ΨΗΦΙΑΚΟΙ ΠΟΛΙΤΙΣΤΙΚΟΙ ΠΟΡΟΙ ΚΑΙ ΥΠΟΔΟΜΕΣ ΓΙΑ ΤΗ ΜΑΘΗΣΗ ΚΑΙ ΤΗΝ ΕΚΠΑΙΔΕΥΣΗ

DIGITAL CULTURAL OBJECTS AND INFRASTRUCTURES FOR EDUCATION AND LEARNING

CLEO SGOUROPOULOU
University of West Attica

Dr. Cleo Sgouropoulou

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  University of West Attica
- Head of Department of Informatics
- Scientific Director of Institute for Lifelong Education
- Project Leader European Learner Mobility (ELM)
- Vice-Chair of the European standardization committee CEN/TC 353 “ICT for Learning, Education, and Training”
- ISO JTC1 SC36 “Learner Mobility Achievement Information”
- Convener TC48-WG3, Hellenic Mirror Committee – ICT for Learning, Education, and Training

New skills and knowledge

Facts

- evolving demand for new skills and knowledge
- growing skills mismatch key problem of the job markets for the majority of large economies of the planet

Questions

- What skills and knowledge do we need to survive and prosper in the changing world?
- How can these skills be acquired?

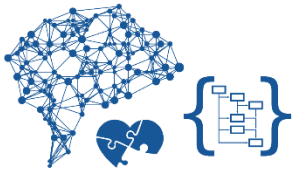
WEF top 2020 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

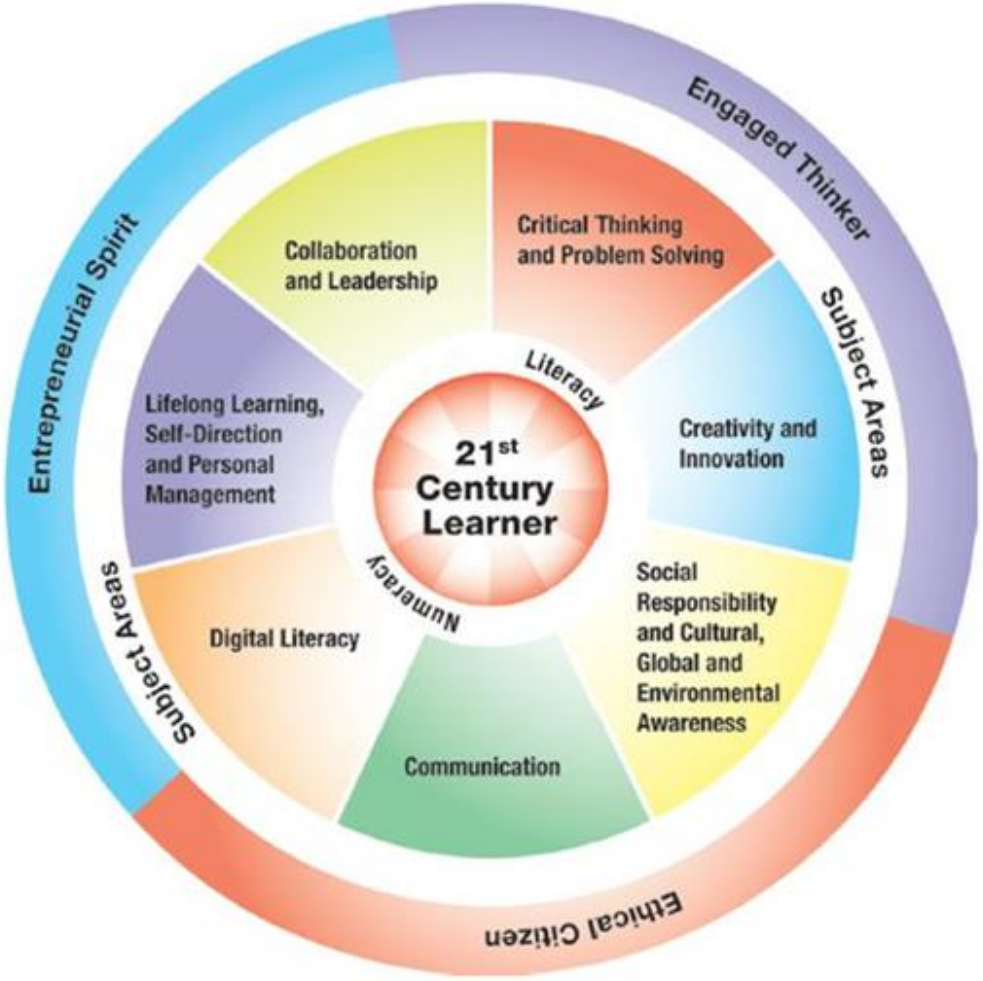
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Society and Economy Transformation

The 21st Century Learner



Key areas of change in education
Learning environments and pedagogy

Transition from competitive to collaborative learning processes

Focus on self-development & self-guidance, collaborative design of learning process & content to be explored

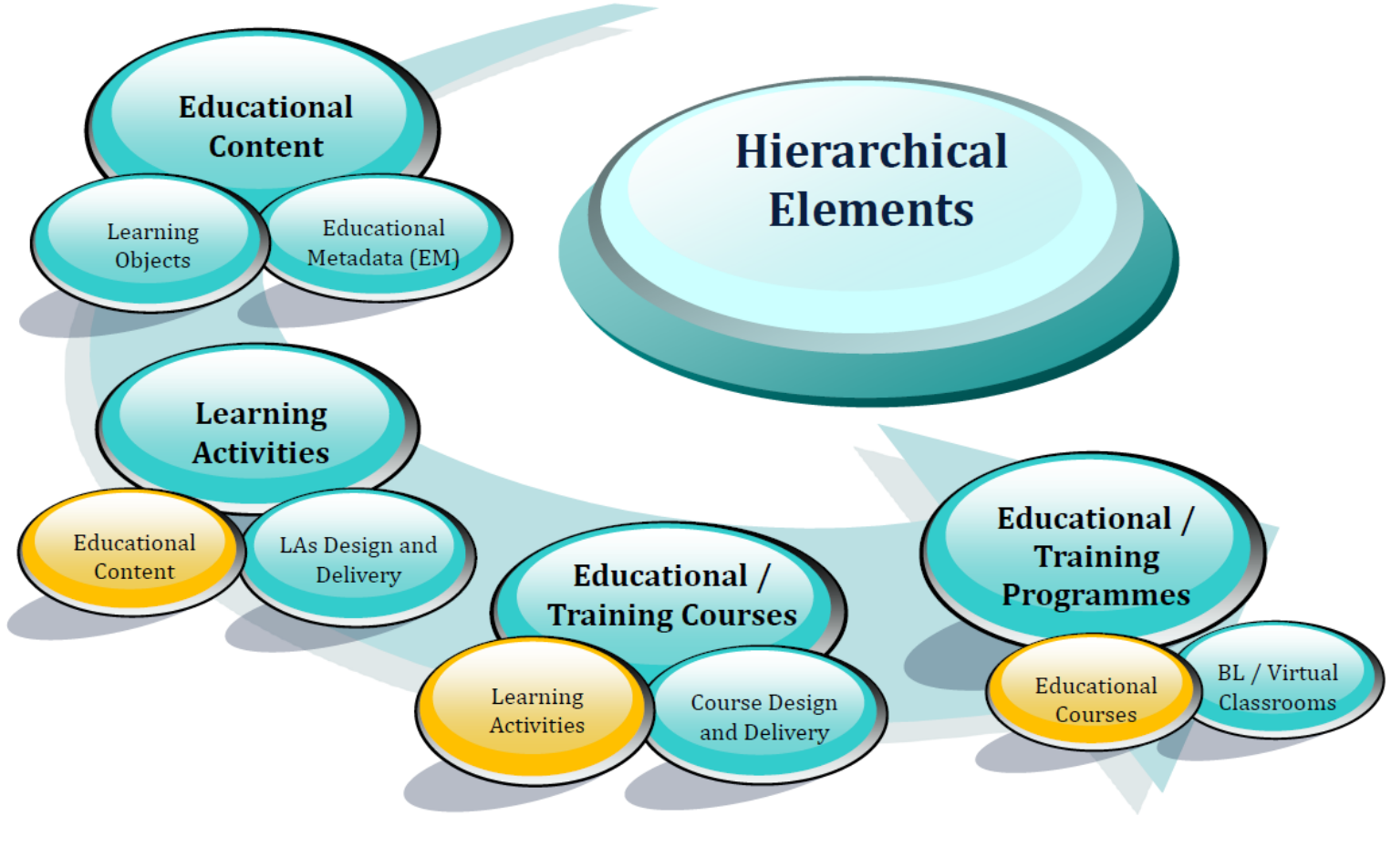
Personalized learning combining

- Learning in virtual environments (online courses, virtual reality lectures, social & AR simulators etc.)
- Practice-based learning in real-life settings
- Peer-based learning (F2F & online) with mentors & community

