DigiCulture

O3.2 – Digital Skills for Culture Course Syllabus v2

Outcome 3.2 The Internet, World Wide Web and introduction to the digital world	
Document submission and review information	
Date of deliverable	25 December 2019
Organisation name of lead author	Politehnica University of Timisoara
Revision date	20 February 2020
Author and reviewer information	
Name of the authors	Diana Andone, Vlad Mihaescu, Silviu Vert, Andrei Ternauciuc, Radu Vasiu
Organisation / affiliation of the authors	Politehnica University of Timisoara
Name of the reviewer	Andrei Jecza
Organisation / affiliation of the reviewer	InterArt Triade

Imprint

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Suggested citation

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Contributors

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Executive Summary

This document provides the Syllabus of **Module 1 The Internet, World Wide Web and introduction to the digital world** of the Digital Skills for Culture Course as of December 2019, and then July 2020.

Contributors

This document was compiled by Politehnica University of Timisoara

Acknowledgements

Input from DigiCulture project partners was invaluable in shaping the module focus and syllabus.

1   General information about the course

Title of the course: The Internet, World Wide Web and introduction to the digital world
Course leader: Politehnica University of Timisoara

Course authors: Diana Andone, Radu Vasiu, Vlad Mihaescu, Silviu Vert, Andrei Ternauciuc
Training level: basic – essential level

Course duration:
7 weeks, 2-3 hours per week, total 18 hours

Course target group: adults with low digital skills from the creative industries,
- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities
- expandable to any adult with low digital skills

2   Competencies acquired through the course

General competencies: Adults graduating M1 will have general knowledge about World Wide Web, Internet, the web 2.0 technologies, how to manage data and information and how to use different technologies to build a website.

Digital competencies based on DigComp 2.1: 1. Information and data literacy, 2. Communication and collaboration, 4. Safety

3   Course Objective

This course plans to give participants general knowledge about World Wide Web, Internet, the web 2.0 technologies, the data and information and the digital business. The course will also provide a step-by-step guide and tutorials on how to use different technologies to build a website.

4   Course prerequisites and connection

This course is for anyone who is looking to develop skills in understanding the World Wide Web and the Internet. There is no prior knowledge or qualification requirements, but access to Internet and a computer/laptop/mobile device is required.

5   Course learning outcomes

On completion of this course, participants will be able to:

1.   Understand digital technologies, the World Wide Web and the Internet

2.   Apply and use web search

3.   Identify digital presence and explain how this can be applied in creative industries

4.   Describe simple concepts used to create an online business

5.   Demonstrate a working understanding on how to implement a website

6   Course Syllabus

[this should consist of bullet points, similar to those we decided during meetings, number of estimated hours and should include most of the following]

Content	Learning Hours	Type
Introduction to the digital technology, digital formats and terminology	2	A, B, E, I
Introduction to World Wide Web & Web 2.0 & Mobile web	3	A, B, C, E
Internet History and Services	2	A, B, C, E
Searching the Web	2	A, B, C, D, E

How to work & live digitally	2	B, C, E
The Digital Business – Free, freemium and premium	1	A, B
Future of the Web and Internet	1	A, H
How to build a website	3	B, C, E, F
Activities & Assesment	2	J, L

The Type column should be one of the following

A. Course materials with practical information
B. Multimedia examples
C. Tools and apps tutorials
D. Interactive online activities
E. Existing OERs and examples
F. CCI best practices

G. Wikis
H. Discussion forums
I. Glossary
J. e-assessment and peer to peer assessment
K. reflection in blogs
L. DigiCulture Open Badges

7   Activities

[This should consist of activities or tutorials, similar to those we decided on during meetings, number of estimated hours]

Content	Learning Hours	Type
Find 3 different images with creative commons license to be used on your website, related to your field of interest	0.5	Interactive activity
Freemium creative economy	0.5	Tutorial
Identify the best solution for you to create a web presence	1	Interactive activity, Video and webdoc
Find 3 digital terms and identify where they are used	0.5	Interactive activity

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
Spotlight Heritage - creating digital content to revive the cultural heritage	1	web and mobil	EN, RO, Romania	https://spotlight-timisoara.eu/

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
Beginner's Guide to Google Docs	video	How to use Google Docs tutorial	https://www.youtube.com/watch?v=e771f9YYh4	watch	intermediate
Freemium		Coursera introduction	https://www.coursera.org/lecture/marketing-digital/freemium-part-2-iv191	watch	intermediate
Latency Test Hong Kong	video	interactive cultural and theater with hologram	https://youtu.be/67nxQTkCZsM	watch	easy
A day made of glass	video	the multiple use of technology in everyday life	https://youtu.be/PfgmlVxLC9w	watch	easy

The Ultimate Guide to Freemium	text	Guide to Freemium business	https://blog.hubspot.com/service/freemium	read	Intermediate

10   Evaluation and assessment

This module contains a total of four informal formative quizzes and one summative test. All assessments will comprise of multiple choice questions.

11   DigiCulture Course Badge

There will be a badge to certify the competencies acquired in this course.

