



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens

English and Digital Literacies

Unit 8: Digital Repositories and Photodentro LOR

Bessie Mitsikopoulou

School of Philosophy

Faculty of English Language and Literature

Repositories

Definition (Re·pos·i·tor·y):

- an abundant source or supply; storehouse.
- a place where things are kept for exhibition.



[1]



Digital repositories

- A digital repository is a mechanism for storing, maintaining, managing, retrieving and storing of digital content. It uses open standards to ensure that the content it contains is accessible and can be searched and retrieved for later use.
- The contents may vary depending on the purpose and users e.g. research articles, e-theses, e-learning objects and teaching materials.



Aims and Benefits of Digital Repositories

- They may benefit researchers, academics, students and teachers, institutions and special interest groups.
- Different models of digital repositories have different advantages for each interest group.



Examples of Greek Online Repositories

The National Archive of PhD Theses

The screenshot shows the homepage of the National Archive of PhD Theses. At the top left, there is a logo for the National Archive of PhD Theses. The top right features the EKT logo (Εθνικό Κέντρο Τεκμηρίωσης - National Documentation Centre) and a language selector set to 'EL'. The main content area is titled 'Welcome to the National Archive of PhD Theses' and contains two paragraphs of introductory text. Below the text is a search bar with the text 'Search in 30.092 theses' and a search button. Underneath the search bar are several filter buttons: 'Discipline', 'Date', 'Author', 'Country', 'Language', and 'Degree Grantor'. A registration box is also present, asking users to register if they wish to download PDF files, order online, or express interest in online availability. On the left side, there is a navigation menu with options like 'Home', 'Browse' (with sub-options for Discipline, Date, Author, Country, Language, Degree Grantor), 'Open Data', 'About EADD', 'Theses Submission', 'FAQ', 'Helpdesk', and 'Contact us'. At the bottom of the left menu is a 'Login' section with fields for 'E-mail' and 'Password'. On the right side, there are three additional sections: 'Open Access Map' with a world map, 'Useful links' listing various services and repositories, and 'Follow EKT' with social media icons for Twitter, Facebook, and YouTube. An RSS feed section is also visible with versions 1.0 and 2.0.

[2]

<http://phdtheses.ekt.gr>

Acropolis Educational Resources Repository

The screenshot shows the homepage of the Acropolis Educational Resources Repository. At the top left is the logo of the National and Kapodistrian University of Athens (Y S M A). In the center, there is a banner for the repository with the text 'Acropolis Educational Resources REPOSITORY'. To the right is the logo of the National Center for Educational Research (EKI) with the text 'Αποθετήριο'. Below the banner is a search bar with the text 'Αναζήτηση' and a button for 'Advanced Search'. The main content area features a 'Welcome' message: 'Here you can find educational resources produced by the Information and Education Department of the Acropolis Restoration Service. These resources dynamically support representation and interpretation of the past. Teachers, students and families can explore the repository and enrich their classroom teaching and visits to the Archaeological Site and the Acropolis Museum.' To the right of the welcome message is an image of a classical Greek figure in a helmet and a 3D architectural reconstruction of the Acropolis. On the left side, there is a navigation menu with sections: 'Home', 'Browse' (with sub-items: Title, Type, Curriculum, Educational Level, Subject, Monument), 'About the Repository', and 'Contact us'. Below the menu are four buttons for user roles: 'Educator', 'Visitor', 'Family', and 'Student'. At the bottom, there are two columns: 'MONUMENTS' with a list of items (The Acropolis slopes, The Athenian Acropolis, Athena Nike, Erechtheion, Other monuments, Parthenon, Propylaea) and 'SUBJECTS' with a list of items (Architecture, Goddess Athena, Daily Life, Religion/Gods, History, Restoration, Sculpture).

[3]

<http://repository.acropolis-education.gr/>

Types of Digital Repositories

Software Repositories



FOSS Repository

The FOSS repository includes content produced by the Greek Free/ Open Source Software Society (its members, communities and developers) as a result of activities related to Free Software, Open Hardware and Open Content. It provides open access to rich content such as reports, presentations, digital collections, conference proceedings, studies, videos and photos. The repository's organized digital environment also offers advanced navigation and search functions. Registered users can submit their work online and contribute to the repository.

[4]

<http://repository.ellak.gr/ellak/>



Academic Repositories



Helios Repository

The repository offers free and unrestricted access to scientific and research material from the National Hellenic Research Foundation. Navigate through international publications, training material, sound and image files, research data, conference proceedings, books, training material, sound and image files which are available in a fully organized environment, compatible with international standards.

