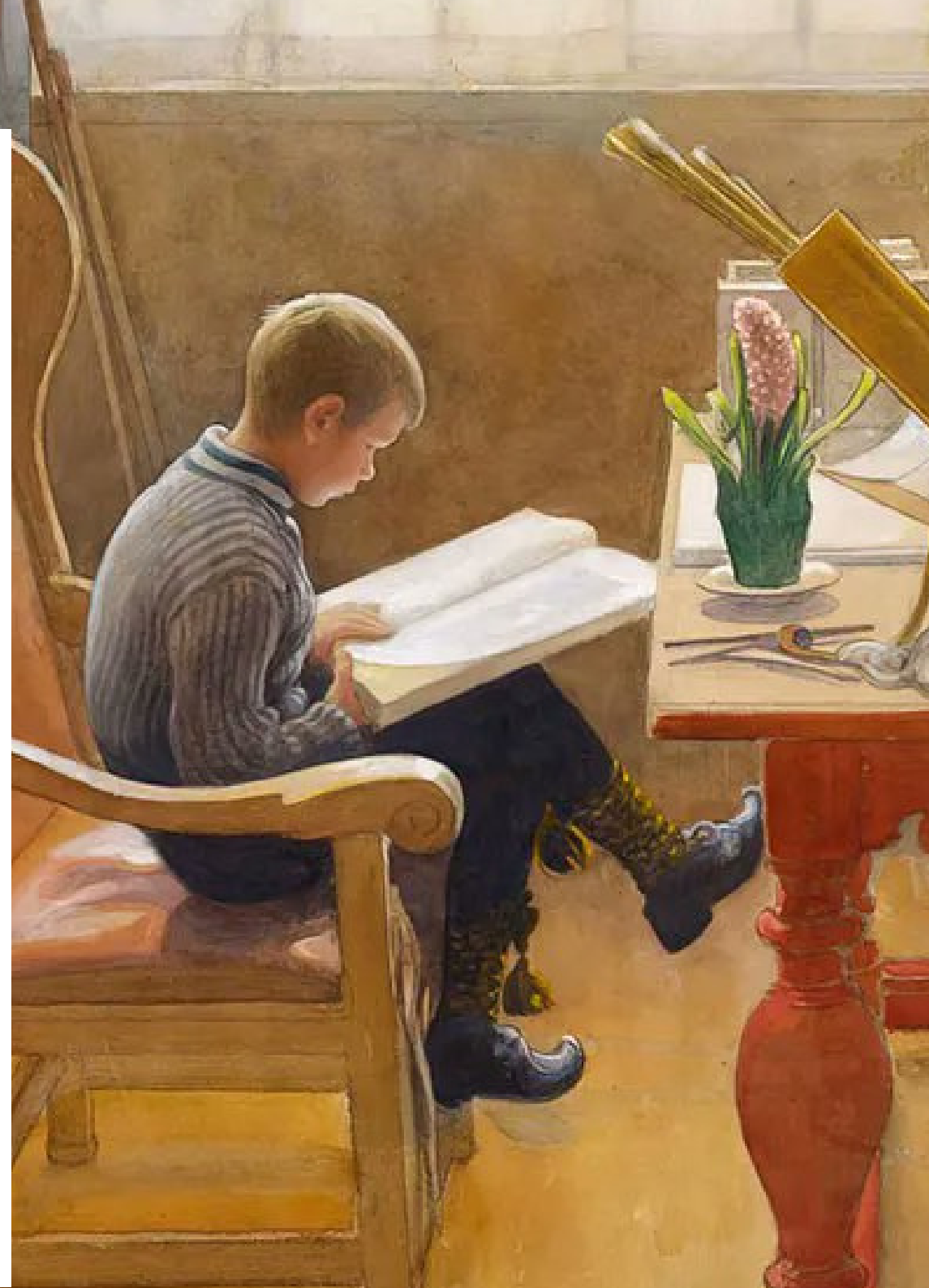europeana
think culture

IMPACT REPORT

A LOOK AT THE IMPORTANCE OF RE-USE DIGITAL CULTURAL HERITAGE IN EDUCATION COMMUNITY

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University Project:
Assessing the Impact of Culture and Creativity in Society (CC4123)
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EXECUTIVE SUMMARY

EUROPEANA THINK HERITAGE

How do we measure the reuse of something intangible as knowledge?

This fundamental question lies at the heart of our exploration into the impact of Europeana's communities on the professional reuse of digital cultural heritage, with a specific focus on Europeana's Education Community. In an era characterized by unprecedental digital connectivity, the digitalization of heritage has emerges as a dynamic area of study, impacting diverse disciplines and stakeholders. Yet, the intangible nature of knowledge sharing complicates traditional metrics of assessments, prompting us to explore innovative methodologies and frameworks to unravel its impact.

Europeana stands as a beacon of European cultural heritage preservation and dissemination, offering a vast repository of digital cultural heritage materials to educators, researchers, and enthusiasts worldwide. Moreover, it offers avenues for both institutions and individuals within the cultural heritage domain to bolster their digital skills and capabilities, enabling its reuse for educational, research, creative, and recreational purposes.

As of today, the Europeana Initiative, alongside its partners, is actively engaged in establishing the common European data space for cultural heritage. This initiative, a flagship project of the European Union, seeks to expedite the digital transformation of Europe's heritage sector and promote the reuse of cultural heritage content. Europeana envisions a future where the cultural heritage sector thrives on digital platforms, catalysing a Europe that thrives on its cultural richness and diversity, thereby contributing to an open, knowledgeable, imaginative, and vibrant data-driven society (Europeana, n.d.-a).

THE CALL FOR ASSESSING IMPACT OF REUSE

In terms of impact assessment, Europeana initiated its evaluation process in 2012, aiming to make a difference in the experiences of individuals engaging with its products and services in the cultural heritage sector. Drawing from its own experiences in impact design and assessment, Europeana has gathered data on various aspects of its work, such as annual conferences and the multidisciplinary Europeana Network Association (Europeana, n.d.-b).

Nonetheless, there remain unanswered questions that Europeana aims to address to gain a deeper understanding of its impact and to strategize for greater impact in the future. Focusing particularly on the Education Communities, this project aims to explore the impact of communities on the professional reuse of Europeana's data. The overarching objective is to delve into the impact that communities exert on the reuse of Europeana's data within professional realms, guided by the following research question and sub-questions:

What is and could be the impact of communities on the professional reuse of digital cultural heritage?

What might a reuse-oriented Theory of Change for Europeana's communities look like?

And what reuse indicators might be relevant for Europeana Education and the other Europeana communities?

MEASUREMENT & ANALYSIS

In this report, we delve into these questions, drawing upon a mixed methods approach involving semi-structured interviews, documentation analysis, and extensive literature review.

Along the way, we identify key findings shedding lights on the dynamics, utilisation patterns, and engagement strategies within Europeana's educational ecosystem, as well as the perceived impact of Europeana resources among the education community.

IMPACT ON EDUCATION COMMUNITY

Along the way, we identify key findings shedding light on the dynamics, utilisation patterns, and engagement strategies within Europeana's educational ecosystem, as well as the perceived impact of Europeana resources among the education community. As it emerges, in fact, Europeana's resources empower educators, facilitating professional development, and enhancing learning outcomes and student engagement. In a broader context, furthermore, Europeana's efforts of providing free access and ready-to-use content and promoting reuse contribute to the democratisation of access to cultural heritage and celebrate Europe's diversity, prompting a shared European identity.

ToC ADJUSTMENTS

From the analysis we develop a reuse-oriented Theory of Change, envisioning the strategic roadmap for enhancing the professional reuse of digital cultural heritage within Europeana's communities.

Suggesting qualitative metrics to measure its impact, such as the documentation of sharing of case studies of successful integration, assessing student learning outcomes, and soliciting feedback from educators on the platform's resources and services. These qualitative measures aim to capture the practical benefits and effectiveness of Europeana's resources in educational settings.