12   References, Bibliography etc

H.Peter Alesso - Thinking on the Web: Berners Lee, Godel and Turing, Willey, USA, 2009, ISBN 978-0471768661

Amy Shuen, Web 2.0: A Strategy Guide. Business thinking and strategies behind successful Web 2.0 implementations, O'Reilly, Canada, 2008, ISBN 978-0596529963

WorldWideWeb Consortium https://www.w3.org/

History of Internet https://www.internetsociety.org/internet/history-internet/brief-history-internet/

Digital Terminology

https://www.mediafrontier.ch/blog/glossary-digital-terminology/

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O3.2 – Digital Skills for Culture Course Syllabus v2 DRAFT

Outcome 3.2 Digital Content and Publishing	
Document submission and review information	
Date of deliverable	25 December 2019
Organisation name of lead author	Politehnica University of Timisoara
Revision date	20 February 2020
Author and reviewer information	
Name of the authors	Diana Andone, Vlad Mihaescu, Silviu Vert, Andrei Ternauciuc, Radu Vasiu
Organisation / affiliation of the authors	Politehnica University of Timisoara
Name of the reviewer	
Organisation / affiliation of the reviewer	Aalborg Universitet

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Suggested citation

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Executive Summary

This document provides the Syllabus of **Module 2 Digital Content and Publishing** of the Digital Skills for Culture Course as of December 2019, and then July 2020.

Contributors

This document was compiled by Politehnica University of Timisoara

Acknowledgements

Input from DigiCulture project partners was invaluable in shaping the module focus and syllabus.

1   General information about the course

Title of the course: Digital Content and Publishing

Course leader: Politehnica University of Timisoara

Course authors: Diana Andone, Radu Vasiu, Vlad Mihaescu, Silviu Vert, Andrei Ternauciuc

Training level: basic – essential level

Course duration:

7 weeks, 2-3 hours per week, total 18 hours

Course target group: adults with low digital skills from the creative industries,

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities
- expandable to any adult with low digital skills

2   Competencies acquired through the course

General competencies: Adults graduating M2 will have general knowledge about blogs, wikis, newsletters, eBooks, repositories, online libraries, creating various media contents.

Digital competencies based on DigComp 2.1: 1. Information and data literacy, 2. Communication and collaboration, 3. Digital content creation

3   Course Objective

This course plans to give participants general knowledge about blogs, wikis, newsletters, eBooks, repositories and online libraries. The course will also provide a step-by-step guide and tutorials on how to create different various types of media contents.

4   Course prerequisites and connection

This course is for anyone who is looking to develop skills in creating and publishing digital content. There is no prior knowledge or qualification requirements, but access to Internet and a computer/laptop/mobile device is required.

5   Course learning outcomes

On completion of this course, participants will be able to:

1. Understand the difference between various digital contents

2. Create content such as wikis, blogs and newsletters

3. Identify various media contents

4. Describe how eBooks, repositories and online libraries work

5. Demonstrate how to create digital content for different media environments

6   Course Syllabus

Content	Learning Hours	Type
Wikis	2	A, B, E, G, I
Blogs	3	A, B, C, E, K
Newsletters	2	A, B, C, E
Various media contents	2	A, B, C, D, E, F
eBooks	2	A, B, C, E
Repositories & online libraries	1	A, B, E
DRM	1	A, B, E
How to create digital content for different media	3	B, C, E, F
Activities & Assessment	2	J, L

The Type column should be one of the following

A.	Course materials with practical information	G.	Wikis
B.	Multimedia examples	H.	Discussion forums
C.	Tools and apps tutorials	I.	Glossary
D.	Interactive online activities	J.	e-assessment and peer to peer assessment
E.	Existing OERs and examples	K.	reflection in blogs
F.	CCI best practices	L.	DigiCulture Open Badges

7   Activities

[This should consist of activities or tutorials, similar to those we decided on during meetings, number of estimated hours]

Content	Learning Hours	Type
Create a Wikipedia article	0.5	Tutorial
Edit a Wikipedia article	0.5	Tutorial
Working with Wordpress	2	Interactive activity, Video, tutorial
Create a newsletter in Mailchimp	0.5	Interactive activity, tutorial

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
Spotlight Heritage - creating digital content to revive the cultural heritage	1	web and mobile	EN, RO, Romania	https://spotlight-timisoara.eu/

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
Howcast	video	How to Edit a Wikipedia Article	https://www.youtube.com/watch?v=C7yXx3YbcNI	watch	intermediate
Howcast	video	How to Create a Wikipedia Article	https://www.youtube.com/watch?v=1CwiZIsaM7s	watch	intermediate
GoDaddy	video	How to Make a Blog on WordPress	https://www.youtube.com/watch?v=zAHjr5YTRTk	watch	intermediate

10   Evaluation and assessment

This module contains a total of four informal formative quizzes and one summative test. All assessments will comprise of multiple choice questions.

11   DigiCulture Course Badge

There will be a badge to certify the competencies acquired in this course.

12   References, Bibliography etc

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O3.2 – Digital Skills for Culture Course Syllabus v0.1

Outcome 3.2 Data Protection and Open Licenses	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	UNIGRAZ
Revision date	25 February 2020
Author and reviewer information	
Name of the authors	Walter Scholger, Franz Dörfler, Chiara Zuanni
Organisation / affiliation of the authors	UNIGRAZ
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

Scholger, W., Dörfler, F., Zuanni, C. (2020). *Outcome 3.2 Data Protection and Open Licenses*

Corresponding author

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Contributors

University of Graz

Executive Summary

This document provides the Syllabus of Module Data Protection and Open Licenses of the Digital Skills for Culture Course as of December 2019.

Contributors

Walter Scholger, Franz Dörfler, Chiara Zuanni

Acknowledgements

The DigiCulture project partners have contributed valuable input and feedback to the development of this course.

1 General information about the course

Title of the course: Data Protection and Open Licenses

Course leader: University of Graz, Faculty of Humanities, Institute Centre for Information Modelling – Austrian Centre for Digital Humanities

Course authors: Walter Scholger, Franz Dörfler, Chiara Zuanni

Training level: basic

Course duration: 8 weeks / 1 hour per week

Course target group:

The target groups for the project are:

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2 Competencies acquired through the course

In line with the Digital competencies based on DigComp 2.1, this course will contribute to the Digital Safety competency.

