

Enriching Europeana with user transcriptions and annotations (EnrichEuropeana)

Milestone 4: Launch of the Enriching Europeana Platform

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Statement of originality

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1. Introduction

This document describes the first version of the EnrichEuropeana web platform developed within the context of the Generic services project with the same name. The website is the main point of interaction for end users, which facilitates their engagement in crowdsourcing activities through various online tools for the transcription and enrichment of digital cultural heritage material. The role of the end user is critical for this platform. Their work can produce valuable data, especially transcriptions and annotations that can not be automatically generated by OCR systems. Human abilities of deciphering hard-to-read handwritten texts and finding small details, nuances and connections in the enrichment of heritage material will improve their quality immeasurably. This close engagement with historical content also gives European citizens unique opportunities to become immersed in their shared cultural heritage and be able to share this interaction with others.

In order to engage and attract them to undertake these activities, it is crucial that a functional, reliable and engaging online interface is made available to them. The features of the interface builds upon those on the existing Transcribathon tool, but also includes a number of enhancements both in terms of functionality and improved user experience. This interface offers end users a variety of tools, making their work engaging and increasing the quality and quantity of enrichments being added to the digital heritage material.

Various user-experience (UX) based decisions were taken into consideration to ensure that user engagement is both sustained and enhanced. The gamification component contributes to the achievement of these goals by enabling user engagement within transcription and enrichment competitions. Additionally, users contribute to leverage the documents to different completion stages of enrichment. The end users are not working alone, but contribute, collaborate and build upon the work of others. They also ‘race’ with other users through their enrichment work. They receive enrichment points for completing various tasks and their achievements are listed, ranked and rewarded through the project leaderboards. The enrichment process is divided into four stages to improve accuracy and encourage teamwork. Users must work together to ensure that all stages in the enrichment progress bar are fulfilled in order to completely transcribe and enrich a given document.

The work presented in this document includes the progress achieved so far within the following Tasks of the Action:

Task 1.1. Graphic design and user experience

This task is dedicated to the front-end of the web platform – concentrating on optimising design and user operability. It will develop an attractive, interactive and user-friendly interface for end users to participate in the transcription and enrichment activities organised in Activity 4. The website will be designed with modular styles to allow adaptability to different sources and topics. It will use methods of User-Centred Design (UCD) and User Experience (UX).

Task 1.2. Enhanced end user functionalities

This task will incorporate the development of new and innovative user tools and functionalities including enhanced search capabilities and geo-tools, and the integration of controlled vocabularies in user annotations from Activity 2. With improved enrichment abilities, users will be able to engage in greater citizen-science activities.

The platform tools will enable the following abilities to users:

- Browse, filter and search through various collections of digital heritage material from Europeana
- View the digital heritage material and its contents in high resolution
- Manipulate this view in order to enhance the visibility and readability of this material
- Add transcription to digital heritage material containing text and mark material without text
- Add descriptions to the contents of the material
- Add other annotations, including geo-tags, keywords, dates, names and links
- Add NER-generated linked data and confirm accuracy
- Complete enrichment and export data to the original database

Task 1.3. Enhanced IIIF-based viewer

This task will integrate the International Image Interoperability Framework (IIIF) API for image handling on Enriching Europeana web platform. This will standardise the image delivery system and increase the quality of the image viewer, enabling greater and more interactive enrichment functionalities. Task 1.3. will assure that data imported into the platform are in line with the requirements of the IIIF based viewer.

This task is to replace the existing image viewer in the existing Transcribathon platform with a IIIF-capable one without losing any of the existing end-user functionality.

The main improvements and benefits by using a IIIF viewer are:

- Faster image loading times, especially for large and high resolution images
- The possibility to continuously zoom into images while keeping an optimal image quality, browser performance and loading speed
- Improved and adaptive visualisation for mobile devices
- Compliance with web standards

2. Evaluation of Existing Platform

Transcribathon Europeana 1914-1918 (transcribathon.eu) is the basis from which the EnrichEuropeana platform is built. Focussed on the transcription and annotation of documents from the Europeana 1914-1918 collection, the original Transcribathon platform has demonstrated sustained success in user engagement and data enhancement. Based on Wordpress, the original platform was fully customisable and easy for project members to access and edit. The major aim for the EnrichEuropeana platform is to build upon the successes of the previous platform, but also to assess and implement new paths for improvement and expansion.

The development work for the new EnrichEuropeana platform began with a report on its requirements, detailing the features needed to be implemented in the transcription tool, the IIIF viewer, the website and the discovery page. To ensure optimal design and user-friendliness, these requirements were collected by using different methodologies, including UX feedback and evaluations of technologies and other citizen science websites. The UX feedback included survey results from participants of the past Transcribathon in Athens, a UX review and user testing conducted in Rome by NET7 and general feedback from communication with users of the original Transcribathon website. Various technologies and their capabilities were also assessed for the complex visual components such as the IIIF viewer, search/discovery tools and the transcription text field. The best suited technologies were chosen to be incorporated into the enhanced graphical user interface.

Other citizen-science platforms, namely [Österreich aus der Luft](#) (by the Austrian National Library) and [Anti-Slavery Manuscripts](#) (by Zooniverse/Boston Public Library), gave us additional ideas on how the existing platform and transcription tools could be improved and updated. Furthermore, the image viewer of the [Deutsche Digitale Bibliothek](#) influenced some design choices for the full-screen item view (see: 4.3.1. Enrichment Mode).

Different IIIF viewer technologies were also evaluated for their functionalities and considered for use on the EnrichEuropeana platform. After evaluation, OpenSeadragon was chosen as the basis for the enhanced IIIF viewer, based on the aims of high-quality image visualisation and interactivity (see Milestone 1 document). A new improved version of the [TinyMCE](#) text editor is used for the transcription text field. It has a range of features and is easily customisable. The documents are indexed in Solr to allow for a fast performing faceted search supporting document discovery. In order to be consistent with the search engines used by Europeana and other partners in the EnrichEuropeana project and to enable greater compatibility with them, Solr was chosen over alternative systems.

2.1 Initial Reporting

2.1.1 UX Feedback

To collect and incorporate the concerns and opinions of the end user for the new platform, various user-experience (UX) based reviews and testing were conducted to gauge how users were engaging with the Transcribathon Europeana 1914-1918 interface, what they liked about it and where they could see room for improvement. The following are some of the main concerns voiced by end users providing feedback on these activities. As it is important to make sure that user feedback is relayed into the development process, these concerns were taken into consideration for new improvements to the EnrichEuropeana platform.

a. Participant Survey | Transcribathon Athens, May 2018

- It should be possible to combine documents and link them to each other (e.g. several pages of the same letter)
- Use face and location recognition in photographs, link objects, events, locations between different documents
- Simpler and fewer transcription tools
- Long loading times
- Make brightness adjustment possible
- Difficulties with historic or inaccurate spelling, unusual typefaces, foreign languages
- Names of people and locations especially difficult to transcribe
- Problems of documents being partially destroyed
- Too complex approach for transcription

b. UX Review and User Testing | Transcribathon Rome, September 2018

- Slow website
- Naming of page sections should be clear: e.g. 'TRANSCRIBE' in main menu should be called tutorials as they lead to tutorials, call-to-action on 'STORIES' page is not clear
- People should see where they can start transcribing immediately
- Avoid login-wall for transcription
- Two-step registration via email takes too much time
- After registration, user should be directly directed to the "STORIES" page and not to the front page
- Website should automatically propose documents in the user's native language
- 'Transcribe' button should be distinguished from other icons on item view
- Image and transcription should be shown side-by-side
- Captcha slows down the login
- More detailed guidelines on how to transcribe every possible variant of text (e.g. abbreviations, additions, overwritten)
- It should be possible to transcribe super- and subscript text
- Line numbers in transcription would make it easier to refer to certain parts of the text
- Digitisation errors of page order in some letters
- Would be good to rotate images by any degree

- Would be good to see two pages at the same time (when words are split between two pages)

c. General Feedback from User Communication, 2016-2019

- Make clearer where users can upload documents
- Show clearer how users can start transcribing immediately without getting lost on the website
- Avoid delay in confirmation e-mail and other registration difficulties
- Users confuse transcription and description fields and make mistakes while tagging
- Page is in English and not in the chosen native language
- People sometimes think the documents have to be translated and not transcribed
- Marking duplicate and missing documents and documents without anything to transcribe or annotate
- Problems with saving transcriptions
- Need for more visual tutorials, especially how to transcribe different kinds of documents
- Some special characters are missing
- Problems with formatting
- Better organisation of documents within a story (e.g. several pages of the same letter being separate individual items)
- Slow website
- Tutorial video speed too fast
- Issues with using Transcribathon on smartphone or tablet
- Need for strong password is annoying
- Better description of what to write in the description, keywords and notes fields: why this is needed and how will this data be used?
- Need for downloadable handouts with instructions
- Need to create pdf versions of documents and transcriptions for further private research
- Problems with geo-tagging locations where there is a second location with the same name (e.g. *Mons* in Belgium and France, *Champagne* as the name of the region and not of several villages with the same name)

2.2 Initial Design Specifications

Based on the above reporting and considerations of the old Transcribathon platform, an initial design plan was formulated, listing the required features for the website and user activities to be developed into the new EnrichEuropeana platform. The following parameters were taken into account:

2.2.1. Website Features

a. General:

- Transcribathon as overarching platform with projects as subsites
- Project subsites with individual subpages and adapted design (colours, images)
- Projects so far: Europeana 1914-1918. EnrichEuropeana
- Examples of future projects: DDB, Polish Libraires, Archive X...
- All projects share the same user base and login
- Navigation and actions in English with tutorials in other languages
- Compatibility with standard web browsers
- Full functionalities on computers and tablets, restrictions on smartphones,
- Front page for each project with featured documents, statistics, possibly news, social media
- Tutorials written in several languages
 - Including detailed video demonstrations of transcription and enrichment
- Events and runs overview
- Custom pages for individual runs/campaigns
 - Includes online runs and physical events
 - Separate run statistics with user and team leaderboards
- Main statistics: overall progress as well as leaderboards for users and teams (Top Transcribers and Top Teams)

b. Users

- Profile page with customisation options
- Status rank according to experience collected on the website, higher statuses unlock more permissions in transcription and enrichment work (e.g. in completing documents)
- Visual indication of user status, e.g. with a badge
- Teams: multiple users transcribe and enrich together
 - Includes private teams (password restricted) and open teams to create community groups (no password)
 - Can be created and administered by users and website admins
- Communication between users via messages and/or chat
- Notifications of updates and communication

c. Discovery

- List of all stories

- Each story in list shows title (in original language as well as English version, when available), cover image and completion status
- Stories list can be filtered according to document type, language(s), tags and story completion status
- Document search functionality
- Map showing locations and links to all documents
 - Satellite and map view toggle
 - Zoom and position alignment
 - Custom design
- User-centred discovery
 - Mark documents as favourites/read later
 - List of documents the logged-in user has worked on (My Contributions)
 - List of documents the logged-in user has marked as a favourite

d. Story Overview

- Overview of all documents/items within a story with their titles and images
- Story title in original language and English (when available)
- Detailed description and summary of story in original language
- Story progression and document statuses
- Number of documents in the story
- Overview of existing metadata from original collections: author or person(s) of interest in the story, origin date, language, keywords, contributor of the story (people and/or institutional providers), license
- Location(s) of the story and the story's documents displayed on an interactive map

2.2.2. User Actions: Transcriptions and Enrichment

e. IIIF Viewer

- Zoom in/out
- Reset button for zoom, rotation and position
- Adjust item to screen width
- Image rotation
- Brightness/contrast or gamma correction sliders
- Colour saturation slider
- Colour inversion
- Colour reset to default
- Enter Full-screen mode
- Leave Full-screen mode
- Position adjustment with drag and drop
- Transcription text box on top of full-screen image
 - Adjustable text box size
 - Scrollable
 - Line numbering in transcription box
- Transcription text box below image
 - Adjustable text box size
 - Scrollable
 - Line numbering in transcription box
- Transcription text box on the right side of image
 - Adjustable text box size
 - Scrollable
 - Line numbering in transcription box
- Transcription at text location with image coordinates being saved and/or automatic text formatting

f. Transcription/Enrichment (Document View and Functionalities)

- Document image displayed with IIIF Viewer
- Transcription text box
 - Formatting: text alignment and options to set text as bold, italic, underline and strikethrough
 - Option to clear formatting
 - Option to mark missing parts in text
 - Option to mark text as unclear
 - Option to add side information to marked text
 - Option to expand abbreviations
 - Menu to add special characters, containing at least all extended ASCII characters
 - Option to format text as a table
 - Standard type labelling according to TEI ?



