

## Integrating Activities for Advanced Communities



### D2.12 – Enhanced gallery and glossary products with interactive component

Project No.730938– INTERACT

H2020-INFRAIA-2016-2017/H2020-INFRAIA-2016-1

Start date of project: 2016/10/01

Duration: 48 months

Due date of deliverable: 2018/09/30 (Month 24)

Actual Submission date: 2018/10/08

Lead partner for deliverable: Sheffield University

Authors: Terry Callaghan

Dissemination Level		
<b>PU</b>	Public	X
<b>PP</b>	Restricted to other programme participants (including the Commission Services)	
<b>RE</b>	Restricted to a group specified by the Consortium (including the Commission Services)	
<b>CO</b>	Confidential, only for members of the Consortium (including the Commission Services)	

---

## Table of contents

<b>Publishable Executive Summary.....</b>	<b>3</b>
<b>1. Introduction.....</b>	<b>4</b>
<b>2. Enhanced gallery .....</b>	<b>4</b>
<b>3. Enhanced glossary .....</b>	<b>7</b>
<b>4. Interactive components .....</b>	<b>8</b>
<b>5. Conclusions.....</b>	<b>9</b>

---

## Publishable Executive Summary

INTERACT has an increasingly important role in education from young children to university students. It also has an increasingly important role in outreach from the general public to international organisations and governments. As many Arctic areas are remote and largely inaccessible to educators and the public, it is extremely important to visualise the Arctic and to explain the terminology that Arctic researchers and those living in the Arctic use. To aid this visualisation and understanding, we have produced a photo gallery and a glossary of technical terms including descriptions of some important Arctic organisations. Furthermore, we have made the glossary particularly accessible, and the web site more easily understandable, by developing an interactive link between Arctic terms used in the web site and their definitions.

The photo gallery includes ca 350 photos in three categories: 1) Field work 2) Landscapes and 3) Animals. Each comes with brief metadata and all the resources are freely available for non-profit making organisations. The photo gallery and the glossary are living resources that will be further developed throughout the project period.

## 1. Introduction

INTERACT has an increasingly important role in education from young children to university students. It also has an increasingly important role in outreach from the general public to international organisations and governments. As many Arctic areas are remote and largely inaccessible to educators and the public, it is extremely important to visualise the Arctic and to explain the terminology that Arctic researchers and those living in the Arctic use. To aid this visualisation and understanding, we have produced a photo gallery and a glossary of technical terms including descriptions of some important Arctic organisations. Furthermore, we have made the glossary particularly accessible, and the web site more easily understandable, by developing an interactive link between Arctic terms used on INTERACT’s web site and their definitions.

## 2. Enhanced gallery

The photo gallery consists of three different categories 1) Field work 2) Landscapes and 3) Animals (Figure 1) and can be found on INTERACT’s web site: <https://eu-interact.org/gallery/> During summer 2018, the gallery was updated and now contains almost 350 photos from all over the Arctic.

