

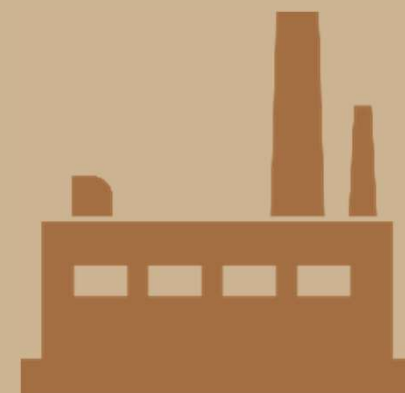


Co-funded by the
Erasmus+ Programme
of the European Union



VIRAL

Virtual Reality Archive Learning



Erasmus+

DORN BIRN



Co-funded by the
Erasmus+ Programme
of the European Union



Goals & Target groups

- Enable archives, smaller museums, heritage sites or local collections to create & use VR, AR and 360-degree movies at a low cost
- Enable Adults facing fewer opportunities, educators and professionals to create VR, AR and 360-degree-productions themselves





Outputs

- **O1 VIRAL Methodological Framework** to boost the key competences of adults
- **O2 VIRAL Learning Outcome Matrix**, defining the knowledge, skills and competences to be achieved by the adults
- **O3 VIRAL Resources**, a set of virtual reality (VR), 360 degree-movies (360) and augmented reality (AR) training resources for adult education
- **O4 VIRAL CPD Course** for adult educators and professionals in cultural heritage
- **O5 VIRAL Platform**, a multilingual learning platform providing open and instant access to the full suite of project's outputs, including the eLearning space to support the access to the CPD



Erasmus+





Partners



STADT WUPPERTAL

DORNBI RN



ASSOCIAÇÃO DE DEFESA
DO PATRIMÓNIO DE TORRES NOVAS





Industrialization of the Wuppertal

- The Wuppertal: cradle of industrialization in Germany
- Important location of the textile industry
- Social problems due to high immigration
- The height of industrial development in the 19th and early 20th centuries
- Collapse of the textile industry in the 1970s
- Structural change





Co-funded by the
Erasmus+ Programme
of the European Union



Risks and opportunities

- Job losses due to the decline of the industry
- Great need for qualifications for new career opportunities
- Risk of loss of skills, knowledge, buildings etc. of the old industries
- The industrial heritage as a historical foundation for something new

Project News and Dissemination

- Formation of local working groups
- Flyer
- Newsletter
- Facebook
- Press articles
- Local television reports
- Lectures

VIRAL – VIRTUAL REALITY ARCHIVE LEARNING NEWSLETTER AUSGABE 1, APRIL 2019

VIRAL

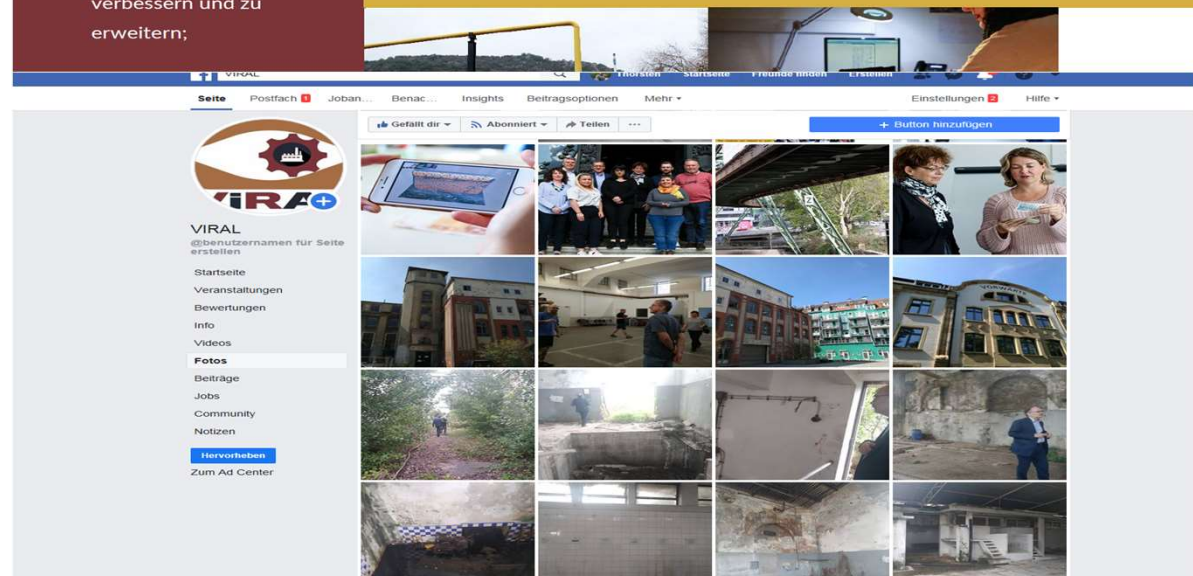
Ziele von VIRAL sind...