CONTRIBUTION TO EUROPEANA

Our research does not only reflect on the current impact of Europeana, but also poses some questions and recommendations for the future. To begin with, it assesses the re-use of digital cultural heritage qualitatively, exploring the nuance of the Educational Community and the demand for engagement of external stakeholders. In addition, it proposes that permeability, and sharing across disciplines and platforms. can be viewed as indicators of re-use. Finally, this report reflects on the standardisation processes of the Europeana Data Model and encourages the contextualisation of information when qualitatively assessing re-use and impact.

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1. INTRODUCTION

In today's rapidly changing society, cultural organizations like museums, art galleries, and heritage sites are at the forefront of shaping our shared culture and values. The interaction among art, culture, and societal shifts highlights the profound impact of both cultural legacy and modern artistic representations. Cultural organizations are renowned for their role in promoting diversity, inclusivity, education, and community involvement. They play a vital role in enhancing both mental and physical well-being as well as social sustainability (Ebrahim, 2019). By safeguarding and explaining cultural heritage, museums and heritage locations play a key role in shaping societal values and perspectives (Lampis, 2018). However, despite their profound influence, these establishments encounter difficulties in articulating and validating the tangible impacts of their contributions. This underscores the need for a systematic approach to comprehending and assessing the societal effects of cultural initiatives and strategies (Hadida, 2013).

Recent investigations into how social impact is managed, assessed, and communicated within the arts and culture sector indicate a noticeable gap in implementation. Despite a strong interest in quantifying social impact, many cultural organizations are hesitant to disclose the results of their initiatives (Deloitte, 2024). This contrast raises concerns about the evaluation methods used by these entities to gauge both their social and economic impacts. Academics and professionals advocate for a framework known as "social impact thinking," emphasizing value creation, social change strategies, and accountability, with the goal of aligning organizational goals with societal requirements (Ebrahim, 2019).

Assessing a cultural organization's impact involves understanding its economic, cultural, and societal effects, a complex but crucial task. These groups create different kinds of value beyond just money. They help people get involved and improve communities. Reusing old buildings for new cultural purposes shows social and environmental benefits (Bullen & Love, 2011). It highlights sustainability and community identity. Furthermore, examining heritage values is key to keeping cultural artifacts relevant and useful today (Fredheim & Khalaf, 2016). Efforts to preserve and advance culture are now judged more by their contributions to society. A strong framework is needed to measure and communicate their effects. The emphasis on accountability and transparent assessment highlights the importance for cultural institutions to precisely outline their impact goals and establish effective evaluation methods. This involves not just expressing the social, cultural, and economic advantages of their initiatives, but also involving stakeholders to guarantee alignment and adaptability to societal demands (Ebrahim, 2019).

Following this introduction, the report will explore these themes in greater depth, starting with an in-depth examination of Europeana. As a leading digital platform for European cultural heritage, Europeana exemplifies the challenges and innovations in measuring social impact within the cultural sector. We will then delve into the Theory of Change, a framework that helps organizations articulate how and why a desired change is expected to happen in a particular context. This theoretical foundation paves the way for our discussion on Methodology, where we outline the research methods employed to analyze the social impact of cultural initiatives. The Data Analysis section will present our findings, shedding light on the tangible impacts of cultural work. This leads to a comprehensive Discussion where we interpret these findings, considering their implications for future strategies in cultural institutions. Finally, our Conclusion will summarize the key insights gleaned from our research and propose directions for further study, emphasizing the ongoing importance of cultural organizations in shaping societal progress in an ever-evolving world.

2. EUROPEANA: (RE-)USING DIGITAL CULTURAL HERITAGE

2.1 INTRODUCING EUROPEANA

In post-pandemic societies and among ever-developing technologies, the digitization of the arts has been a central development in the cultural and creative industries as a process that democratises the field and improves accessibility on an individual as well as international level (Van Saaze, Rasterhoff and Archey, 2020). In a similar light, the digitization of heritage has minimised archival profusion and uncertainty in preservation, and posed questions regarding the nature of (meta-) data as a medium for preservation and as heritage alike (Harrison et al, 2020). This dialogue manifests in Europeana, the digital repository for European heritage introduced in 2005 by the European Union (Capurro and Plats, 2020). Europeana consists of a vast archive of more than 50 million articles, covering themes spanning across the arts and cultures, and advocates for the preservation of heritage for future generations, while simultaneously encouraging and enabling the engagement of contemporary audiences with their content. In addition, Europeana engages a variety of stakeholders including leading institutions internationally, primarily appealing to "cultural heritage enthusiasts, professionals, teachers and researchers". More specifically, the Europeana Initiative consists of three broader groups- the Europeana Foundation, the Europeana Network Association and the Europeana Aggregators' Forum. Focusing on the Europeana Network Association, the active community of more than 4000 experts in the field of heritage studies and relevant discourses is divided in seven communities. These communities engage hands-on with issues around climate action, communication, copyright, education, technology, impact and research.

Consequently, Europeana is not only a platform that makes cultural heritage accessible, but also a mediator that encourages interdisciplinary work. In other words, Europeana is a meta-data aggregator which bridges the gap between institutions and wider European audiences (Capurro and Plats, 2020). The Europeana Data Model presents itself as a digital infrastructure that establishes a shared language and format for the online archival of European heritage, and further evokes a sense of European-ness among their users (Capurro and Plats, 2020). This method of standardising data and their relevant processes may have limitations, such as the homogenisation of entries from different institutions, but on the other hand, it amplifies accessibility (Capurro and Plats, 2020). Complementary to their online archive, Europeana also reaches their audience through newsletters and live events. As a result, it is a cultural organisation that pays great attention to the reproduction of values, from democratising the field of heritage studies to creating community.

"Europeana empowers the cultural heritage sector in its digital transformation. We develop expertise, tools and policies to embrace digital change and encourage partnerships that foster innovation"
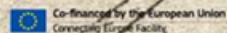
European Schoolnet Academy

Europeana: Embedding European digital cultural heritage in education

europeana

Zelfportret met baret en opengesperde ogen 1630-1700, Rijksmuseum Netherlands, Public Domain

Massive Open Online Course #EuropeanaMOOC

Co-financed by the European Union Connecting Europe Facility

2.2 EUROPEANA'S IMPACT QUESTION

Useful for Europeana as well as other heritage professionals, the Europeana Impact Playbook was introduced in 2015 to provide some guidelines in assessing their current and potential impact (McNeilly, 2023). In particular, the Playbook is advocating for five principles- being participatory and inclusive, reflective and critical, efficient and effective, useful and proactive, and focused on its stakeholders (McNeilly, 2023). However, its all-encompassing feature is its accessibility, from its language to its open access to the wider public. The Europeana Impact Playbook outlines four stages of designing and measuring impact, starting from impact design to impact measurement and impact narration, culminating to the final evaluation of the impact and the processes involved (McNeilly, 2023). Impact is defined as "changes that occur for stakeholders or in society as a result of activities (for which the organisation is accountable)" and it can take multiple forms, from measuring social to economic change (McNeilly, 2023). Within the field of heritage, impact combines the environmental and social parameters with the discourse of heritage preservation (Patiwael, Groote and Vanclay, 2019). Heritage Impact Assessments interpret impact in accordance to different discourses- whereas the preservation discourse refers to individual heritage objects that need to be safeguarded from their changing surroundings, the conservation discourse caters to cases where heritage has been adapted to suit contemporary demands such as the re-use of heritage buildings (Patiwael, Groote and Vanclay, 2019). Finally, the heritage planning discourse draws attention to addressing contextual elements and protect heritage while regarding it as a living organism (Patiwael, Groote and Vanclay, 2019). Overall, Europeana contributes in all the aforementioned discourses by presenting the Europeana Data Model for the preservation of individual artefacts and the conservation of tangible and intangible heritage, while simultaneously contributing to heritage planning by encouraging the interdisciplinary re-use of heritage. Europeana invites creatives, educators and researchers alike to "be inspired" by their content and use them for their own practice, and in that way, foster innovation through interdisciplinary work (Europeana, n.d.-c). Existing re-use projects include the re-contextualisation of digital cultural heritage in secondary education as well as gaming (Europeana, n.d.-c).