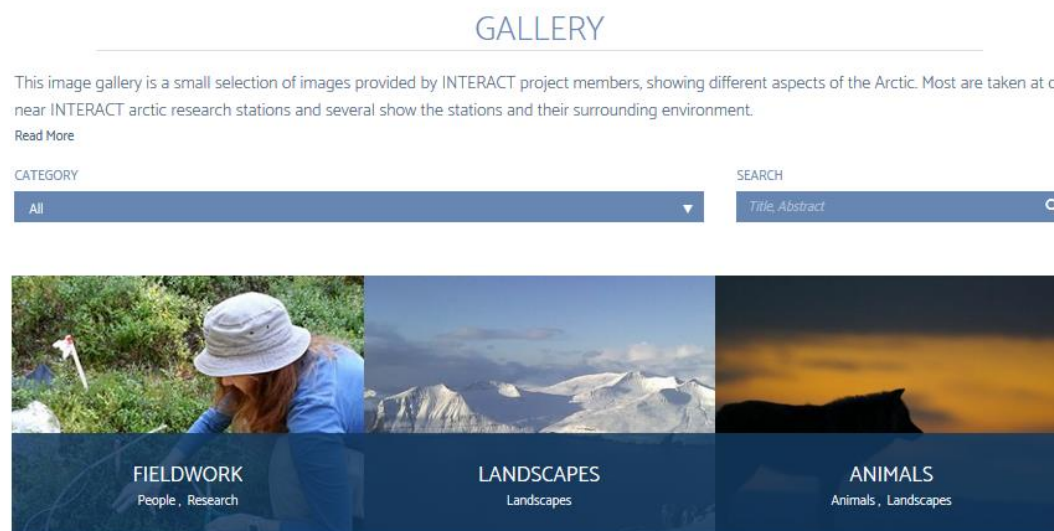


Figure 1. The entry to the INTERACT Gallery on INTERACT’s web site.

Previously, the image gallery was a small selection of images provided by INTERACT project members, showing different aspects of the Arctic. Most of the photos were taken at or near INTERACT research stations and several showed the stations and their surrounding

environments. Now, far more photos have been included from research at the stations and the photos from the Science Stories book, which was profusely illustrated have been uploaded in the gallery. These, together with all other photographs that are presented in the Gallery denote where the photo is taken and also the photographer's name. The photo gallery is freely open to everyone for non-profit making purposes. Primarily, the photo gallery is a resource for education and scientific purposes for example to illustrate presentations. In addition, it provides researchers with a graphic description of the diversity of Arctic landscapes, fauna, flora and research activities from areas where access is difficult. The photo gallery is also a resource for the public and for media.

96 photos have been added to the category “field work” (Figure 2). These include active researchers carrying out a wide range of activities in diverse Arctic landscapes at all times of the year. Further details of many activities can be found in the INTERACT Stories of Arctic Science Book (<https://eu-interact.org/publication/1349/>). Under the category “landscapes”, 185 photos have been uploaded (Figures 3 and 4). These include vegetation and plant photos as well as some research stations. Within the category “animals”, 60 stunning photos of charismatic animals are available (Figure 5). The photo gallery is a living resource and more resources will be added in the future. INTERACT is currently gathering more photos from TA users and station managers through Instagram which will be uploaded to the photo gallery in the future. At the end of the project period, a new INTERACT Science Stories book will be published and illustrations from this book will be uploaded into the photo gallery.

## FIELDWORK

PEOPLE, RESEARCH

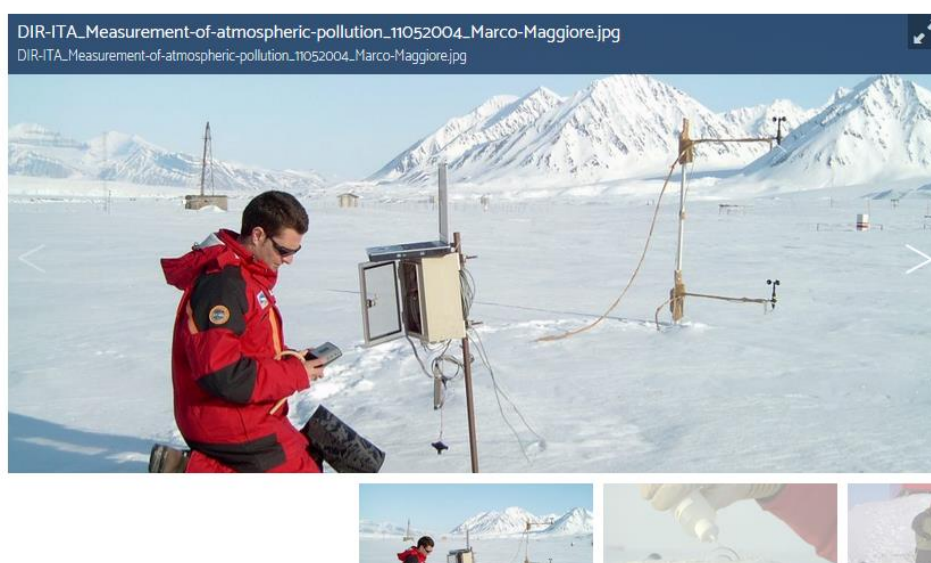


Figure 2. Example of photo from the category “field work”.