3   Course Objective

It aims to offer an overview of data protection regulations and open licensing possibilities in the cultural sector. The module will develop the understanding of current national and European legislation surrounding the protection of personal data (GDPR) and of copyright laws concerning work of arts.

4   Course prerequisites and connection

There are no prerequisites for this course. However, it is recommended to take it after having completed the DigiCulture Module 2 - Digital Content and Publishing, and prior to Module 5 - Digital Safety, Security and Ethics.

5   Course learning outcomes

After completing this course, students will be able to:

- understand the principles and terms of copyright legislation;
- define their rights as creators of copyright-protected works;
- understand their rights as users of others' copyright-protected works, based on legal exceptions in the private and cultural sector;
- choose an appropriate license for their work (Creative Commons);
- evaluate the possibility of reusing cultural information and objects, depending on their licenses;
- understand the key principles of the EU data protection regulation (GDPR), and the principles of data processing; managing consent and defining 'personal data'.

6   Course Syllabus

Content	Learning Hours	Type
IPR and Copyright	3	A, D, E
Exceptions for GLAM and creative industries (and research)	1	A, C
(Open) Licensing	1	A, D, E, G
Creative Commons Licenses	1	A, B, C, E
Watermarks and DRM	1	A, C, E
Basic principles of Privacy and Data Protection	3	A, C, D, E
Privileges for research, the cultural sector and creative industries	1	A, E

The Type column should be one of the following

A. Course materials with practical information
B. Multimedia examples
C. Tools and apps tutorials
D. Interactive online activities

E. Existing OERs and examples
F. CCI best practices
G. Wikis
H. Discussion forums
I. Glossary

7   Activities

Content	Learning Hours	Type
Rightsstatements.org	0.5	Interactive Online Activity
LINDAT Public License Selector (github)	0.5	Interactive Online Activity
EU Open Data Portal	0.5	Interactive Online Activity
CreativeCommons.org	0.5	Interactive Online Activity
ELDAH GDPR Consent Form Wizard	1.0	Interactive Online Activity
WebRTC IP Leak Test	0.5	Interactive Online Activity
copyrightexception.eu	0.5	Interactive Online Activity

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
DARIAH-EU ELDAH Consent Form Wizard	1	Tool	EN / AT	(pending)

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
Fact Sheet of the EU	Text based	Information about intellectual/industrial and commercial property	http://www.europarl.europa.eu/factsheets/en/sheet/36/intellectual-industrial-and-commercial-property	Information Platform about EU-wide regulations	Advanced
Creative Commons/ Vimeo	Video	Basic introduction into CC	https://vimeo.com/13590841	Teaches the basics and use of CC.	Beginner
Digitization of Cultural Heritage Guidelines	Text based	Basic and Advanced Digitalization Guidelines for CH	http://gams.uni-graz.at/o:coop-digitization	Teaches the basic principles of copyright for the field of cultural heritage	Beginner to Advanced
OER Resources Guidelines	Text based	Basic and Advanced Guidelines for creating OER Resources	https://static.uni-graz.at/fileadmin/digitales-lehren-und-lernen/Medien/OEA-Leitfaden_online_Aufl2.pdf	Teaches the legal aspects of creating and using Open Educational Resources	Beginner to Advanced
DESIR Winter School: Copyright and (Open) Licensing	Video	Video Lecture on Basics of Copyright and Licensing	https://www.youtube.com/watch?v=pXyJqbe7poQ	Teaches the basics of Copyright, authors' and users' rights, (Open) Licensing, and the use of different CC licenses.	Beginner
Creative Commons FAQ	Online text based	FAQ about CC and licenses and copyright	https://creativecommons.org/faq/	Creates an overview of the topics CC, copyright and licenses from basic definitions to complex relations and reference to related topics	Beginner to Advanced
Privacy International	Multimedia	Basic knowledge about (Data) Privacy	https://privacyinternational.org/explainer/56/what-privacy	Wants to teach the basic principles about privacy	Beginner

10   Evaluation and assessment

Quizzes and short questions concerning the topic of each section.

11   DigiCulture Course Badge

There will be a badge to certify the competencies acquired in this course. The badge is under development and will be integrated in the course soon.

12   References, Bibliography etc

Darling, Kate: Contracting About the Future: Copyright and New Media." Northwestern Journal of Technology and Intellectual Property 10/7 (2012): 485 530.
http://scholarlycommons.law.northwestern.edu/njtip/vol10/iss7/3

Klimpel, Paul: Free knowledge thanks to creative commons licenses. Why a non-commercial clause often won't serve your needs , 2013.
https://www.wikimedia.de/w/images.homepage/1/15/CCNC_Leitfaden_2013_engl.pdf

Kamocki, Pawel & Ketzan, Erik: Ceative Commons and Language Resources, 2014.
https://www.clarin d.net/images/legal/CLIC_white_paper_1.pdf

Klimpel, Paul (et al.): Neue rechtliche Rahmenbedingungen für Digitalisierungsprojekte von Gedächtnisinstitution en, 2017.
https://www.digis berlin.de/wp content/uploads/2017/11/Handreichung_Recht_2017_NEU_Web.pdf

Maier, Philipp: Digitization of Cultural Heritage: Copyright Guidelines, 2018.
https://gams.uni graz.at/o:coop digitization

Attachments

n.a.

