FLEMISH INSTITUTE FOR ARCHIVING (VIAA) BRINGS (AUDIOVISUAL) HERITAGE INTO THE CLASSROOM

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PACKED vzw

INTRODUCTION

- The Flemish Institute for Archiving or VIAA was erected end of 2012 under supervision of iMinds research group

- Their aim is to **digitise, store, and provide access** to audiovisual material, historical newspapers, documents, etc. and make is accessible to all in a sustainable way

- Apart from process of digitisation and archiving, at least equal amount of care is given to accessibility of the material. For this, VIAA created an own **'interaction'** department

- VIAA has focused on three target groups for this interaction as determined by Flemish government: **education, scientific research, and public libraries**

- Present Content Partners are cultural heritage institutions who are granted ministerial funding, and broadcasters; will be further expanded to include e.g. municipal archives.

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ARCHIEFMATERIAAL VOOR ONDERWIJS

Eén beeld zegt meer dan duizend woorden. Informatie visueel presenteren en het gebruik van digitale leermiddelen zijn een noodzaak in het onderwijs. Het sluit nauw aan bij de audiovisuele wereld van de leerlingen en bij leerkrachten is er een grote behoefte aan audiovisueel materiaal voor gebruik in de klas. Maar liefst 66% van de leerkrachten zegt dat ze meer audiovisueel materiaal zouden gebruiken indien het webplatform van VIAA voor hen beschikbaar zou zijn. VIAA wil aan deze vraag tegemoetkomen en biedt leerkrachten een webplatform aan met archiefmateriaal dat ze met plezier zullen gebruiken in de klas. Het objectief dat VIAA vooropstelt is 'Elke dag in de klas': we willen dat archiefmateriaal een onmisbaar instrument wordt voor het onderwijs. VIAA heeft niet de ambitie om zelf leermiddelen te produceren, maar wil wel de integratie in digitale leermiddelen actief stimuleren. Ook het gebruik van de digitale bronnen op zich willen we aanmoedigen.

http://www.viaa.be/

SUPPORTING FRAMEWORK

- VIAA is funded on budgets coming from media, innovation and culture

- VIAA cooperates with the intermediary organisation Mediawijs. The core task of VIAA is making available the material, and the attention to dealing with the materials is then brought in by Mediawijs. This way, VIAA itself does not deliver ready-to-go products, but gives teachers the tools to be able to do something with the material themselves in a good way

Mediawijs literally means 'media wise'. It is a Flemish knowledge centre with the aim of making all citizens, today and tomorrow, capable of engaging in a conscious, critical, and active way with the mediatised society. More info at http://mediawijs.be/

WHY CREATE A PLATFORM TO GIVE ACCESS?

- Living labs approach: contacts with the ministerial cabinet and the department of education, the Canon Cultuurcel, teacher training, Agentschap voor Kwaliteitszorg in Onderwijs en Vorming (AKOV), and Vlaamse Onderwijsraad (VLOR)

- In addition, the Content Providers were sourced, as most of them also have their own educational department

- We don't want YouTube: authority and links disappearing

- Examples from the Netherlands (SchoolTV) pose no language barrier (both are Dutch), but historical events may be portrayed slightly differently

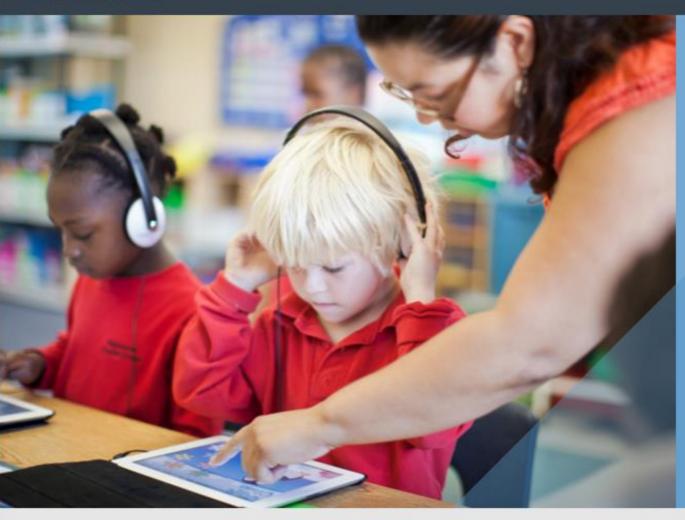This led to the creation of the online platform 'Testbeeld'

HET ARCHIEF
ONDERWIJS

WELKOM BIJ TESTBEELD

Testbeeld wil leerkrachten op een eenvoudige manier toegang bieden tot film- en audiomateriaal van de openbare omroep, de regionale omroepen en diverse erfgoedinstellingen zoals musea en archieven. Tijdens het schooljaar 2014-2015 blijft de toegang tot Testbeeld nog beperkt tot een vast aantal testleerkrachten. Zelf leerkracht en ook interesse? Geef je naam op!