- Description text box
- Document completion status indicator with option to change status depending on user permissions (*See 2. Users, Status rank*).
- Transcription history, displaying contributions and changes made to the transcription, when they were made, and which user made them. See Wikipedia's Revision History as example
- Interactive map, with tagged locations in documents and the story it belongs to
- Document source and license
- Additional information on document, e.g. properties, provenance etc.
- Commenting and notes capabilities
- Enrichment options:
 - Add/edit document and story location through searching location name and/or manually moving location marker
 - Add/edit document date (start and end date, if applicable, e.g. page of diary)
 - Add/edit persons connected to the document with name, date of birth and date of death
 - Select document category (letter, diary, picture)
 - Add/remove document languages
 - Add/remove keywords (automatic named entity recognition)
 - Add/remove link
- Social media share button

2.2 Initial Design Mockups

To complement this initial design plan and to guide further design decisions, the following preliminary mockups were created (see Fig. 1-8):

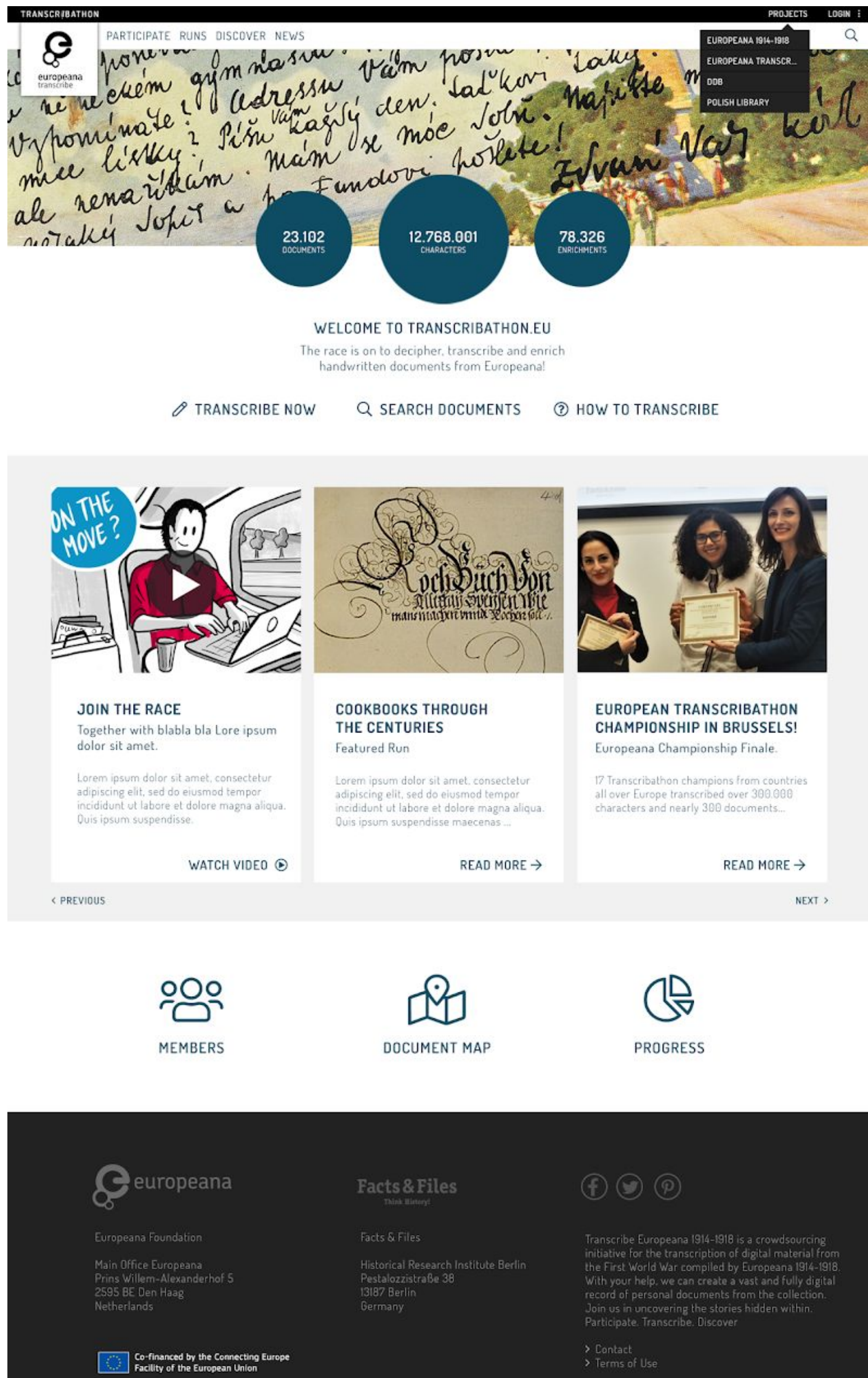


Fig. 1: Initial Design Mockup: Front Page

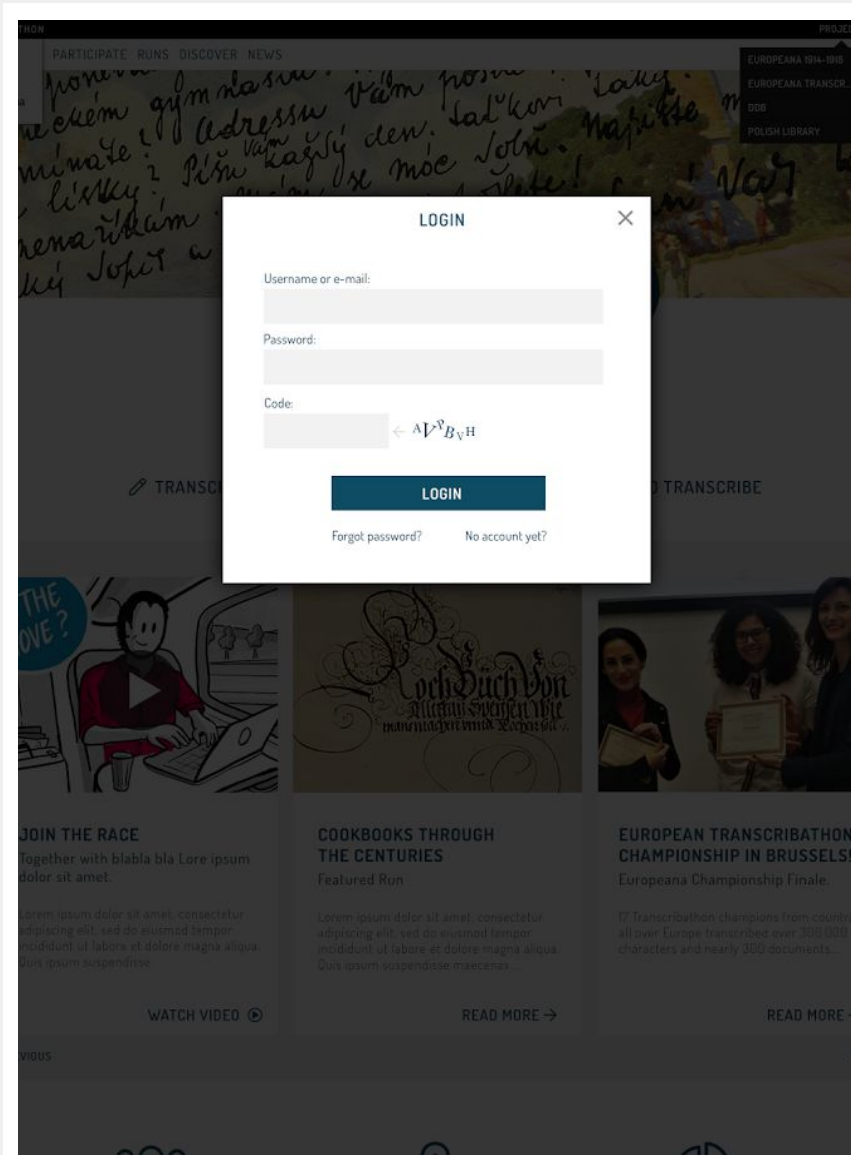


Fig. 2: Initial Design Mockup: Login Overlay

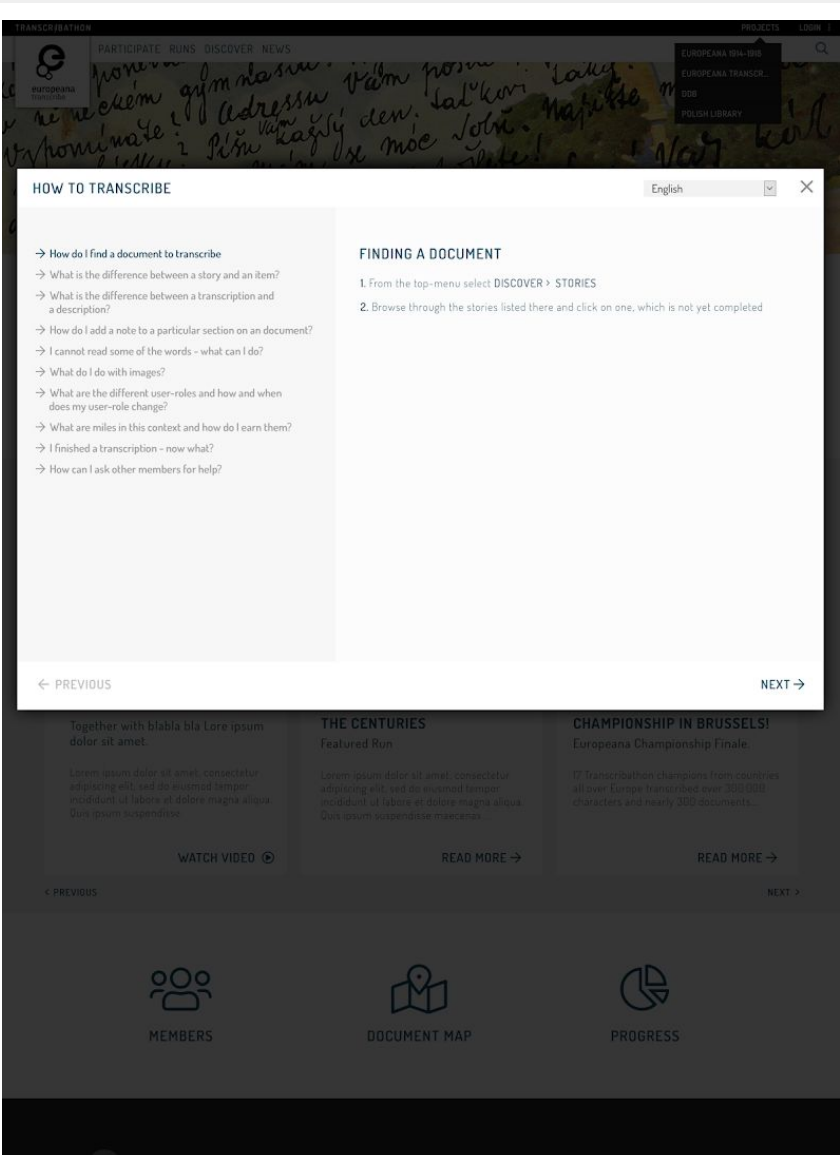


Fig. 3: Initial Design Mockup: Tutorial Overlay

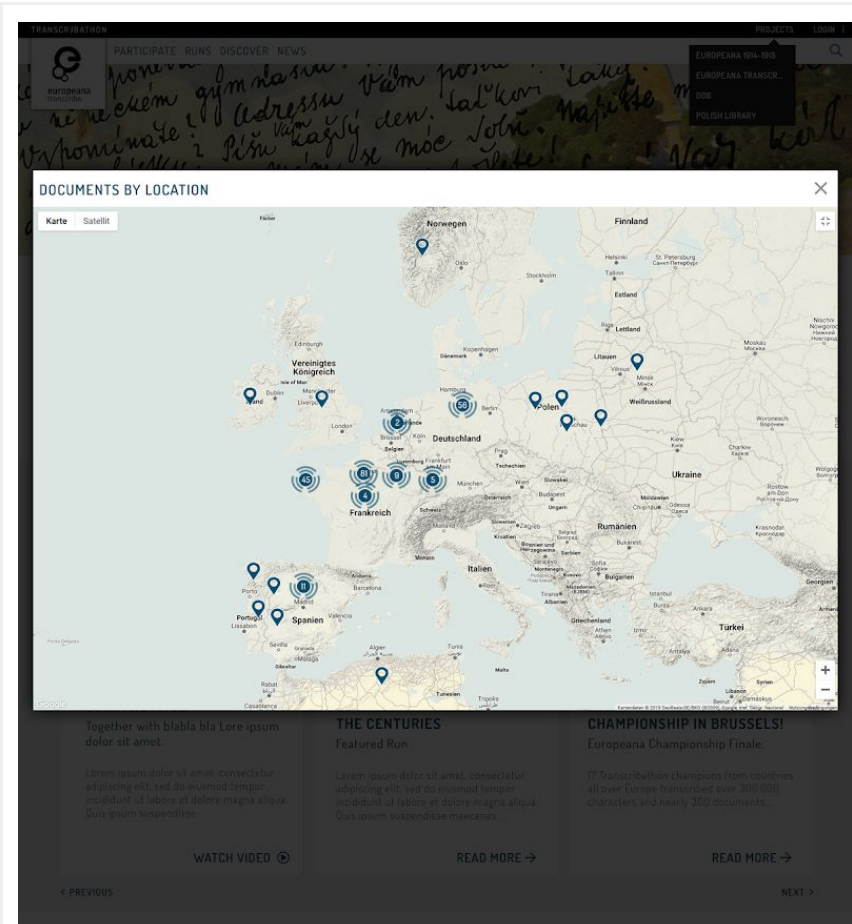


Fig. 4: Initial Design Mockup: Document Map Overlay

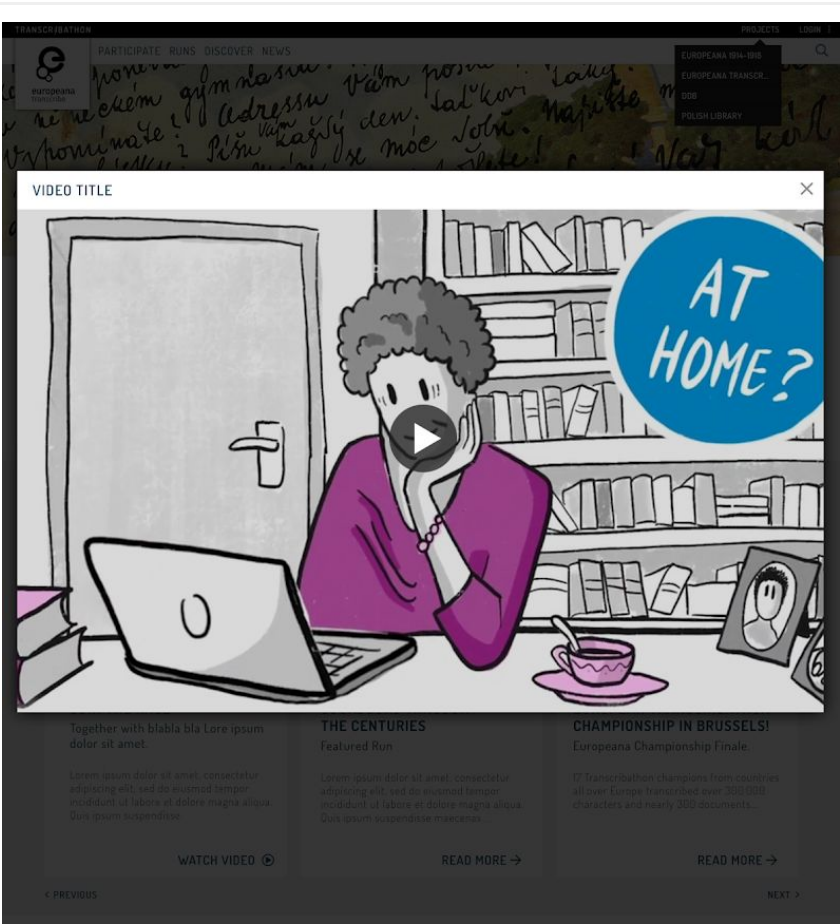


Fig. 5: Initial Design Mockup: Introduction Video Overlay

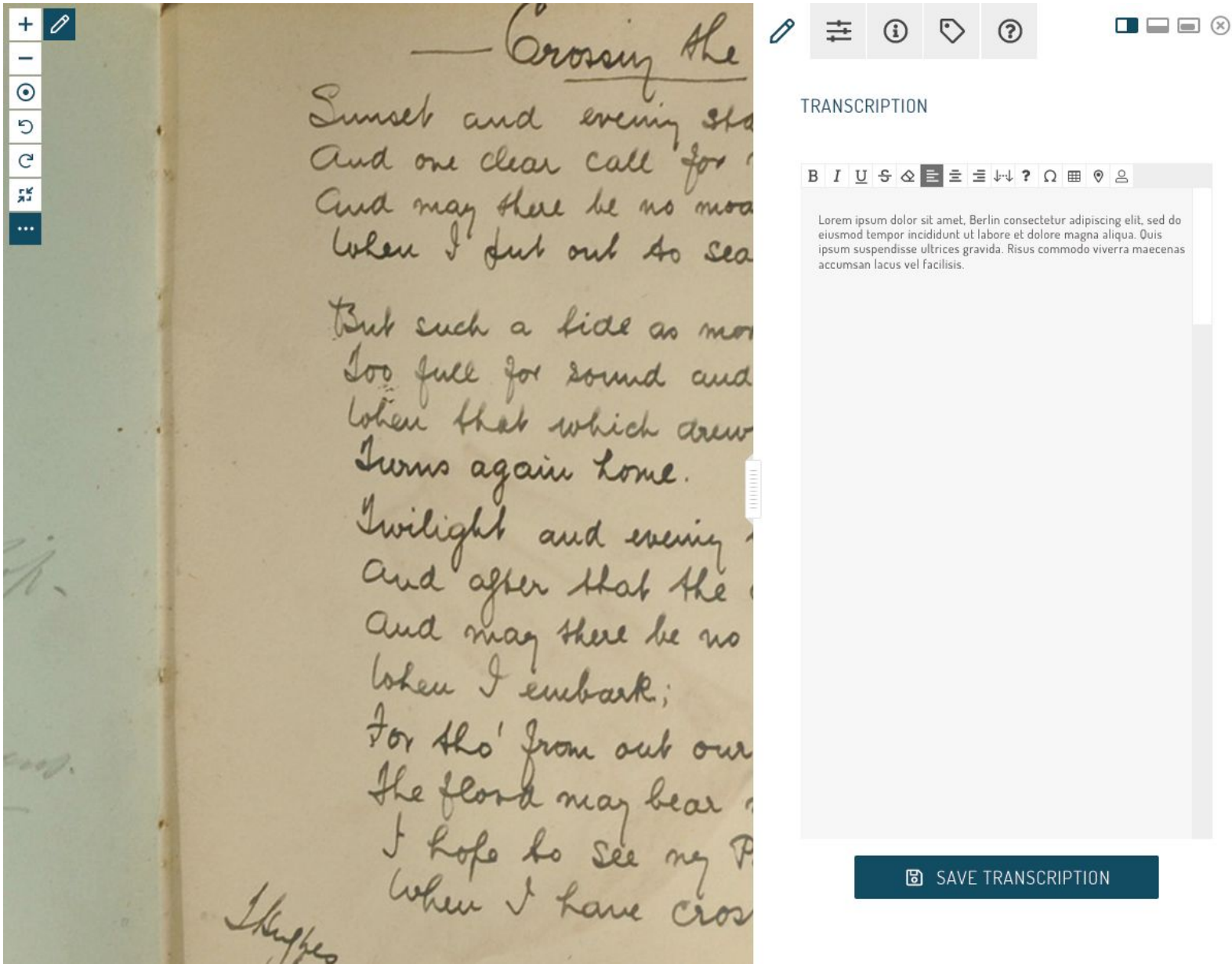


Fig. 6: Initial Design Mockup: Full-screen viewer with interaction panel. Transcription tab is selected.

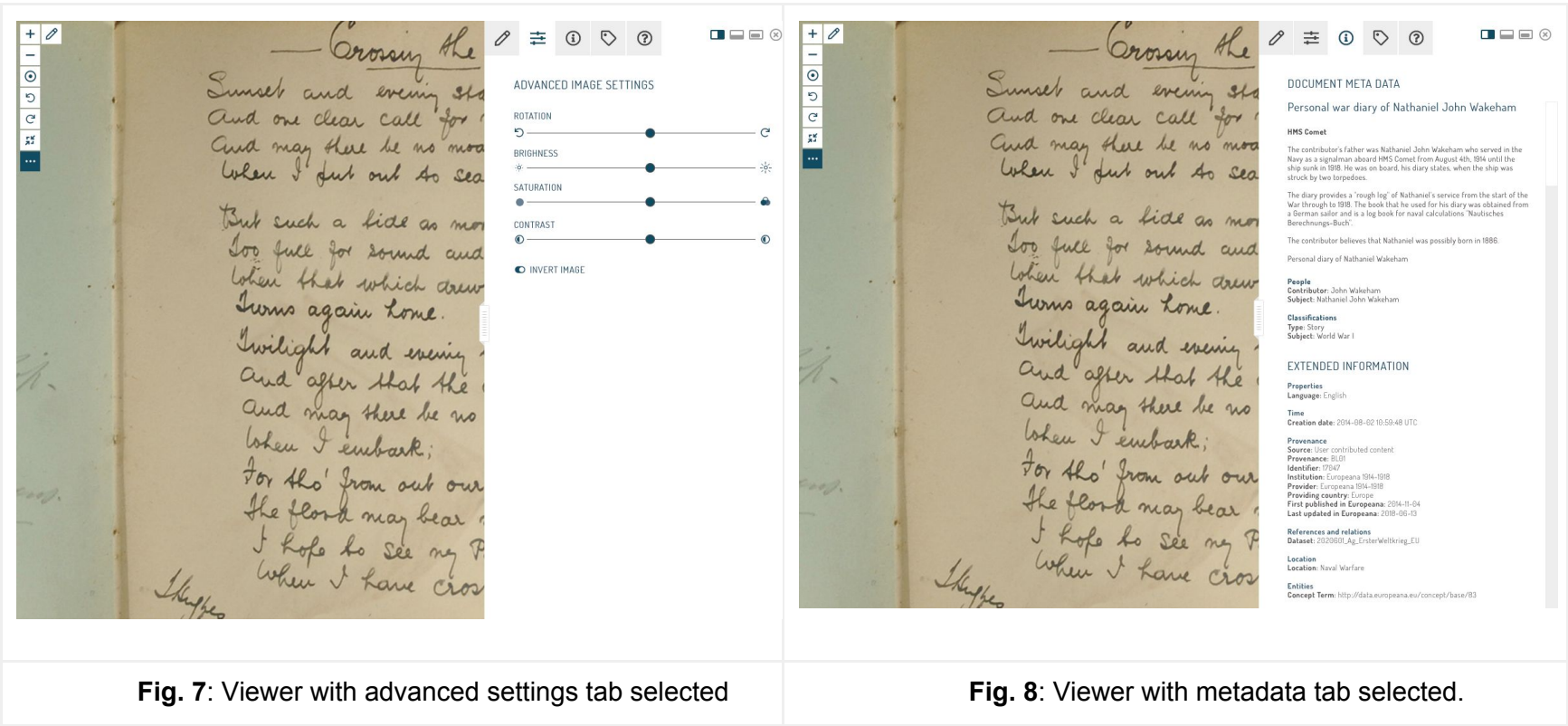


Fig. 7: Viewer with advanced settings tab selected

Fig. 8: Viewer with metadata tab selected.

3. Design and Structure

Taking into consideration the concerns of the end user, the website design for EnrichEuropeana has been reformulated from the old Transcribathon website to enable an enhanced user experience. The design is clear and easy for users to understand and navigate. More visual elements have been implemented into the design and the textual content is aimed to be more concise. Call-to-actions are much more accessible, which ensures that the user can easily find where they want to go and begin their transcription and annotation work immediately. As the vast amount of option on the old website proved to be confusing to many users, the overall number of pages on the new website has been reduced. The content in the pages will be more straightforward and include the use of overlays that keep the user on the same page and avoid navigational confusion. The tutorial will be largely visual and keep all translations available within the same panel (see: 3.1.4. Tutorial).