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O3.2 – Digital Skills for Culture Course Syllabus v0.x

Outcome 3.2 Digital Curation in Libraries and Museums	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	UNIGRAZ
Revision date	
Author and reviewer information	
Name of the authors	Chiara Zuanni, Franz Dörfler, Walter Scholger
Organisation / affiliation of the authors	UNIGRAZ
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

Zuanni, C., Dörfler, F., Scholger, W. (2020). Outcome 3.2 Digital Curation in Libraries and Museums

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Contributors

University of Graz

Executive Summary

This document provides the Syllabus of Module Digital Curation in Libraries and Museums of the Digital Skills for Culture Course as of December 2019.

Contributors

Chiara Zuanni, Franz Dörfler, Walter Scholger

Acknowledgements

The DigiCulture project partners have contributed valuable input and feedback to the development of this course.

1 General information about the course

Title of the course: Digital Curation in Libraries and Museums

Course leader: University of Graz, Faculty of Humanities, Institute Centre for Information Modelling – Austrian Centre for Digital Humanities

Course authors: Chiara Zuanni, Franz Dörfler, Walter Scholger

Training level: basic

Course duration: 8 weeks / 1 hour per week

Course target group:

The target groups for the project are:

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2 Competencies acquired through the course

This course will contribute to the Digital competencies based on DigComp 2.1, in particular to Information and data literacy and digital content creation.

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3   Course Objective

It aims to offer an overview of digital curation methods in the cultural heritage sector. The module will develop the understanding of digital representations and of objects and their information, in order to enable participants to work with online collections and virtual exhibitions, in collaboration with cultural institutions and through crowd-sourcing approaches.

4   Course prerequisites and connection

There are no prerequisites for this course. However, it is recommended to take it after having completed the DigiCulture Module Digital Content and Publishing, and prior to the modules on Digital Storytelling, Augmented and Virtual Reality, Digital Communication and Presentations.

5   Course learning outcomes

After completing this course, students will be able to:

- understand the differences between different digitisation methods;
- appreciate the values of data models, metadata standards, and thesauri in describing digital heritage objects;
- effectively search online collections by exploiting metadata tags;
- understand the functions of collection management systems and repositories;
- create an online exhibition;
- understand the possibilities of crowdsourcing practices in the cultural sector.

6   Course Syllabus

Content	Learning Hours	Type
Digitisation	1.5	A, B, C, E
Data models, metadata standards, vocabularies	2	A, B, E
Collection Management Systems & Trusted Repositories	1.5	A, B, D
Online collections, digitorials, virtual exhibitions	1.5	A, B, C, D
Engagement with online collections	1	A, B, D

	1	A, C, D
Folksonomies and crowd-sourcing		

The Type column should be one of the following

- A. Course materials with practical information
- B. Multimedia examples
- C. Tools and apps tutorials
- D. Interactive online activities
- E. Existing OERs and examples
- F. CCI best practices
- G. Wikis
- H. Discussion forums
- I. Glossary
- J. e-assessment and peer to peer assessment
- K. reflection in blogs
- L. DigiCulture Open Badges

7 Activities

Content	Learning Hours	Type
Qlone	0.5	APP
Omeka	0.75	Collection Management System – Platform
Kunstmatrix	0.5	Virtual Exhibition Tool
StorymapsJS	0.5	Online Tool

8 Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
GAMS	1		Austria	

![DIGITAL culture logo]

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9 External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
How to use Qlone?	Video	Short video to introduce into the Apps functions	https://www.youtube.com/watch?v=XkTaCOQ_OjI	Grasp the basic functionalities of the app	Beginner
How to use Transkribus in 10 steps	Video	Short video to introduce into the score-functions of the software	https://www.youtube.com/watch?v=8Ei0a7WIlTI	Teach you the basics of the software	Intermediate
What is Metadata (With examples), Piotr Kononow, Dateado	Text based	Beginners information about the topic of Metadata	https://dataedo.com/kb/data-glossary/what-is-metadata	Understand the meaning of Metadata	Beginner
Metadata Creation, UC Santa Cruz University Library	Text based	Advanced information about the topic of Metadata	https://guides.library.ucsc.edu/c.php?g=618773	Understand how to create und use Metadata	Advanced

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of the European Union

10   Evaluation and assessment

Quizzes and short questions in relation to the content of each topic.

11   DigiCulture Course Badge

There will be a badge to certify the competencies acquired in this course. The badge is under development and will be integrated in the course soon.

12   References, Bibliography etc

Parry, R. (2010). *Museums in a digital age*. London: Routledge.

Corrado, E. M., & Sandy, H. M. (2017). *Digital preservation for libraries, archives, and museums*. Rowman & Littlefield.

Stigler, J., & Steiner, E. (2018). GAMS – An infrastructure for the long-term preservation and publication of research data from the humanities. *VOEB-Mitteilungen*, *71*(1), 207–216. https://doi.org/10.31263/voebm.v71i1.1992

ViMM (2018). *The ViMM Manifesto for Digital Cultural Heritage*, 1–13. Retrieved from: https://www.vi-mm.eu/vimm-experts/

Attachments

n.a.

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O3.2 – Digital Skills for Culture Course Syllabus v0.x

Outcome 3.2 Digital Security, Safety and Ethics	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	Dublin City University
Revision date	February 2020
Author and reviewer information	
Name of the authors	Mairéad Nic Giolla Mhichíl Elaine Beirne Caitríona Nic Giolla Mhichíl Mark Brown
Organisation / affiliation of the authors	Dublin City University
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

Corresponding author

Mairéad Nic Giolla Mhichíl

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Contributors

Dublin City University

Executive Summary

This document provides the syllabus of the module, Digital Safety, Security and Ethics, in the Digital Skills for Culture Course as of December 2019. All learning hours provided are indicative.

Contributors

This document was compiled by Dublin City University.

Acknowledgements

Input from DigiCulture project partners was invaluable in shaping the module focus and syllabus.