<http://helios-eie.ekt.gr/EIE/>

[5]

Institutional Repositories



Pandektis

Pandektis, a Digital Thesaurus of Primary Sources for Greek History and Culture includes major digital collections of Greek history and civilization. The collections have been produced by the Institute of Neohellenic Research, the Institute of Byzantine Research and the Institute of Greek and Roman Antiquity. The National Documentation centre (EKT) was responsible for the digitization and electronic publication of this collection.

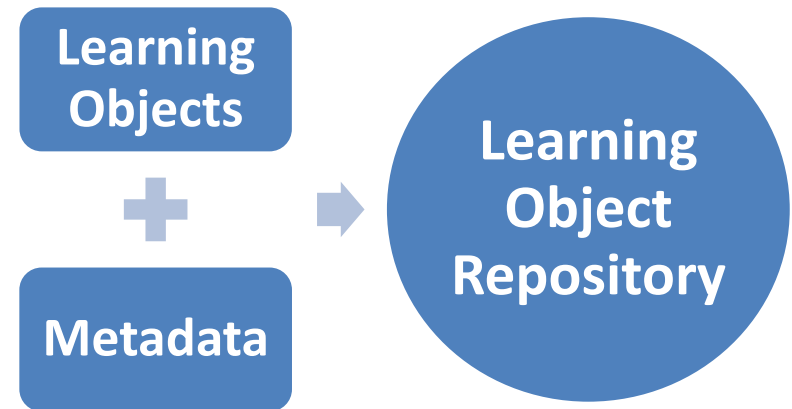
<http://pandektis.ekt.gr/pandektis/>

[6]

Learning Object Repositories – LORs

A Learning Object Repository (LOR) is an on-line digital library of searchable learning objects that have been catalogued for educational purposes, along with a set of management, search and access mechanisms.

A LOR stores learning objects and their metadata.



Learning objects: Definition (1/2)

“A **learning object** is any digital resource that can be reused to support learning. The term ‘learning objects’ generally applies to educational materials designed and created in small chunks for the purpose of maximizing the number of learning situations in which the resource can be utilized” (Wiley, 2000).



Learning objects: Definition (2/2)

“A digital self-contained and reusable entity, with a clear educational purpose, with at least three internal and editable components: content, learning activities and elements of context. The learning objects must have an external structure of information to facilitate their identification, storage and retrieval: the metadata” (Laverde et al, 2007).



Educational content as learning objects

Learning objects are a new way of thinking about learning educational content.

Traditionally, educational content has a long duration. Learning objects are much smaller units of learning, typically ranging from 2 minutes to 15 minutes.



Learning objects: Characteristics

- Are **self-contained** – each learning object can be used independently.
- Are **reusable** – a single learning object may be used in multiple contexts for multiple purposes.
- Can be **aggregated** – learning objects can be grouped into larger collections of content, including traditional course structures.
- Are **tagged with metadata** – every learning object has descriptive information allowing it to be easily found by a search.



Requirements for learning objects

A learning object should:

- have a clear educational purpose,
- be reusable, i.e. it can be used in multiple contexts for multiple purposes,
- be semantically and functionally self-contained.



Metadata of Learning Objects

Metadata:

- data describing other data.
- description accompanying each learning object.

Aim: to facilitate the search and retrieval of learning objects stored in repositories, digital libraries, databases it is necessary to describe them with metadata (e.g. title, creator, rights use, technical standards, etc.).



National learning object repositories

A common strategy, particularly in European countries.

For primary and secondary education (K-12) in particular, National Learning Repositories have gained significant growth, since, in order to meet the requirements of national curricula goals, culture, and language, the development of learning resources happens in most cases at a National Level (Megalou & Kaklamanis 2014).



National learning object repositories: Examples

- NDLR, the National Digital Learning Repository of **Ireland**.
- SWITCH, the National Digital Learning Repository of **Switzerland**.
- the **Austrian** repository for schools, Bildungspool.
- “CARNet School Portal”, the **Croatian** national school repository.
- “Resursi.e-edu.bg” and “Znam.bg”, the **Bulgarian** National Educational Repositories.



National learning repositories for primary and secondary education (1/2)

Common Characteristics:

- they generally host resources that support the national curricula.
- in most cases they serve as the central point of access to learning resources for schools, particularly in countries with centralized educational systems.



National learning repositories for primary and secondary education (2/2)

Common Characteristics:

- they are usually built in the context of national initiatives and programs aiming at the introduction of ICT in education.
- they are funded by local, national, or EU funds, and are usually supported by Ministries of Education (MoE) or local authorities.