Use and re-use are frequently used interchangeably, but in this context they refer to different activities. On the one hand, use implies one's initial access and their superficial engagement with online content, like watching a video (Kenfield et al, 2022). On the other hand, re-use denotes the re-contextualisation of content, often as a result of social engagement and interaction among different stakeholders (Kenfield et a, 2022). However, use and re-use are not a binary but a spectrum- activities are positioned across the spectrum depending on the level of transformation that the online content undergoes (Kenfield et al, 2022). To begin with, access is situated closer to use, and *consumption, reformatting, enhancement, sharing, recontextualisation* and lastly, *transformation,* are encountered further in the spectrum towards re-use (Kenfield et al, 2022).

Consequently, use is often measured quantitatively, while re-use needs qualitative research methods to assess the activities in detail and in context (Kenfield et al, 2022). Europeana's current use indicators rely on access and usage statistics, such as downloads and views, as well as user engagement, such as comments and shares. Citation metrics and user surveys are very useful in tracking re-use, however their accuracy may be limited when capturing the broadness of the activities.

Although Europeana is aware of their reach to heritage professionals and educators, the EU General Data Protection Regulation may hinder the gathering of data related to re-use, and as a result, alternative qualitative methods must be employed to assess the re-use of Europeana's content. Evidently, despite the detail and transparency of the Europeana Impact Playbook, impact remains a nuanced term. This report aims to approach the following research question:

What is or could be the impact of communities in the professional re-use of digital cultural heritage?

The research focuses on the Education Community and the opportunities it brings in the re-use of digital cultural heritage as well as collaboration among different fields. In the process of investigating the research question, this report will also explore the possibility of a re-use-oriented impact model while also determining what other re-use indicators might be relevant for Europeana Education as well as the rest of the Communities.

THEORETICAL POSITIONING

3. THEORY OF CHANGE

What is the Theory of Change?

The Theory of Change (ToC) provides a clear roadmap for cultural organizations to understand and track their initiatives' social impact. ToC offers a structured approach to outline how specific actions lead to desired outcomes and benefits for society. Grounded in the comprehensive frameworks provided by scholars such as Weiss (1995), Ebrahim (2019), and Vermeulen & Maas (2021), ToC offers a nuanced approach beyond traditional evaluation models, facilitating a deeper understanding of organizational impacts in the cultural sector. The model's systematic approach allows for a detailed mapping of the causal pathways from an organization's inputs to its long-term societal impacts. This process begins with identifying the resources (inputs) and actions (activities) that lead to immediate results (outputs), which in turn contribute to broader changes (outcomes) and, ultimately, societal benefits (impacts). This framework adeptly handles the complexity of cultural initiatives, which often aim to produce outcomes that extend beyond tangible products to influence societal values and behaviors. The strategic orientation, activity types, and stakeholder engagement of an organization are pivotal in shaping its ToC. Ebrahim (2019) categorizes organizational strategies into niche, integrated, emergent, and ecosystem, each requiring distinct pathways and measurement approaches to capture social impact adequately. These strategies align closely with the organization's mission and goals, emphasizing the need for a tailored ToC that reflects specific operational contexts and objectives. Moreover, the diverse activities undertaken by cultural organizations—from emergency relief to policy advocacy and service delivery—demand a customized approach to ToC development. Ebrahim's (2019) classification of activities underscores the necessity of aligning the ToC with the organization's operational focus, ensuring that the pathways to impact are relevant and actionable. Lastly, stakeholder involvement is critical in refining and validating the ToC. By incorporating diverse perspectives, including those of decision-makers, partners, staff, and beneficiaries, the ToC becomes a dynamic tool that resonates with the complex ecosystem in which cultural organizations operate. This inclusivity enhances the ToC's adequacy, ensuring that it accurately reflects the organization's environment and addresses the needs and expectations of all stakeholders.

In light of the shifting societal emphasis towards intangible values, the adequacy of ToC in cultural organizations becomes even more pronounced. The interconnectedness of cultural objects, values, and societal impact, as discussed by Azmat et al. (2018) and Loots & Vermeulen (2022), underscores the critical role of ToC in capturing the nuanced impacts of cultural and creative industries. By providing a structured yet flexible framework for visualizing and measuring impact, ToC enables organizations to navigate the complexities of societal value creation, ultimately contributing to sustainable development and social well-being.

***Theory Application on Europeana's Education Community***

The below illustration represents the Theory of Change developed by our team for Europeana's Education Community (See more detailed version in Appendix A, p.17) outlines a strategic approach to enhancing the professional reuse of digital cultural heritage. This ToC delineates the progression from the foundational inputs of Europeana's digital platform and its diverse engagement channels to far-reaching impacts in culture and society. Activities central to this strategy—capacity building, resource development, and knowledge sharing—are poised to produce tangible outputs such as engagement metrics, ultimately leading to better educational resources and integrating digital heritage into curricula.

Stakeholders, including educators, cultural heritage professionals, and policymakers, are integral to this process. Their engagement fuels the ToC, ensuring activities produce the desired outputs. Their collaborative efforts are vital to achieving the ToC's desired outcomes, which align with Europeana's mission to empower communities through digital innovation in the cultural sector.

The ToC is not a simple, straight path. It is a network of interconnected elements working towards the final impact: enhancing education while protecting Europe's cultural heritage. Stakeholder input guides activities and outputs that result in meaningful educational outcomes and societal impact. It systematically translates capacity building and knowledge sharing into empowering educators and enriching educational experiences. This complex network helps protect and celebrate Europe's rich cultural heritage.

In essence, the ToC crafted by our team offers a strategic framework for how the Europeana Education Community might effectively enhance engagement with digital cultural heritage. This outline promotes cooperative and progressive methods, implying that Europeana's dedication, combined with stakeholder backing, will substantially augment educational prospects and safeguard Europe's cultural riches. The strategy envisions innovative ways to connect learners with heritage resources, fostering cross-cultural understanding and societal enrichment.

THEORY OF CHANGE
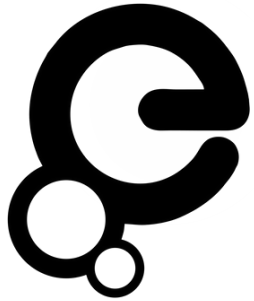
RATIONALE

EUROPEANA IS EUROPE'S PLATFORM FOR DIGITAL CULTURAL HERITAGE AND IT AIMS TO EMPOWER THE CULTURAL HERITAGE SECTOR IN ITS DIGITAL TRANSFORMATION BY BRINGING TOGETHER PROFESSIONALS FROM ACROSS EUROPE, ADVOCATING FOR IMPROVED DIGITAL PRACTICES, AND FACILITATING THE SHARING AND PROMOTION OF CULTURAL HERITAGE GLOBALLY.