Learning built around real-life problems & challenges rather than subjects

Environment for physical exercises & interaction, emotional / artistic interaction etc.

Hierarchical Framework for Learning



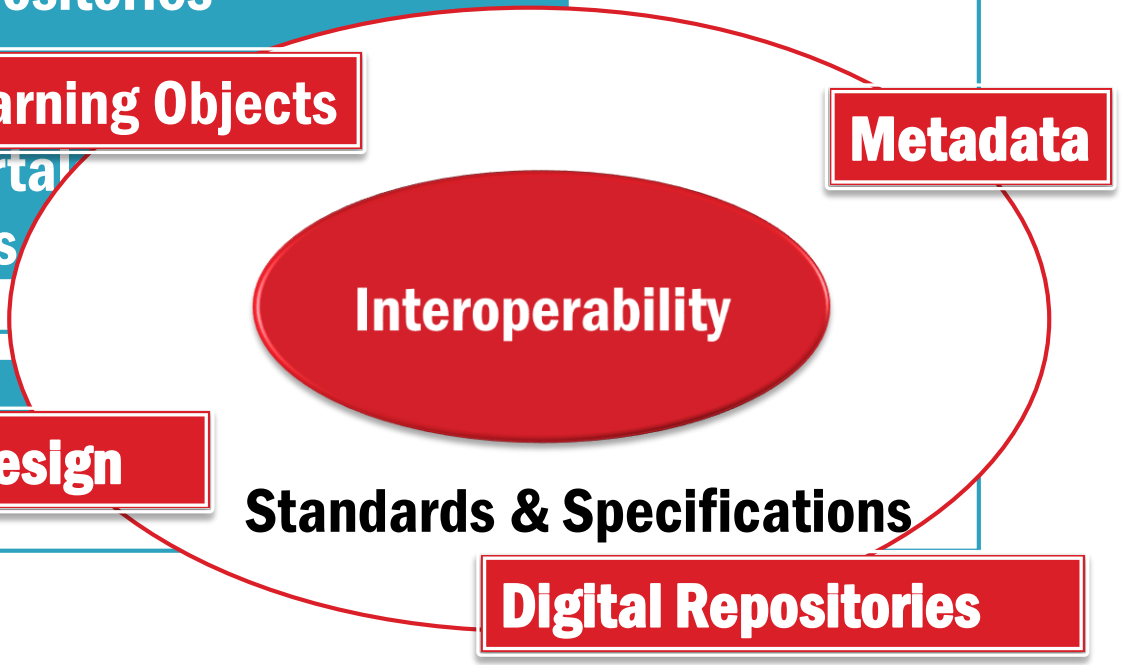
Enabling infrastructure & artefacts

Content: Learning objects

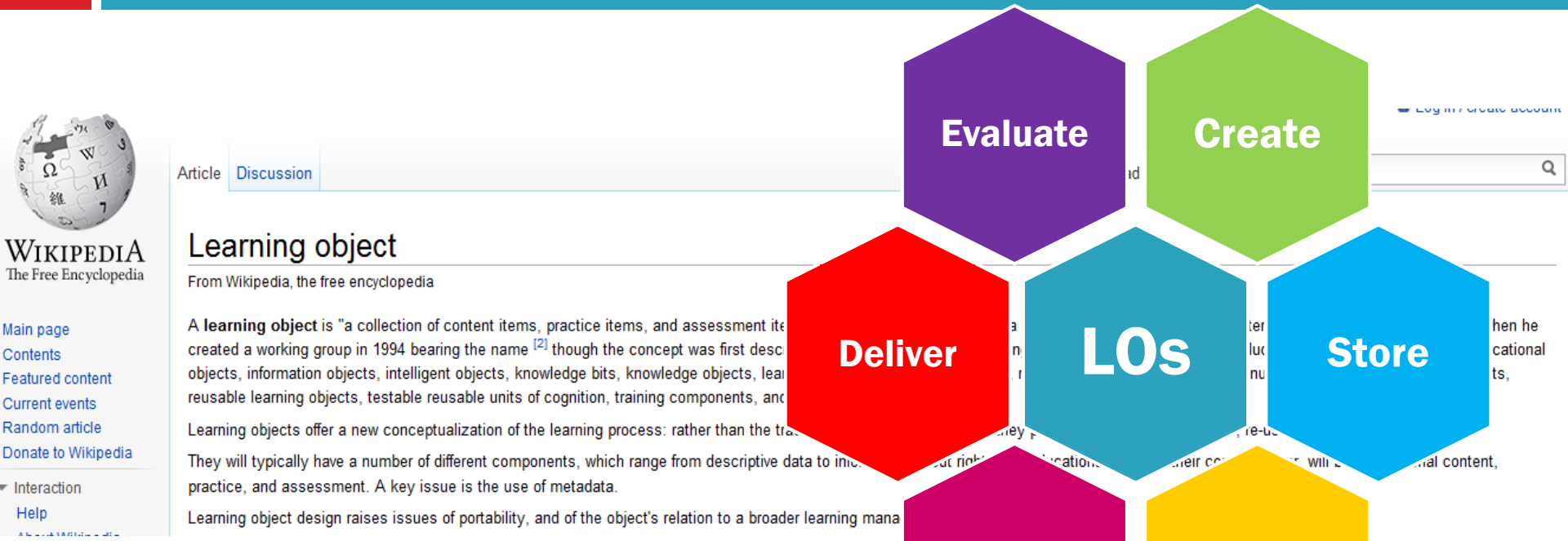
Storage: Learning repositories

Delivery: Learning portal
Management Systems

Metadata



Learning Objects



"any entity, digital or non-digital,
that may be used for learning, education or training" [IEEE]
+ information describing this use"

An asset, not Learning Object yet...

… becomes a LO (asset in context)

Discover the mysteries of amazing chameleon molecules!

Last Modified: 01/02/2011

Photoscientists detect the chemical transformations of the so called 'photochromic' molecules, some peculiar molecules whose colour changes depending upon the colour of the light shed on them.

Keywords: Photochemistry, Femtochemistry, Photochromism, Isomerisation, Electroptics, Reaction dynamics

About	read
Research innovation	read
Historical background	read
The "face"of Science: Let's meet the scientists!	read
Links with school science	read
Editing team	read

What exactly is light?

Does colour really exist?

What are the isomers of carbon?

How does matter interact with light?