Greek National Policy for Digital Educational Content (1/2)

- Focus on the creation of reusable units of learning.
- Promote Open Educational Resources (OERs).
- Promote re-using, remixing, and re-purposing of existing digital learning resources.



Greek National Policy for Digital Educational Content (2/2)

- Improve digital infrastructure to facilitate search, retrieval, access and utilization of digital learning resources for all (teachers, pupils, parents, everyone)
- Promote the active role of teachers and pupils in the creation, documentation and evaluation of digital learning resources.



Photodentro LOR (1/2)

- The Greek National Learning Object Repository for primary and secondary education.
- It hosts reusable learning objects (small, self-contained reusable units of learning).
- It is open to everyone, pupils, teachers, parents, as well as anybody else interested.



Photodentro LOR (2/2)

Photodentro LOR
LEARNING OBJECT REPOSITORY

8279 Learning Objects

Search for a learning object:
Enter one or more keywords that describe the learning object...

or

Browse by choosing one of the following options:

- COLLECTIONS
- SUBJECT AREAS
- LEARNING RESOURCE TYPE
- EDUCATIONAL CONTEXT
 - STUDENT AGE
 - LANGUAGE
 - THEMATIC CLASSIFICATION

About Photodentro LOR | Featured Learning Objects

Photodentro LOR v3.0 | powered by [DSpace](#) open source repository software



"Digital School Platforms, Interactive Books, and Learning Object Repository" project is co-financed by the European Union (ERDF) and national funds in the context of Operational Programme "Education and Lifelong Learning" (NSRF 2007-2013) and is being implemented by CTI, "Diaphantus".

[8]

<http://photodentro.edu.gr/>



The Project

Co-financed by the European Union (ESF) and National funds in the context of Operational Programme "Education and Lifelong Learning" of the Greek National Strategic Reference Framework (NSRF), coordinated and implemented by the technical partner of the Greek Ministry of Education "Computer Technology Institute and Press- CTI DIOPHANTUS" (www.cti.gr), Strategy and Digital Educational Content Directorate.



[7]

Photodentro

Greek National Educational Content

Aggregator Photodentro:

a national service for harvesting and accumulating educational metadata from various collections.

Photodentro LOR:

hosting learning objects.

Photodentro

Photodentro UGC:

hosting learning resources developed by teachers - the user-generated branch of the ecosystem

Photodentro EduVideo:

hosting short length educational videos suitable for in-class use



Photodentro: Learning object specifications

The learning objects in Photodentro LOR fulfil the following specifications:

- They have a clear educational purpose.
- They are reusable.
- They are independent, standing on their own.
- They follow the aims of the Greek national curricula.
- They are available on-line.
- They are open to public for educational use.



Photodentro browsing

Learning resources are organized in **collections**.

Collections are grouped into bigger **communities** which provide content of the same subject.

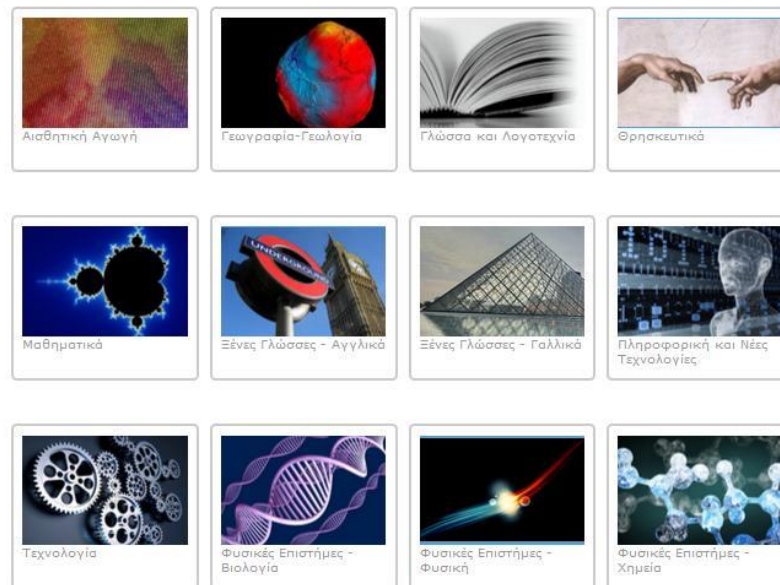
Browsing in Photodentro:

- Browsing by collection.
- Browsing by subject.
- Browsing by learning resource type.
- Browsing by filters.