ACTIVITIES

- CAPACITY BUILDING
- RESOURCE DEVELOPMENT
- KNOWLEDGE SHARING
- STAKEHOLDERS ENGAGEMENT AND NETWORKING

OUTPUTS

- USAGE METRICS
- COLLABORATION AND PARNERSHIPS
- FEEDBACK AND SATISFACTION
- KNOWLEDGE TRANSFER
- ENGAGEMENT& PARTICIPATION
- INTEGRATION INTO EDUCATIONAL CURRICULUM
- AVAILABILITY OF EDUCATIONAL MATERIAL

OUTCOMES

- FOSTER INNOVATION AND PAN–EUROPEAN COLLABORATION
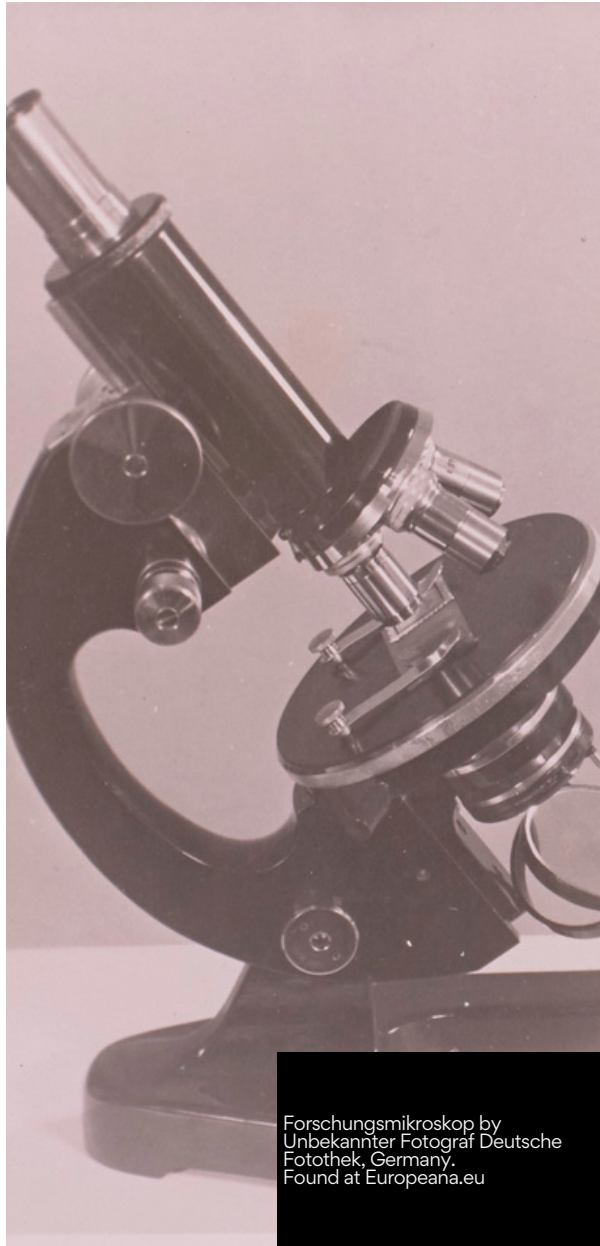- EMPOWER EDUCATORS & ENRICH EDUCATIONAL EXPERIENCE

IMPACT

ENRICHING EDUCATIONAL EXPERIENCES WHILE PRESERVING AND CELEBRATING EUROPE'S CULTURAL HERITAGE.

4. MEASUREMENT PLAN

4.1 MEASUREMENT METHOD

 In order to investigate nuances in the outcomes of Europeana's content, this research adopts a mixed methods approach, integrating semi-structured interviews and documentation review to gather qualitative data. While the data collection is anchored in the primary qualitative data from interviews, the analysis expands including a thorough examination of secondary data sources, including Europeana's public documentation, academic studies on digital cultural heritage, and other pertinent materials that can provide a backdrop against which the interview data can be interpreted. This additional layer of data enrich our analysis mitigating constraints of generalizability, offering a more holistic view of Europeana's impact.

4.2 DATA COLLECTION

 The semi-structured interviews involve the use of a predetermined set of questions that are modified according to the interaction with the respondent (Bryman, 2016). Although qualitative methods like semi-structured interviews do not provide insight into causal relationships between variables, they allow an in-depth exploration of the subject (Bryman, 2016), which is ideal for addressing the research question- since the question at-hand aims to explore what is or could be the impact of Europeana's communities on the re-use of digital cultural heritage, then the active engagement of the sample through interviews is necessary. For example, an extensive use of follow-up questions took place during interviews, as well as a collaborative effort among the researchers to address their enquiries. In that way, broad concepts such as re-use were consistently defined and contextualised. Additionally, the high plasticity of this method allowed the interview guides to be tailored to the role of each respondent in Europeana, and the insight they could provide.
 Adhering to ethical standards, informed consent was secured prior to the interviews, with consent forms distributed and signed, ensuring participant confidentiality and data integrity. Conducted via video conferencing, these interviews are recorded (with participant consent) and transcribed verbatim, laying the groundwork for thorough thematic analysis. The management of this qualitative data, securely stored and organised in excel, upholds the highest standards of data protection and ethical integrity, providing a robust foundation for subsequent analysis phases.

4.3 SAMPLING METHOD

 Therefore, due to the focus on Europeana's internal operations, criterion sampling is applied to gather respondents. This method is not only suitable for the short timeframe of this research, but it is also the best option when responding to the research question- since the study is focusing on Europeana's internal matters, then it is only relevant to consult the members involved. Criterion sampling entails the choice of participants based on certain criteria that fulfill the aims of this research (Cohen and Crabtree, 2006). In this case, the participants should not be external collaborators but members of Europeana's staff, and greatly involved with Europeana's communities. Sampling Europeana's staff is preferred over the final (re-)users who are difficult to reach and analyse, as they might be members of more communities and potentially a very heterogeneous group. In combination with the small number of interviews conducted, interviews with community members would not provide adequate and/ or reliable results. Consequently, this research involves two interviewees- firstly, Jolan Wuyts, who is a Collections Editor and a member of the Audience Engagement team. Secondly, Isabel Crespo, who is part of the Internal Education Community and works with external stakeholders in education. All in all, the sample is composed by Europeana's staff that have direct access to the Educational community and can contribute to the understanding of impact in this context.

4.4 MEASURING INSTRUMENT AND INDICATORS

The interviews were structured around open-ended questions that encouraged the respondents to elaborate, clarify, and engage in an in-depth interaction with the researchers. Customized interview guides (see Appendix B, C, at page 22) facilitated discussions aligned with Europeana's strategic aims and research objectives, probing into the respondent's role within Europeana, their engagement with the education community, and their reflections on the reuse of digital cultural heritage.

To unravel the impact of digital cultural heritage reuse across the Europeana Education Community, the study measured the results through a systematic framework, following a set of effects and indicators (Table below). This plan aims to comprehensively understand and assess the multifaceted factors influencing audience engagement, community support, educational initiatives, and collaborative efforts within digital cultural heritage reuse.

4.5 ANALYSIS PROCESS

The ultimate goal of this research is to deeply understand how Europeana's networks influence the professional use of digital cultural heritage. Thematic analysis was employed to thoroughly examine the qualitative data gathered from interviews, revealing insights aligned with Europeana's strategic objectives and the developed Theory of Change.

Thematic analysis involves locating recurring themes across the data, informed from existing literature (Bryman, 2016). This approach allows us to thoroughly examine the complex qualitative data gathered from interviews. Following Braun & Clarke's (2006) approach, the analysis process involved an immersion in the interview content, followed by inductive generation of initial codes to deeply understand the nuances of the responses, identifying emerging themes. Subsequently, the patterns emerged were woven into a narrative and connected to empirical findings with research questions and the project's theoretical foundations.

THEMES	EFFECTS	INDICATORS	IMPACT (RQ) ALIGNMENT
Tracking Data Reuse	Improved tracking of data reuse between communities.	• Current metrics for tracking data re-use (e.g., data analytics tools, user feedback forms). • Increase in documented instances of data reuse between communities. (e.g. Number of documented API integrations and reuse cases) • Feedback from stakeholders on the effectiveness of tracking methods.	Identify gaps in data tracking and current measurement processes.
Education Community Activity Engagement	Community Engagement and Support	• Collaborations/partnerships • Metrics tracking audience engagement levels (e.g., website visits, downloads, interactions). • Identification of required tools/resources based on feedback from stakeholders. • Success stories showcasing effective strategies for reuse: Documentation of specific initiatives/projects promoting reuse of digital cultural heritage. • Feedback from stakeholders regarding the impact of reuse initiatives on target groups.	Qualitative insights into Europeana's activities and engagement strategies, including responsiveness to the needs and preferences of different user groups within the community Assessment of the current impact of communities on the professional reuse of digital cultural heritage
Impact of Europeana Resources in Education	Gain Community's Insights and perceived impact of educational initiatives on outcomes.	• Description of the characteristics, challenges, and interests of the target group, with emphasis on identifying secific support, tools, or resources demanded by the education community. • Qualitative insights into how members currently engage with and utilize digital cultural heritage resources • Feedback from stakeholders on the effectiveness and relevance of initiatives/projects, including barriers to engagement. • Unique Selling Point (USP) and perceived value of Europeana's resources by the community	Provide evidence of the impact of educational efforts on professional reuse outcomes in the context of digital cultural heritage. Community contribution to increasing the impact of digital cultural heritage reuse.