## LANDSCAPES

LANDSCAPES

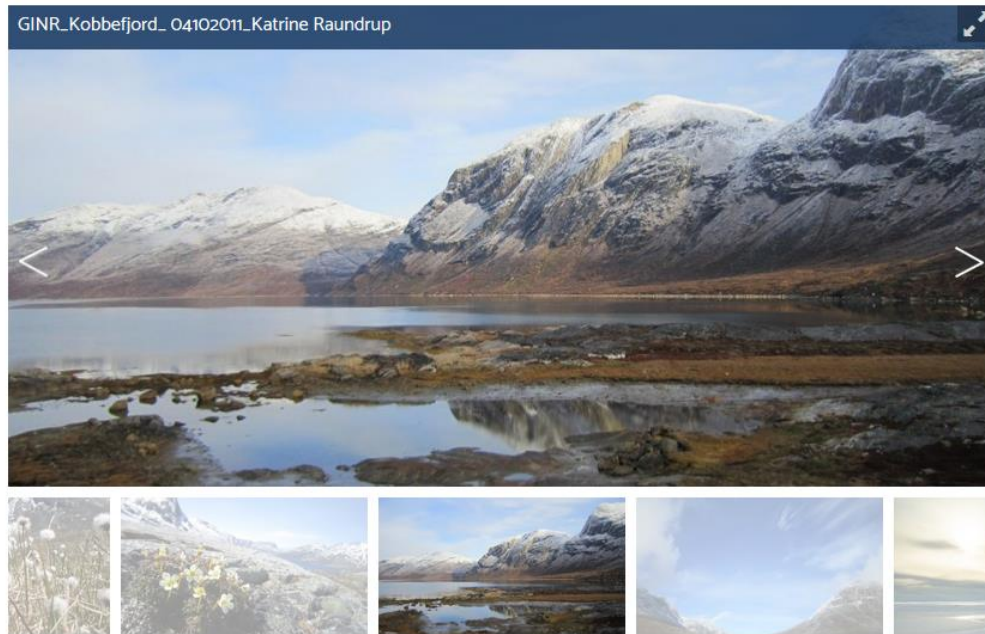


Figure 3. Example of photo from the category “landscapes”.