Resources

Click on a keyword or a term of the exhibit and learn more by exploring:

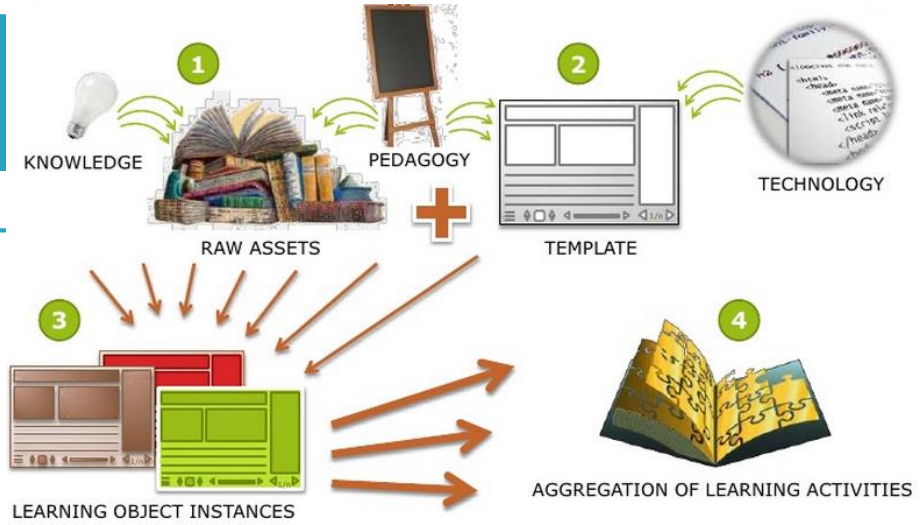
IMAGES

Los: Content and Context

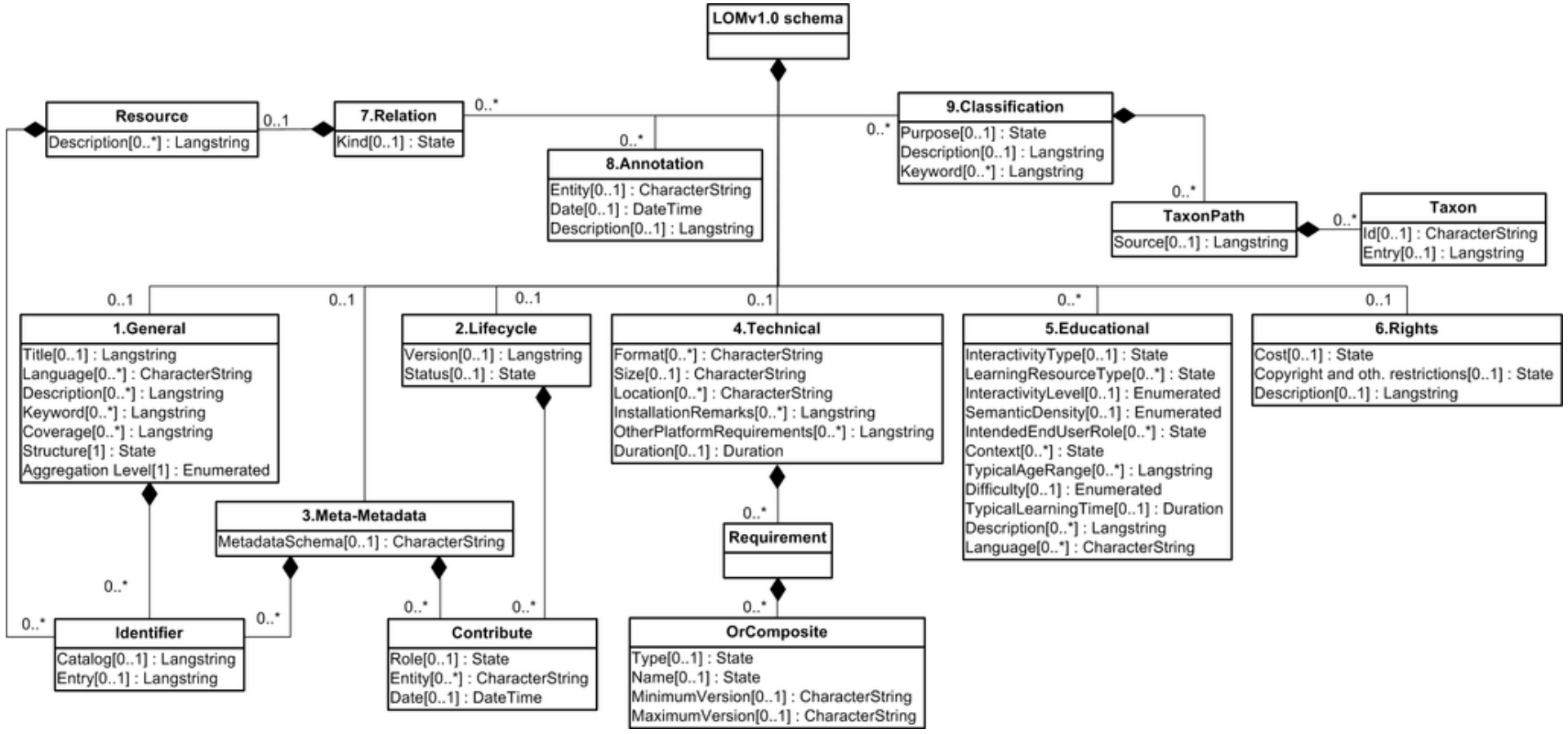
Content: **Atomic** (assets) and **aggregated** resources

Context: Metadata describing its use for enabling share and re-use

Content organization



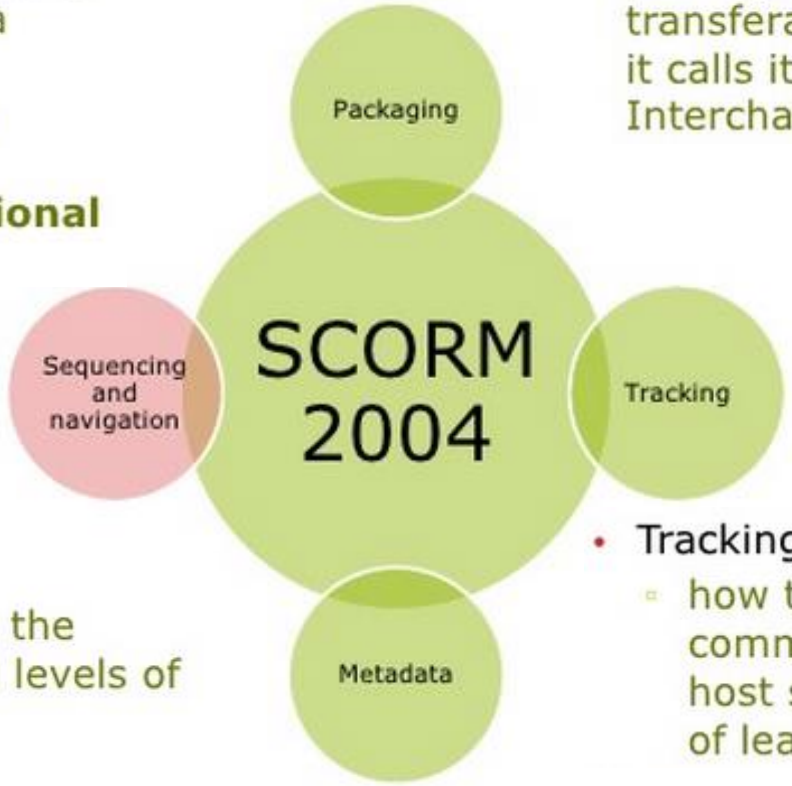
IEEE Learning Object Metadata



ADL SCORM

- Sequencing and navigation rules
  - how learners are supposed to browse the branches of a learning package and whether their navigation should respect any **precondition** or **conditional branching** rule.

