



## **Livingstone Online Enrichment and Access Project (LEAP)**

### **Educational Outreach Programme, Final Report**

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#### **I. Overview**

This report details the process by which the Livingstone Online Enrichment and Access Project (LEAP) outreach team developed the content for its educational outreach programme. It covers the initial planning stage, information gathering, worksheet planning and design and suggests further work that could be done in the development of the programme.

The overarching aim of the outreach programme is to have a web-based standalone educational resource, situated within [Livingstone Online](#), which will provide materials for teachers to guide students through the wealth of digitally published information on David Livingstone available at [Livingstone Online](#). The materials also encourage students to explore [Livingstone Online](#) on their own, and, through these resources, students can better understand the historical and cultural impact of David's Livingstone's nineteenth-century life and travels in Britain, Africa and elsewhere. The outreach programme is distinguished by its cross-agency structure: website, institutions, schools, and museums. The concept for the programme emerged from the research and findings of the NEH funded [Livingstone Spectral Imaging Project](#).

The leads for [Livingstone Online](#) for this project are Kate Simpson (Edinburgh Napier University) and Megan Ward (Oregon State University). The David Livingstone Centre (DLC) and the National Library of Scotland (NLS) are involved in supplying resources and information to the project, through the assistance of Anne Martin and Alison Ritchie (DLC) and David McClay and Alison Metcalfe (NLS).

The following report takes its primary information from the notes and photographs taken by Simpson and other team members.

#### **II. Aim of the Project**



The LEAP outreach programme will adapt the humanities and scientific information available through [Livingstone Online](#) for the classroom. It will also utilise the resources available at the David Livingstone Centre and [Livingstone Online](#). In so doing the project will be a widely-accessible, multidimensional project that allows flexible and relevant use across a student age range of 9 to 13 years old.

David Livingstone's work as an educator, explorer and abolitionist has, up until now, been little utilised as a teaching resource within schools. His Victorian image as a crusading Christian missionary had caused him to fall out of favour with contemporary educators. More recently, however, the work of the [Livingstone Spectral Imaging Project](#), the revitalised Livingstone website, [Livingstone Online](#), and the recent Livingstone bicentenary celebrations have all worked to bring Livingstone's life and writings back into the public domain. From this impetus, the outreach project will engage that themes of continuing relevance that arise from the study of Livingstone's life and work, while promoting broad public use of [Livingstone Online](#). The project will employ these strategies to educate children on issues such as the East African Slave Trade, Global Citizenship, and the Industrial Revolution.

### **III. Pilot Stage**

The pilot project was a joint enterprise between the DLC and [Livingstone Online](#). The primary team members were Kate Simpson for LEAP and Martha Findlay for the DLC. A number of meetings were held over four months from July to October 2013 between the various agencies concerned to lay out a framework of the project. During this period, the DLC had been awarded funding to run four day-long workshops at the start of October 2013 for two schools in the Lanarkshire area, with follow-up study days in the schools themselves. These workshops provided the basis for the subsequent worksheets. Findlay recruited two Glasgow University students to help with this process, Joe Waterfield and Samantha King.

During this time, Simpson and Findlay researched previous outreach education programmes, garnered all relevant information from the Scottish Curriculum for Excellence framework, and studied the ethical aspects of providing a programme that touched on such sensitive subjects as slavery and religion. Simpson also began work on the templates and wording for outreach packs that would ultimately be made available through [Livingstone Online](#).

Simpson and Findlay then ran a series of one day workshops at the DLC, which were followed up with half day school visits. These events involved role playing, discussion groups, activities and debate around topics including: slavery; abolition; trade; culture; and global citizenship. All the topics were framed around Livingstone's life which ensured the content was focused and interesting for the students. For example getting the students to image themselves in Livingstone's shoes when he



had to get a message back to his family very much highlighted the difference between nineteenth-century and twenty-first century methods of communication.

The pilot stage of the LEAP outreach programme provided the guidelines and teacher and student feedback needed to achieve the overarching aim of the project: to have a web-based standalone educational resource, sited within [Livingstone Online](#).

The outreach programme then continued to develop its existing relationships with the multiple agencies involved, ensuring that the programme continued to develop and refine. Whilst the pilot activities were not suitable for the content LEAP intended to create they allowed the team to observe first-hand the various ways in which our outreach resources could be delivered.

Further information about the pilot stage can be found at [Livingstone Online Project Documents](#).

#### **IV. Further Development**

The pilot stage created a vast amount of information, which was subsequently collected and analysed. The overriding response from the pilot was that there was a strong interest from students to learn about Livingstone, and the teachers felt the source material [Livingstone Online](#) provided was suitable to be used across multiple subjects within the curriculum.

The pilot allowed us to explore many avenues and interact with institutions, teachers, and importantly, children, to find out what they wanted from an outreach project. It was clear that to engage our audience we had to ask questions which were not simple “yes” or “no” but to encouraged debate. We were reminded to return to our core focus, the letters and documents held by [Livingstone Online](#). What followed was four months of archival reading on the site, going through all the letters we had previously transcribed and finding if any matched the topics we had agreed on in the pilot stage. See appendix 1 for the topics.