## LANDSCAPES

LANDSCAPES

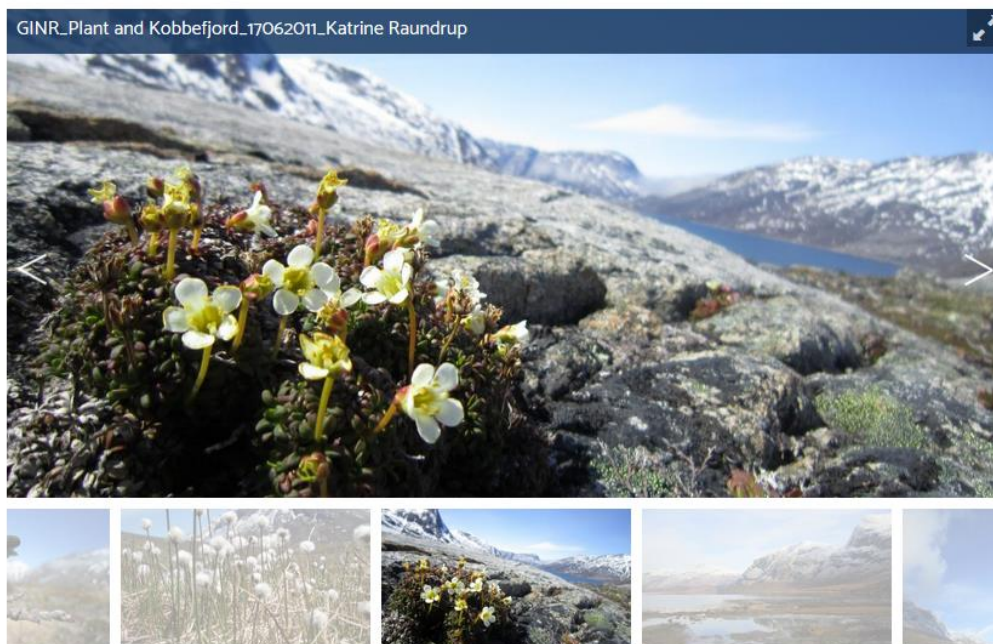


Figure 4. The category “landscapes” includes photos of Arctic plants.

---

## ANIMALS

---

ANIMALS, LANDSCAPES

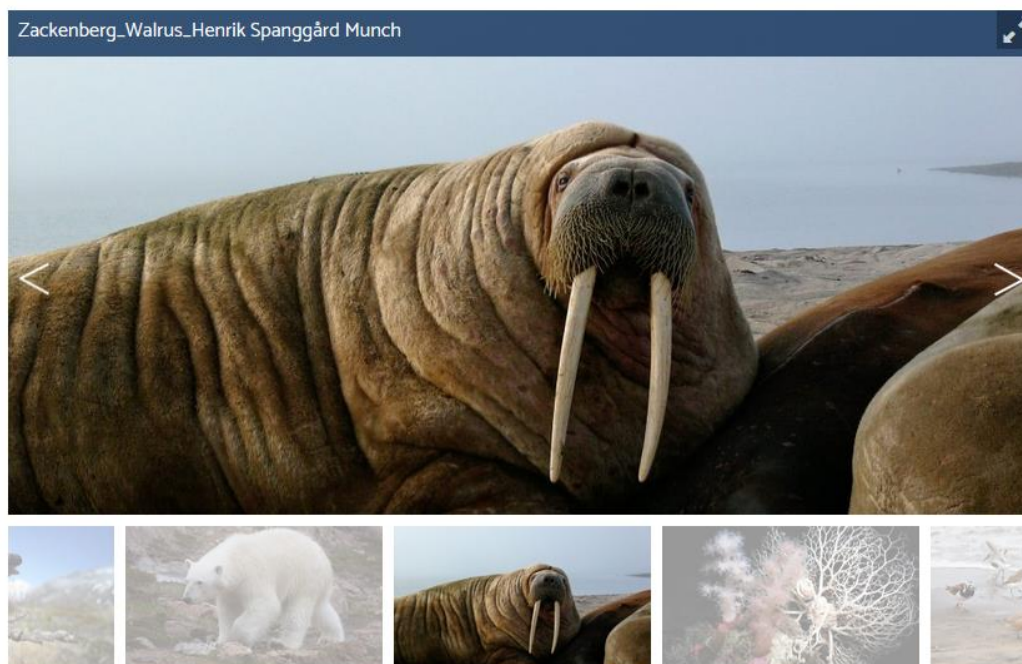
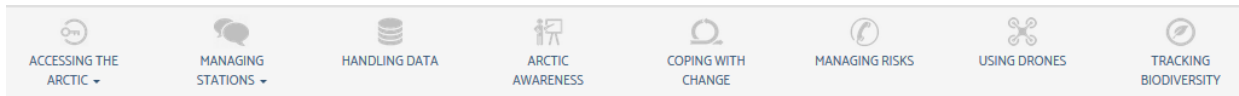


Figure 5. Example of photo from the category “animals”.