- ✓ das Angebot an qualitativ hochwertigen Lernmöglichkeiten, die auf die Bedürfnisse von gering qualifizierten Erwachsenen zugeschnitten sind, zu verbessern und zu erweitern;

WAS IST VIRAL?

VIRAL – Virtual Reality Archive Learning möchte qualitativ hochwertige, individuelle Lernmaterialien für Erwachsene und die Entwicklung von Kompetenzen für Erwachsenenbildner bereitstellen. Dies soll erreicht werden mit **Virtual Reality (VR)** und **Augmented Reality (AR)** (virtuelle und erweiterte Realität) sowie **360 ° - Videoproduktionen**, in dem Archivmaterialien und die Umgebungen **postindustrieller Landschaften** genutzt werden.

Einige der untersuchten Orte sind Industriefabriken, Bergwerke, Häfen und landwirtschaftliche Produktionszentren - im Allgemeinen Orte, die früher im Zentrum der industriellen Produktion der Städte standen.



Methodological Handbook: Target groups

Introduction

The Target Groups

In a former industrial city affected by structural change, there is a great need to catch up on continuing education. The post-industrial landscapes have left a rich cultural heritage. The material and immaterial culture of the industrial heritage can be used as an educational resource for adults. This can best be done by raising the knowledge and treasures of the industrial culture - factory halls, machines, the stories of the workers who served them, etc. - and the associated archive materials, the collection, preservation and editing of archival documents and the abilities of the Teachers and trainers.

In this way, different goals can be achieved:

Adapting the story to the present: The recipient becomes aware of how people have been shaped by their environment and, conversely, how they have shaped that environment. Change possibilities are recognized, willingness to change can be developed.	Reduce feelings of Anonymity: The lack of localization and rooting of the inhabitants in modern cities can be reduced in favor of the consciousness to stand in a tradition. Dealing with this tradition can reduce feelings of lostness in metropolitan anonymity.
The Cultural Worker: The traditional, often reduced to the "fine" arts concept of culture is automatically expanded by the study of industrial culture. For many people, for the first time, there is the awareness that they are also a "cultural bearer" and even a "cultural worker".	New Technology: Presenting historical locations and materials using state-of-the-art technology creates, stimulating imagination with completely new perspectives on history and, on the other hand, an appreciation of new technologies that might have seemed rather alien and thus frightening.



It is important to directly address potential target groups that can benefit from the work culture heritage material for their vocational education. But for that it is important to define these target groups. These include:

1 Adult educators who want to impart knowledge of industrial heritage to people with special educational needs	2 Teachers and adult educators who want to expand their teaching skills in the field of cultural heritage	3 Former workers of the old industries, who have lagged behind in the course of structural change and must face the digital and technological reality of the world of work, taking into account their acquired skills in industrial heritage.	4 Professionals from cultural institutions who care for industrial heritage, but who have some catching up to do on the methods of vocational education and training in order to be better able to offer their facilities as an out-of-school learning location.	5 Migrants, who can gain access to the labor market and identify with the region by learning new technologies and experiences with historical and industrial cultural resources.
--	---	---	--	--

There are a number of institutions of vocational education and training, on these target groups can be addressed directly. Also institutions that take care of socially disadvantaged people as well as the university, museums or media centers should be involved. Networking the facilities with the project is helpful in expanding the circle of target groups.

A target group can develop new skills and competencies from the educational resource, post-industrial heritage, by making sustainable use of a tailored learning program. Issues that are more likely to occur in a target audience need to be recognized and turned off, goals set for a particular group. An approach or way to efficient learning through the activation of vocational training methods in the field of industrial culture has to be found.