Browsing by collections

Enables users to navigate through the hierarchy of Photodentro LOR's collections and sub-collections and explore the learning objects in each collection: Arts, Geography, Geology, Greek Language and Literature, Religious Studies, Mathematics, English Language, French Language, Informatics and NT, Biology, Physics, Chemistry.



[9]



Browsing by subject

Users go through the hierarchy of terms in the Photodentro LOR thematic classification taxonomy.



[10]



Taxonomy for English: Thematic areas

- Sports,
- Nutrition,
- Education,
- Market,
- Media,
- Science and Technology,
- Employment,
- Housing and Environment,
- Daily and Social Life,
- Literature, Arts, Culture,
- Travelling,
- Means of Transport,
- Health and Care.



Taxonomy for English: Concepts

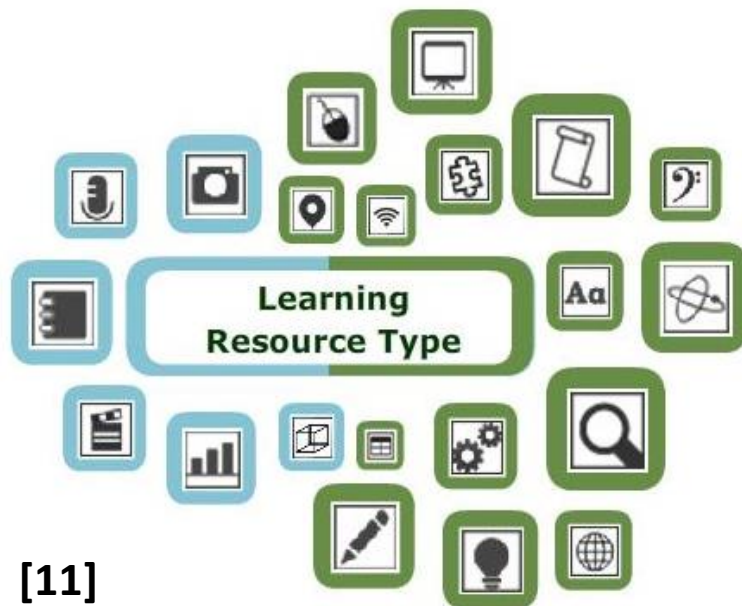
- Reading,
- Listening,
- Writing,
- Speaking,
- Vocabulary (meaning, usage, form),
- Grammar (meaning, usage, form).



Browsing by learning resource type

Assets: Image, audio, video, text, model, data.

Resources: Presentation, demonstration, course, educational scenario, role play, educational game, website, weblog, wiki, webcasts, social media, glossary, simulation, experiment, application, assessment, drill and practice, case study, open activity, exploration, enquiry-based activity, project, guide, textbook, music score, map.



[11]



Browsing by filters

Search within results

Results 1-10 of 4367

Sort items by Issue Date In order Descend Res/Page 10

Filters

- Educational Context ▶
- Student Age ▶
- Learning Resource Type ▶
- Quality certifiers ▶
- Funding ▶
- Language ▶
- Foreign Language Competences ▶
- Special Needs ▶
- Teaching Approach ▶
- Educational Objective ▶
- Subject Areas ▶

Λεξουλλέκτης
SUBJECT AREAS
ΤΠΕ > Η Κοινωνία της Πληροφορίας > Χρήση υπολογιστή
EDUCATIONAL CONTEXT
primary
LEARNING RESOURCE TYPE
Educational game

ΔΟΜΙΚΑ & ΛΕΙΤΟΥΡΓΙΚΑ ΧΑΡΑΚΤΗΡΙΣΤΙΚΑ ΤΩΝ ΕΝΖΥΜΩΝ: ΑΣΚΗΣΗ ΑΞΙΟΛΟΓΗΣΗΣ ΓΝΩΣΕΩΝ
SUBJECT AREAS
Βιολογία > Βιοχημεία > Ένζυμα
EDUCATIONAL CONTEXT
higher secondary
LEARNING RESOURCE TYPE
Assesment

Ο ΜΗΧΑΝΙΣΜΟΣ ΔΡΑΣΗΣ ΤΩΝ ΕΝΖΥΜΩΝ
SUBJECT AREAS
Βιολογία > Βιοχημεία > Ένζυμα
EDUCATIONAL CONTEXT
lower secondary, higher secondary
LEARNING RESOURCE TYPE
Assesment, Presentation

[12]



Learning Objects for the English Language in the Digital School Interactive Books

Listening Apps

The screenshot shows a web browser displaying the 'THINK TEEN ONLINE' website. The page title is 'YOUR ONLINE GUIDE TO TEENS' NEWS'. The navigation menu includes 'HOME', 'OLDER ARTICLES', and 'CONTACT'. The main content area features a large blue box with the heading 'TODAY'S TOPIC: OUR FRIENDS, THE ANIMALS'. Below this heading is a grid of small images of various animals, with the word 'HELP' overlaid in large, colorful letters. To the right of the grid, a text box reads: 'Antonio, David's e-friend is listening to 'Let's protect our Home', a radio programme about the environment on BBC1. Listen and find out more about how we can help animals and protect the environment.'

