability to view critically and judge any of messages received from the environment. The diffusion of digital media and media in general make this more complex and demanding for any individual. Schools should provide knowledge that meets the needs and practices of life. It is also necessary to develop the capacity to learn for life. (Lynch, 2017).

2.3. Europeana as a teaching tool

The contents of Europeana have been provided by the museums and collection owners and have been digitized to high standards. This allows a qualitative kind of reuse of the content. Europeana aims to become a platform of this reuse, so that this cultural heritage can be remixed. This can be utilized by creative businesses that can exploit Europe's cultural wealth as a source for new products, but also for recreation, tourism, education and research (Truyen et al., 2016). Europeana has a clear educational role offering students the capability to view cultural collections and search for specific tangible or intangible cultural content (Koukopoulos & Koukopoulos, 2019).

Modern societies urge pupils to constantly develop new skills in information searching, critical thinking and co-operation, which bring about changes in the way the educational process is built. The Europeana platform can be used as an auxiliary teaching tool that serves the purposes of a lesson and at the same time contributes to the development of the above-mentioned students skills. Bibliographic libraries, educational environments and other possible sources for scientific fields such as physics, mathematics, engineering are used. Educational technology offers many tools and possibilities that are designed to cope with the needs of students in the context of individual and group cooperative learning. Digital libraries play virtually the role of credible and well-structured sources, since they can be searched for information, images and audio-visual material (Truyen et al., 2016).

Europeana is a free access resource and everything is free for personal use, but many of its contents also allow professional reuse. This can be indicated in the search box under the heading "Can I use it?", where one can choose for "Yes with Attribution" or "Yes with Restrictions" (The restrictions often refer only to non-commercial reuse). Some materials are to be used "only with permission" since these works have a copyright. Part of Europeana's offerings are dedicated for reuse through Creative Commons licenses 195, while a growing part is in the Public Domain 196. This all makes Europeana an ideal instrument for educational use by teachers and students, as well as for course authors who are looking for reusable content (Truyen et al., 2016). Europeana also offers a great way to teach students about copyright. There is great need to teach copyright and digital rights in a balanced way.

For example, in the picture above we can discuss copyright and what the signs next to the Download mean. We can visit the creative commons web page and get the information needed so students can use these signs in their project.

2.3.1 Educational use

Europeana is ideal for education for many reasons. Truyen et al. (2017) suggest the following:

- The cultural heritage objects included in Europeana come directly from the source, from the current holder, and have been digitized to high standards.

- Most of the material is available for public reuse, and openly licensed, as the European Commission urges Cultural Heritage institutions to open up their collections.
- In contrast to educational resources currently used such as schoolbooks, Europeana shows Europe to its full diversity. It holds records from Central and Eastern Europe as well as those of Western Europe.

The idea of this essay is to offer ways to use Europeana in the classroom. To do that, we present and discuss educational scenarios that teachers can use and process them according to their specific goals and to the classroom and the pupils' level of learning. The idea is to use the project method and Scenario Based Learning and to include Europeana resources. In the teaching with Europeana section https://teachwitheuropeana.eun.org/ there are many learning scenarios that can be utilized but since they are limited, we chose to create one of our own that is more generic and can be applied in any subject as it involves people that played an important role for Europe or science at some point.

2.3.2 Scenario Based Learning

Scenario Based Learning (SBL) uses interactive scenarios to support active learning strategies such as problem solving or text-based learning. Students usually work with a story, based on one poorly structured or complex problem, which they have to resolve. During the process students apply their subject knowledge, critical thinking and problem-solving skills in a secure real-world environment. SBL is often non-linear and can provide many opportunities for feedback to students, based on the decisions they make at each stage of the process. Feedback is very important for student's improvement (Chu & Leung, 2000).

SBL works efficiently when it is used to simulate actual practice as it provides opportunities that are impossible for students to experience within a typical lesson. Futhermore, SBL works better if applied to tasks that require decision-making and critical thinking in complex situations (Chu & Leung, 2000).