5.
RESEARCH FINDINGS

5.1 CHALLENGES IN TRACKING DATA RE-USE

- *Current metrics for tracking data re-use*
- *Feedback on the usefulness and accuracy of metrics tracked by Europeana*
- *Identification of gaps in data tracking or measurement processes*

Europeana employs various strategies to track data reuse, including metrics such as monitoring social media keywords and setting up alerts for online mentions (e.g., Europeana or Europeana. eu). However, these methods present limitations in capturing the full extent of reuse activity. As mentioned above (see 2.2), whereas use is easily quantified, re-use is inherently nuanced and thus requires qualitative research methods to be assessed (Kenfield et al, 2022). This is due to the involvement and interaction of different stakeholders, or the re-contextualisation of digital content altogether (Kenfield et al, 2022). Consequently, Europeana faces challenges in accurately measuring data reuse due to legal constraints (GDPR) and the decentralized nature of online content. As a result, this translates as a limitation for accurately measuring the impact of Europeana resources. While they track metrics such as visits and downloads, they acknowledge that these numbers may not fully *represent the actual usage and impact.*

Europeana's Education Community regularly reports metrics to the European Commission, including visits and downloads of teaching resources. They establish targets at the beginning of each year and explain when targets are unmet, emphasizing the factors beyond their control. It is worth mentioning that positive feedback was received from the Commission regarding Europeana's efforts despite challenges in measurement.

Europeana may be considered a niche product among educators, mainly those not directly involved with the organization or its initiatives; nonetheless, current engagement and community numbers are seen positively, indicating a level of impact within the education community.

Europeana cannot force the use of its resources but focuses on demonstrating the benefits to educators. Emphasis is given to understanding the significance of these numbers and focusing efforts on engaged communities rather than trying to reach everyone with potentially minimal impact. Moving forward, there is a clear need for more emphasis on qualitative impact measurements to better understand the true value and reach of Europeana's resources.
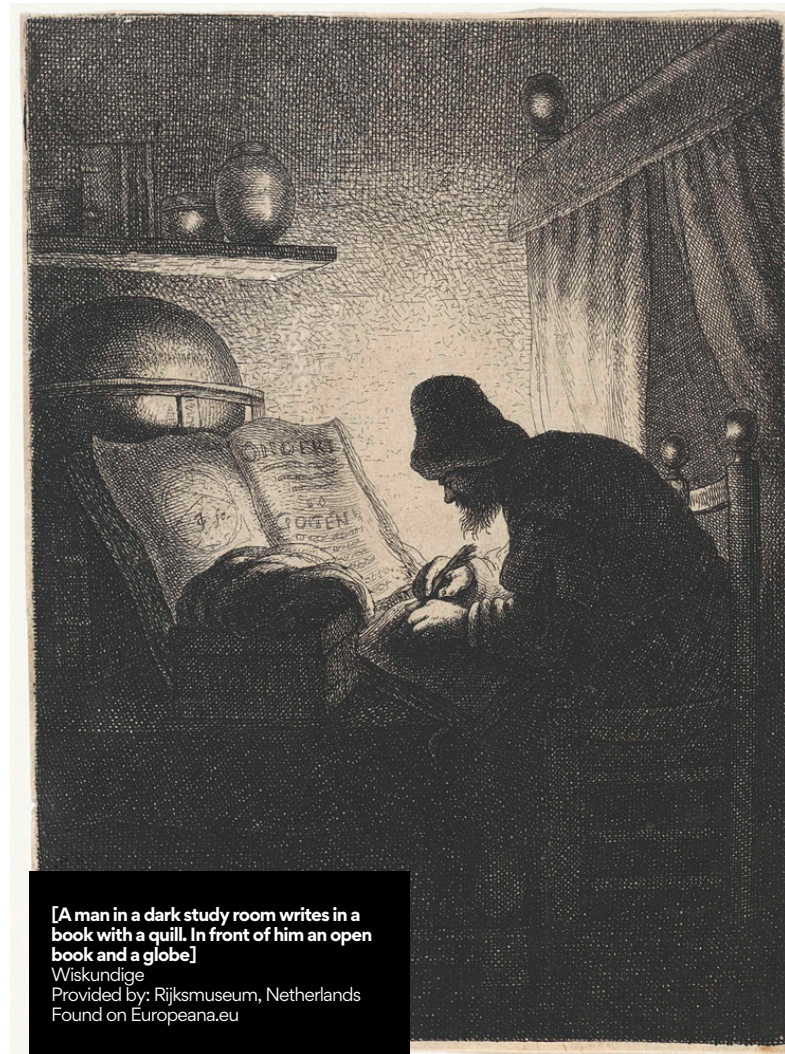
[A man in a dark study room writes in a book with a quill. In front of him an open book and a globe]
Wiskundige
Provided by: Rijksmuseum, Netherlands
Found on Europeana.eu

- *Partnerships and collaborations*

Recognition of Europeana's partnerships and alliances in achieving its goals. Collaborative efforts with various stakeholders contribute to achieving Europeana's objectives. In order to develop products and services that address the diverse needs of Europeana's target audience effectively, Europeana's Education Community nurture alliances and partnerships with various stakeholders, including ministries of education, associations, networks, and industry partners from a PAN European level, working in educational, cultural heritage.

- *Diversity and Inclusion*

Participation of diverse voices and stakeholders in Europeana's activities and discussions.

Europeana's events and conferences were formerly perceived as 'inner circles', highlighting a challenge faced by new professionals in breaking into established networks within the cultural heritage sector.

As a response, Europeana is proactive in addressing diversity and inclusion issues and prioritizes the development of a supportive and inclusive environment for its staff and community members. Europeana actively seeks feedback from event attendees and implements mechanisms to address diversity and inclusion issues in its events and initiatives through the development of inclusive engagement guidelines as a way to keep space and give space to everyone in the room, showing efforts to provide support and resources for underrepresented groups.

ENGAGEMENT DATA

Yearly Visits	Unique Visitors	Event Participation
10K	**35K**	**10%**

- *Responsiveness to the needs and preferences of different user groups within Europeana's community*

"Europeana's engagement strategies focus on tailored resources and projects to meet the needs of educators."

Through tailored resources and projects, Europeana ensures that educators have access to materials that resonate with their teaching objectives. For instance, Europeana offers educational resources such as a comprehensive exploration of the history of fashion in Europe, or projects like Crafted, which delves into intangible heritage such as the tradition of crafting clay pots. These initiatives not only preserve cultural heritage but also safeguard it for future generations.

For educators, Europeana provides ready-made educational materials, including meticulously crafted lesson plans, course plans, and online courses available, at no charge, through platforms like Teach with Europeana.

These resources serve as invaluable aids for educators, both enriching their current lessons and inspiring them to explore new ways of utilizing Europeana's vast data.

Moreover, initiatives like Europeana School Net, foster collaboration between ministries of education and innovative agencies, facilitating the integration of cultural heritage into classroom teaching. Within this framework, Europeana has developed the **"Teaching with Europeana Blog**," a dynamic platform serving as a repository of educational resources contributed by educators from across Europe, hosting learning scenarios covering various curricular topics and age groups.

Additionally, Europeana organizes events such as hackathons for students, encouraging them to unleash their creativity by reusing Europeana's data to develop projects like virtual reality games. These initiatives not only simplify educators' workloads but also enhance students' learning experiences by making learning more interactive and engaging. Projects like *Crafted* exemplify Europeana's commitment to intangible heritage, fostering collaboration with partners to create educational resources that resonate with contemporary interests.

By embracing such multifaceted approaches, Europeana ensures that educators have the tools and support they need to deliver enriching educational experiences while preserving and celebrating Europe's cultural heritage.