Below the main content area, there are three columns of text under the headings 'EDUCATION', 'THE ARTS', and 'SPORT'. The 'EDUCATION' section discusses school attendance and curriculum. The 'THE ARTS' section discusses cultural centres and theatres. The 'SPORT' section discusses physical activity and sporting events.

On the left side of the browser window, there is a vertical navigation menu with buttons for 'Introduction', 'Before You Listen', 'Task 1', 'Task 2', 'Task 3', and 'Task 4'. At the bottom of this menu are logos for 'TRanscript' and 'GLossary'.

At the bottom of the browser window, there is a 'Follow us on Twitter' link and a Twitter logo.

[13]



Digital Glossaries

2 / 65 100%

Tools Comment

Bookmarks

- Unit 1
 - Unit 2
 - Unit 2 – Lesson 1
 - Unit 2 – Lesson 2
 - Unit 2 – Lesson 3
 - Unit 3
 - Unit 3 – Lesson 1
 - Unit 3 – Lesson 2
 - Unit 3 – Lesson 3
 - Unit 4
 - Unit 4 – Introduction
 - Unit 4 – Lesson 1
 - Unit 4 – Lesson 2
 - Unit 4 – Lesson 3
 - Unit 5
 - Unit 5 – Introduction
 - Unit 5 – Lesson 1
 - Unit 5 – Lesson 2
 - Unit 5 – Lesson 3
 - Unit 6
 - Unit 6 – Introduction

Unit 1		Think Teen! Α Γυμνασίου Προχωρημένοι			
Word	Definition	Example	Synonym	Antonym	Derived forms
add up (v)	to put numbers together in order to reach a total, <i>προσθέτω</i>	When you add up all the figures, you get a total of twenty.	put together		addition, additional
beef (n)	the meat of a cow, <i>μωσαχάρισιο κρέας</i>	We had roast beef for lunch.			
belong (v)	when you own something, <i>ανήκει</i>	This necklace belonged to my grandmother.	be		belonging
break the ice (expr)	to make people who have not met before feel relaxed with each other, often by starting a conversation, <i>σπάω τον πάγο</i>	When they first met, he made a few jokes to break the ice.			
champion (n)	a person or team that wins a competition, <i>πρωταθλητής</i>	Pyrros Dimas was a weight-lifting champion.			championship
correction (n)	a change to make something right or better, <i>διόρθωση</i>	She made some corrections before handing in her project.			correct, incorrect, correctly
data (n)	information or facts about something, <i>πληροφορίες, στοιχεία</i>	You should collect all your data before you start your project.	facts, material, statistics		
decide (v)	to choose something after thinking about several possibilities, <i>αποφασίζω</i>	I haven't decided what to wear to the party.			decision, decisive
detail (n)	a small item, a particular, a fact or piece of information about something, <i>λεπτομέρεια</i>	Please send me details of your training courses.	point		detailed
exchange (v)	to give something to someone and receive something similar	It's traditional for the players of two football teams to exchange kits.	switch		exchangeable

[14]



Self Assessment Tests

Revision test 2 - 2nd Grade of Junior High School (Advanced)
Το αντικείμενο περιέχεται στην συλλογή Αγγλικά (ΨΞ). Δείτε περισσότερες πληροφορίες στη σελίδα του αντικειμένου

Test 2 Lessons 4-6

Netquiz Pro 4
Results ||| Reset Submit Page 1 of 10

Multiple choice help | 0/2 points

1. Read the text and answer the questions that follow.

For hundreds of years, the inhabitants of Peru had been puzzled by the endless 'lines' that crossed the Nazca desert in every direction. These lines – called the 'Nazca' lines – had been dug into the hard ground, but strangely, they seemed to go nowhere. There were thousands of them, some straight, some curved and some forming zigzags, but no one knew what they were or why they had been made.

Then, in 1927, the Peruvian government started building a long highway from one end of Peru to the other. It was a difficult task, so a crew took off in a plane to map out the road more accurately from high above. Flying at 6,000 feet, surveyor Toribio Xesspe and his pilot looked down at the desert beneath them. Suddenly, they gasped in astonishment. The lines seemed to form portraits of gigantic animals! There were hundreds of monkeys, birds, insects, spirals and triangles.