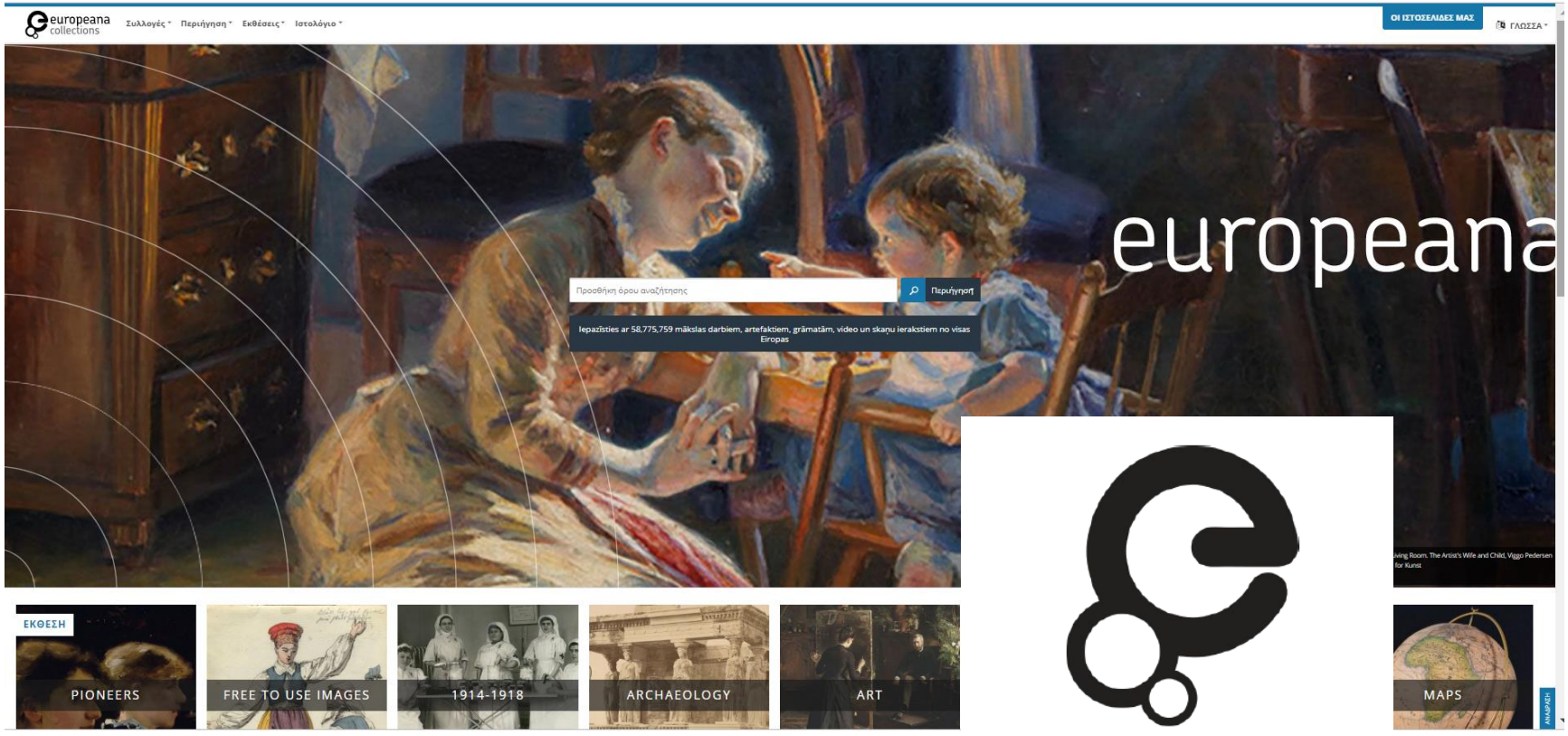
Packaging
- how content may be packaged into a transferable ZIP file which it calls its Package Interchange Format



- Metadata
  - information about the content at several levels of granularity

- Tracking
  - how the content communicates with the host system to keep track of learner's performances