### 3. Enhanced glossary

The glossary presents technical terms describing the Arctic and its processes in an easily understandable and accessible way. The glossary includes terms from research in many disciplines and organisations active in the Arctic (Figure 6). It is primarily a resource for education and outreach and is a living document that will be updated throughout the project period. For example, new terms introduced in the second volume of the INTERACT Science Stories book and in the educational resources based on animations and videos will be defined.



## GLOSSARY

SEARCH

A B C D E F G H I L M P R S T

SEARCH

Title, Abstract

### A

#### > Ablation

Encompasses all the ways in which ice mass is lost from the surface of a glacier or ice sheet, such as melting at the surface or the base .

#### > AC

Arctic Council, a high level forum of Arctic nations (Canada, Finland, Denmark/Greenland, Iceland, Norway, Russia, Sweden and the United States). Also includes indigenous peoples representatives.Arctic .

#### > ACAP

Arctic Contaminants Action Program. One of the working groups of the Arctic Council, formally established in 2006. The goal of ACAP is to reduce emissions .

#### > Accumulation

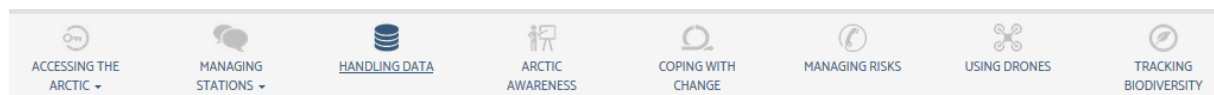
Encompasses all the ways in which a body of ice (a glacier or ice sheet) gains mass at its surface, such as snowfall and rime .

Figure 6. The entry to INTERACT's Glossary

## 4. Interactive components

Technical terminology and references to Arctic organisations occur throughout the INTERACT products. Although jargon is kept to a minimum, an interactive system has been developed on the web site to link relevant terms to the glossary. This is achieved by hovering the cursor over highlighted terms where upon a definition appears from the glossary (Figure 7). This system will be explored in the context of the next Science Stories book.





## HANDLING DATA

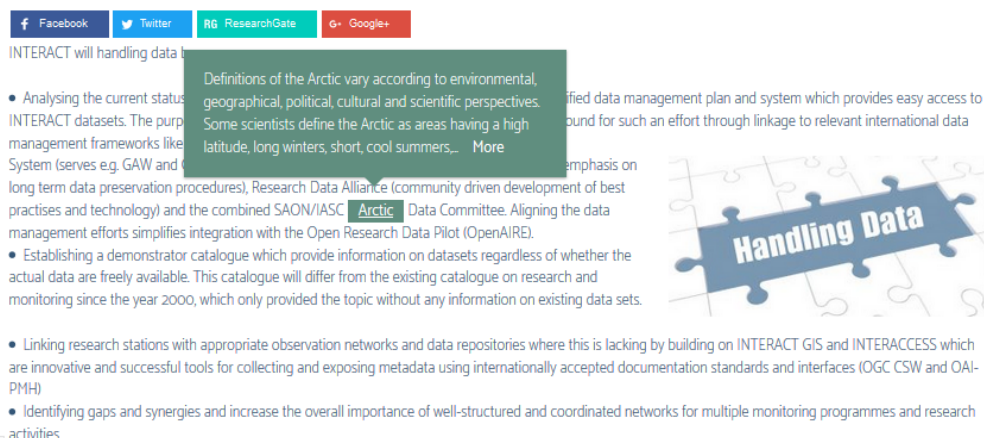


Figure 7. Interactive component on INTERACT's web site.

## 5. Conclusions

The photo gallery and the glossary are already attractive and useful resources for a wide range of users. They are living resources that will continuously be updated as described above. In addition, they will be responsive to requests from teachers who can make requests when completing the CAWI surveys. Also, we will be responsive to requests from the general public following public outreach presentations.