Modularity is a key factor of the new design, allowing different projects and collections to function together seamlessly on the same Transcribathon platform. Having various projects on the same platform will bring together different interest groups and attract them to discover and engage with other collections they would otherwise not be aware of. Users need only to create one account to access all projects. They can easily switch between different projects and topics without a sense of disconnection and without altering any of the platform's functionalities and capabilities.

The new EnrichEuropeana design also more closely resembles the style of [Europeana Collections](#), maintaining its blue theme colour and keeping the discovery page closely in line with the facets and features of its search portal.

3.1. Information architecture and site layout

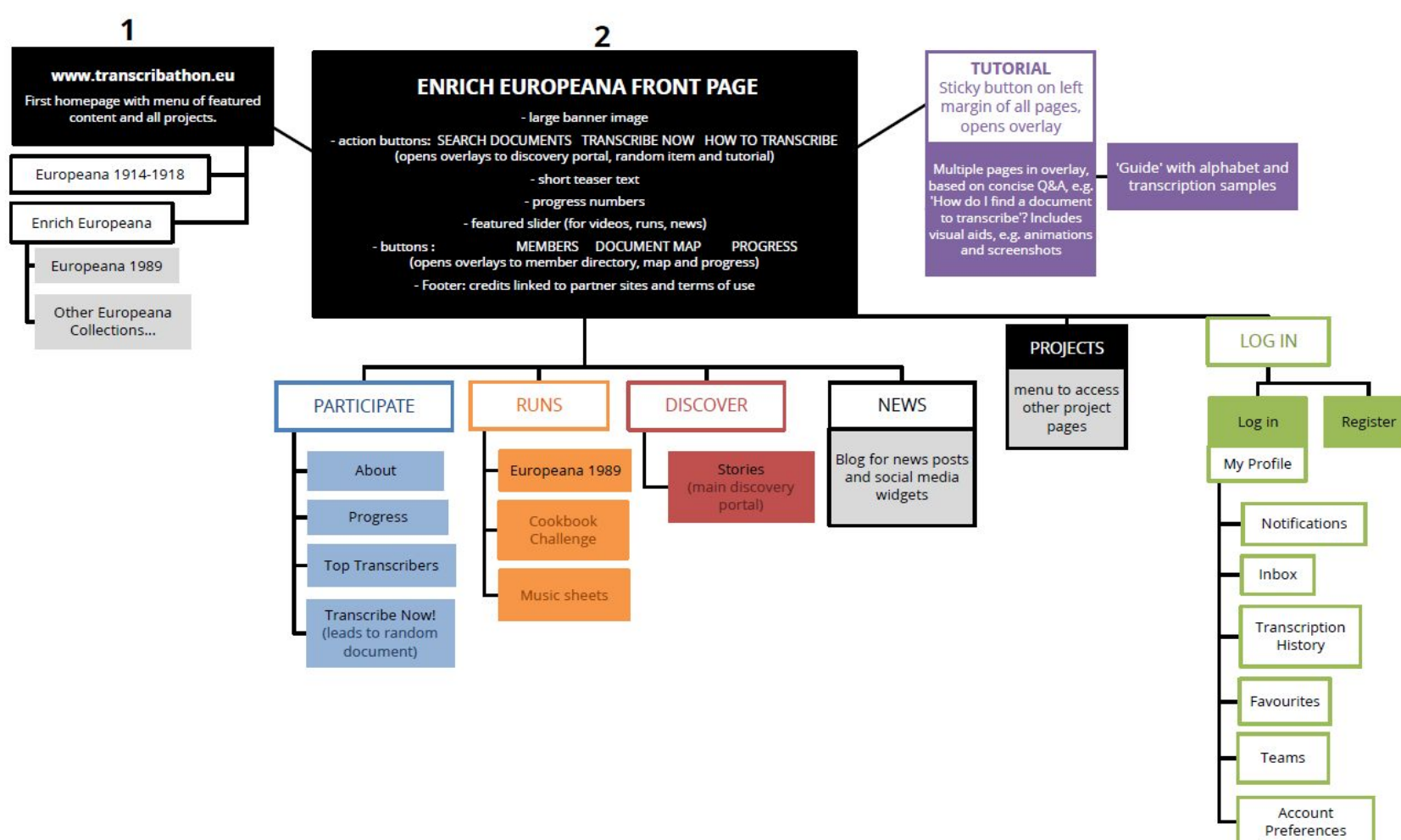


Fig. 9: EnrichEuropeana Website Navigation

3.1.1 Transcribathon

The main Transcribathon page (see Fig.9 column 1) contains a menu of all incorporated projects, including Europeana 1914-1918 and Enrich Europeana, as well as some of the featured content and campaigns from within these projects. The design for this page is aimed to be clear and visual, allowing users to quickly access the project they are looking for or find a project that interests them.

A main Transcribathon menu (in black) is displayed at the very top of every page on the platform, which displays links to the main Transcribathon page (via TRANSCRIBATHON), a drop-down menu list of all the projects available (via PROJECTS) and options for the management of their account (via REGISTER or LOG IN).

Account management is accessible via the REGISTER and LOG IN buttons from the right-hand side of this menu. After successful registration and login, the user can find their own personal profile page at MY PROFILE. The profile page is fully customisable and is the access point to all individual members. It features various panels, including notifications, the 'teams' portal, an inbox for messaging other users, and lists with the documents that the user has worked on or has marked as a favourite (for more, see: 4.6.1. Teams and 4.6.2. Communication). Here, users can also adjust their account settings.