Rosa 'School Girl' - Department of Life Sciences, University of Trieste, Italy - CC BY-SA.
Found on Europeana.eu

5.2.1 DIVERSITY OF EDUCATORS AND INTERDISCIPLINARY APPROACH

- *Description of the target group's characteristics, challenges, and interests*

The target audience within Europeana. eu is rich and diverse, including cultural heritage professionals, educators, researchers, and creative re-users.

The primary target audience for Europeana's educational initiatives is secondary school teachers, followed by primary school teachers. Efforts are also made to engage non-formal educators, such as museum professionals and librarians, who contribute to the platform's content. The education community is diverse, encompassing primary and secondary school teachers, as well as non-formal educators. They have varying levels of digital literacy and face challenges related to curriculum constraints, time constraints, and access to suitable resources.

It emerges a diversity of educators accessing Europeana's resources, encompassing various disciplines beyond the humanities. There is an increasing interest among educators in STEM (Science, Technology, Engineering, and Mathematics) subjects, bringing arts and humanities into scientific subjects, thus highlighting the growing importance of interdisciplinary approaches in education. This interdisciplinary approach reflects a shift in educational paradigms, promoting holistic learning experiences for students

5.2.2 PATTERNS OF UTILIZATION AND ENGAGEMENT

- *Qualitative insights into how members currently engage with and utilize digital cultural heritage resources*

Within education, there is a demand for training, tools, and resources to effectively integrate digital cultural heritage into teaching practices. Members utilize digital cultural heritage for diverse educational purposes, aiming to enrich teaching and learning experiences:

- **Accessing Teaching Resources:** Educators, particularly secondary school teachers, are active users of digital cultural heritage resources. They utilize platforms like Europeana to access ready-to-use teaching materials, including text, images, videos, and other multimedia resources. These resources are valuable for enhancing lesson plans and engaging students in various subjects.

- **Exploring Diverse Content:** Members appreciate the diverse range of content available on Europeana's platforms. They can access materials spanning different historical periods, cultural artifacts, artworks, and archival documents. This diversity allows educators to cater to the interests and learning styles of their students and create dynamic and engaging learning experiences.

- **Utilizing Open Licenses:** Educators benefit from the availability of materials with open licenses, which allows them to freely use, adapt, and share resources for educational purposes. This flexibility enables teachers to customize lesson plans, integrate cultural heritage content into their curriculum, and foster creativity and critical thinking skills among students.
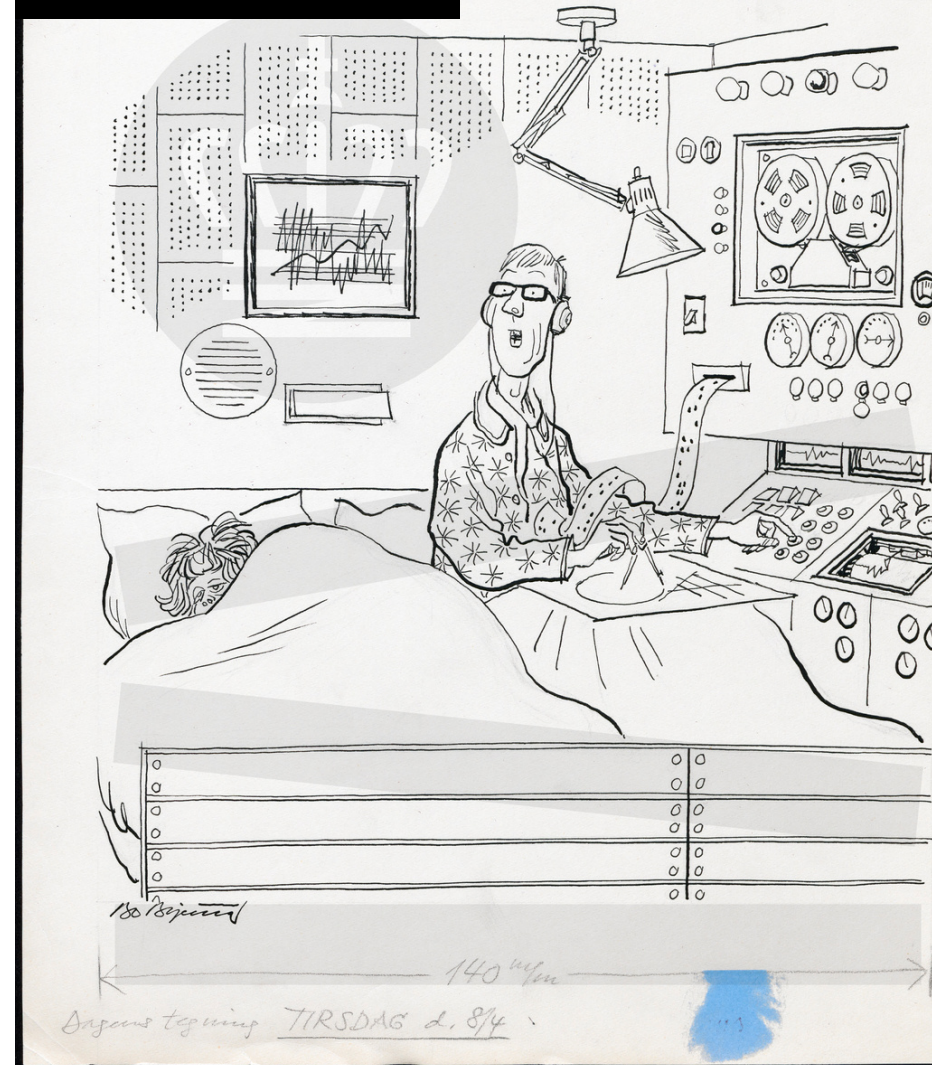
5.3 IMPACT OF EUROPEANA RESOURCES IN EDUCATION

- *Perceived value of Europeana's resources by the community*

5.3.1 EMPOWERING EDUCATORS

Based on the interviews, Europeana's teaching resources, such as teaching with Europeana, are highly valued by educators because they are ready to use and save time in lesson preparation.

The platform offers a variety of materials, including text, images, and videos, which educators find beneficial for their teaching. Digital resources complement traditional teaching methods and provide them with a wide range of resources to engage students and encourages student-centered learning, critical thinking, cultural awareness, digital literacy and research skills. This support equips teachers with the tools they need to navigate evolving educational landscapes and effectively integrate digital cultural heritage into their classrooms. Ultimately, the impact of Europeana's support for teachers extends beyond individual classrooms, contributing to the advancement of education on a broader scale and promoting digital literacy.

5.3.2 PROFESSIONAL DEVELOPMENT

Europeana facilitates professional development opportunities for educators through webinars, workshops, and online events where they share best practices, exchange ideas, and collaborate with peers and experts in the field of cultural heritage education.

For example, the Massive Open Online Courses (MOOCs) initiative launched in 2019, provides educators with training on effectively integrating cultural heritage content into their teaching practices. The community tries to create synergies between the projects for budget-wise and also to create dynamics that can benefit the communities. The MOOCs offer a flexible learning environment for educators to enhance their skills and create engaging learning experiences for students.

5.3.3 LEARNING OUTCOMES AND STUDENTS ENGAGEMENT

- *Personalized Teaching and Learning Experiences:* Digital cultural heritage resources offer a diverse and rich content, which incorporated into lesson plans, can capture students' interest and cater to different learning preferences and styles.
- I*nteractive Learning:*

The open access and availability of resources allows for more interactive and engaging learning experiences. Students can autonomously explore artifacts, artworks, and archival documents through digital platforms, enabling them to interact directly with cultural heritage materials in a way that may not be possible in traditional classroom settings.

Furthermore, reusing cultural heritage resources foster critical thinking, cultural awareness, and research skills, providing students with opportunities for creativity and self-expression, supporting them with the creation of innovative assignments that incorporate cultural heritage material (e.g. VR hackathon) and thus expressing their understanding and interpretation of cultural heritage.