Cultural heritage makes a considerable contribution to education, the economy and society. Therefore, it is important not to focus education and training programs based on post-industrial heritage not only on people with a traditionally higher educational level, but also to use them specifically for the specific needs of the identified target groups. It makes sense to combine specially designed programs based on industrial culture with different disciplines such as education, business, technology, etc., and as an opportunity for innovation to understand and use better career and educational opportunities and social skills.

Thorsten Dette,
The City Archives of Wuppertal, Germany

Methodological Handbook: Case study

Case Studies

Virtual Reality in Friedrich Engels 2020 exhibition Wuppertal, Germany

A visit to the company Engels in the "Unterbarmer Bruch" in the time of early industrialization.

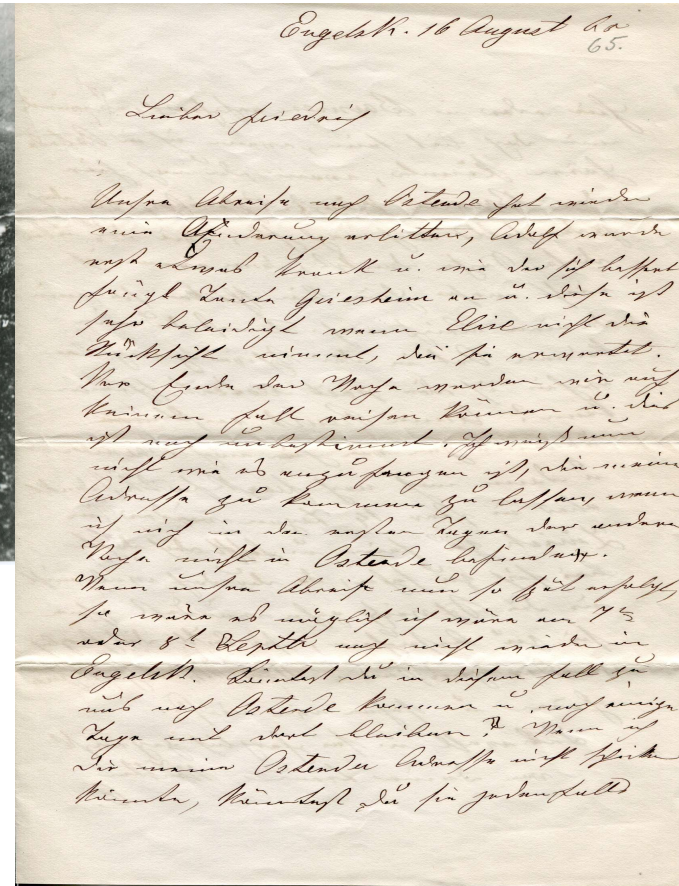
The great-grandfather of Friedrich Engels, the yarn bleacher and bandweaver Johann Caspar Engels I. (1715-1787) built in the 18th century a mechanical lace manufactory in the "Unterbarmer Bruch". The swampy terrain was unsuitable for agriculture, but the wet meadows on the Wupper offered ideal conditions for the yarn bleaching, which flourished in Barmen and Elberfeld (now Wuppertal) for centuries. Friedrich Engels grandfather, Johann Caspar Engels II. (1753-1821) concentrated the families working for the Engels company in the "Engels-Bruch" into a factory colony and then to a decentralized manufactory. 38 workers' houses were grouped here in a semicircle around the home of the Engels family. The former bleaching meadows are today the "Engels Garden", a small park. The birthplace of Friedrich Engels, destroyed in World War II, was also here.



In the Friedrich Engels special exhibition, the historical situation of the "Engels Garden" with the workers' houses and the houses of the Engels family will be resurrected by means of Virtual Reality. With Virtual Reality, visitors can experience the place at first hand during the time of early industrialization.

With the help of descriptions of the birthplace of Friedrich Engels, the Engels Garden and the company in the Engels family letters as well as photos, both in the city archives, as well as historical equipment from the Museum of Early Industrialization, a VR film can be produced, which the visitors in the exhibition can use with VR glasses.

Visitors have the opportunity to explore the historical situation of the Engels family and the company in the Engels family letters as well as photos, both in the city archives, as well as historical equipment from the Museum of Early Industrialization, a VR film can be produced, which the visitors in the exhibition can use with VR glasses.