3.1.2 Project Front Page

The design of the project front page (see Fig.9 column 2) will remain consistent for all projects. On the top is a large banner, with alternating images of selected material from the project. Three main action buttons are displayed as big bubbles in the project theme colour on the bottom of this banner (see Fig. 10). SEARCH DOCUMENTS leads to the discovery page (see: 4.2.1. Discovery Page), TRANSCRIBE NOW takes the user to a random item (see: 4.2.3. Item Page), and HOW TO TRANSCRIBE opens up the tutorial overlay (see: 3.1.4 Tutorial).

Below them is a short teaser text for the project, statistics of the project (e.g. documents completed, enrichments made, characters transcribed), and an interactive slider featuring selected news, campaign pages and videos. Under this are placed visual icon buttons leading to the members directory, a map with document locations and links to these documents and one with a link to the progress page.

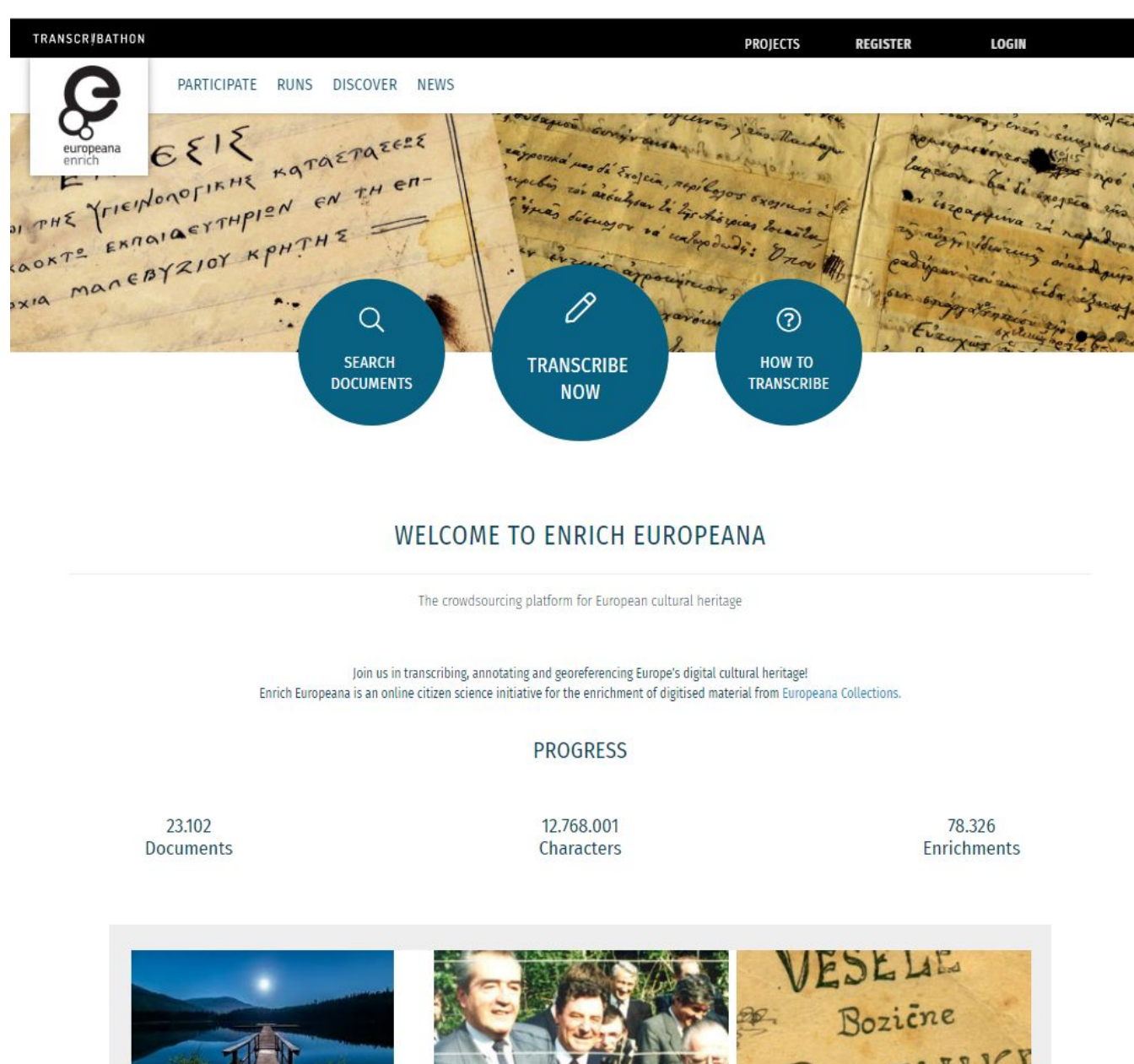


Fig. 10: EnrichEuropeana Project Front Page

3.1.3 Project Menu

The project menu (see Fig.9 column 2) consists of four buttons: PARTICIPATE, RUNS, DISCOVER and NEWS.

PARTICIPATE opens up the following subsections as separate pages:

- About: General information about the project and partners
- Progress: Graphs and numbers on the amount of users and quantity of transcription and enrichment work
- Top Transcribers: Ranking lists showing the highest-achieving users and teams (see: 4.4. Gamification)
- Transcribe now!: Leads to a random document for users to begin work.

RUNS shows a list and has a menu page listing the current, upcoming and past campaigns of each project, with links leading to their respective campaign page.

DISCOVER leads to the 'discovery page' of the project, listing all of the documents and material imported from this collection. This material can be searched and filtered using the various tools and facets, and also includes a document map, through which users can find material by browsing through an interactive map. See: 4.2.1. Discovery Page.

NEWS leads the user to a curated blog, showing regularly-updated news posts and social media widgets.

The footer on the very bottom of the project pages shows credits and links to the websites of partners, as well as to the Terms of Use of the website and contact information of project administrators. A contact form is available here, all requests being submitted to a project email address that is accessible by all project members.

3.1.4 Tutorial

The tutorial can be reached by the HOW TO TRANSCRIBE button on the project front page or through a sticky button on the left margin of all pages on the platform. It can also be accessed in the full-screen item view using the Help button (see: 4.3.1. Enrichment Mode). The first two points will open up the tutorial overlay, and clicking the help button on full-screen mode opens the tutorial in the *Activity Panel*.

A visualisation of the tutorial overlay can be found in Fig. 3: Initial Design Mockup: Tutorial Overlay.

The tutorial contains multiple interactive pages with step-by-step instructions based on a Q&A format. Simple questions, such as "How do I find a document to transcribe?", are answered with concise text and visual aids like animations and screenshots. Users click on 'Previous' and 'Next' to navigate through the questions. The pages/questions are ordered according to the regular procession of user activities on the website (i.e. first find a document, then transcribe), but the menu on the left also ensures that users can easily access exactly what they need by clicking on the best suited question.

There is only one tutorial for the entire Transcribathon infrastructure, which is compatible with all projects. The tutorial is designed to be generally applicable to all project pages, as the main functionalities will remain consistent for all projects. Translations of the tutorial text are made accessible through the same overlay via a drop down list in the top-right corner.

As part of the tutorial, there is also a visual enrichment guide, containing samples of alphabets and transcriptions of various scripts, writing styles and types of documents. This is particularly useful for users who access the tutorial through the Help button on the transcription panel (see: 4.3.1. Enrichment Mode), being able to check back and forth from their transcription to the samples for comparison.



4. End User Functionalities

This section describes the enrichment activities that users can perform on the website, how they can be accessed and used and how they are structured. The following specifications have been developed to ensure acquisition of high quality enrichments, though the usage of improved and engaging user tools.

4.1. Enrichment System

The enrichment of digital heritage material needs to be undertaken in several subsequent steps. The goal is to ensure that crowdsourced transcriptions and annotations are as accurate as possible. Therefore, the workflow includes several verification steps, which are performed by different people. Peer support is vital for complete processing of documents, so that corrections and reviews are made by more than one person. To ensure even further quality control, only the more experienced users are able to do ‘advanced’ tasks such as reviewing and setting the document status to “complete”. These tasks are not accessible to beginners and are only available for users that have reached a higher level and expertise through their previous transcription/enrichment work (see also: 4.4. User Roles). Permissions are associated to user roles, which will grant access to specific activities, such as the ability to change certain document completion statuses (e.g. from 2. Edit to 3. Review) for each task and to edit work with higher statuses (see Fig. 11). Advanced users can also revert completion statuses down to a lower level (e.g. from 3 to 2).

As the EnrichEuropeana platform aims to transfer document enrichments to the original collection (Europeana Collections), it is crucial to ensure a quality of enrichments that meets the criteria for publication in Europeana Collections.

Completion Statuses:

BLANK	YELLOW	ORANGE	GREEN
1. NOT STARTED	2. EDIT MODE	3. REVIEW	4. COMPLETED
<i>Transcriptions and enrichments have not been started.</i>	<i>Transcription and enrichments have been started, but not yet finished. Additions or edits can still be made.</i>	<i>Transcription and enrichments are finished, but need final review by Champion transcribers.</i>	<i>Transcription and enrichments have been fully completed and reviewed. No further changes need to be made.</i>

Fig. 11: Completion statuses and their color codes

To make these various steps clear, visualized and accessible within an enhanced user experience, the completion statuses are coded by colour (see Fig. 11). The completion status is shown in a progress bar underneath the document image (see Fig. 12), displaying how much and to what extent the document has been worked on. The completion status is also displayed as progress wheel (see Fig. 13) in different views like the *Activity Panel* (see: 4.3.1. Enrichment Mode) or the story page (see: 4.2.2. Record (Story) Page).