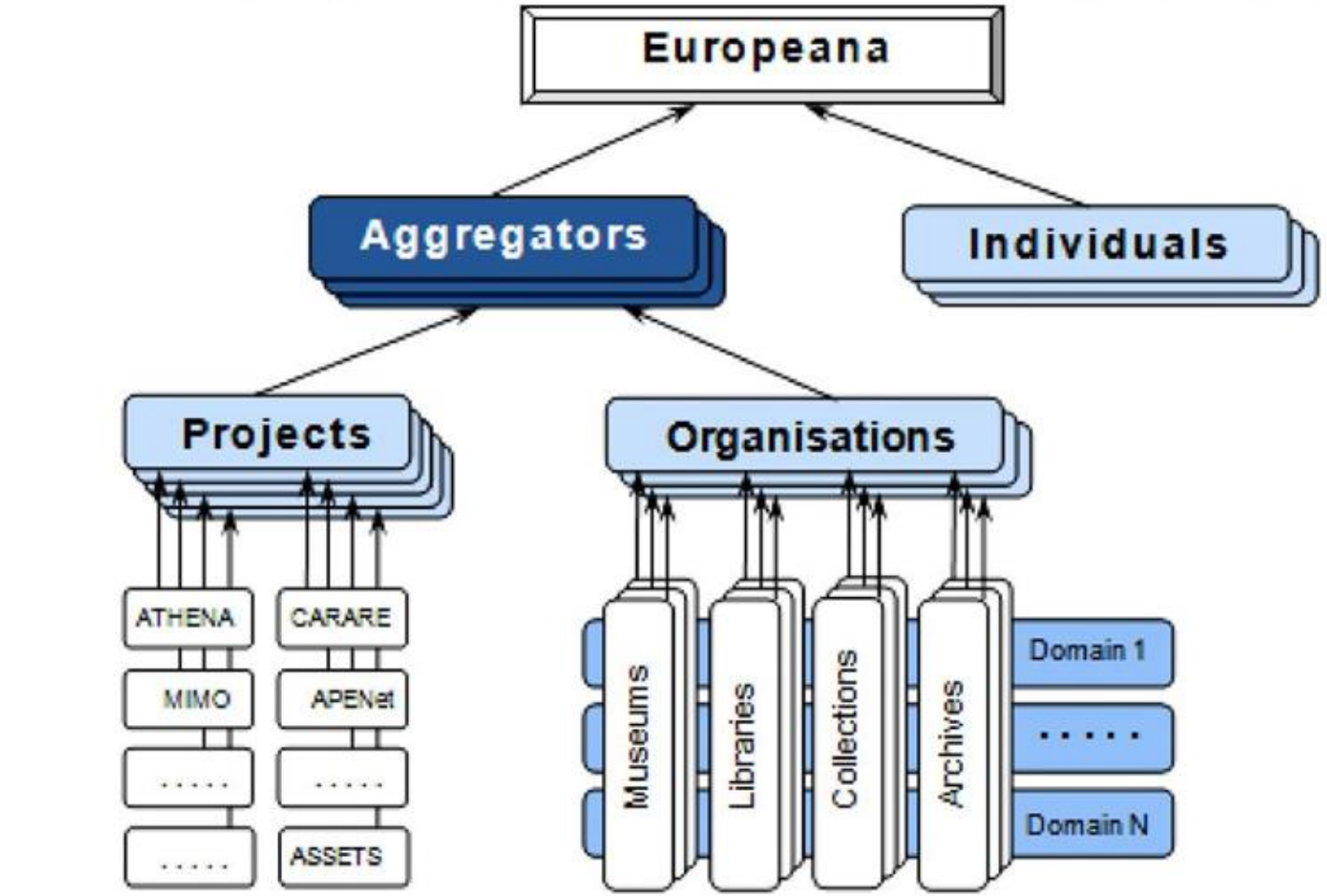
Bringing Culture to Education



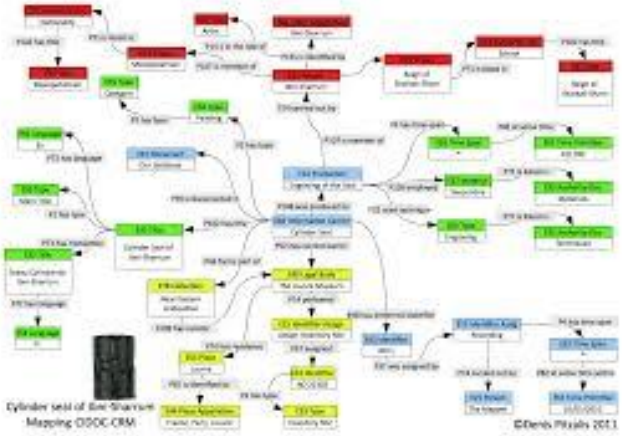
europeana

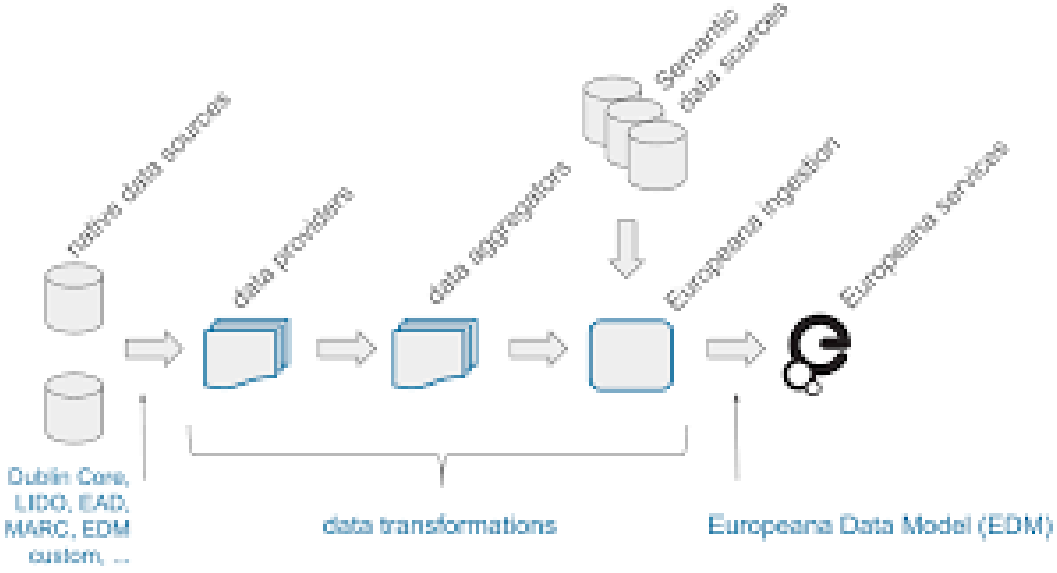
We are Europe's platform
for digital cultural heritage,

Contributions to Europeana



Contribution process





Europeana Interfaces

REST API enables users to filter records by a variety of data fields, from date and creator, to media type and size.

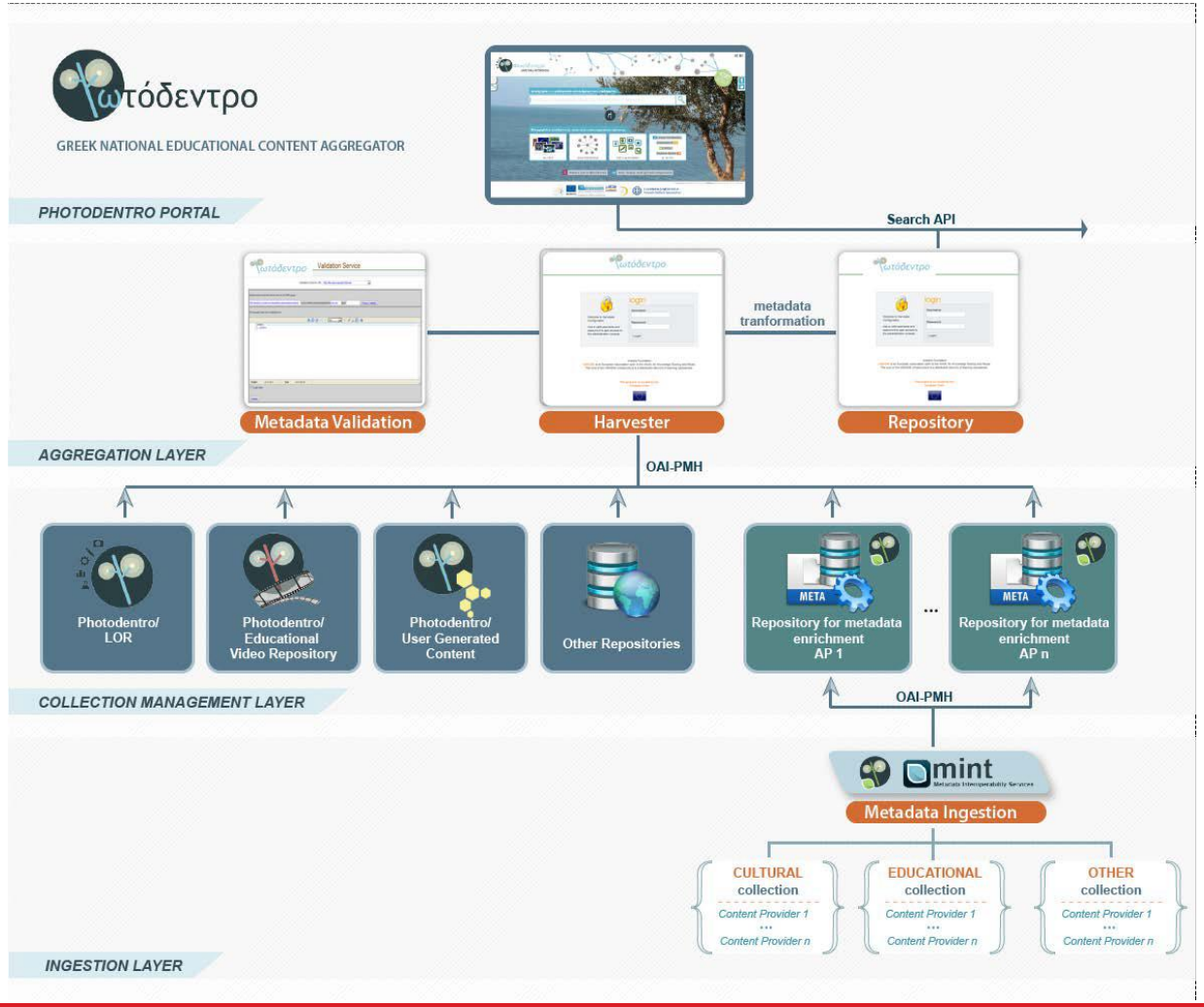
Europeana LOData service allows users to explore, access, and download metadata through our SPARQL endpoint

Europeana OAI-PMH service supports users to harvest the entirety, or selection of all Europeana metadata

Europeana Annotations API allows users to generate, update, and retrieve annotations for objects in our collections.