OVER VIAA   **OVER TESTBEELD**   **REGISTREREN**

Feedback

AANMELDEN

Ben je al een geregistreerde testgebruiker? Meld je dan hier aan met je gebruikersnaam of e-mailadres en je wachtwoord!
Je wachtwoord kwijt? Vraag een nieuw wachtwoord door te klikken op de 'Wachtwoord vergeten' link.

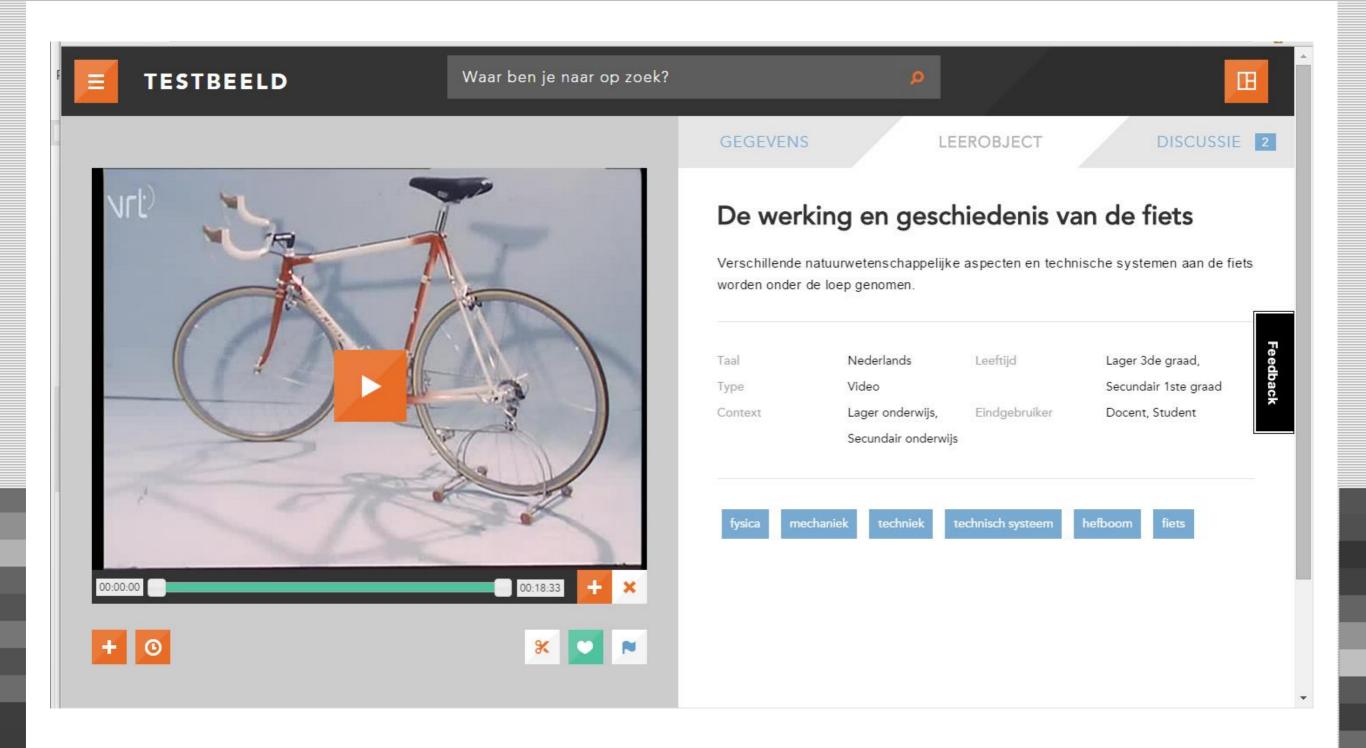Gebruikersnaam of e-mail adres

Wachtwoord

Aanmelden

Wachtwoord vergeten

THE ROLE OF THE TEACHER

- Don't want mass database of content but at least some level of curation
- Teachers get out of being in class and are lend to VIAA, to work for them as curators on the Testbeeld platform
- Start by looking at what is written in the curricula: then select topics for a certain theme (e.g. technology) that can be interesting based on the educational form and the curriculum
- For each topic, they create a briefing that indicates which archival material might be relevant for this, and in the case where such material is present, additional Learning Object Metadata (LOM-metadata) is created
- *[LOM indicates for which age category something is suited or aimed at; this kind of metadata is not found in regular metadata from archive or museum collections.]*

Snippet with LOM-data (right)

- Content curation in **Themes**: the teachers look for material to bring together that fits within a given theme, with the necessary LOM-metadata. Broader subjects, such as 'voting and elections', are offered for different age categories.