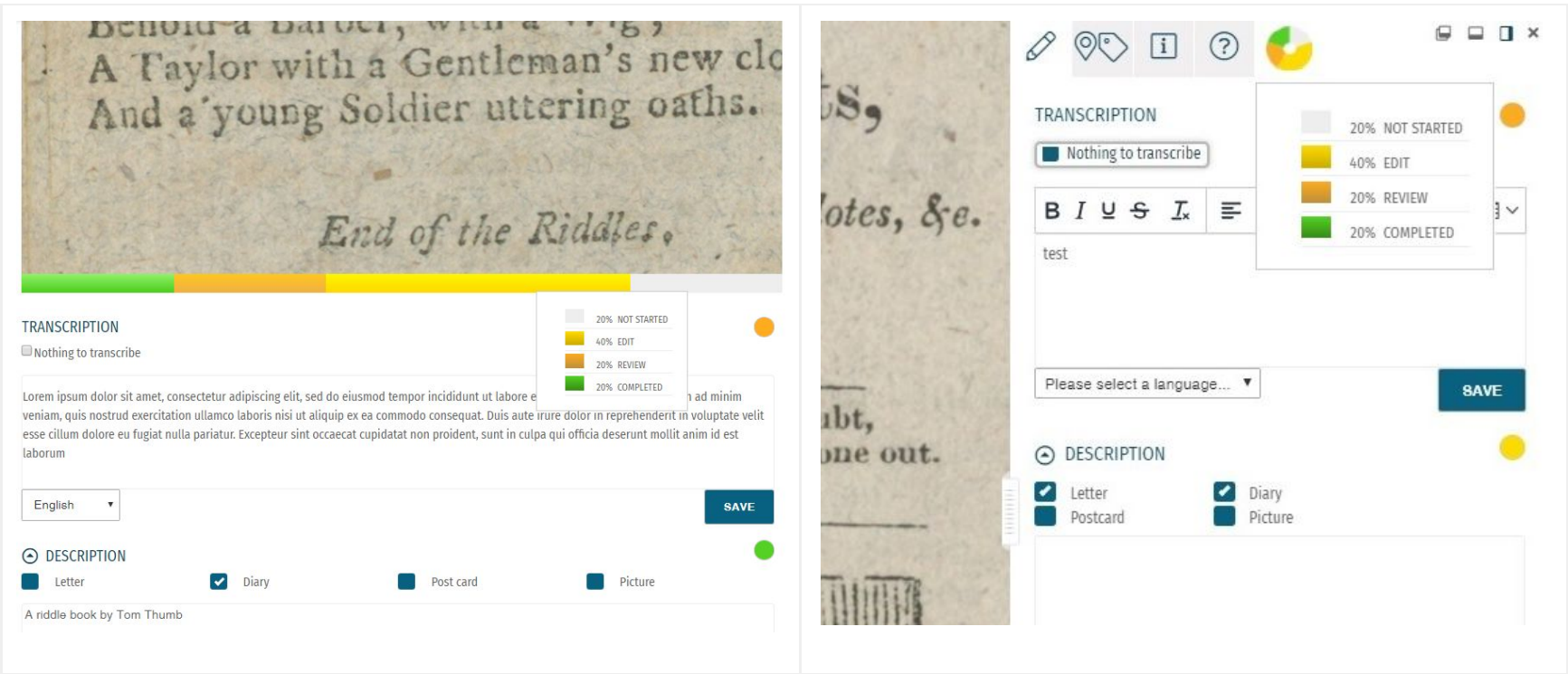


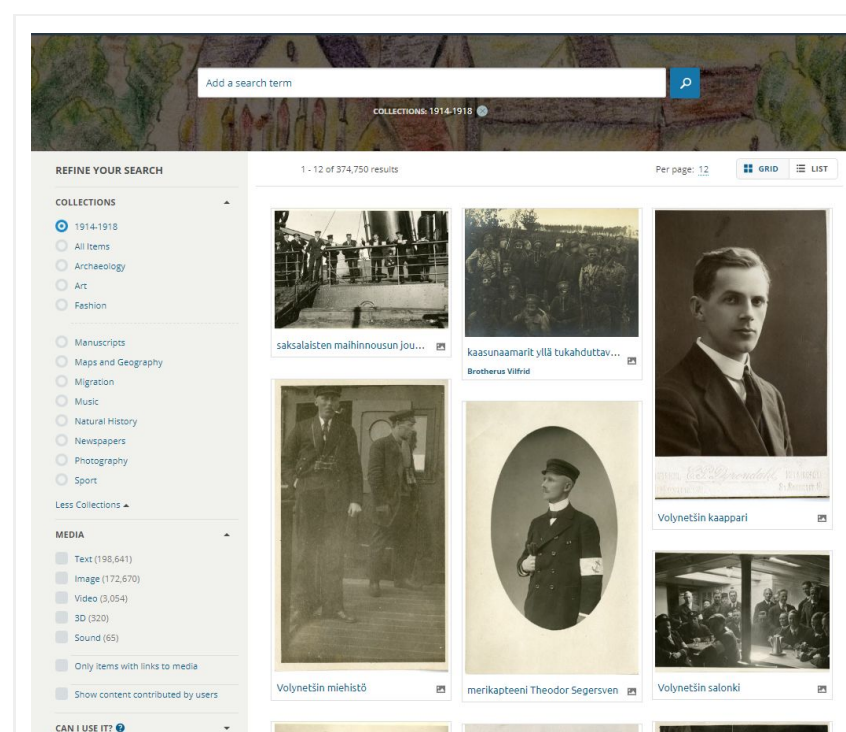
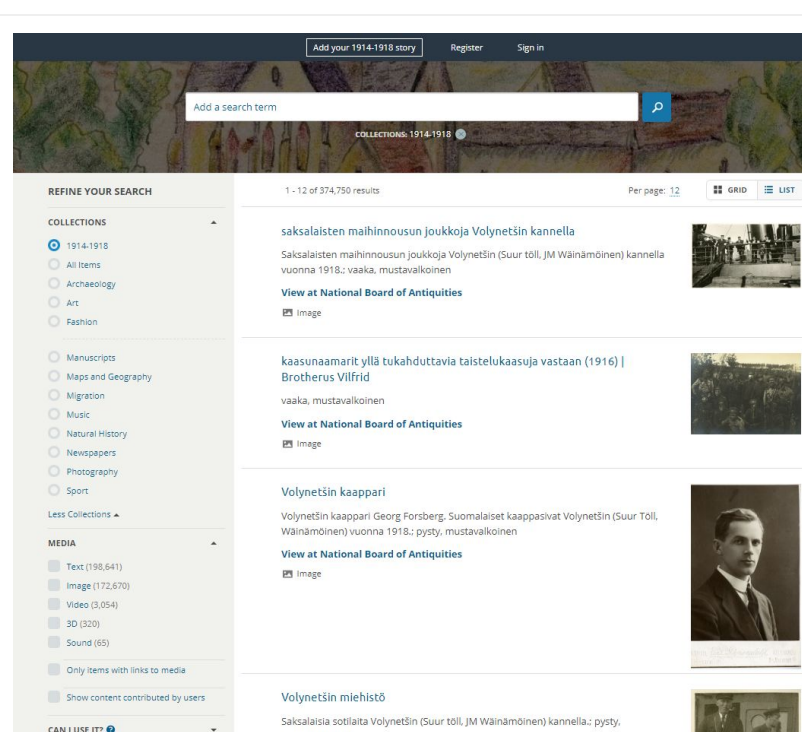
Fig. 12: Progress Bar**Fig. 13:** Progress Wheel

By using different colors to ‘fulfill’ the progress bar, following the status of the work, with the end goal of turning the bar fully green, the enrichment of the document becomes a step-by-step process. The completion of individual activities (transcription, description, localization and tagging) leads users closer to their goal. The new progress bar indicates the status of all enrichment activities, differently from the old Transcribathon website, in which only the transcription activities were taken into account. By combining the results of individual activities within an overall progress indicator, the platform aims to motivate users to engage and complete *all* enrichment activities, not only the document transcription.

4.2. Discovery and Search

Users can view and access all stories and items imported from the Europeana collection through the DISCOVER button on the project menu. This button leads the user to the discovery page.

4.2.1. Discovery Page

**Fig. 14:** Europeana Collections Search Portal: Grid View**Fig. 15:** Europeana Collections Search Portal: List View

The discovery page is designed to be aligned with the search portal of Europeana (see Fig. 14-15), but it also includes filtering functionalities specific to the search scenarios of the EnrichEuropeana platform. Similar to Europeana Collections, the discovery page has a main search bar on the top, with a thematic image in the background. Below this, the search is refined with facets and search filters available on the left side. The search results are displayed in the main panel on the right side. The search facets specific to the document discovery in EnrichEuropeana platform include the following filtering options:

- by Runs (e.g. Europeana 1989, Cookbooks)
- by Document Type (Diaries, Letters, Postcards, Pictures)
- by Languages
- by Categories/Keywords (e.g. Art, Architecture, Children, Historic)
- by Enrichment status (see: 4.1. Enrichment System)

By default, all search facets are collapsed to reduce clutter. When one of the above filters are activated (i.e. clicked on), its categories are displayed under the search field and can be hidden again by clicking the close button attached to it.

The search results are shown in the main panel on the right side of the discovery page (see Fig. 14). The number of total results are displayed on the top of this panel. The user can change the number of results displayed on each page and can navigate through the results by using the pagination controls at the bottom of the page.

Users can choose how results are displayed by using the small menu on the top-right of results panel, where they are provided with the option to switch between the Grid and List views (see Fig. 15). The grid gives a more visual browsing experience, where the list

shows more metadata of the story/item. The results give an image of the story/item, its title (in original language and in English), a short description and a progress bar with its completion status (see: 4.1. Enrichment System).

Different to the search portal of Europeana Collections, an extra results view (i.e. Map view) is also planned to be implemented in the next development step (see Fig. 16). Using this view, users can browse the search results on a map. This view shows the search results as location pins on an interactive map. By zooming into the map, the user can find a desired place and click on the associated pin to display the stories/items tagged at this location.

This map works similar to the document map on the existing Transcribathon Europeana 1914-1918 website.



Fig. 16: Transcribathon Europeana 1914-1918 Document Map

4.2.2. Record (Story) Page

Once a story on the discovery page is clicked, the user is lead to the Story Page, where all attached items and metadata are displayed (see Fig. 17). The Story is the main unit of the digital heritage record and it contains the items that will be the subject of the transcription and enrichment activities. For example, a story could be a personal war diary, and the items belonging to it are the scans of individual pages.

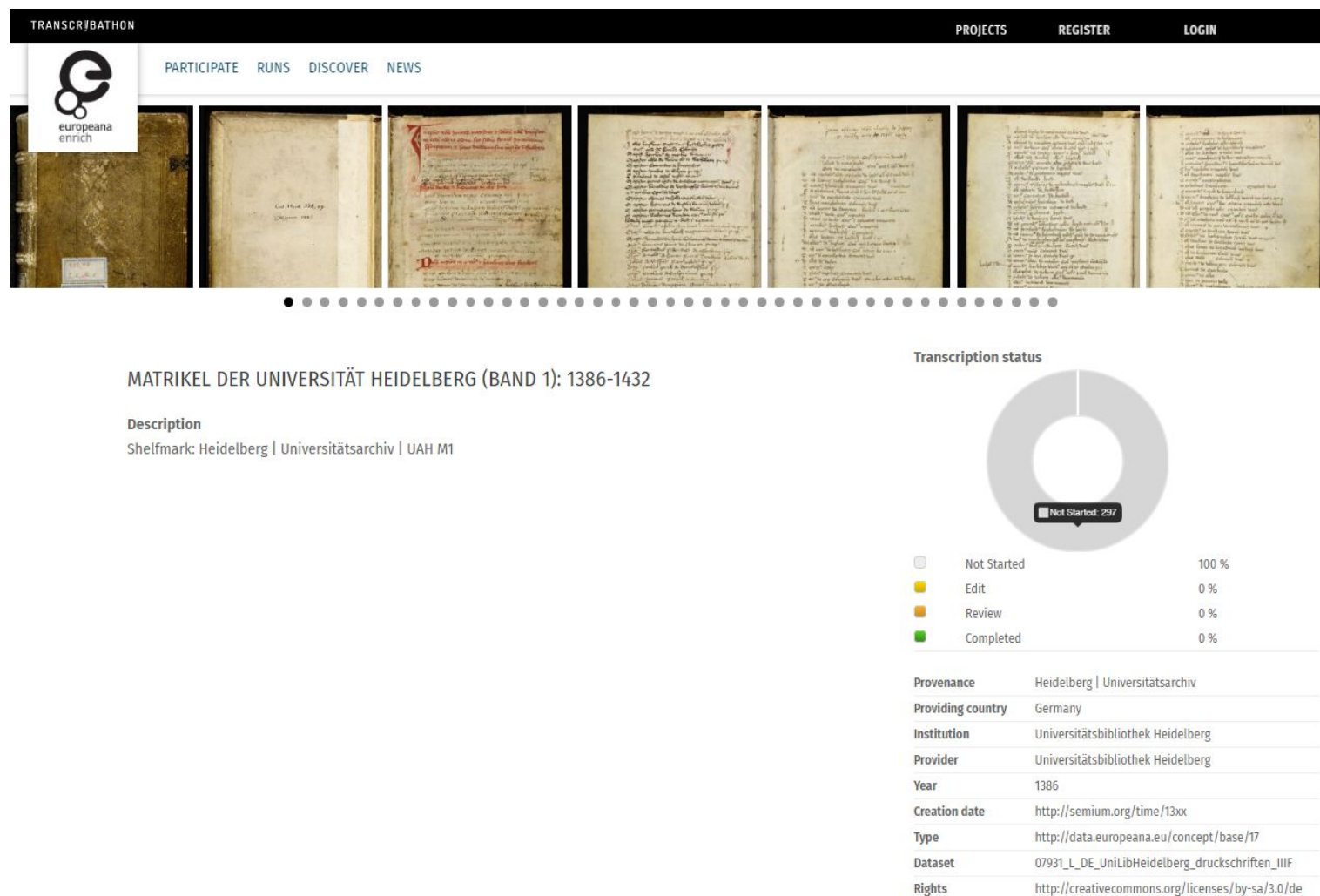


Fig. 17: Story Page

On top of the page is a document slider containing image previews of the story's items arranged horizontally with a line of dots below them. The dots keep count of the number of items in the story and the user can scroll through the images in the slider by clicking them or with the arrows on the far left and right of the slider. Below the image slider is a headline containing the name of the story and a short description fetched from the metadata.

On the right side is a large progress wheel showing the completion status of the whole story (see: 4.1. Enrichment System). When users hover their cursor over this wheel, the number of items in each status are indicated. The legend of completion status below displays the progress with the overall percentages. Under the progress wheel the metadata indicating the provenance of the story is represented through a list of properties that includes the following information:

- No. of items
- Document type
- Link to original source
- Language(s)
- Document date(s)
- Person(s)
- Keywords
- Tags
- Institution
- Contributor
- Creation date
- Rights

4.2.3. Item Page

The item page displays an individual item (document, picture etc.) belonging to a story (see Fig. 18). It shows the image and metadata of the item in more detail, being the main entry point for all enrichment activities. The default view of the item page is accessed from the story page by clicking on an item within the image slider or by clicking on a result from the discovery page.

TRANSCRIPTION

Nothing to transcribe

test

Please select a language...

SAVE

DESCRIPTION

Letter ☒ Diary ☒ Postcard ☐ Picture ☐

TRANSCRIPTION HISTORY

NOTES AND QUESTIONS

Leave a note or a question

Location

add Location

Add main location to

Location name: Coordinates:

Description (enter here): Zoom:

Search Geonames (enter details): all countries

Search Google (enter address):

SAVE LOCATION

Tagging

Document date

Start Date: dd/mm/yyyy End Date: dd/mm/yyyy

Person

First Name Last Name

Birth: dd/mm/yyyy Death: dd/mm/yyyy

Keywords:

Other sources

Add a link

Additional Information

Title: Matrikel der Universität Heidelberg (Band 1): 1386-1432 Item 9

Provenance: Heidelberg | Universitätsarchiv

Providing country: Germany

Institution: Universitätsbibliothek Heidelberg

Provider: Universitätsbibliothek Heidelberg

Year: 1386

Creation date: http://semium.org/time/13xx

Type: http://data.europeana.eu/concept/base/17

Dataset: 07931_L_DE_UniLibHeidelberg_druckschriften_IIIF

Rights: http://creativecommons.org/licenses/by-sa/3.0/de

Creation start: Mon Jan 01 01:00:00 CET 1386

Creation end: Mon Dec 31 01:00:00 CET 1386

Fig. 18: Item Page: Webpage View

Although all information is shown and all enrichment activities are enabled and accessible through this view, it is encouraged that these activities are mostly conducted on the full-screen mode (See: 4.3. Enrichment). It is intended that the user should only make minor adjustments and additions to the enrichment work on this webpage view.

On top of the page there is a documents image slider for the whole story. On the left side there is the IIIF viewer with the image of the item. The view can be adjusted with various buttons on the left-hand menu, which become coloured in the theme colour when the user hovers over them:

- Plus and minus buttons (or with the mouse wheel/computer scroll): Seamless smooth zoom in and out (20-800%).
- Home button: Resets the dimensions and the position of the image to default.

- Double-sided arrows: Sets the width of image view to fit the container and start at the top
- Rotation buttons: Left/right rotation of images in 90° steps.
- Adjustment slider buttons for image manipulation: dynamic Brightness, Contrast and Colour Saturation adjustments, as well as options for inversion and resetting the adjustments. These adjustments do not alter the item image permanently, but adjust the view for the reader to increase its visibility and readability. Adjustments are reset once the page is refreshed. This is particularly useful for older documents, documents with hard-to-read text or those badly scanned.
- Expand and pencil buttons: open the *Enrichment Mode* in full-screen.