The Photodentro National Aggregator

Photodentro Architecture



Photodentro Aggregator architecture

Ingestion layer
processes metadata from various external sources

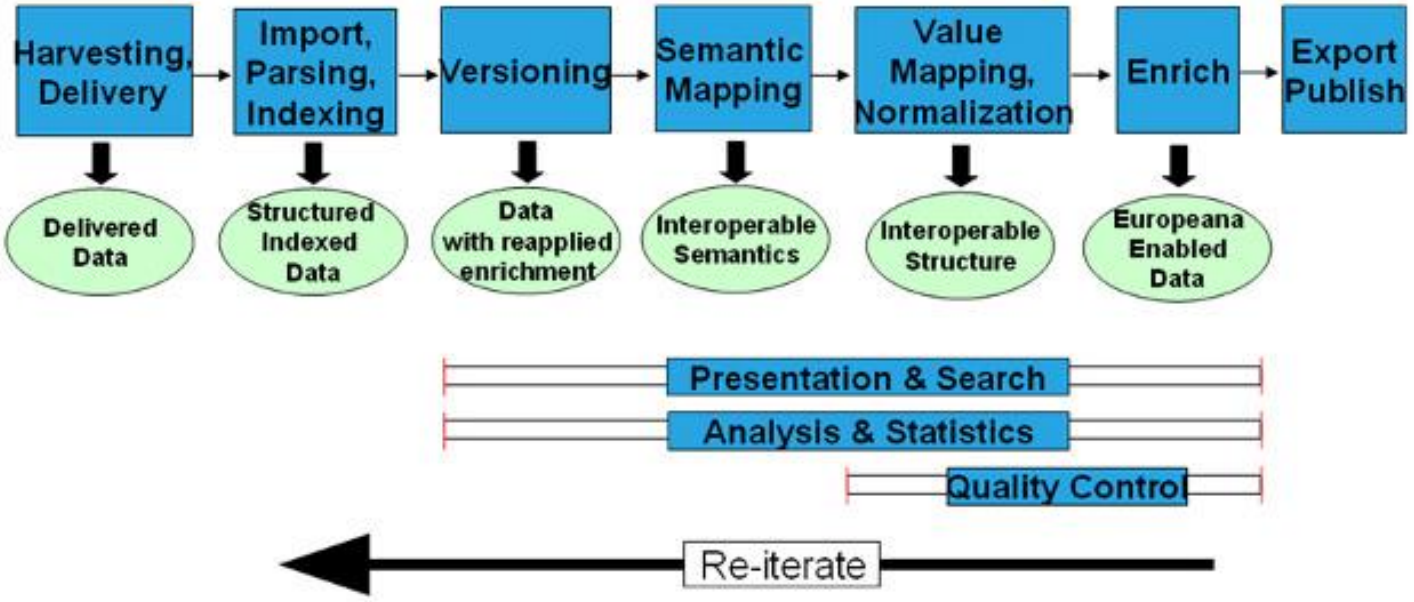
Collection Management Layer
manages the collections that are to be aggregated in the Federation and provides an environment for their metadata enrichment

Aggregation Layer
where the metadata harvesting, validation, and storing take place

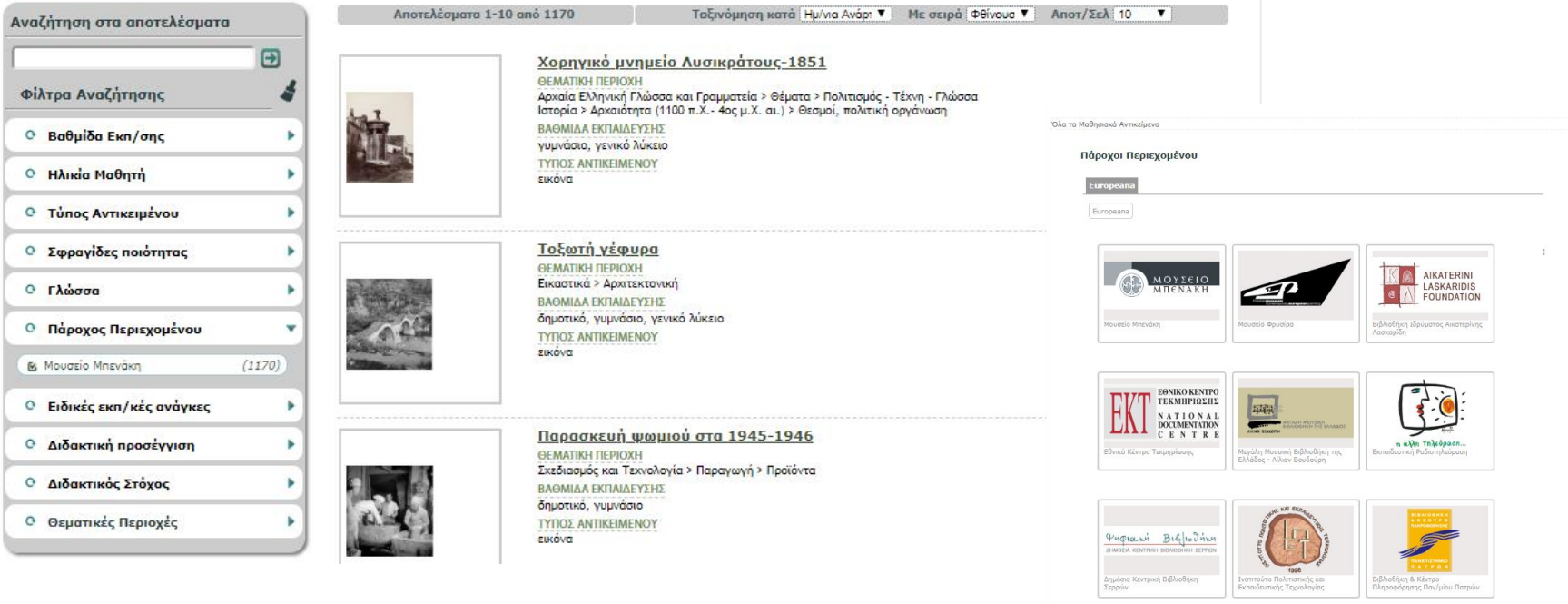
Photodentro Web portal
provides general services to portal users as well as access to the resources of various repositories in a uniform way

Ingestion Workflow

The Workflow



Photodentro Culture



Photodentro Culture

ΧΟΡΗΓΙΚΟ ΜΝΗΜΕΙΟ ΛΥΣΙΚΡΑΤΟΥΣ-1851

ΧΡΗΣΙΜΟΠΟΙΩ

ΜΟΙΡΑΖΟΜΑΙ

ΓΕΝΙΚΑ ΣΤΟΙΧΕΙΑ

ΤΙΤΛΟΣ

Χορηγικό μνημείο Λυσικράτους-1851

ΠΕΡΙΓΡΑΦΗ

Στο φωτογραφικό τύπωμα του Alfred-Nicolas Normand, Γάλλου αρχιτέκτονα και φωτογράφου, διακρίνουμε τα καμένα ερείπια κτίσματος. Αυτό εφάπτεται του μνημείου που έκτισε ο Λυσικράτης, ένας πλούσιος Αθηναίος, για να μνημονεύει τη νίκη του ως χορηγός (χρηματοδότης) του χορού εφήβων της Ακαμαντίδας φυλής, που κέρδισε στους θεατρικούς αγώνες των Μεγάλων Διονυσίων το 335/4 π.Χ. Στα αρχαία χρόνια έφερε στην κορυφή του το έπαθλο του χορηγού: ένα χάλκινο τρίποδα. Στο μεσαίωνα ονομαζόταν «Φανάρι του Διογένη» από τη λανθασμένη ιδέα ότι στην κορυφή του μνημείου υπήρχε φανάρι, το οποίο η λαϊκή παράδοση συνέδεσε με τον κυνικό φιλόσοφο Διογένη, που αναζητούσε με ένα φανάρι τον «άνθρωπο». Λίγοι γνωρίζουν ότι την καλή κατάσταση του μνημείου την οφείλουμε σε ένα βαθμό στους Καπουτσίνους μοναχούς που το διαφύλαξαν για 150 χρόνια, ενσωματώνοντάς το στο μοναστήρι τους που κάηκε το καλοκαίρι του 1821. Το μαθησιακό αντικείμενο χρησιμοποιείται στη διδασκαλία των Αρχαίων από μετάφραση Γυμνασίου-Λυκείου και της Ισ... Περισσότερα