1   General information about the course

Title of the course: Digital Safety, Security and Ethics

Course leader: Dublin City University

Course authors:

Training level: Basic

Course duration:

1 week, 6 hours learning

Course target group:

The target groups for the project are:

- young adults' NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc.)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2   Competencies acquired through the course

In line with the *Safety* dimension of the DigiComp 2.1 Framework, this module will contribute to enhancing participants' digital competencies in the following areas:

- Protecting devices
- Protecting personal data and privacy

3   Course Objective

This course aims to introduce participants to the key concepts and skills needed to understand, identify and address digital security and ethical issues in both their personal and professional lives.

4   Course prerequisites and connection

This course is for anyone with an interest in digital safety who would like to learn about improving the security of their digital information. There is no prior knowledge or qualifications requirements.

It is recommended that this course is be taken alongside the Data Protection and Open Licenses module in the Digital Skills for Culture series. However, it also exists as a stand-alone course.

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5   Course learning outcomes

On completion of this module, students will be able to:

-   Recognise basic terminology relating to digital security
-   Identify the main types of malware, the main malware dissemination methods, and associated protection measures
-   Explain the security challenges associated with wireless networks and operating online
-   Demonstrate an understanding of firewalls, encryption, password security and other online protection measures
-   Assess the risks they/ their company face and implement a risk management plan
-   Describe legal and regulatory issues relating to digital security
-   Recognise the importance of behaving ethically online
-   Identify the ethical concerns associated with their work/project

6   Course Syllabus

Content	Learning Hours	Type
Malware: Types of malware and preventing infection	1.5	A, B, D, H
Network Security: Challenges and protection measures	2.5	A, B, C, D, H
Cybersecurity Law	1	A
Ethical Practices Online	1	A, B, D, H

A. Course materials with practical information
B. Multimedia examples
C. Tools and apps tutorials
D. Interactive online activities
E. Existing OERs and examples
F. CCI best practices
G. Wikis
H. Discussion forums
I. Glossary
J. e-assessment and peer to peer assessment
K. reflection in blogs
L. DigiCulture Open Badges

7   Activities

Content	Learning Hours	Type
Assess your current habits with respect to digital security	0.25	Interactive Activity
Email Encryption: How To	0.5	Tutorial
Configuring your own firewall	0.5	Tutorial
Risk Analysis and Management	0.5	Interactive Activity

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Ethics Canvas: Engage with ethics in your work/ project	0.5	Interactive Activity

8 Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)

9 External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
Ethics Canvas	Interactive Tool	Ethics Canvas is a collaborative tool that facilitates the consideration of project ethics. Under the headings provided brainstorm about the ethical implications of a project you are involved in.	https://www.ethicscanvas.org/	Identify, Analyse and Address ethical impacts of a project	Intermediate
Threatsauras	Text-based	Glossary and information hub to keep up to date with latest cyber security threats	https://home.sophos.com/en-us/security-center.aspx	Recognise basic terminology relating to digital security	Intermediate

Why Cybersecurity is Important!	Video	The significance of cybersecurity	https://www.youtube.com/watch?v=JIJslcA8Q5g	Recognise the importance of cybersecurity	Easy
Password Strength Checker	Tool	A calculator for checking the strength of your password	https://www2.open.ac.uk/openlearn/password_check/index.html	Create a strong password	Easy

10   Evaluation and assessment

This module contains a total of four informal formative quizzes and one summative test. All assessments will comprise of multiple choice questions.

11   DigiCulture Course Badge

There will be a badge to certify the competencies acquired in this course.

12   References, Bibliography etc.

https://www.bbc.com/news/technology-49857948

https://www.mailvelope.com/en

https://www.ncsc.gov.uk/

https://home.sophos.com/en-us/security-center.aspx

Kosseff, Jeff (2017). *Cybersecurity Law*. John Wiley & Sons, Incorporated.

Attachments

n/a

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O3.2 – Digital Storytelling in Creative Industries Course Syllabus v0.1

Outcome 3.2 Digital Storytelling in Creative Industries	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	UNIROMA3
Revision date	February 2020
Author and reviewer information	
Name of the authors	Antonella Poce, Carlo De Medio, Francesca Amenduni
Organisation / affiliation of the authors	UNIROMA3
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

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Contributors

University of Roma Tre

Executive Summary

This document provides the Syllabus of Module Digital Storytelling in Creative Industries of the Digital Skills for Culture Course as of December 2019.

Contributors

This document was developed by UNIROMA3.

Acknowledgements

University of Roma TRE is the author of this document. The DigiCulture project partners provided valuable feedback to the process of shaping the course.

1   General information about the course

Title of the course: Digital Storytelling in Creative Industries

Course leader: Antonella Poce

Course authors: Antonella Poce, Carlo De Medio, Francesca Amenduni

Training level: Basic

Course duration:

4 weeks, 3 hours per week.

Course target group:

The target groups for the project are:

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2   Competencies acquired through the course

General competencies:

Digital competencies based on DigComp 2.1: Stakeholders needs in terms of Digital Content Creation, O1.3.

3 Course Objective

Learners would have the opportunity to learn about the main features of the methodology of digital storytelling in order to increase the effectiveness of their work. In particular, at the end of the course they will be able to design, realise and evaluate a digital storytelling video aimed at promoting the company for which they work and at communicating artistic and cultural heritage they produce or preserve. Digital storytelling content development will be achieved through the promotion of digital skills, in particular Information and data literacy and digital content creation, and other transversal skills such as communication, collaboration, creativity and critical thinking.

4 Course prerequisites and connection

Intermediate level ability to use digital devices (PC, Mac, mobile devices) and associated operating systems (Windows, iOS, Android).