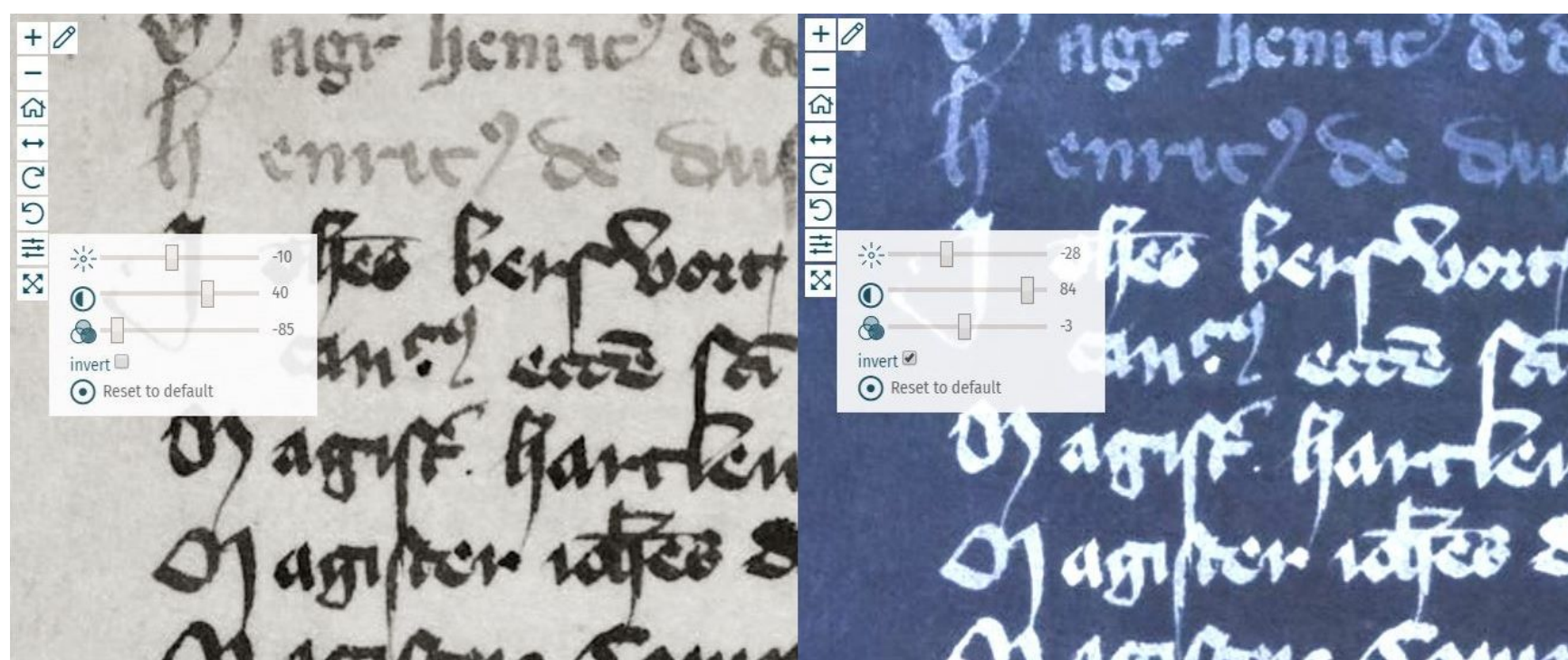


Fig. 19: Image Manipulation Options in the IIIF Viewer

Below the image viewer are the following sections:

- Transcription (see: 4.3.2. Transcription)
- Description (see: 4.3.3. Description)
- Transcription History
- Notes and Questions

All sections except the transcription section are collapsible with a button next to their captions. Transcription, Description and Notes and Questions each contain a textbox. The transcription field contains a text editor. Once something is written into these boxes, a 'save' button appears below it to save the written text. The transcription field has a number of HTML formatting options, but the description is to be written as plain text. Below the transcription and description fields is a menu to select their languages. Multiple languages can be selected for transcription, but only one language can be selected for description. The Note and Questions section is a simple text box where users can write comments to other users about the item/transcription and ask them questions like an open forum (see: 4.6.2. Communication). The saved text is then displayed on the item page visible for all users, which can then add answers or further comments.

To the right of the item image, additional metadata to the item are displayed as well as various annotation tools. These functions are explained in 4.3.4. Tagging and Location and 4.3.5. NER Automatic Enrichment.

4.3. Enrichment

The user activities of the EnrichEuropeana platform – viewing/reading the record, transcription, annotation, geotagging and automatic enrichment – are all accessible via the webpage version of the item page, but it is encouraged that this takes place in the full-screen mode, also called the *Enrichment Mode*, where the tools are much more interactive and adapted for an enhanced engagement with the document.

One of the main strengths of the Transcribathon Europeana 1914-1918 transcription tool was the ability to transcribe documents in full-screen. In contrast to other citizen science platforms, the Transcribathon Platform facilitates the work in full screen mode, where the users are free to move and resize the transcription panel according to their needs, providing them with an immersive user experience. While preserving this feature within the EnrichEuropeana platform, a number of improvements have been added, including the integration of metadata editing and annotation tasks into the enrichment panel. Consequently, not only the transcription, but all enrichment activities can be conducted together in full-screen mode. The display of this integrated *Activity Panel* (see Section 4.3.1 *Enrichment Mode*) can also be adjusted, so that it not only hovers and moves around above the image, but it can also be docked to the right or bottom side of the screen to create a productive workspace.

The following describes the design and features of the *Enrichment Mode*, and explains how the user can engage in all the enrichment activities of the website.

4.3.1. Enrichment Mode

Clicking on the expand button or the pencil button on the left menu of the image viewer opens up the *Enrichment Mode* of the item viewer, which is the optimal environment for enrichment activities (see Fig. 20). This view consists of the IIIF image viewer and the *Activity Panel*, which is by default docked on the right-hand side of the view. Depending on the user's preferences, this panel can also be docked to the bottom of the view (see Fig. 21), or placed over the image as a moveable and resizable overlay (see Fig. 22). Views can be changed through the buttons on the top-right of the panel. If the user simply wants to look at the image, without the clutter of the *Activity Panel*, the panel can be hidden with the X button on the top-right. Clicking the pencil button on the left menu of the image viewer re-opens the panel.

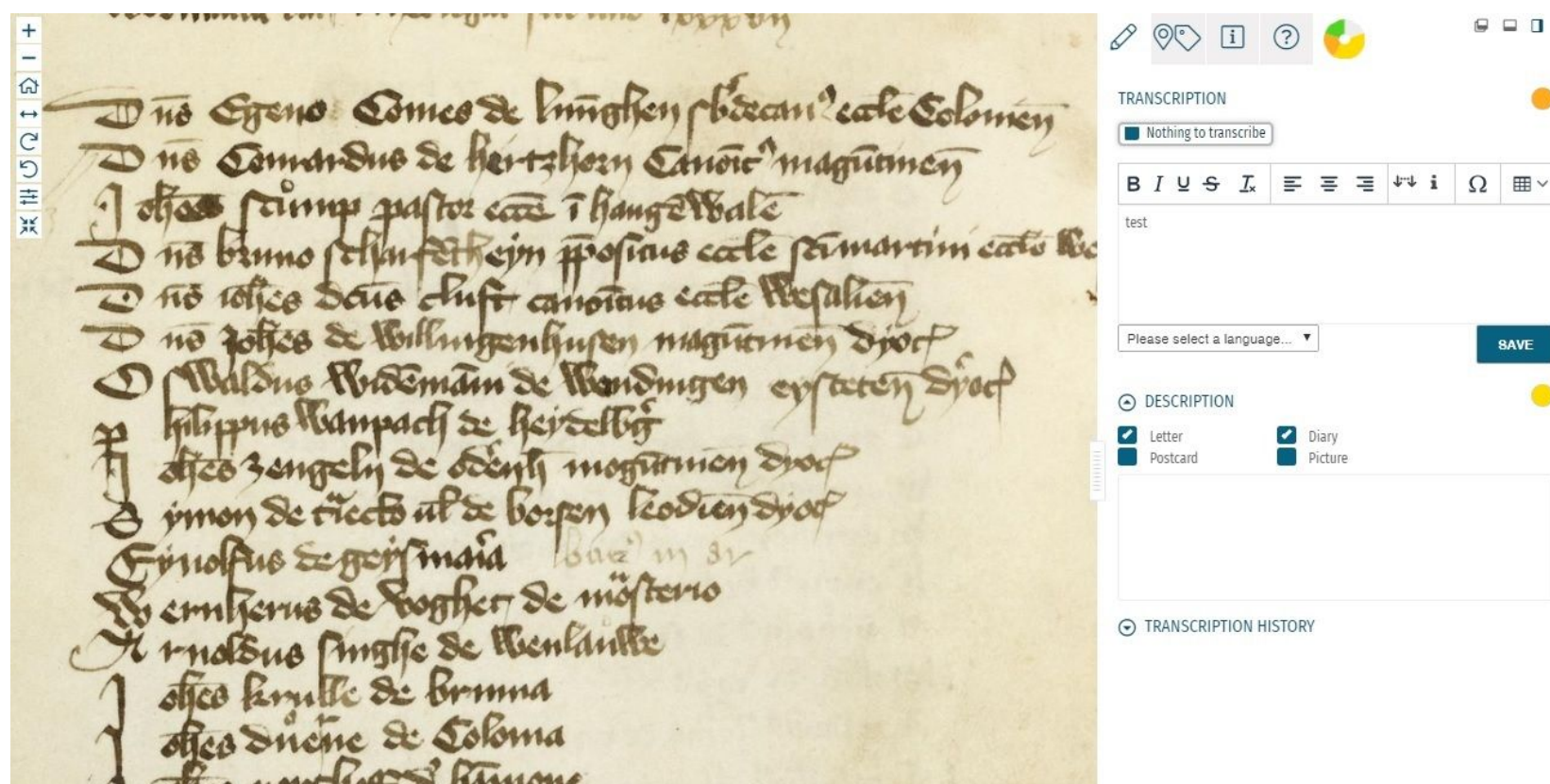


Fig. 20: Enrichment Mode: Default View with Activity Panel Docked Right and Transcription Selected

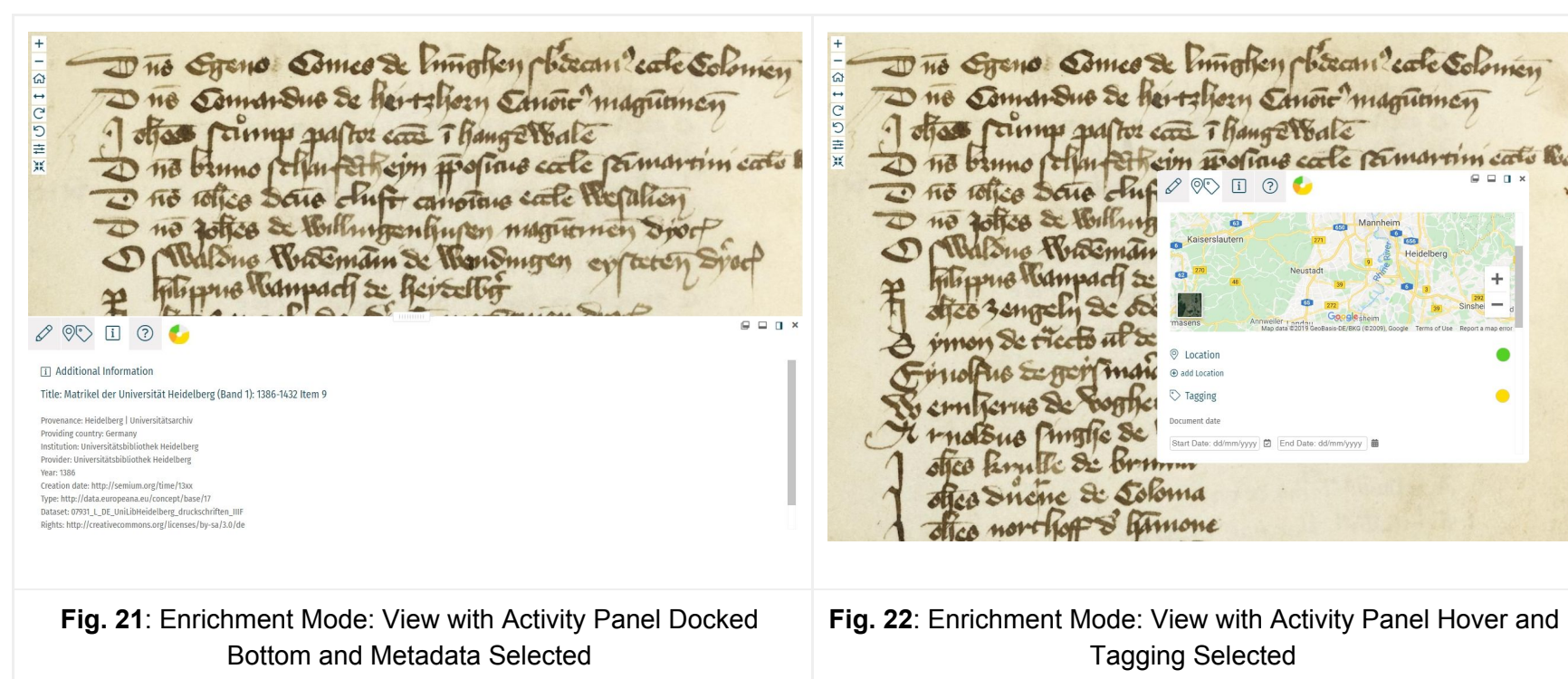


Fig. 21: Enrichment Mode: View with Activity Panel Docked Bottom and Metadata Selected

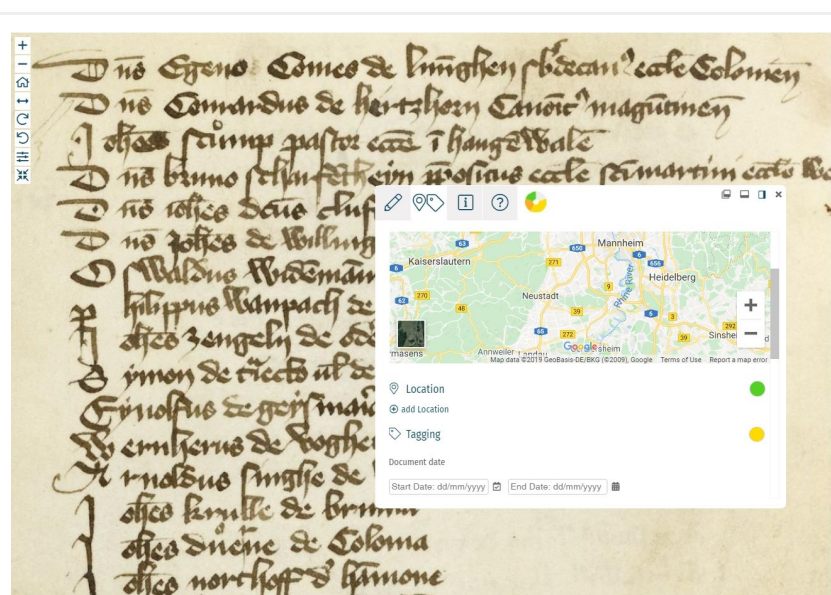


Fig. 22: Enrichment Mode: View with Activity Panel Hover and Tagging Selected

The IIIF image viewer and the tasks in the *Activity Panel* look and work similar to those of the item page in the default mode (see: 4.2.3. Item Page). Clicking the minimise button on the left menu of the IIIF viewer closes the *Enrichment Mode* and returns the user to the *Webpage view* of the item.