Learning Outcome Matrix

CPD-Courses:

Definition of Learning Outcomes

- Skills
- Competences
- Knowledge

EQF-Level

How to use an Archive				
Title, Introduction	The city archive is the historical memory of the city. It takes over the archive-worthy documents of the city administration, which are no longer needed, and supplements the archive material with historically relevant private documents such as estates and collections. It works with schools, universities, cultural institutions and associations to research and communicate the history of the city. Every citizen has the right to use the city archive. But many do not even know the establishment of an archive. The purpose of this essay is to bring the function of the archive closer to interested citizens, students, teachers, etc. and to facilitate their use of the archive. They should learn how they can prepare their archive visit, how and in which finding aids they can research, how they can, among other things, read and evaluate primary sources and in which other institutions they can continue to research.			
Partner	StAW			
EQF	5			
Media	essay tutorial			
Learning Outcome	Participants will gain an overview of what archive do, how they collect, store and conserve material for future reference and use. They will look at how archives can be used in cultural awareness.	Skills Participants will develop basic skills in access, retrieve and use images, texts and documents in collections in an archive.	Competence/Attitudes Participant will gain an insight into the role archives have in raising cultural awareness and how they work in issues such as cultural expression and identity. They will particularly look at how archives can work with issues such as racism, xenophobia and cultural diversity similar issues.	Knowledge After having followed the training material and the example exercises, the participants should be able to use an archive its collections with ease and have fun doing it.
Creating Pop-Up Exhibitions				
Title, Introduction	A pop-up exhibition is a new and effective way of utilizing unused/unoccupied shops, buildings, parks, halls and other spaces for a limited time period, starting from an hour to a few weeks. It has many advantages apart from being a practical way of holding exhibitions on a small budget. A Pop-up, can bring new life to long-neglected areas of a neighborhood. It is also very effective in connecting people living in the same area and thanks to the pop-up, giving them a lot of ideas to discuss about.			
Partner	ELD			
EQF	3/4			
Media	essay			
Learning Outcome	Pop-up Exhibitions is an excellent way to provide adults with skills that enable them to convey on low/medium threshold to give the general public the opportunity to view and get detailed info on digitalised art and other materials. Apart from getting a quick overview there is also the opportunity to view high resolution images which can be very interesting if one wants to study the minute details of paintings/images for example.	Skills The participant will develop skills to create their own pop up exhibition in different venues for multiple audiences.	Competence/Attitudes The participants will be able to acquire cultural and creative competencies through education and training. Be able to provide quality access to creative environments.	Knowledge After having followed the training material and the example exercises, the participants /trainees should develop and be able to describe the processes of creating pop up exhibitions and can develop and implement original ideas and solutions. Participants should be able to experience beauty and can create beauty.

Quest Module: How to use an archive

Introduction



The "reel houses" in Wuppertal-Unterbarmen. The right building houses the city archive.

Land Surveying Office of the City of Wuppertal

The city archive is the historical memory of the city. It ingests the archive worthy documents of the city administration, which are no longer needed, and supplements the archive material with historically relevant private documents such as estates and collections. It works with schools, universities, cultural institutions and associations to explore and convey the history of the city. Every citizen has the right to use the city archive. But many do not even know the existence of an archive. The aim of this essay is to make the function of the archive more accessible to interested citizens, students, teachers, etc. and to facilitate its use. They should learn how to prepare their visit to the archive, how and in which finding aids they can research, how they can read and evaluate primary sources, and in which other institutions they can further research.

Task

Process

Conclusion

Evaluation

Resources

Links

City Archive of Wuppertal
https://www.wuppertal.de/kultur-bildung/stadtarchiv/Stadtarchiv_Startseite.php

International Institute of Social History
<https://iisg.amsterdam/en>

Archive Consulting and Training Center of the Landschaftsverband Rheinland (LVR)
https://afz.lvr.de/de/archiv_des_lvr/archiv_des_lvr

Instructions for use of archives
<http://www.historicum-estudies.net/etutorials/tutorial-archivarbeit/>

«Ad fontes» - An introduction to the handling of sources in the archive
<https://www.adfontes.uzh.ch/>

Documents

Videos

Exercise

The famous revolutionary Friedrich Engels (1820-1895), who together with Karl Marx (1818-1883) developed the so-called scientific socialism and actively participated in the revolution of 1848/49, came from a rich family of textile entrepreneurs in Wuppertal.

I. Write an overview of the history of the Engels family and search for original sources in the city archive.

- Search for relevant documents in the city archive and evaluate them.
- In addition to the archive documents, research information on the Engels family from secondary sources.
- Critically compare the information from both types of sources and use it for your work.
- Write your contribution based on the primary and secondary sources you have evaluated.