Having agreed on our primary texts we then began to shape the questions we wanted to ask. It was at this stage that we realised the worksheets had become too dense so began to reduce the content of each to make them more accessible.

After responding to the issues that had come up within the pilot design stage, the first worksheets were completed in Spring 2014. The team also changed slightly as Martha Findlay’s post was changed, so the primary contact at the DLC became Alison Ritchie.

The first completed set of worksheets were shown to various people within the education sector, teachers and education officers. Whilst the overriding opinion was



that the content of the worksheets was good, it was felt there was still too much information on each topic and it was suggested the worksheets be refined down to two pages.

Simpson continued to develop the worksheets, focusing on the following main points.

- That each worksheet identifies what students will learn from it, beyond just learning more about an individual character.
- That the Livingstone archive is incredibly rich and varied and we must focus on using the letters as a stimulus for students to experience history. Engaging students with the archive fosters not only their interest in Livingstone and nineteenth-century history, but importantly their deep reading and analysis skills (vital skills for 21<sup>st</sup> century students).
- Each worksheet should suggest activities and stimulus, but not be proscriptive.

This stage also involved ensuring we had the best quality images and photographs we could have, and confirming we had permission to use the images or photographs freely for all non-commercial education use under the Creative Commons Attribution-NonCommercial 3.0 Unported license.

## **V. Education Scotland**

After developing the worksheets, Simpson met with Lynne Robertson, Senior Education Officer at Education Scotland, in November 2014. This meeting was intended to give advice to the outreach team regarding the development of the worksheets. Lynne said that the worksheets might be a good fit with Education Scotland's current resource bank. The main focus of the feedback was that we needed to design the worksheets so they fitted in with teachers' experiences.

There was a subsequent two month redesign, possibly the hardest stage of the outreach, which involved identifying the most salient points within each worksheet and stripping out the extra material. This was a great opportunity for the team to ensure that each worksheet was clear, informative and engaging, and most importantly content driven.

## **VI. Final production**

The beta version of the worksheets was finished in late January 2015. At this time it was found out that the DLC had some objects which had never been photographed. Anne Martin (DLC) and Kate Simpson (LEAP) arranged a day when items could be taken from storage and photographed professionally. The photographs were taken on the 25<sup>th</sup> of February 2015. See figure 1 below. This has not only increased the stock of images we will have on [Livingstone Online](#) but ensures the images used within the worksheets can be regularly changed and updated.



Figure 1: A. Martin and colleagues identifying items to photograph.

The worksheets were finally completed at the end of February 2015.

## VII. Future Development and Evaluation

For the duration of LEAP, educators and foundations will be able to contact Kate Simpson and Megan Ward, who will provide resources and offer support. As well as using email to provide support we will have a twitter handle, [@livingstone13d](https://twitter.com/livingstone13d), to encourage debate and further conversation.

The nature of the worksheets allows them to be updated regularly ensuring they do not become stale or dated. They are in a format that allows us to change the primary letter or text for each of the topics, allowing our project team to point educators toward interesting text discoveries.

In addition, Simpson and Ward will review the transcriptions available through [Livingstone Online](https://www.livingstoneonline.org/) and generate “top 5” lists of passages from Livingstone’s manuscripts most directly related to the themes. These lists will be an added encourage to students to work directly with Livingstone manuscripts and, it is hoped, also take advantage of the many other relevant resources available through [Livingstone Online](https://www.livingstoneonline.org/).

The outreach programme has moved beyond our initial, more limited plan, to become a resource which actually fits into the modern classroom. Our innovative, multi-agency approach has ensured that the final product is both robust and usable. This is evidenced by Education Scotland’s desire to use our worksheets within their own resource package.

## VIII. Conclusion

The outreach programme will continue to develop its existing relationships with the multiple agencies involved, ensuring that the programme continues to develop and



refine. The initial stage made clear the importance of providing an educational outreach source that is interesting for the students, as well as being informative, this final stage has confirmed that there is not only an interest in, but an audience for, the programme. In focusing the worksheets on Livingstone's writings we have been able to play to our primary strength, that of being the biggest online repository of Livingstone's words.

The outreach will continue to develop as it moves out with Education Scotland. In the future, we hope to inaugurate an pen-pal program between children in the U.S. and U.K. and Tanzania, Zambia, and South Africa. The outreach program will also expand to the U.S., including a pilot program in elementary schools similar to the one conducted in Scotland.



## **Appendix 1 – Educational Worksheets available from Livingstone Online**

1. David Livingstone: Abolitionist
2. David Livingstone: African Animals
3. David Livingstone: America
4. David Livingstone: Crossing Cultures
5. David Livingstone: Doctor
6. David Livingstone: Geographer
7. David Livingstone: Global Citizen
8. David Livingstone: Mill boy
9. David Livingstone: Missionary
10. David Livingstone: Reading his words
11. David Livingstone: Victorian