Successful scenarios developed around topics have proved to be beneficial for both learners and organizations. Students can get the desired result with strict practice, keeping in mind the intention to achieve the overall goals (Chu & Leung, 2000).

2.3.3 New ways of teaching (teaching practice)

A change in teaching practice always affects pre-existing knowledge and beliefs as new knowledge and beliefs about teaching, learning, students, and subject matter have to be acquired. Teachers need to be trained but also need to be supported in order to acquire this new knowledge and belief.

The perception of learning does not only apply to student learning but also to teacher education. As a result of this relatively new view of learning, teachers themselves need to learn new ways of teaching. But if teachers assume that they are learning the same way that students do, teachers should also build their own knowledge and direct their own learning (Borko & Putnam, 1996).

Teacher learning and training has to be facilitated by creating favourable learning environments where teachers undertake their own learning (Bransford et al., 1999; Putnam & Borko, 2000). Putnam & Borko (2000) suggest that "*the most appropriate area of staff development depends on the specific objectives of teacher education.*"

2.3.4 Educational scenarios and their value

Teachers use educational scenarios to teach specific parts of the curriculum and this can be multidisciplinary. For example while teaching physics at the same time they teach Information and Communication Technology (ICT) skills such as web search, writing skills, how to use primary sources, copyright issues and others.

As for the methods of teaching, Friesen & Scott (2013) suggest student-centred approaches with a high-tech approach. Inquiry-based learning seems very promising as it is based on student investigation and hands-on projects. It is a teaching method within which the teacher provides guidance and support for students throughout their learning process, rather than being the traditional authority figure. Teachers encourage students to ask questions about things they want to know, about the world that surrounds them. That way the taught subject is brought into everyday life, so students realize why they are learning, and that knpwledge comes from their ideas, so it actively involves them. Students then try to find answers to their questions, using information and sources that explain key concepts and solve problems they may encounter along the way. Findings might be presented in many different ways depending on the goals and the audience, for example as self-made videos, websites, or formal presentations of research results. In doing so, students participate and play an active role in their own learning. Teachers ask high-level questions and make research suggestions about the process rather than the content (Friesen & Scott, 2013). When finished, students reflect on the experience they lived and about the things they learned. Inquiry-based learning can make great use of ICT through online research sites and global connections with people outside of the local community.

As in any project-based learning activity teachers are still an authority figure in a student-centred teaching model. Teachers and students play an equally active role in the learning process. Teacher's primary role during this process is to coach and facilitate student learning. To measure student learning, he/she may use formal and/or informal forms of assessment, like group projects, student portfolios, and class participation. Teaching and assessment are interwoven because student learning is continuously measured during the project activity. Students are learning while they are active doing meaningful work (Edelson et al., 1999).

2.3.5 Europeana as an education community

Apart from resources, Europeana is a web-based community that promotes cultural heritage in an educational setting. The last 20 years, scholars such as Gray (2004) have examined the potential of online networks as a mean to enable members to share knowledge and engage in ongoing learning and professional development. An important role is that of the moderator who guides the cultural, social, and organizational issues of the particular practice with his presence. His role is to be helpful in sustaining the online community over an extended period, assisting it to evolve beyond the level of social interaction and sharing information. The moderator plays a crucial role in deepening the learning experience for participants in such an informal context through encouraging critical reflection on workplace practices and group identity.

Europeana is transforming from a portal into a platform for cultural heritage reuse, educational as well as commercial, as it is not only a library, but it offers scenarios, discussions and feedback on them. Any online community needs to have clear expectations as to the nature of critical discourse and the postings. Participants need to be aware of the

objectives and the level of discourse. Such educational challenges raise the importance and role of teaching presence. Coordinators need to moderate and shape the direction of the discourse as they are both essential for a successful community (Garrison, 2007).

3. Educational scenario

To start with, Europeana has some ready to use learning scenarios concerning cultural heritage on various subjects that have been implemented in classrooms across Europe. Within the education community teachers share their experiences, discuss about these with peers and are part of a growing community.