5 Course learning outcomes

At the end of this module, students will be able to:

- Know the main features of DST methodology;
- Know the educational aims of the DST methodology in terms of communication, collaboration, creativity and critical thinking development;
- Know how to use the main digital tools for the realization of a DST video;
- Design a DST video;
- Evaluate a DST video;
- Promote Information and data literacy and Digital content creation dimensions;
- Reflect on DST as a tool of social inclusion.

6 Course Syllabus

Content	Learning Hours	Type
The art of storytelling	3	A
Digital and storytelling as learning and teaching methodology	3	A,B
Digital tools for the design, realization and assessment of video digital storytelling	3	A,B,C, E

DST to promote 4C skills (Creativity, Communication, Collaboration and Critical Thinking)	3	A,B
DST for culture and heritage fruition (museums, archaeological sites, libraries)	3	A,C, D

The Type column should be one of the following

A. Course materials with practical information
B. Multimedia examples
C. Tools and apps tutorials
D. Interactive online activities
E. Existing OERs and examples
F. CCI best practices
G. Wikis
H. Discussion forums
I. Glossary
J. e-assessment and peer to peer assessment
K. reflection in blogs
L. DigiCulture Open Badges

7   Activities

Content	Learning Hours	Type
Lecture 1.1: The art of Storytelling ● Storytelling and digital world ● An engaging story ● Storytelling: introduce and express yourself ● What is storytelling	2	A,B
Lecture 2: What is Digital Storytelling ● Communication through DST ● Different definition ● A Multimodal text	1	A,B
Lecture 3: Digital and storytelling as learning and teaching methodology ● DST and learning outcomes ● DST as effective educational tool ● DST and digital Generation ● DST as learning methodology: case studies	1	A,B, F
Lecture 4: DST to promote 4Cs skills ● 4C skills ● The technology of Storytelling ● Communication, Collaboration	2	A, B, E

● Creativity, Critical thinking		
Lecture 5: DST for culture and heritage fruition (museums, archaeological sites, libraries) ● *The museum as digital storyteller* ● Digital Storytelling: Reinventing Museum Archives and Collections ● Some exemples	2	A, B, F
Lectures 6 and 7 ● Linear VS Interactive narratives ● Tools and Apps examples	2	A, B, C
Lecture 8: Create your own DST! ● DST step-by-step guide ● Different apps for different uses ● Share your video!	4	A, C, J

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
DST Case **Whitney Stories**	1	Interactive Online Content	English	https://whitney.org/WhitneyStories/
DST Case **Making History**	1	Interactive Online Content	English	https://museumsvictoria.com.au/learning/making-history
DST Case **The CHESS Project**	1	Interactive Online Content	English	**http://www.chessexperience.eu**

DST game **The Department of Hidden Story**	1	Game	English	https://librarydigitalstorytelling.wordpress.com/why	

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
Basic Steps to Digital Storytelling	Video	Tutorial on DST	https://www.youtube.com/watch?v=qXW8m7pQnsw	The learners should be reflect on different steps of DST creation	Easy
Educational Uses of Digital Storytelling	Interactive Online Content	**DST** useful step-by-step guide	http://digitalstorytelling.coe.uh.edu/page.cfm?id=23&cid=23&sublinkid=97	When experienced, the learner should know the main steps of DST realization for educational uses	Intermediate
DST Community Ficly	Interactive Online Community	Experiment with online collaborative storytelling	https://ficly.com	Create and Share online DST videos	Intermediate
DST presentation What is Storytelling	Video	DST description: contents and objectives of DST Learning methodologies	https://www.youtube.com/watch?v=uAG8c-sapUE	The importance of narration in DST for communication and engagement purposes	Easy

10   Evaluation and assessment

A first part of the Digital Storytelling in Creative Industries course examination is already completed. The exam will take entry point in the contents of the developed syllabus. Peer assessment is provided for Lecture 8, so learners who go through the course can create and share work with each other.

11   DigiCulture Course Badge

There will be a badge provided for the Digital Storytelling in Creative Industries. The badge is under development

12   References, Bibliography etc

Barrett, Helen, "Researching and evaluating digital storytelling as a deep learning tool" in *Society for Information Technology & Teacher Education International Conference*, Vol. 2006, No. 1, pp. 647-654.

Copyright National and Kapodistrian University of Athens , Bessie Mitsikopoulou 2014. Bessie Mitsikopoulou. "English and Digital Literacies. Introduction to Digital Storytelling". Edition: 1.0. Athens 2014. Available at: http://opencourses.uoa.gr/courses/ENL10/.

Porter B., *Digital Storytelling Across the Curriculum. Find content's deeper meaning*, Creative Educator, https://creativeeducator.tech4learning.com/v05/articles/Digital_Storytelling_Across_the_Curriculum [Accessed 27/08/2019]

Wang Shuyan, Zhan Hong, *Enhancing Teaching and Learning with Digital Storytelling, International Journal of Information and Communication Technology Education*, 6(2), April-June 2010, p. 76.

Liguori Antonia, Pesci Federica, *Storytelling exercises to develop team building*, Mu.SA: Museum Sector Alliance, www.project-musa.eu

Attachments

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O3.2 – Digital Skills for Culture Course Syllabus v0.x

Outcome 3.2 Digital Audiences, Analytics and SEO	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	Dublin City University
Revision date	
Author and reviewer information	
Name of the authors	Mairéad Nic Giolla Mhichíl Elaine Beirne Caitríona Nic Giolla Mhichíl Mark Brown
Organisation / affiliation of the authors	Dublin City University
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

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Contributors

Dublin City University

Executive Summary

This document provides the syllabus of the module, Digital Audiences, Analytics and SEO, in the Digital Skills for Culture course as of December 2019. All learning hours provided are indicative.