The ancient civilisation which had drawn these lines, had flourished in 200 BC, about the same time as the Roman Empire. Why had they made these lines visible only from above? Scientists have guessed that they were part of a giant astronomical calendar. Other scientists said that maybe the Nazca people had built hot-air balloons, and flew over the lines. And a famous writer, Erich Von Däniken, claimed that the lines may have been an 'airfield' for alien visitors to land on!

➔ 1. What did the people of Peru find strange about the 'Nazca' lines?

- There were thousands of them.
- They seemed to go nowhere.

[15]



Edugames

Jumble order

sample am 123456789012 i sentence
another

Ελέγξτε Ακού Ενοή

Σύρε τις λέξεις με το ποντίκι στις σωστές στήλες για να ολοκληρωθεί σωστά την πρόταση που αναγράφει.

Anagram

A group of products at the same stage of development.

N T E R A O
N T E R A O

Ελέγξτε Ακού Ενοή

Βάλε τα γράμματα της μεταβλητής λέξης στη σωστή σειρά, σύμφωνα στην κατάλληλη θέση.

Hang man

We eat it when we come back from school.

L _ _ _ H

abcde fghij klm
nopqr stuvw xyz

Ελέγξτε Ακού Ενοή

Κάνε κλικ στο γράμμα που συμπληρώνει το κενό της λέξης. Έτσι θ' ανακαλύψεις.

Multiple Choice

It was _____ beautiful day that we decided to go to the beach.

Jim felt _____ the more disappointed.

I usually buy _____ kinds of things when I go to the supermarket.

My name is _____

Are you _____ interested in working with us?

Ελέγξτε Ακού Ενοή

Κάνε κλικ στη σωστή επιλογή/απάντηση σε κάθε μια από τις ερωτήσεις.

AR Match the words

incentive withdrawal penalisation interest share budget bond investment statement banana

επίδομα μισθός μισθολόγος εισόδημα εταιρεία προσαρμογές τιμολόγιο έκδοση ασφαλιστικό τραπεζικό κέρδος

Ελέγξτε Ακού Ενοή

Αρτιστοιχίστε τις λέξεις σχετικά με αυτές εικόνες. Κάνε κλικ στο σήμα με το ποντίκι σου για να κλείσει τον αντιστοιχιστή.

Hidden words

Καταγράψτε τις λέξεις που κρύβονται στην εικόνα. Έτσι θ' ανακαλύψεις.

Αναζητήστε τις κρυφές λέξεις. Κάνε κλικ στο σήμα με το ποντίκι σου στο πρώτο γράμμα να σιμω πάλι να τακτοποιήσεις.

Drag & Drop

bounce ribbed borrowed spends
earn bank cheque wealthy
account debt purchase lend
statement repay deposit currency
owe bill income hand

Ελέγξτε Ακού Ενοή

Συμπληρώστε τις προτάσεις σύμφωνα με το ποντίκι σου τις κατάλληλες λέξεις, από αυτές.

Crossword

mei
zouzounio
maja
elefantaki
gala
volytro

Ελέγξτε Ακού Ενοή

Πληρωπάρετε τα γράμματα της κάθε λέξης στα αντίστοιχα κελιά.

Match the Meaning

A Screenwriter
A Film Editor
A Set Decorator
A Technical Advisor
A Choreographer
A Director of Photography

Ελέγξτε Ακού Ενοή

Επισημαίνετε τις προτάσεις σχετικά με αυτές εικόνες. Σιμω με το ποντίκι σου στο αντιστοιχιστή.