- Content curation in **Collections**: Themes are about subjects on which material is being collected and that also appear in the curricula. Collections are the places where you as a teacher go to collect fragments for a certain class yourself, and others can then source from (if you allow it).

EDUCATIONAL PUBLISHERS

- Reason for cooperation = different types of users in the teacher corps
- Some want to **prepare** all their class materials **by themselves**: looking for AV clips, cutting them, editing them, providing them with comments
- Teachers with a bit less time want to **peek around the corner** to see what already exists in terms of subjects or Themes. They can then make use of an existing list of about 10 fragments, and then make their own choices and order in it
- Third group of teachers works **very closely with the textbook**. They only need to know what AV clip they can show with a certain textbook section. To be able to make that connection, VIAA relies on the educational publishers. The professionals that work in such publishers on the textbooks are often also teachers themselves. They receive a login to the online VIAA platform and can then start by themselves to create Collections on a certain topic
- +: no cost for CD-rom printing and dispatching

Collection created by publisher (Uitgeverij Averbode) on subject of Belgian Astronaut (Dirk Frimout)

COPYRIGHT!

- Trade-off between VIAA and Content Partners

- Content Partner lets his material be digitised and stored by VIAA at the expense of VIAA. He receives a digital copy that he can use on for his own purposes. In return for this service, VIAA asks for a license right to be allowed to use this material for education, for scientific research, and through public libraries

- If Content Partner wishes to conclude a commercial deal outside of this framework, or for example create new services with publishers, the content provider is free to do that

- In cases where there are no copyright restrictions on the material, VIAA tries to make everything publicly available as much as possible. An example of this is the current digitisation of newspapers (regular press, clandestine press, pamphlets from the frontline, etc.) from WWI. 360.000 pages have been digitised: currently CC-BY

- In future VIAA wishes to speak with overarching rights management organisations to not having to clear each item individually

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CONTENT PROVIDERS

- The content providers are also not forgotten in this story. Many heritage institutions have an educational department and policy of their own – each more elaborate than the other. They also make **educational packages**, and can possibly enrich these with material from the online platform. If certain material cannot be found, VIAA can go looking for it. In addition, they can also make Collections on the online platform themselves, and this way put their collections in the spotlight

- The presence of a content provider's material on the online platform can also lead to an **actual visit** to that institution. In the case of such a visit, for example to a museum, a teacher will beforehand already try to contextualise the visit by means of the available collection material from this museum

- A content provider can then refer to its own Collection on the online platform with interesting materials for use during the class. These can furthermore be **enriched with material** from heritage collections to which the museum in question perhaps would have otherwise never had access; think of it as a long-term digital loan. VIAA is advocating the fact that material is shared by and between all content providers

Over deze site | Testb ×   Testbeeld | Een digita ×

Barbara

https://testbeeld.viaa.be/media/de-eeuw-van-pericles-het-dagelijkse-leven-1987/h1FdTpVTukoAVPhfUM4WUFL4#

HET ARCHIEF
ONDERWIJS

Waar ben je naar op zoek?

GEGEVENS   LEEROBJECT   DISCUSSIE 0

De eeuw van Pericles: het dagelijkse leven (1987)

▶ 16   ♥ 0   💬 0

00:00:00 Begingeneriek (op luchtopname van de Akropolis, gevolgd door een beeld van het borstbeeld van Perikles). 00:00:30 Luchtopname van Athene. 00:00:47 Kaart van geografie Attica. 00:01:10 Luchtopname van Kaap Soenion (op scheiding van ...

TOON MEER

Reeks	De eeuw van Pericles	Genre	Duiding, Reportage
Datum gepubliceerd	18-09-1987	Duur	28:24
Gepubliceerd door	VRT	Datum toegevoegd	22-12-2014
Taal	Nederlands	Aantal keer afgespeeld	16
Gemaakt door	VRT	Rechten	Rechten
Producent	Onbekend		voorbehouden

Oorspronkelijke publicatie door **VRT**

Feedback

Online platform http://testbeeld.viaa.be

Rebranded & opened early 2016

agora   amfoor   antiek   archeologie   Athene   Attica   bas-reliëf

borstbeeld   Egeïsche Zee   gender   Griekenland   haven   intimiteit

Ionische Zee   kind   mijnbouw   opgraving   Oudheid   Perikles   Piraeus

~ **THE END** ~

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