ΣΗΜΕΙΩΣΕΙΣ ΓΙΑ ΔΙΔΑΚΤΙΚΗ ΑΞΙΟΠΟΙΗΣΗ

Αφού μελετήσουμε τη σημασία του θεσμού της χορηγίας στην Αρχαία Αθήνα και συνδέσουμε το μνημείο του Λυσικράτη με την οδό Τριπόδων, το Θέατρο του Διονύσου και το μνημείο του Θρασύλλου, επισκεπτόμαστε με τους μαθητές μας το μνημείο του Λυσικράτους. Προηγουμένως έχουμε δουλέψει στην τάξη με φωτογραφίες, ηλιογραφίες, χαρακτικά(Βλ. AthensOpenMuseum.com) και ζωγραφικούς πίνακες που απεικονίζουν διαχρονικά το μνημείο. Επίσης, έχουμε τονίσει ότι είναι το καλύτερα σωζόμενο χορηγικό μνημείο στην Αθήνα και μάλιστα αποτελεί την πρώτη εμφάνιση και εφαρμογή του κορινθιακού ρυθμού. Έτσι οι μαθητές σχηματίζουν την πρωτογενή εικόνα το μνημείου και, όταν το επισκέπτονται, δεν βλέπουν σ' αυτό μόνο ένα «λείψανο». Με αφορμή το καμένο ερείπιο από το μοναστήρι των Καπουτσίνων τους κινούμε την περιέργεια να εξερευνήσουν μόνοι τους την ιστορία του. Για παράδειγμα, ο Λόρδος Μπάιρον φιλοξενήθηκε σ' αυτό και γράφει σε έναν φίλο του τον Ιανουάριο του 1811 «Μένω στο Μοναστήρι των Καπουτσίνων, μπροστά μου έχω τον ... Περισσότερα

ΔΙΕΥΘΥΝΣΗ ΑΝΑΦΟΡΑΣ

http://photodentro.edu.gr/cultural/r/8526/7680

ΛΕΞΕΙΣ ΚΛΕΙΔΙΑ

Αθήνα | χορηγία | Τάγμα Καπουτσίνων | Λόρδος Βύρων | μνημείο Λυσικράτη

ΣΤΟΧΕΥΟΜΕΝΟ ΚΟΙΝΟ

ΣΕ ΠΟΙΟΝ ΑΠΕΥΘΥΝΕΤΑΙ

μαθητής, εκπαιδευτικός , γονέας

ΕΚΠΑΙΔΕΥΤΙΚΗ ΒΑΘΜΙΔΑ / ΕΠΙΠΕΔΟ

γυμνάσιο, γενικό λύκειο

ΤΥΠΙΚΟ ΕΥΡΟΣ ΗΛΙΚΙΑΣ

12-15 , 15-18

ΓΛΩΣΣΑ ΣΤΟΧΕΥΟΜΕΝΟΥ ΚΟΙΝΟΥ

ελληνικά

ΤΑΞΙΝΟΜΗΣΗ

ΘΕΜΑΤΙΚΗ ΚΑΤΑΤΑΞΗ

Αρχαία Ελληνική Γλώσσα και Γραμματεία > Θέματα > Πολιτισμός - Τέχνη - Γλώσσα (Αρχαίο Δράμα, χορηγικά μνημεία)
Ιστορία > Αρχαιότητα (1100 π.Χ.- 4ος μ.Χ. αι.) > Θεσμοί, πολιτική οργάνωση (Θεσμός της Χορηγίας)
Νέα Ελληνική Γλώσσα > Κειμενικοί τύποι > Αφήγηση

ΤΥΠΟΣ ΜΑΘΗΣΙΑΚΟΥ ΑΝΤΙΚΕΙΜΕΝΟΥ

εικόνα

ΔΙΔΑΚΤΙΚΗ ΠΡΟΣΕΓΓΙΣΗ

γνωστική προσέγγιση > άμεση διδασκαλία

ΔΙΔΑΚΤΙΚΟΣ ΣΤΟΧΟΣ

γνωστικός > γνώση > Βασισμένος σε γεγονότα
γνωστικός > διεργασία > να σκέφτονται κριτικά και δημιουργικά

ΣΥΛΛΟΓΕΣ ΟΠΟΥ ΕΜΦΑΝΙΖΕΤΑΙ

Μουσείο Μπενάκη #1

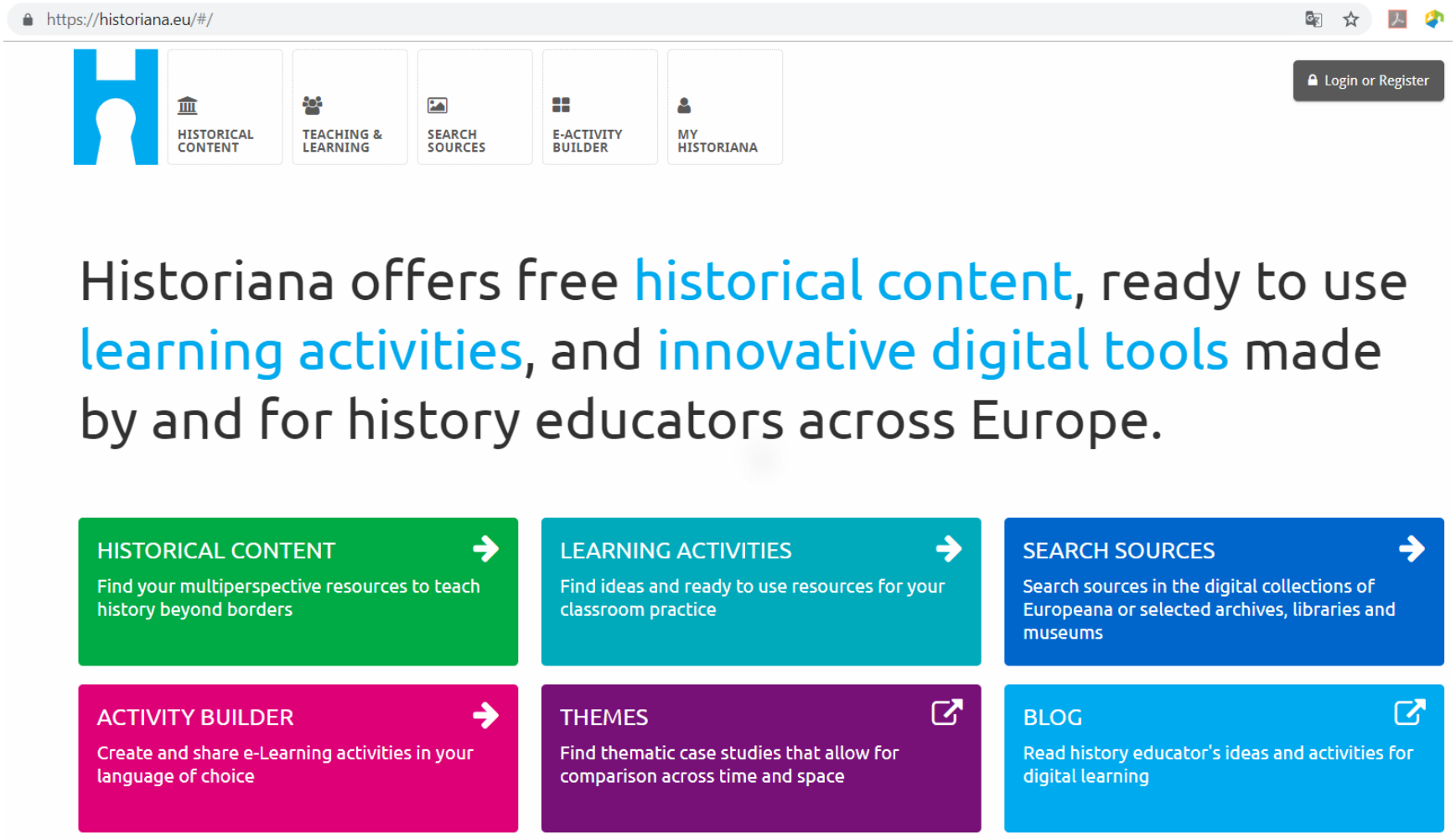
ΣΤΟΙΧΕΙΑ ΧΡΗΜΑΤΟΔΟΤΗΣΗΣ

ΠΛΑΙΣΙΟ ΑΝΑΠΤΥΞΗΣ & ΧΡΗΜΑΤΟΔΟΤΗΣΗΣ ΜΕΤΑΔΕΔΟΜΕΝΩΝ

έργο / πράξη: ΨΗΦΙΑΚΟ ΣΧΟΛΕΙΟ (Π61-ΥΠΠΕΘ)
υποέργο: Υποέργο 12: Παιδαγωνικός Μετασχολιασμός Ψηφιακού Υλικού Πολιτισμικού

Teaching with Europeana

The Historiana case



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Filter on All Learning Activities e-Learning Activities

Learning Activity

Love where you live

This learning activity enables students to learn about environmental problems in their community and public policy about environmental issues. Students then make a proposal ...