Successful integration examples like Italy's 'clin' initiative and the CREA Festival demonstrate the impact of digital cultural heritage. Europeana's initiatives like the Crafted project highlight collaboration and successful outcomes in integration.

✳ MEASUREMENT SUGGESTIONS:

Therefore, to measure the impact of Europeana's support for educators, the following suggestions cna be considered:

- *Documentation and sharing of case studies*: Europeana can encourage educators to document their experiences and successes in intetrating Europeana's resources into their lesson plans or curriculum. Thus demonstrating the practical benefits of its resources and inspire other educators to adopt similar approaches.
- *Assessment of student learning outcome*s: Through active collaboration with educators, Europeana can collect data on student performance and feedback. This could involve pre- and post-lesson assessment to measure changes in students' knowledge, skills, and attitutes related to the topics covered using Europeana's materials.
- *Satisfaction rate:* Europeana can conduct surveys or solicit feedback from educators to measure their satisfaction with the paltform's resources and support services. Focus shall be given on the ease of use, relevance of content, impact on teaching practices, and suggestions for improvement. In so doing, both areas of strenght and ones for enhancement will be identified, ensuring its resources meet the evolving needs of educators.

[Die Lesende]
Otto Friedrich (Künstler_in)
Provided by: Albertina, Austri
Found on Europeana.eu

[Lehrer und Schülerin, Teacher and student]
LEschen, Fritz (Herstellung) (Fotograf)
Provided by: Deutsche Fotothek, Germany
Found on Europeana.eu

- *Platform Reputation (Unique Selling Point)*

Preservation of data integrity, Accessibility, Professional Sourcing.

Europeana serves as a valuable resource for educators and researchers, facilitating diverse educational purposes. Educators value Europeana for its diverse content, safety, and ability to track the provenance of materials. Contrariously to maybe 'creative reusers' (maybe using images from Europeana.eu for selling a tote-bag on Etsy), these groups see the importance of Europeana's authoritative souce for use and re-use. "If you get some object from Europeana, you can be sure that what is described there is described by a professional in a library or a gallery, or a museum." This suggesting that members engage with Europeana's content for its reliability and credibility, particularly in education and academic professional contexts where accuracy is crucial.

Following reflections from these findings we suggest several key outputs to further enhance Europeana's impact. First, the preservation of data integrity to maintain its reputation as a trusted source for educators and researchers. This involves continuing ensuring the professional accuracy and reliability of the metadata. Second, enhance accessibility to its resources, improving search functionalities and user-friendly interfaces, making it easier for the visitors to utilize Europeana's diverse content. And third, emphasize partnering with reputble institutions and professional sourcing of its content on a wider communication strategy, to underscore its credibility and reliability.

MEASUREMENT SUGGESTIONS:

Ultimately, we propose these could be measured through various qualitative means, including:

- Reviews or testimonials from educators regarding Europeana's teaching resources, highlighting the value and impact of its content in educational settings.
- Levels of trust among educators and researchers in the accuracy of Europeana's content, gauged through surveys or feedback mechanisms.

Europeana ensures that educators have the tools and support they need to deliver enriching educational experiences while preserving and celebrating Europe's cultural heritage.

- Alignment to Europeana's Vision and Mission

5.3.4 KNOWLEDGE SHARING

Europeana's efforts to promote reuse contribute to preserving and celebrating Europe's cultural heritage.

The importance of mainstreaming and promoting Europeana's vast array of resources and services cannot be overstated, as it ensures broad accessibility across Europe. "Our goal is to ensure that every student, educator, and cultural enthusiast across Europe can easily access and benefit from the wealth of knowledge offered by Europeana," emphasizes Europeana's commitment to democratizing access to cultural heritage content and educational resources. This mission extends beyond formal education to encompass non-formal educators and cultural heritage institutions.

5.3.5 EUROPEAN IDENTITY

By providing free access to cultural heritage content, Europeana empowers individuals to engage with and reinterpret cultural artifacts, contributing to the cultivation of a shared European identity. Through initiatives promoting reuse, Europeana not only preserves Europe's rich cultural heritage but also celebrates its diversity. These efforts foster unity and cohesion among users, reinforcing a sense of collective belonging and appreciation for our shared cultural legacy.

Impact

- Advancements in Knowledge and Scholarship
- Improved educational outcomes through the integration of digital cultural heritage into teaching and learning practices
- Preserve and celebrate Europe's cultural heritage
- Societal and Cultural Benefits

Outcomes

Long term

- Empower Educators with new tools and knowledge
- Long-term improvements in research methodologies, scholarly output, and contributions to cultural heritage preservation and understanding
- Expanded and active community promoting digital cultural heritage in education
- Increased collaboration and interdisciplinary within educational communities at a Pan-European level
- Maintain reputation as trusted source
- Enrich Educational Experiences
- Support cultural heritage professionals in their digital journey
- Increased awareness of digital cultural heritage benefits in education
- Strengthened engagement and collaboration within cultural heritage and education sectors

Early stage

- Preservation of data integrity
- Inspire educators to explore new ways of utilizing Europeana's vast data.
- Enhanced understanding of community dynamics and needs
- Enhanced accessibility and reuse of digital cultural heritage data in education
- Strenghtened Network Connections
- Identify and engage potential community members

Outputs & Qualitative Measurements

- # of new educational materials, lesson plans, and teaching resources developed using Europeana content
- Documentation of case studies. Innovative projects or assignments created by educators utilizing Europeana resources
- Web Traffic (number of visits per month)
- Geographic distribution of users accessing educational resources
- **EFFECTIVENESS** Ratings and reviews provided by educators and students on the effectiveness of Europeana resources in teaching and learning
- **SATISFACTION RATE** Surveys or feedback mechanism (e.g. Likert scale) on educators' satisfaction with the quality, relevance, and usability of educational resources.
- **IMPACT** Testimonials or endorsements from educational stakeholders, policymakers, or influencers endorsing the value and impact of Europeana resources in education.
- **Assessment of student learning outcomes.** Surveys on acquisition of new skills or knowledge reported by educators
- **REVIEWS OR TESTIMONIALS** of educators reporting to incorporate Europeana materials into their lesson plans or teaching practices
- **LEVEL OF TRUST** among educators in the accuracy of Europeana's content. Surveys or feedback mechanisms
- # of collaborative projects between Europeana and formal and non-formal educational institutions
- Participation in joint initiatives or events focused on educational outreach and resource development
- Reach of Europeana initiative trainings
- Social media engagement

- Availability and Access of Educational Material
- Usage metrics
- Feedback and Satisfaction
- Knowledge Transfer
- Integration into Curriculum
- Collaboration and Partnerships
- Participation

Activities

- Create tailored ready-to-use educational material and lesson plans for different target and purposes
- Share best practices and case studies via Newsletter and Europeana Pro
- Organize Upskills/Reskills webinar series
- Organize Hackathons and Workshops
- Establish connections with major networks
- Facilitate Networking between stakeholders

Inputs

- Technological infrastructure (Tools and platforms that facilitate communication, collaboration and information sharing within the community)
- Financial Resources (funding in support of community's activities)
- Community Pro page
- Steering Group (members who provide leadership, governance and strategic direction to the community)
- Europeana School Net
- Collaboration with ministries of education and innovative agencies
- Europeana Foundation Members (4500)
- Events, Webinars and Workshops
- Communication channels
- Social media channels

6. DISCUSSION AND CONCLUSION

6.1 SUMMARY AND DISCUSSION

This report encapsulates a short-term research conducted to explore the impact of Europeana's communities on the re-use of digital cultural heritage, focusing on the role of the Education Community. In doing so, the research employed semi-structured interviews to engage the sample, composed by the coordinator of the Education Community and the Collections Editor. Complementary to the interviews, we have also conducted a literature review to further investigate the definition of digital object re-use and other relevant contemporary approaches in the field. The process and the findings are visualised in a reuse-oriented Theory of Change (see Chapter 3)- the model depicts the inputs, namely the material and intangible resources, capacity building and the participation of different stakeholders. Then, the ToC illustrates the variety of activities undertaken by Europeana, such as the availability of educational materials and usage metrics. Then, the outcomes are presented, including the empowerment of educators and the enrichment of educational experiences, as well as the fostering of innovation and pan-European collaboration. These factors interact and curate the impact of Europeana- enriching educational experiences while preserving and celebrating Europe's cultural heritage.