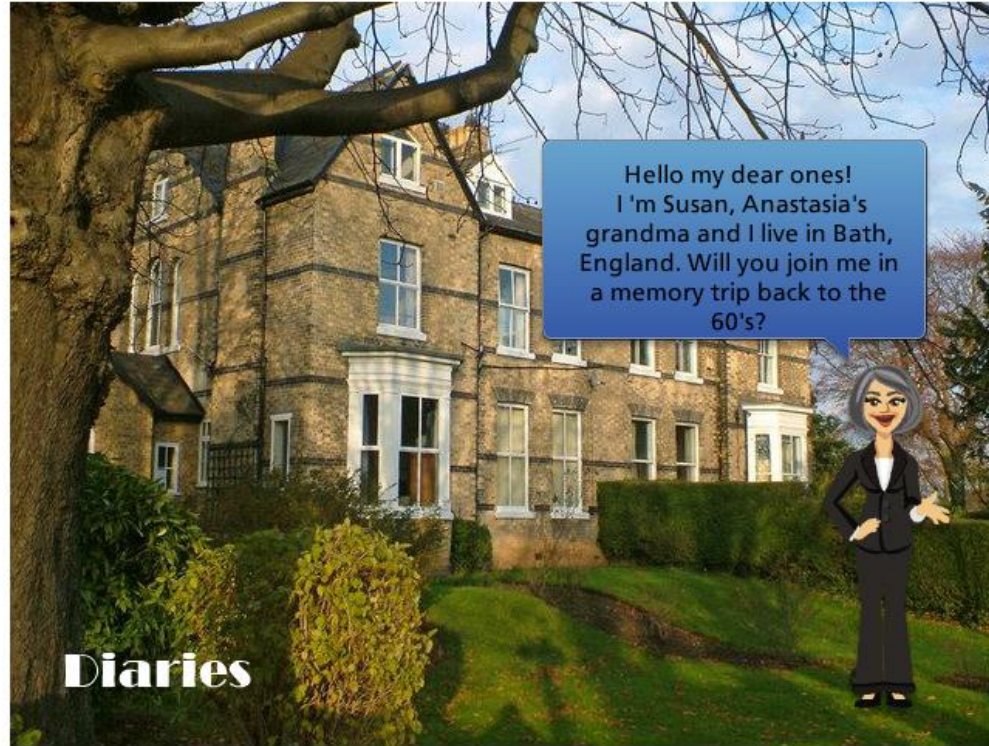
Mystery Games



[17]



Reading Apps



NEXT >

[18]



Digital Stories



[19]



Virtual Tours



[20]



Grammar Comics

Happy Birthday with... Countable and Uncountable Nouns!

It is Jessica's birthday. Megan and Jennifer are going shopping to buy her a present and a birthday cake.

Where should we go? Let's go to the Mall.

Look! There is a toy store. It has many toys.

Let's walk around the Mall to see all the stores and then decide what we are going to buy.

I like these trousers but we need more money. I only have £20. How much money do you have?

I have £30 but we need some money for the cake too.

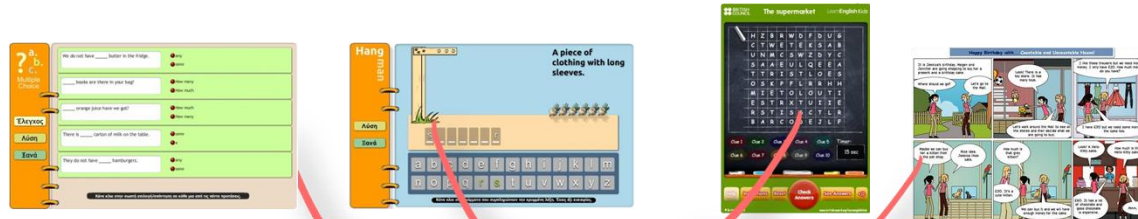
Maybe we can buy her a kitten from the pet shop. Nice idea. Jessica likes cats.

How much is that grey kitten? £30. It's a cute kitten. We can buy it and we will have enough money for the cake.

Look! A Hello Kitty cake. How much is this Hello Kitty cake? £60. It has a lot of chocolate and good chocolate is expensive. Mmm, right...

[21]

Interactive textbooks



Lesson 1 At the supermarket

1. Reading



A. Look at the picture of the supermarket on the flyer below. Talk about the various departments you usually visit. What items can you buy there?



[22]

Applications for Photodentro

on the digital textbook

in Photodentro




A magnificent poem

Kavafis is one of the most prominent Greek poets whose poems have been translated into English, French, Italian, German, and several other languages. Read his poem "Ithaca" and discuss why the 'journey' is more important than the 'destination'.



ITHACA

*As you set out for Ithaca
hope that your journey is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,
angry Poseidon-do not be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare sensation
touches your spirit and your body.
Laistrygonians and Cyclops,
wild Poseidon-you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.*



[23]

Ithaca by Konstantinos Kavafis

ΨΗΦΙΑΚΟ ΣΧΟΛΕΙΟ

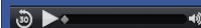
Ομάδα Αγγλικής
Γλώσσας



*As you set out for Ithaca
hope that your journey is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,
angry Poseidon-do not be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare sensation
touches your spirit and your body.
Laistrygonians and Cyclops,
wild Poseidon-you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.*

*Hope that your journey is a long one.
May there be many summer mornings when,
with what pleasure, what joy,
you come into harbors seen for the first time;
may you stop at Phoenician trading stations*

Recited by Liana Sakelliou-Schultz



Αν ο browser σας δεν υποστηρίζει audio player πατήστε [εδώ](#) για να ακούσετε το αρχείο.
Το ηχητικό μπορείτε να το βρείτε και στον φάκελο sources του zip.