In the scenario we developed, the general purpose for the students is to learn through activities regarding Charles Darwin, who was he and what he is known for. The scenario is addressed to students aged 16+ and can be used as introductory to a biology course. By doing this, we also address to the issue that cultural heritage can be blended into subjects such as biology, mathematics, history. In every book that refers to the theory of evolution of species, Darwin is the expression of this theorem.

In order for this part of the biology lesson to become more entertaining and interactive, students will learn parts of the work on Darwin through activities. The idea is to make students learn how to "explore specific history" and make it meaningful to themselves and their peers. Europeana will serve as the primary source to find information. The same strategies can be used for any historic person of Europe in any discipline, for example Charles Babbage for computer science.

In this scenario, Europeana is used as a digital library aiming to provide teaching material so that the teaching needs are best dealt with. Although there are millions of cultural heritage projects, there are copyright restrictions on their use even for educational reasons. At the beginning, it is important for students, when start to looking for Darwin, to form a general idea through web searching using various credible resources and then try to support their story using Europeana resources. Students when looking for information usually bump into Wikipedia which is the largest human knowledge repository. Though, the validity of the articles is questioned, since everything is editable by anybody (Lanier, 2006; Keen, 2007). Certain approaches claim that longer articles are of a better quality, some others consider that discussions and interactions among authors and reviewers of an article increase its quality and others consider that the quality of an article is determined by the contributions of highly respected authors (Dang & Ignat, 2016). Fisher et al. (2016) state that Wikipedia provided the best balance between content and quality, possibly due to the multiauthor iterative approach to Wikipedia updates and site management. Jemielniak & Aibar (2016) argue that Wikipedia will continue to exist and will most likely serve as the main source of knowledge—including scientific knowledge—for the generations to come. According to the above-mentioned authors, the English version of Wikipedia can be used, while other versionw with much smaller audiences may not be so valid, depending on each specific article.

Students will be divided into teams of four students according to the project method (Kilpatrick, 1929). The activities of the script are based on the learning tools mentioned below. The project will last four (4) teaching hours, and teams will get instructions on how to present their results. In this process, we want to distinguish the co-operation of each group, and in what meritocratic way they will divide their responsibilities.

In the table below, the timetable and exact project execution instructions are presented.

Name of activity	Procedure	Time
Read	Find the Wikipedia article about Charles Darwin and other science direct articles and mark what is important and what he is known for.	15'
Collaborate	Search Europeana about relative material that can be included in the presentation	20'
Discuss	Prepare the material to be used for a Sutori presentation (timeline) about Charles Darwin or something that he did. Students are already familiar with Sutori.	15'
Investigate	Each team will find material to support their views using mainly Europeana	40'
Produce	Each team produces a presentation using the Sutori application	30'
Collaborate	All teams share their presentations products using Padlet, so in the end all the teams will have access to all the material.	10'
Presentation	Each team presents their story, using the chosen application. The other teams make positive comments and suggestions for improvements	45'
Evaluation	The class connects to kahoot and answer in teams of 2 the questions the teacher has prepared about Charles Darwin	10'

Our learning scenario includes storytelling and educational technology that may be considered by educators bearing in mind their target audience or the mode of delivery within which learning is planned. We have used Sutori, but the teacher may use any presentation application such as Powerpoint, Prezi, Canva, Powtoon, Thinglink, etc. Besides, consideration is needed regarding the tool; are students familiar with its usage or training on new educational tools to support teaching-learning activities is needed.

4. Conclusion

Europeana is a credible primary source available online. It is unbiased and can be used to promote European identity. Those characteristics are difficult to be found in other resources. Most of the material usage is free. By using the project method students can be creative and learn to search, communicate, work in teams, make decisions, create material, present it, make comments and receive feedback from other users to improve their work. We believe that in the 21st century these aspects are of great value in schools and education in general and at the same time they contribute to the formulation of the European citizen identity. Our suggested project on Charles Darwin is generic that can be used for any distinguished European in any discipline. Biographies usually are not very interesting when taught in the traditional way, thus our suggestion makes learning engaging or even fascinating.

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