The mixed methods used for this research manifested in a very holistic approach to the matter-at-hand. The interviews contributed with descriptive information, painting the picture of the current circumstances and challenges in Europeana. Grouped in clusters, the findings form three broader categories. Firstly, the interviews reveal the challenges of tracking re-use as well as the current indicators for use and reuse alike, using metrics such as website visits and downloads. Secondly, the sample stressed the pivotal role of external stakeholders in the re-use of Europeana content for educational as well as entertainment purposes. Thirdly, the interviews highlighted the re-contextualisation of digital cultural heritage in education and the efficiency of the Europeana teaching materials. On the other hand, the literature contributed to the problem-solving, leading towards possible answers to the research question. To begin with, existing research points towards the most prevalent form of re-use for Europeana as well as cultural institutions and organisations in general- evaluations and assessments de-contextualise digital objects, often under a critical lens, to provide feedback as well as future scenarios (Capurro and Plets, 2020; Patiwael, Groote and Vanclay, 2019; Stiller and Petras, 2018). Moreover, the literature stresses the importance of permeability for the re-use of digital content (Kenfield et al, 2022). The term permeability represents the accessibility of content irregardless of the language used, thus embracing a multilingual catalogue (Kenfield et al, 2022). Consequently, this research also concludes that two qualitative indicators of re-use could be permeability, as well as intra-platform sharing tools (i.e. sharing on Facebook, Pinterest and other social media).

Overall, the findings of this research can be useful beyond Europeana and its Education Community- by understanding that the archive is a temporal and experimental entity, one can comprehend the value of the past when shaping the present and heading towards the future.

6.2 RESEARCH LIMITATIONS

We designed a meticulous plan to evaluate Europeana's digital heritage initiatives' impact on professional practices. However, given the course timeline constraints, our approach only provides a snapshot of this influence within the limitations presented. In an ideal scenario without time-restrictions, we would expand our research scope to include a large sample for interviews, capturing a broader array of perspectives from Europeana's networks. This expansion would offer a more-comprehensive understanding of the community's influence on digital heritage reuse. Additionally, we would incorporate longitudinal studies to observe changes and developments over time, providing invaluable insights into the long-term sustainability of Europeana's initiatives. Moreover, an unrestricted time frame would allow for a multi-faceted data collection approach, including surveys, focus groups, and case studies, complementing our semi-structured interviews. Such a diverse me-thodology would enable triangulation of findings, increasing the robustness and reliability of results. We would engage in participant observation within Europeana's communities to gain first hand experience of the dynamics and observe the direct application and outcomes of digital heritage content in various professional settings.

Recognizing the constraints imposed by our current sample size of two interviews, we aim to enrich our understanding of the dynamics within Europeana's Education Community. To this end, while the interviews provide detailed insights into the target group's dynamics, wants, and needs, as well as actions and initiatives taken by Europeana, we acknowledge the need to support these insights with a broader evidence base. Hence, to supplement our interview data, we intensively reviewed academic literature and relevant secondary sources. This will enable us to fill any gaps and ensure a robust analysis that, while currently centred on the Education Community, has the potential to be extrapolated to other Europeana communities in the future.

[Lena sjunger "Bä, bä vita lamm" för Desiré, Anna och föreståndarinnan Margit Haglund på förskolan för barn med hörselskador på Akademiska sjukhuset]
Uppsala-Bild (20th century)
Provided by: Upplands Museum, Sweden
Found on Europeana.eu

6.3
FUTURE OUTLOOK

RECOMMENDATIONS TO THE CULTURAL ORGANIZATION

Although short, the process undertaken for this impact assessment was intensive and insightful. Inspired by the limitations of this research, there are several recommendations that can be applied for future projects, as well as Europeana itself. To begin with, future research should take into consideration the significant role of external stakeholders and collaborators in making impact, as outlined above (see 4.1), and include them in the sampling process. Interviewing staff from cultural institutions that collaborate with Europeana can shed light to patterns of interaction with digital content as well as the role of different platforms in re-use- for example, whereas fashion heritage may be useful for one's fashion inspiration board on Pinterest, archives from botanic gardens may be applicable to environmental studies.

In addition, Europeana should consider contextualising the re-use of digital cultural heritage in tourism. Digital archives of heritage, from photography to texts, are significant for cultural tourism as they can be distributed in agents and tourists, shaping their perception of a destination as well as provide educational material about its history (Capurro and Plets, 2020; Van Saaze, Rasterhoff and Archey, 2020). By acknowledging the relevance of digital heritage objects in heritage tourism, Europeana and other stakeholders in the sector can bring economic benefits and curate the market, bridging tourism with the creative and educational discourses (Capurro and Plets, 2020; Van Saaze, Rasterhoff and Archey, 2020).

Finally, in regards to recommendations for the future, this report reflects on the Europeana Data Model and the standardisation process of heritage object entries. Although standardisation is fundamental in establishing a pan-European archival method and language, it does not offer itself for adaptation that some heritage demands (Capurro and Plets, 2020). For example, the researchers Capurro and Plets (2020) identify that by searching "Carl Larsson" in the database, the results are showcasing the works of two different artists with the same name, without differentiating them. Additionally, the researchers point out that automatic data enrichment may obscure the information of the data object provided by their respective cultural institution (Capurro and Plets, 2020).

Therefore, standardisation can lead to bias stemming from the platform itself- similarly to the main criticism of Getty Portal, online repositories and particularly archives may have shortcomings in inclusion and diversity (Capurro and Plets, 2020; Van Saaze, Rasterhoff and Archey, 2020). To overcome this phenomenon, this research suggests that Europeana continues to pay attention to contextual information and improving the Europeana Data Model to accommodate their collaborating institutions. In that way, by embracing differences in the database, permeability is also going to increase and thus further foster re-use in the field (Kenfield et al, 2022).

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8. ANNEX

Appendix A: Interview guide for Jolan Wuyts

1. Could you introduce yourself and your role within Europeana?
2. How does your role interact with the educational and research communities within Europeana?
3. What are the main barriers that audiences face when engaging with Europeana's digital cultural heritage?
4. How do you perceive the current level of audience engagement in terms of digital cultural heritage reuse?
5. Are there any specific tools or resources you believe are needed to enhance audience engagement further?
6. What strategies have been most effective in encouraging the reuse of digital cultural heritage?
7. We find that tracking the data-reuse between the communities to be challenging. In your opinion, what are some ways to track the reuse between the communities?
8. Can you share examples of successful API integrations or reuse cases facilitated by your work?
9. From your experience, to what extent are the Europeana Inclusive Engagement Guidelines applied?
10. I've seen your article about "How to create a VR game using Europeana.eu." Will you consider the students as the re-user?
11. Another example is the GLAM project during the pandemic. Would you consider students and youth in general to be part of Europeana's active re-users?

Appendix B: Interview Guide for Isabel Crespo

1. Could you introduce yourself and your role within Europeana's Education Community?
2. To what extent have the improved educational outcomes been met through the integration of digital cultural heritage?
3. Are there any specific educational initiatives or projects you're involved in that aim to promote the reuse of digital cultural heritage?
4. Could you define the target group of the education community?
5. Are you satisfied with the reach?
6. What types of support or resources does the education community need and demand?
7. Based on your contact, how do members currently utilize digital cultural heritage?
8. In your opinion, how could Europeana's educational offerings be improved to facilitate better reuse of digital cultural heritage?

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This assessment was conducted by the following MA Students of Erasmus School of History, Culture and Communication:

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[A schoolmaster surrounded by children, other children in the background]
Joannes van der Brugghen & Egbert van Heemskerk (1668/1714)
Provided by: Herzog Anton Ulrich Museum
Found on Europeana.eu