II. You have now written your contribution about the Engels family. Now please

How does my visit to the city archive work?

- Preparation
- registration, advice and ordering of archival documents
- handling of archival documents


1. Preparation

Before you visit the city archive, first carry out a preliminary search on the Internet to find out whether relevant online resources are already available. During the preliminary search, also determine whether there is any material at all in the city archive about the Engels family. If necessary, order suitable materials by e-mail. Various archives are often consulted when working on a specific topic. Before you visit the Stadtarchiv, find out about opening hours, fees and other particularities of use (e.g. blocked holdings due to conservation measures, conditions for reproductions, etc.).

Quest Module: What is (post)industrial heritage?

Tasks:

- Form a working group
- Write an essay on a place of industrial culture
- Find out more about this place on the internet and in literature
- Visit the location and use VR, AR or 360 Videos
- Look in the city archives for documents on this site

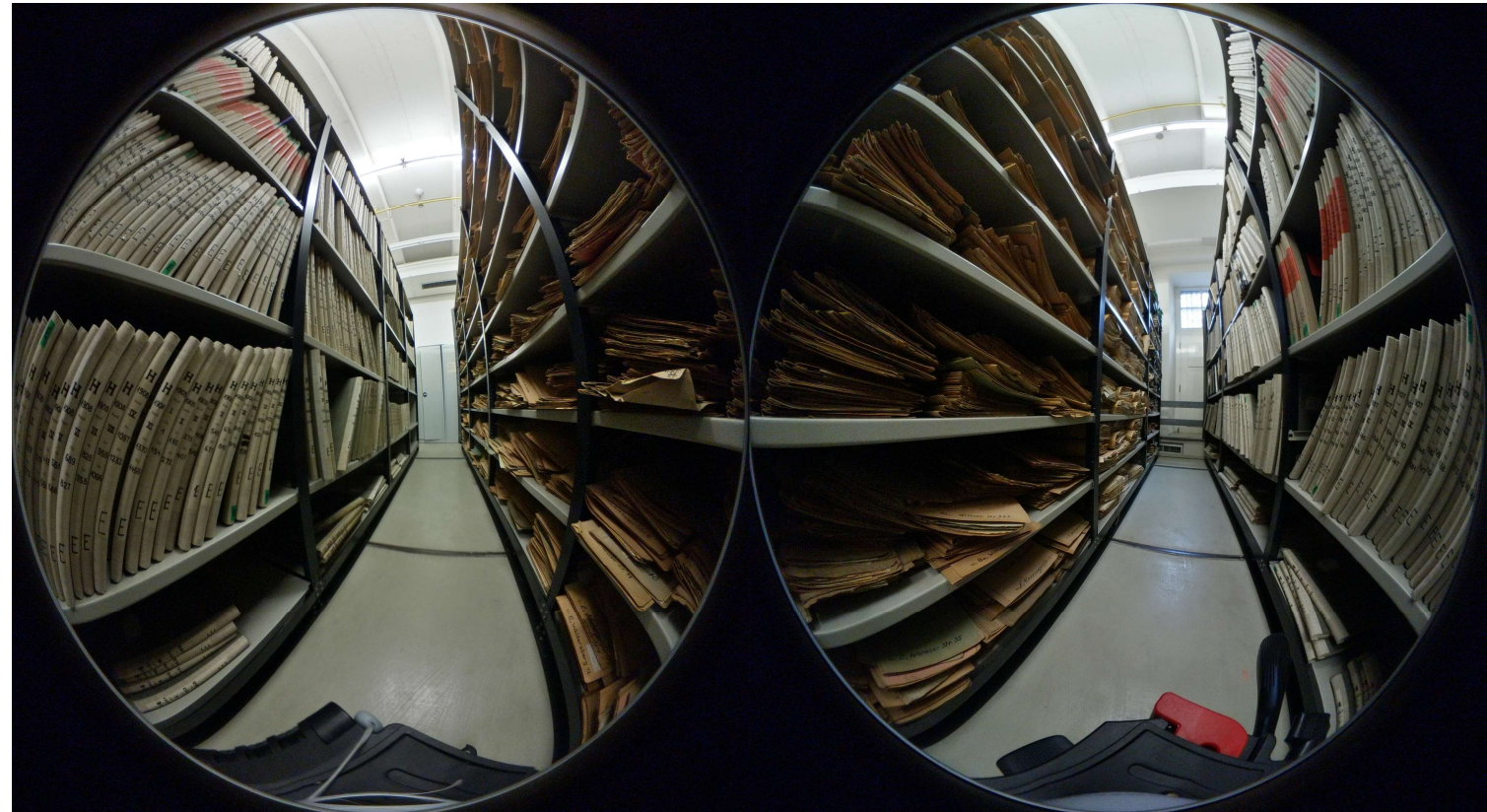
Task
 <p><i>Die Hospellei</i></p> <p><i>In the reel-factory of the Barthels-Feldhoff Company in Wuppertal, undated unknown</i></p> <p>Work together in a group and write an essay about a place of industrial heritage. In addition, you can also work on a presentation or a small exhibition. Present your results to the other working groups. Essay, presentation or exhibition should include: a. How has the place of (post) industrial heritage changed? b. How did the industrial building once look like, what were the conditions of working at the time? c. Describe what has been preserved of the historical site and to what extent the industrial heritage of this place shapes or influences today's situation.</p>
Process
Conclusion
Evaluation