Contributors

This document was compiled by Dublin City University.

Acknowledgements

Input from DigiCulture project partners was invaluable in shaping the module focus and syllabus.

1 General information about the course

Title of the course: Digital Audiences, Analytics and SEO

Course leader: Dublin City University

Course authors:

Training level: Basic

Course duration:

1 week, 6 hours of learning

Course target group:

The target groups for the course are:

- young adults' NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc.)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2 Competencies acquired through the course

In line with the *Digital Communication and Collaboration* dimension of the DigiComp 2.1 Framework, this module will contribute to enhancing participants' digital competencies in the following areas:

- Interacting through digital technologies
- Sharing through digital technologies
- Collaborating through digital technologies
- Managing digital identity

3 Course Objective

This course aims to equip participants with the knowledge and skills needed to identify their digital audience, grow their digital audience and assess their impact online.

4 Course prerequisites and connection

This course is for anyone who is looking to develop skills in managing their online presence, or specific online campaigns. There is no prior knowledge or qualification requirements.

It is recommended that this course is taken after the modules *Social Media for Culture* and *Digital Communication & Presentations* in the Digital Skills for Culture series. However, it also exists as a stand-alone module.

5   Course learning outcomes

On completion of this course, students will be able to:

1. Identify their digital audience and explain why it is important for their business
2. Explain the factors that influence web page ranking (paid and unpaid)
3. Implement a SEO campaign
4. Describe the different metrics used to measure online success
5. Describe the segmentation process and explain why it is a useful analytical technique
6. Demonstrate a working understanding of Social Media Analytics and Google Analytics

6   Course Syllabus

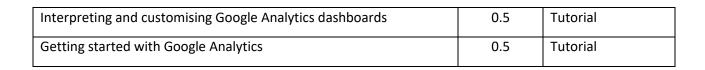| Content	Learning Hours	Type
Digital Audiences: Identifying your audience	1.5	A, B, D, H
Search Engine Optimisation: Growing your audience	2	A, B, C, D, H
Data Analytics: Measuring Success	2.5	A, B, C, D, H

- A. Course materials with practical information
- B. Multimedia examples
- C. Tools and apps tutorials
- D. Interactive online activities
- E. Existing OERs and examples
- F. CCI best practices
- G. Wikis
- H. Discussion forums
- I. Glossary
- J. e-assessment and peer to peer assessment
- K. reflection in blogs
- L. DigiCulture Open Badges

7   Activities

Content	Learning Hours	Type
Developing Personas	0.5	Interactive Activity
Using Google AdWords	0.5	Tutorial
Conducting an SEO Health Check	0.5	Tutorial
Making a Measurement Plan	0.5	Interactive Activity

Interpreting and customising Google Analytics dashboards	0.5	Tutorial
Getting started with Google Analytics	0.5	Tutorial

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
e-Marketing Guide	Book	Additional Information source on digital marketing	https://www.redandyellow.co.za/content/uploads/2018/01/Red-Yellow-eMarketing-Textbook_Beta-2018.pdf		Easy
Google Analytics for Beginners	Video	Step by step guide to using Google Analytics	**https://www.youtube.com/watch?v=kKPTZNjaKcY&list=PLI5YfMzCfRtZU5Qwzx57HjmZyNE2o5YDN**	Demonstrate a working understanding of Google Analytics	Intermediate

10 Evaluation and assessment

The course will contain formative review quizzes at end of each topic/section. At the end of the module there will be a summative test.

11 DigiCulture Course Badge

There will be a badge to certify the competencies acquired in this course.

12 References, Bibliography etc.

Hemann, C. and Burbary, K. (2018) Digital marketing analytics: making sense of consumer data in a digital world. Pearson Education Inc.

Jones, Kristopher B. (2008) Search Engine Optimization: Your visual blueprint for effective Internet marketing, Wiley.

Taylor, G. (2012) Give your Marketing a Digital Edge. Create Space Publishing.

Attachments

n/a

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O3.2 – Social Media for Culture Course Syllabus v0.1

Outcome 3.2 Social Media for Culture	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	UNIROMA3
Revision date	February 2020
Author and reviewer information	
Name of the authors	Antonella Poce, Carlo De Medio, Francesca Amenduni
Organisation / affiliation of the authors	UNIROMA3
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

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Contributors

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Executive Summary

This document provides the Syllabus of Social Media for Culture of the Digital Skills for Culture Course as of December 2019.

Contributors

This document was developed by UNIROMA3.

Acknowledgements

University of Roma TRE is the author of this document. The DigiCulture project partners provided valuable feedback to the process of shaping the course.

1 General information about the course

Title of the course: Social Media for Culture

Course leader: Antonella Poce

Course authors: Antonella Poce, Carlo De Medio, Francesca Amenduni

Training level: Basic

Course duration:

4 weeks, 3 hours per week.

Course target group:

The target groups for the project are:

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2 Competencies acquired through the course

General competencies:

Digital competencies based on DigComp 2.1:

Information and data literacy

Managing data, information and digital content

Communication and Collaboration

Sharing through digital technologies

3 Course Objective

Social networks play an important role in non-formal education. Using social networks to increase the number of people involved in the learning process, as well as finding new forms of educational work in non-formal educational environments, such as museums, will require a structured understanding of how this system functions.

Learners would have the opportunity to improve their knowledge in terms of Social media engagement in the cultural sector, the use of social media for CI promotion and evaluation of social media impact.

4 Course prerequisites and connection

Intermediate level ability to use digital devices (PC, Mac, mobile devices) and associated operating systems (Windows, iOS, Android).