Learning Activity

Vida y ocio: la historia de la gente corriente

Este módulo trata sobre en la vida cotidiana de un joven de 18 años, nacido en Yugoslavia, que tuvo que enrolarse en el ejército alemán durante la Segunda Guerra Mundial. El módulo se...

Learning Activity

Ideas, still dangerous in democracy?

Analyzing the democratic societies of nowadays we often realize that the freedom of speech is not something definitely conquered. Mass media and big communication groups, but also...

Learning Activity

Живот и свободно време: историята на обикновени хора

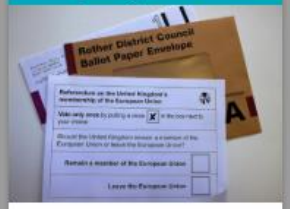
ози модул разглежда обикновения живот на един млад мъж на 18 г., роден в Югославия, който трябва да отиде в германската армия по време на Втората световна война. Става...

Learning Activity

El desafío de la estabilidad europea

Los estudiantes aprenderán sobre los altibajos que ha experimentado la estabilidad europea desde 1945 hasta

Learning Activity



Understanding and evaluating representative democracy

The material encourages learners to identify and evaluate the distinctive features of effective

Learning Activity

Животът в Европа през 1945-1949 г.

В този модул учениците работят с житейска история от епохата и след това използват опита на човека, чийто живот са

Learning Activity

The war of words

Using propaganda posters from multiple countries that cover four major themes students will identify similarities and differences.

The role of postcards in World War 1

How far do postcards reveal what happened in World War 1?

Ineke Veldhuis-Meester

Postcard from WW1

This activity asks students to look at the different ways the war is presented by the postcards that both soldiers from the front and their family and friends from home sent each other. These postcards enable them also to have a look into the daily lives of ordinary people.They mirror the mood of the troops and the nation; by matching the message and mood presented in the postcards with the phases of the war students can detect when the postcards are sent, and how they reflect the course of the war or what the home front should be told. Students will discover that postcards are also a propaganda tool like recruitment posters. Postcards can take different forms like drawings, cartoons, photographs and combinations of these; Students can get an insight in values and habits of the world of 1914-1918.

Downloads

Teacher material

- Lesson Introduction
- Lesson Introduction
- Lesson Plan
- Lesson Plan

Student material

- Student Worksheet
- Student Worksheet

LEARNING ACTIVITY

Indicative age

14-18 years

Approximate time

1-2 hours

Learning outcomes

Students will...

Acknowledgements

Learning activity written up by Ineke Veldhuis-Meester, from a draft design and content by Bob Stradling, within the Europeana Creative project with support of the Historiana learning and historical content teams and EUROCLIO trainees.

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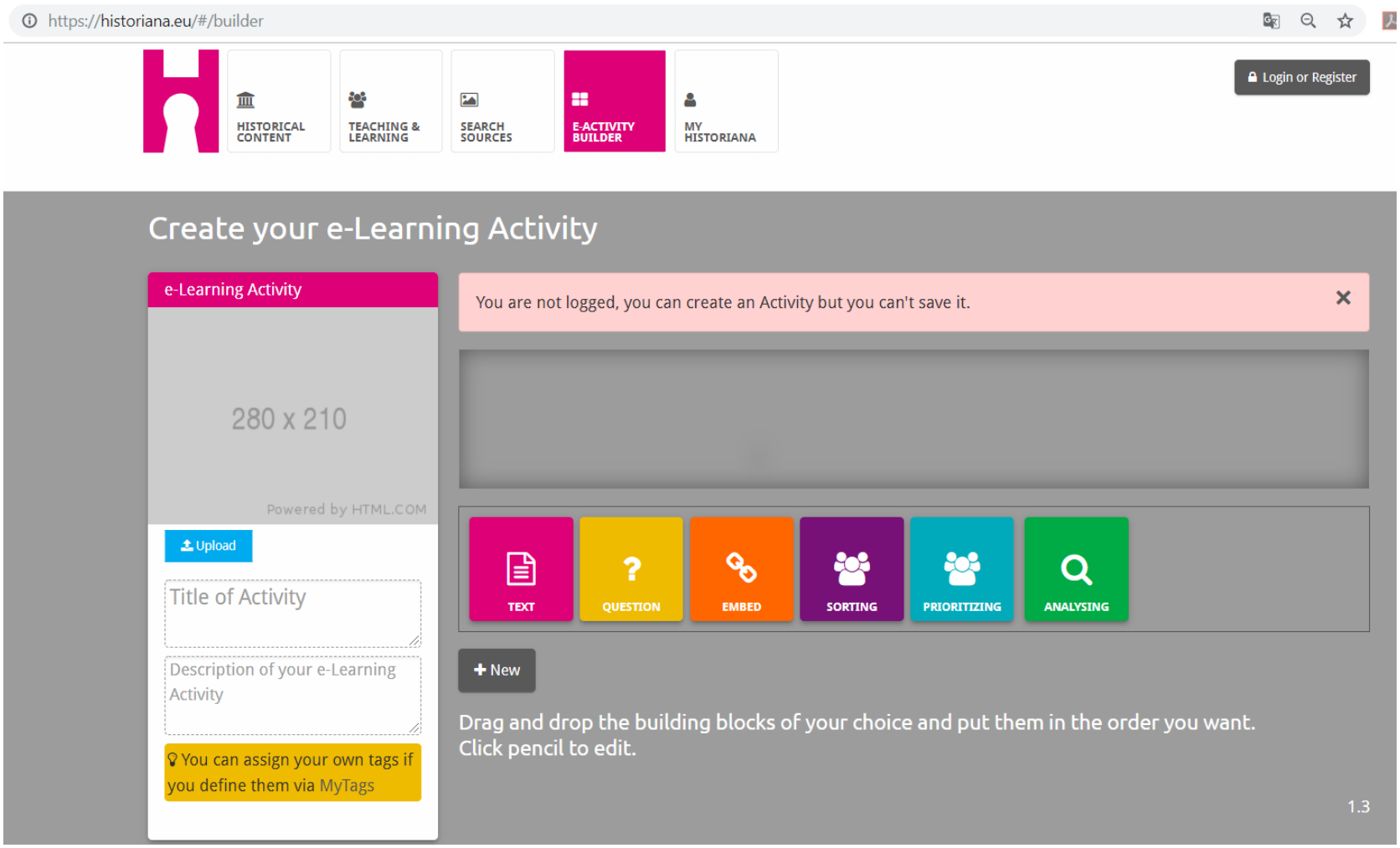
Related

Tags

[{ "info": "At the heart of good history teaching in schools is debate. History is not a fixed body of knowledge. Rather, it is a discipline that uses source material as evidence to form interpretations. Therefore, students need to learn to present their own views about the past and to learn how to persuade people that their view is worth consideration. They also need to learn in what different ways the past can be presented and how to evaluate attempts to persuade. \r
Presentation must consider audience and purpose. For example, a presentation to entertain children with stories of the past will be different from a presentation designed to spark academic historical debate.

The Historiana Activity Builder



Europeana for Education & Learning

Set up a Europe-wide structured dialogue between policymakers, cultural heritage institutions and educators to improve access

Prioritise the provision of '**Fit for Education and Learning**' content by cultural institutions and ministries

Emphasise the development of inclusive and accessible digital learning resources

Promote open licences and improve access and re-use conditions that underpin education and learning

Learning from the past, designing our future!!

Thank you!

DR. CLEO SGOUROPOULOU