The tasks/features of the *Activity Panel* are accessed by using four buttons on the panel menu.

- Pencil button: Transcription, Description, Transcription history (see: 4.3.2. Transcription, 4.3.3. Description)
- Location/Tag button: Geotagging and other annotations (see: 4.3.4 Tagging and Location)
- Information button: Additional information, i.e. the corresponding metadata
- Question button: Tutorial with alphabet and transcription samples (See: 3.1.4. Tutorial)

By default, the *Enrichment Mode* opens with Transcription/Description selected. Next to the task menu is a progress wheel, showing the completion status of each required task. To the right of each task heading (e.g. Transcription, Location) is circle coloured according to this task's completion status (see: 4.1. Enrichment System).

4.3.2. Transcription

Users can transcribe documents by activating pencil button. In the Transcription section, a check box option with “No Text to transcribe” can be used to skip this task when there is no text to transcribe on this item, such as in the case of a photo or an object. In this case, it is still important that the user adds a description and a type to the content (see: 4.3.3. Description).

When there is text within the given document, the transcription is to be entered into the corresponding text box. This field is activated once the user clicks inside it, the formatting toolbar is enabled and the user can start typing the transcription text. The formatting toolbar has the following functionalities:

- Bold, italics, underline and strikethrough text
- Remove all formatting
- Text alignment: left, centre and right
- Missing text: marker for parts in the text the user has not transcribed
- Info button: to comment and identify wherever an image, blank page, or any other notable feature appears in the document
- Special characters (omega button): opens an overlay with menu for special characters and search
- Table: inserts and edits tables for transcriptions that need this

Once the user writes or modifies the transcription, the save button appears on the bottom-right of the box. The users are advised to save the edited transcriptions as frequently as possible in order to prevent the loss of their work. The language box placed next to the save button is used to indicate which languages are used in transcription text (i.e. multiple selection is possible). Once the transcription has been written, higher level users can review and change the completion/colour status accordingly by clicking on the progress circle on the top-right of the section (see: 4.1. Enrichment System and 4.4. User Roles).

At the bottom of the Transcription and Description sections, there is also a section displaying the Transcription History. A list of all the changes to the transcription of the document is shown here with the date/time of the change and the user that made it (with a link to their profile page). Clicking on individual items of the change shows exactly what was changed and an option to compare older versions with the current version.

4.3.3. Description

The Description section appears below the Transcription. Here, the user adds a description of what the item is about and describes in detail images and objects that might appear in the item (e.g. description of the image on a postal stamp, or individual images in a photo album).

The first task here is to identify the type of the document represented by a given item. The following categories are available as check boxes:

- Letter
- Diary
- Postcard
- Picture

The user should tick the category which best applies to the document, multiple selection being allowed.

After this, the user writes a description of the contents and/or appearance of the item into the text box and presses the save button.

4.3.4. Tagging and Location

Tags are added to enrich the document and make it easier to search the document for future research. The tagging tasks appear after clicking the Location/Tag button on the *Enrichment View* or on the right panel of the webpage view. Users can add and edit the following tags for items:

- Location (Geotags)
- Document dates
- Person(s) mentioned
- Keywords



- Other sources

4.3.4.1. Geotags

Adding a geotag to the document allows locations mentioned in the text or places discernable in the item to be fully georeferenced and linked to digital mapping data. Multiple locations can be attached to the item when more than one is mentioned

The Location section is displayed at the top of the tagging tasks with an interactive document map. This map is provided by using a Leaflet map viewer. Locations already tagged in the item are shown as pins on the map and in the list below the map. When there are no locations tagged in the item yet, the map will not have any pins, but the map is still zoomable and interactive.

To activate the geotagging task, the user needs to click on the 'Add Location' button at the bottom-left of the map. This activates a search bar on the map next to the button and expands the following text fields below the map:

- A. Location name
- B. Coordinates
- C. Description

The existing list of geotags (if there is any) is pushed below these text fields.

The user can tag the location in three different ways:

1. **By searching the location with the Google search bar:**
After writing the location name in the search bar, a drop down list of suggested locations will appear. The user clicks on one of these suggestions and data for the location name (A) and coordinates (B) are automatically inputted and the location will be shown on the map. The user can accept this tag or edit the inputs for A and B by editing their text fields. They can also move the location pin on the map to a better suited position. After A and B are complete, the user can also write a short description (C) to this location. This is usually anything more that the user can say about the location than simply through the name, e.g. the significance of the place to the item.
2. **By zooming and moving around the map and placing a location pin directly in it:**
Once the pin is placed, the location coordinates (B) will be automatically inputted, but the location name (A) and description need to be manually written.
3. **By searching with Geonames or Wikidata:**
This an extra option for users to search for the location using Geonames or Wikidata instead of Google maps. Geonames is better suited to locations of a bigger scale (i.e. countries or cities). The Geonames search bar is found below the text fields, and adding a geotag with Geonames works the same as with a Google search (see above).

After the required fields are completed, the user clicks on the 'Save Location' button and the geotag will be saved to the item.

Once all geotags are added, higher level users can review and change the completion status of the transcription by clicking on the progress circle on the top-right of the section, and click the desired colour/status (see: 4.1. Enrichment System and 4.4. User Roles).

4.3.4.2. Other Tags

Below the Location section are a range of other tagging tasks with text fields under the heading 'Tagging':

- **Document dates:**
Users can add dates that correspond to the content of the item. This could be, for example, the dates listed in diary pages, the date of a particular event mentioned in the item (e.g. the end of WWI), or when the item was created (e.g. an illustration). The dates added can be as precise (a specific date) or as general (a year) as necessary. The user can add a starting and end date to the item. Dates can be inputted either writing the date directly in the text field (in DD/MM/YYYY format), or by using the calendar. Once the dates are in, the user clicks 'Save Dates'.
- **Person:**
Data of the people that are mentioned in the item, that are the creators or the subject of the item can also be added. If the information is available the user is encouraged to add the first and last name of the person, as well as their dates of birth and death. Once the data is entered, the user clicks 'Save Person'. If needed, multiple people can be tagged to one item.
- **Keywords:**
Users can add multiple free keywords pertaining to the topic and content of the item. This could be, for example, particular themes, like art, music or war; subjects, such as children, cooking, France; or particular historical affiliations, e.g. 20th century, Austro-Hungarian Empire. The user writes their keyword into the field, and a drop-down list might appear with the desired keyword (if the tag has been used before) - they can either click on a result in this list or write a new keyword. By clicking the plus (+) button next to the text field, the keyword is saved and added to the database. Keywords can be written in any language.
- **Other sources:**
External pages with information pertaining to the item's content can be linked here. This could be, for example, links to further information about a person mentioned, a particular historical event or links to digital versions of newspapers that appear in photos or clippings in a notebook. The user needs to first click the 'Add a Link' button to open the tagging activity. They then place the link into the text field and write a short description to what this link leads to. To save the link, the user clicks the plus (+) button next to the text fields. Multiple links can be tagged to one item.

4.3.5. NER Automatic Enrichment

In one of the next development steps it is planned to integrate NER automatic text analysis and enrichment technologies developed in project activity 2. Users will be able to activate an engine to analyse the transcribed text. The system will then suggest recognised named entities, like places, people or subjects and ask the user to validate them. In order to start this process, the user will find automatic enrichment buttons below the relevant sections, e.g. location section. A special overlay will appear with lists of recognised places or people and links to their entity datasets. The user can validate them by clicking *yes* or *no* and apply the positive results as enrichments.



4.4. User Roles

Although anyone can search and view documents on the EnrichEuropeana website, user activities are only accessible by creating an account on Transcribathon. Various user roles, with accumulative levels and capabilities, have been formulated to emphasise the competitive aspect of the EnrichEuropeana platform. When first creating an account, the user has only basic enrichment capabilities: that is, making edits to documents. The more the user transcribes and enriches heritage material on the platform, the closer they become to a higher user role, which can unlock more ‘advanced’ capabilities like reviewing and completing documents (See also: 4.5. Gamification).

The naming of these roles is consistent with the running and marathon theme of Transcribathon, which enhances the competitive infrastructure of the website.

User roles:

- Guest
- User
 1. Trainee
 2. Runner
 3. Sprinter
 4. Champion
- Administrator
- Mentor

Administrators are members of the project team and can fully customise the content on the Wordpress back-end. Mentors are a custom user role for campaign organisers. They will be given temporary administrative access to edit and monitor their campaign.

The permissions and capabilities of the regular user roles are outlined below:

Description	Permission
View Documents, Ranking, Campaign pages etc.	All
Transcribe/Enrich Document (Status 1 → 2)	User (all), Administrator, Mentor
Change status to review (Status 2 → 3)	Runner, Sprinter, Champion, Administrator, Mentor
Accept amendments (Status 3 → 4)	Sprinter, Champion, Administrator, Mentor
Change status to complete (Status 5 → 6) → Enrichments will be pushed to Europeana	Champion, Administrator, Mentor
Generate automatic enrichments → Status will be changed to quality control (maybe just use review status?)	Runner, Sprinter, Champion, Administrator, Mentor
Push enrichments of non-complete document to Europeana Collections	Administrator
Import documents from Europeana Collections to the Enriching Europeana platform	Administrator
View Profile	User (all), Administrator, Mentor
Add comment	User (all), Administrator, Mentor
Send Message	User (all), Administrator, Mentor
Create team	User (all), Administrator, Mentor
Join team	User (all), Administrator, Mentor



4.5. Gamification

4.5.1. Achievements

In order to advance to a new user level (and then unlock certain privileges), users are required to fulfill a number of set challenges – so-called *Achievements*, which will be shown as badges on the user's profile page. There will be three *Core Achievements*: for Transcription, Annotation and Geotagging. All three Core Achievements must be fulfilled for each status ranking in order to advance to the next level. This helps to ensure that users are engaging in all tasks and not just transcribing.

For every user level, there will be 3 'Stars' (or milestones) for the Core Achievements that users will need to achieve. Once all 3 stars are fulfilled (and coloured-in on the profile badge – similar in appearance to Fig. 23), the user will complete that Core Achievement for that level. Once the user completes 3 stars for all 3 Core Achievements, they will advance to the next level.

Stars increase in difficulty as they accumulate, and are determined in the following pattern:

- Transcription: e.g. for Trainees, 1 Star from transcribing 1,000 characters, 2 Stars for transcribing 10,000, 3 Stars for 50,000; for Runners, 1 Star from 100,000 characters, 2 Stars for 200,000, and 3 Stars for 500,000 (the exact points system is still to be adjusted).
- Annotation (by adding descriptions and all tags other than geotags): for Trainees, 1 Star for 10 descriptions and 20 tags.
- Geotags: for Trainees, 1 Star from 5 locations, 2 Stars from 15, and 3 Stars from 30.



Fig. 23: Runner Badge from Transcribathon Europeana 1914-1918

Outside of the Core Achievements, there will also be *Bonus Achievements*, which are achieved, for example, by winning runs, continuously transcribing everyday for a certain period of time, finishing a number of documents etc. These will be extra tasks for users to gain more Miles, which will push them further in the leaderboards (for the overall rankings and during Runs and Events). See: 4.5.2. Miles and Transcribed Characters. Bonus Achievements will not help the user to advance to the next level.

For each Achievement (Core and Bonus) completed on the platform, the user will receive colourful badges on their profile page, shown either on the top-right above their cover image, and/or in a separate panel on the profile page. This is hoped to create the effect that users will want to collect and show off their badges (like merit badges for scouts). All possible Achievements will be shown as a visual list of badges in an extended section in the profile page (with explanations to them either as a hover or underneath the badge); badges of uncompleted Achievements will be in grey, and will be coloured once the user has completed them.

A corresponding notification system will also be in place, which sends the user a message once they complete an achievement, as well as when they are close to reaching an achievement to encourage them to keep on transcribing and come back to the platform.