[24]



Metadata in Photodentro

- **General Metadata** (general information about the learning object, such as title, description, keywords, language, etc.).
- **Educational Metadata** (metadata about the educational aspect of the learning object).
- **Legal Metadata** (information about copyrights and restrictions of use for the learning objects).
- **Technical Metadata** (technical information about the learning object).



Examples of English Learning Objects



Hangman - Food

ΘΕΜΑΤΙΚΗ ΠΕΡΙΟΧΗ

Αγγλική Γλώσσα > Διατροφή και αγορά > Λεξιλόγιο (σημασία - χρήση - μορφή)

ΒΑΘΜΙΔΑ ΕΚΠΑΙΔΕΥΣΗΣ

δημοτικό

ΤΥΠΟΣ ΑΝΤΙΚΕΙΜΕΝΟΥ

ασκήσεις πρακτικής και εξάσκησης



Hidden Words - Adverbs of Frequency

ΘΕΜΑΤΙΚΗ ΠΕΡΙΟΧΗ

Αγγλική Γλώσσα > Εκπαίδευση > Γραμματική (σημασία - χρήση - μορφή)

ΒΑΘΜΙΔΑ ΕΚΠΑΙΔΕΥΣΗΣ

δημοτικό

ΤΥΠΟΣ ΑΝΤΙΚΕΙΜΕΝΟΥ

ασκήσεις πρακτικής και εξάσκησης

[25]



Metadata Table

GENERAL INFORMATION

TITLE

Hangman - Food

DESCRIPTION

A hangman activity about food.

REFERENCE URL

<http://photodentro.edu.gr/lor/r/8521/4759>

RESOURCE URL

<http://photodentro.edu.gr/v/item/ds/8521/4759>

KEYWORDS

Hangman food

LEARNER CHARACTERISTICS

EDUCATIONAL CONTEXT

primary

TYPICAL AGE RANGE

9-12

FOREIGN LANGUAGE COMPETENCES

A2-basic knowledge

CLASSIFICATION

SUBJECT AREAS

Αγγλική Γλώσσα > Διατροφή και αγορά > Λεξιλόγιο (σημασία - χρήση - μορφή)

LEARNING RESOURCE TYPE

drill and practice

APPEARS IN COLLECTIONS

Αγγλικά (ΨΣ)

TECHNICAL INFORMATION

FORMAT

application/zip (204 KB)

CONTRIBUTION & FUNDING

CONTRIBUTION

Ομάδα Αγγλικής (author), ΚΑΤΕΛΗΣ ΒΙΓΚΛΑΣ (μετασχολιαστής), ΚΑΤΕΡΙΝΑ ΝΙΚΟΛΑΚΗ (επιμέλεια/επικύρωση μεταδοσμένων)
Βασιλική Μητσοκοπούλου (team coordinator)

FUNDING

DIGITAL SCHOOL (2010-2015, OP "Education and Lifelong Learning", Hellenic NSRF)

ADDITIONAL INFORMATION

GENERAL LANGUAGE

english

[26]



Conclusions from the use of Photodentro (1/2)

- It requires the cooperation of experts from different specializations.
- The use of non widely used languages, such as the Greek language, restricts the use of its content.
- A great number of educational content is sensitive to changes in the national curricula and may need modifications.



Conclusions from the use of Photodentro (2/2)

- Educational content may soon become outdated due to rapid changes in technologies (e.g. compatibility issues).
- Copyright issues is a major concern for all the learning objects to be included in the repository.



References

- Laverde, A. C., Cifuentes, Y. S., & Rodriguez, H. Y. R. (2007). Toward an instructional design model based on learning objects. *Educational Technology Research and Development*, 55(6), 671-681.
- Megalou, E. and Kaklamanis, C. (2014) Photodentro LOR, the Greek National Learning Object Repository.
- Wiley, D. A. (2000). Getting Axiomatic about Learning Objects. Retrieved from <http://reusability.org/axiomatic.pdf>.



Financing

- The present educational material has been developed as part of the educational work of the instructor.
- The project “Open Academic Courses of the University of Athens” has only financed the reform of the educational material.
- The project is implemented under the operational program “Education and Lifelong Learning” and funded by the European Union (European Social Fund) and National Resources.



Notes

Note on History of Published Version

The present work is the edition 1.0.



Reference Note

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