Links
Videos
<p>Industriekultur</p>  <p>INDUSTRIEKultur LE I - Einblicke - inkl. Lost Places</p>  <p>INDUSTRIEKultur LE I - EINBLICKE EIN DOKUMENTARFILM VON ENNO SEIFRIED www.OVERLIGHT-FILM.de</p>

Productions

360 °-Videos

- In the city archives of Wuppertal
- In the consumer cooperative „Vorwärts“
- At the site of the former Engels textile company



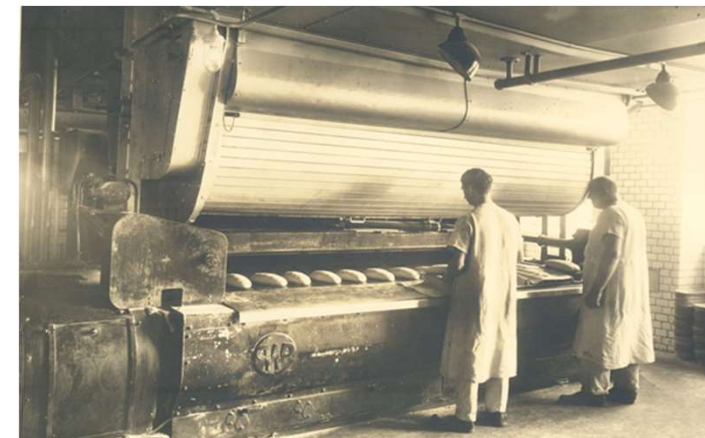
Productions: The consumer cooperative „Vorwärts“

- Founded in 1899 to improve the supply situation, living and working conditions of craftsmen and workers
- Initially only 45 families involved, but membership grew rapidly
- The building contained a bread factory, coffee roastery, beer and lemonade bottling
- Own rail siding in the basement



Productions: The consumer cooperative „Vorwärts“

- Up to 162 stores
- Up to 200.000 people were supplied
- Cheap food
- Cheap but comfortable apartments
- 1931 New larger and modern building for the consumer cooperative



Productions: The consumer cooperative „Vorwärts“

The Consumer Cooperative Building in the
Period of National Socialism

- From 1933 barracks and training center of the SA
- Illegal Prison
- Detention of antifascists
- After 1947 accommodation for war returnees and refugees



Productions: Location of the Engels textile company

Location of the Engels textile company today:

- Museum Engels House (former home of Friedrich Engels' grandfather)
- Museum of Industrial Culture (Engels factory building from 1885)
- Two preserved old workers' houses
- Engels Park (former bleaching meadow)
- Memorial stone on the site of Friedrich Engels' house that was destroyed in World War II





Co-funded by the
Erasmus+ Programme
of the European Union



Thank you very much for your attention!

Werner Matt
City Archives Dornbirn
Marktplatz 11
A-6850 Dornbirn
Tel.: +43 5572 306 4900
E-Mail: werner.matt@dornbirn.at

D O R N B | R N

Thorsten Dette
City Archives Wuppertal
Friedrich-Engels-Allee 89-91
D-42285 Wuppertal
Tel.: +49 202 563 2939
E-Mail: thorsten.dette@stadt.wuppertal.de