The original 'Achievements' idea is based on the achievements system of Duolingo, with various tasks and badges shown on the user's profile page that encourage continuous engagement:

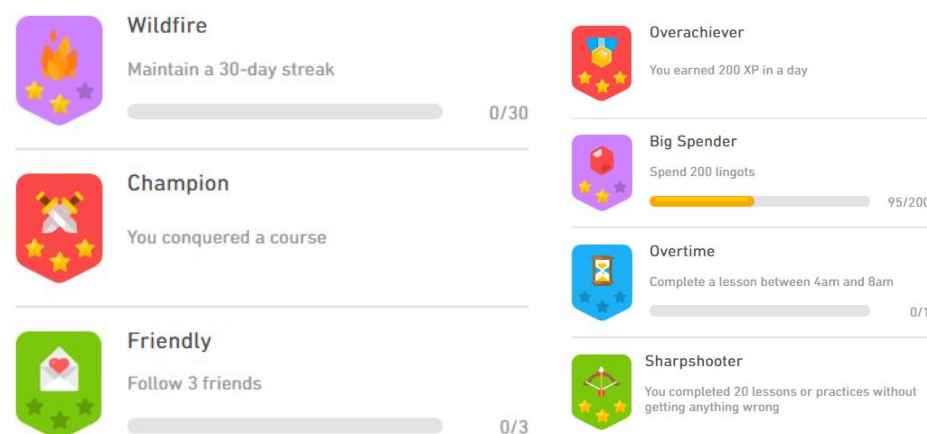
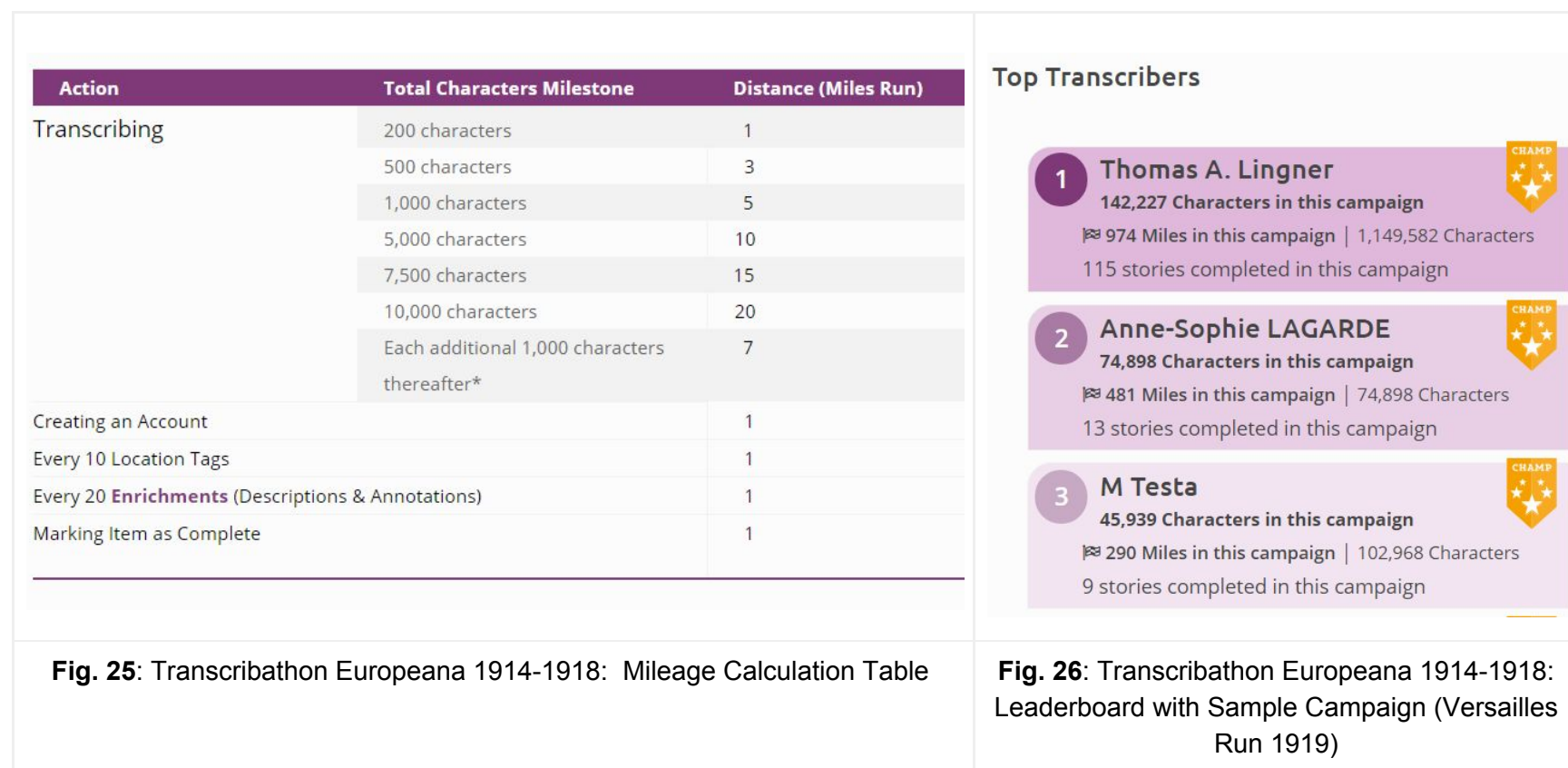


Fig. 24: Duolingo Achievements Badges

4.5.2. Miles and Transcribed Characters

The existing ‘mileage’ system from Transcribathon Europeana 1914-1918 will be retained for the leaderboards (see Fig. 26) and for Runs (Events and Campaigns) as they will show measurable, quantitative progress for competitive contexts (see Fig. 25). User levels and ‘Core Achievements’ will not be accounted for in competitive contexts (but can of course increase new capabilities for Mile attainment, e.g. by unlocking capabilities for reviewing and finishing documents from advancing a level). Users can only gain Miles through set criteria (transcription characters, no. of tags etc.) and through attaining Bonus Achievements.

The exact criteria for Miles should not be entirely based on transcribed characters but from a combination of all tasks with the points gained from Achievements.



Top Transcribers

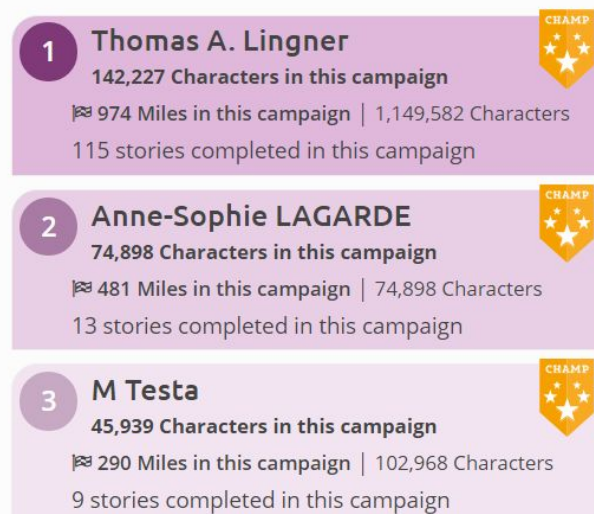


Fig. 26: Transcribathon Europeana 1914-1918: Leaderboard with Sample Campaign (Versailles Run 1919)

4.6. Community Engagement

4.6.1. Teams

Other than enriching documents alone, it is also possible for users to create and join teams with others to work together. Teams can be created for a variety of reasons, including, for example, to work on a specific type or language of document with others, for working with others for a particular project, for joining a special event, or to share progress with friends and/or colleagues.

The Top Transcribers page also displays a Top Teams ranking list, where users can see where their teams rank in comparison to others.

There are two different types of teams: Open teams and Private teams. Open teams are public teams that can be joined by any user at any time. They can be joined by clicking the 'join' icon in the 'Teams' portal in the user profile (see: 3.1.1 Transcribathon). In order to enter private teams, the user has to have been invited by the team admin, have been added manually by website administrators, or have access to the team code.

To create a new team, the user has to open the Teams portal and fill out the form that appears after clicking Create a Team. The user will need to decide on a team title and an abbreviated title that will appear next to the username. The user then can write a short description of the team. To create a Private team, the user has to click the refresh button next to the code field to set an access code. To create an Open team, thus code field has to be left blank.

It is possible to be a member of several Open and Private teams at once, but when taking part in a special event, a user can only join one private team connected to the event. Once you have joined or created a team, it will be listed in your profile. Users can access individual team pages by clicking the name of the team in this list. The team page shows who is in the team, how much progress has been made, which documents have been worked on and which Run(s) it might be connected to.

4.6.2. Communication

To encourage better community engagement, and to allow users to effectively work with one another, there are various tools that open up their communication channels. Communication can be accessed through the profile page, which all users have as soon as they create an account on Transcribathon. Being fully-customisable, the profile page is where users can let others know who they are, what languages they speak, what their areas of expertise they are, and which documents they have worked on. Profile pages of users can be found through the Members Directory and are linked to the tasks they complete: for example, in the Transcription History (see: 4.3.2. Transcription).

Private messages can be sent to other users directly via the Message button on their profile page. This opens up a message window, where users can write a short message, for example, regarding a document, or to strategise with team members. The message is then sent to the user's Inbox (accessed through their Profile), where they can then also send a reply back. These conversations are saved in the Inbox, where users can access older chats to continue conversing with users that have already contacted. It is also possible to create group chats, which facilitate better teamwork in the case of big projects or for working with teams. These conversations in the Inbox are private and only visible to the logged-in user.

If the discussion is about a particular item, it is also possible to publicly communicate with other users. This can be done via the Notes and Questions box at the bottom of the item page (see: 4.2.3. Item Page). The Note and Questions section is a simple text box where users can write public comments to other users about the item/transcription and ask them questions like an open forum. The saved text is then displayed on the item page visible for all users, who can then also add answers or further comments. Users can, for example, tell others if something is unclear or when they need help with anything, and other users can reply if they have an appropriate answer or comment. This tool can also be used to alert project Administrators where there is something wrong with the item (e.g. a missing page) or if they have more general questions, as all of these conversations will be monitored and alerted in the back-end.

A corresponding notification system will be used to alert users when they receive new communications, that is, when they receive a private message or when a reply is sent to a query they wrote in a Notes and Questions box. This is to help users keep up with their communications, and to make sure they know when their questions are answered. According to their account settings, users can also receive an email once communications are sent to them.



5. Import/Export

5.1. API Specifications

The import of documents from Europeana or other aggregators to the transcription platform and export of enrichments from the transcription platform to Europeana will be supported with a Rest API connected to the transcription platform database.

5.1.1. Authorization

All requests are being authorized with an access token, using the Authorization header field.

Header	Description
Authorization	Access token in the following format: Authorization: {access_token}

5.1.2. Import/Export API Endpoints

5.1.2.1. Send a Record to the Transcription Platform

POST /tp-api/projects/{project_id}/stories	
Parameters:	<ul style="list-style-type: none">• importName (mandatory): custom name for the import• datasetId (optional): Id of the dataset the imported records should be added to
Processing	
<ul style="list-style-type: none">• Check if credentials are correct, otherwise respond with HTTP 401.• Insert record data into the transcription platform database• If data could not be entered, respond with HTTP 400, otherwise respond with HTTP 200	
Response	
Success:	A HTTP 200 containing a success message
Errors:	HTTP 400, 401

5.1.2.2. Read Enrichments from the Transcription Platform

GET /tp-api/enrichments	
Parameters:	<ul style="list-style-type: none">• storyId (optional): Internal Id of a record• europeanaAnnotationId (optional): Id generated during the Export to Europeana• Motivation (optional): Type of the annotation (“linking”, “tagging” or “transcribing”)
Processing	
<ul style="list-style-type: none">• Check if credentials are correct, otherwise respond with HTTP 401.• Read enrichment data and respond with HTTP 200• If data could not be read, respond with HTTP 400	
Response	



Success:	A HTTP 200 containing the enrichment data
Errors:	HTTP 400, 401
Example Response:	<pre>[{ "EuropeanaAnnotationId": 1, "AnnotationId": 48, "Text": "Test transcription text", "Timestamp": "Jul 2, 2019 11:03:50 AM", "X_Coord": 0, "Y_Coord": 0, "Width": 0, "Height": 0, "Motivation": "transcribing", "StoryUrl": "https://www.europeana.eu/portal/record/07931/diglit_wiegand1928.html", "StoryId": "/07931/diglit_wiegand1928" }]</pre>

5.1.2.3. Send Annotation ID to the Transcription Platform for Transcription or Annotation

POST /tp-api/enrichments/transcription/{enrichment_id}	
POST /tp-api/enrichments/annotation/{enrichment_id}	
Body:	<p>Generated Annotation Id in Json format. Example:</p> <pre>{ "EuropeanaAnnotationId": 48 }</pre>
Processing	
<ul style="list-style-type: none"> • Check if credentials are correct, otherwise respond with HTTP 401. • Add Annotation Id and respond with HTTP 200 • If data could not be inserted, respond with HTTP 400 	
Response	
Success:	A HTTP 200 containing a success message
Errors:	HTTP 400, 401

5.1.2.4. Read Projects from the Transcription Platform

GET /tp-api/projects	
Parameters:	<ul style="list-style-type: none"> • ProjectId (optional): Id of the Project • Name (optional): Name of the Project
Processing	
<ul style="list-style-type: none"> • Check if credentials are correct, otherwise respond with HTTP 401. • Read project data and respond with HTTP 200 • If data could not be read, respond with HTTP 400 	
Response	
Success:	A HTTP 200 containing a success message
Errors:	HTTP 400, 401
Example	[



Response:	<pre>{ "ProjectId": 1, "Name": "Europeana" }, { "ProjectId": 2, "Name": "DDB" }]</pre>
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5.1.2.5. Read Datasets from the Transcription Platform

GET /tp-api/project/{project_id}/datasets	
Parameters:	<ul style="list-style-type: none">DatasetId (optional): Id of the DatasetName (optional): Name of the Dataset
Processing	
<ul style="list-style-type: none">Check if credentials are correct, otherwise respond with HTTP 401.Read project data and respond with HTTP 200If data could not be read, respond with HTTP 400	
Response	
Success:	A HTTP 200 containing a success message
Errors:	HTTP 400, 401
Example Response:	<pre>[{ "DatasetId": 1, "Name": "Cookbooks", "ProjectId": 1 }, { "DatasetId": 2, "Name": "War diaries", "ProjectId": 1 }]</pre>



6. Future Development

Most of the features described above have already been implemented on the test server at <https://fresenia.man.poznan.pl>. The further development will continue on a separate development site.

Some features are still undergoing development and improvement, but will be completed before the launch of the first version of the platform in September.

These ongoing tasks for WP1 include:

- Facet search to find documents based on certain filters and/or text search.
- Map based on Leaflet/OpenStreetMap with functionality to add and show document locations.
- Progress page showing rankings and statistics.
- Implementation of gamification tasks and roles (see: 4.5. Gamification), including definition of achievements and leaderboard functionalities.
- Tutorial text and visual content and their implementation.
- Implementation of an additional 5th enrichment status ('Accept Amendments': between the Review and Complete) to the original 4 levels available within the previous version of Transcribathon platform. This is meant to increase the number of users working on the document and make sure that reviews become more rigorous.

7. Conclusions

This document presents the technical documentation for the launch of the Enriching Europeana platform. It details the features, design and capabilities of the newly-developed website, as well as the evaluative work done that led to make these decisions. Using User Experience and User-Centered Design methodologies, the platform has been developed by building on the successes of the existing Transcribathon Europeana 1914-1918 website and making a number of improvements and updates. It was designed to be attractive and engage end users to contribute valuable enrichments to cultural heritage material, and to encourage their sustained engagement, through tools such as the new *Enrichment Mode* and with enhanced gamification structures.

The next steps for WP1 is to follow through with the additional development tasks (see: 6. Future Developments), so that the platform is ready and fully functioning in time for its official launch in Vienna on Tuesday 24 September 2019. Organised within the scope of Work Package 4 (WP4), the launch event will be an International Transcribathon competition, in which participants will use the platform tools to transcribe and annotate documents in a special Run, based on content from the [Europeana 1989 Collection](#).