5 Course learning outcomes

At the end of this module, students will be able to:

- Know the most important social media and their characteristics in the field of CI sharing and promotion.
- Be able to plan activities for the promotion of CI, especially in the field of artistic and cultural heritage.
- Analyze and evaluate social media impact within CI sector.

6 Course Syllabus

Content	Learning Hours	Type
What is social media?	1,5	A, E
Social media engagement in the cultural sector	1	A
Social Media for museums promotion	3	A,B,C, E, F
Social Media for Culture education development	1,5	A, B
Media audiences	1	A,

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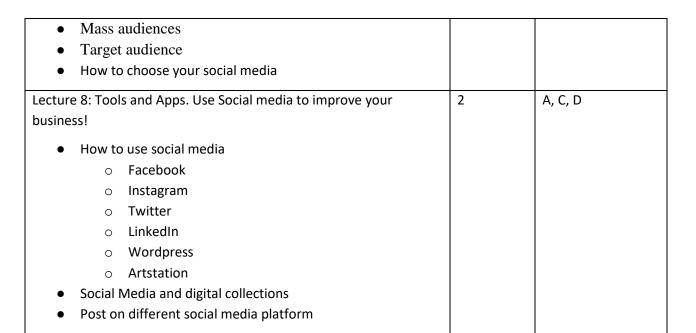| How to choose your social media	1	A, B
How to evaluate social media impact	1	A, E
Tools and Apps	2	A, C, D

The Type column should be one of the following

A. Course materials with practical information
B. Multimedia examples
C. Tools and apps tutorials
D. Interactive online activities
E. Existing OERs and examples
F. CCI best practices

G. Wikis
H. Discussion forums
I. Glossary
J. e-assessment and peer to peer assessment
K. reflection in blogs
L. DigiCulture Open Badges

7   Activities

Content	Learning Hours	Type
Lecture 1: What is social media? ● Social media definition ● Mediated Communication: Social Networking ● How to make a splash in social media	1,5	A, E
Lecture 2: Social media engagement in the cultural sector ● Social media for conservation and dissemination ● Social Media and participatory culture ● Social Media as an advertising tool	1	A

Lecture 3: Social Media for museums promotion
● Digital Strategy within museum
● Best practices
  o Ask a curator
  o Smartify App
  o Rijksmuseum reopening on YouTube
  o Van Gogh Sunflowers Facebook
● Beyond Digitization—New Possibilities in Digital Art History
	3	A,B,C,E, F

Lecture 4: Social Media for Culture education development ● Education and Social Media ● Culture Education and Social Media	1,5	A, B
Lecture 5 and 6: Media audiences and How to choose your social media	2	A, B

● Mass audiences ● Target audience ● How to choose your social media		

Lecture 8: Tools and Apps. Use Social media to improve your business!
 	
● How to use social media
    o Facebook
    o Instagram
    o Twitter
    o LinkedIn
    o Wordpress
    o Artstation
● Social Media and digital collections
● Post on different social media platform
	2	A, C, D

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
Ask a curator (on Twitter)	0,5	Interactive Online Content Twitter users can ask curators, conservators and restorers questions about the "backstage" of their profession	English	https://twitter.com/askacurator

Van Gogh Sunflowers Facebook	0,5	Virtual exhibition linked up through Facebook Live broadcasts	English	https://www.nationalgallery.org.uk/about-us/press-and-media/press-releases/van-gogh-sunflowers-facebook-live
Rijksmuseum reopening on YouTube	0,5	Social Media Campaign It culminated with a flashmob which is still watchable on YouTube	English	https://www.youtube.com/watch?time_continue=41&v=a6W2ZMpsxhg

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
Mediated Communication #3: Social Networking	Video	Talk on Social media impact	https://www.youtube.com/watch?v=laqGfTjLW1E	The learners should be reflect on different impacts of Social Media	Intermediate
How to make a splash in social media	Video	Alexis Ohanian of Reddit tells the real-life fable of one humpback whale's rise to web stardom. The lesson of Mister Splashy Pants is a	https://www.ted.com/talks/alexis_ohanian_how_to_make_a_splash_in_social_media?referrer=playlist-	When experienced, the learner should reflect on possible uses of social media	Intermediate

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		shoo-in classic for meme-makers and marketers in the Facebook age.	the_power_of_social_media#t-41453		
Social media communicati on strategy	Guide	Tate modern institution's goals and objectives toward the use of social media	https://www.tate.org.uk/research/publications/tate-papers/19/tate-digital-strategy-2013-15-digital-as-a-dimension-of-everything	Plan a Social Media Strategy	Intermediate
Smartify	App	Share through social media personal exhibition and different works of art	https://smartify.org	Share different cultural contents through Social Media	Easy
New Possibilities in Digital Art History	Article	Digital revolution through social media in museum	http://blogs.getty.edu/iris/beyond-digitization-new-possibilities-in-digital-art-history/	Reflect on Social media use for educational purpose	Intermediate

10   Evaluation and assessment

A first part of the Social Media for Culture course examination is already completed. The exam will take entry point in the contents of the developed syllabus. Peer assessment is provided for Lecture 8, so learners who go through the course can create and share work with each other.

11   DigiCulture Course Badge

There will be a badge provided for the Digital Storytelling in Creative Industries. The badge is under development

12   References, Bibliography etc

Mar Gaitan, "Cultural Heritage and Social Media", *e-dialogos · Annual digital journal on research in Conservation and Cultural Heritage*, No. 4, December 2014.

Department for Digital, Culture, Media & Sport, *Culture is Digital*, 2018.

What is Social Media?, UCL, https://www.ucl.ac.uk/why-we-post/about-us/what-is-social-media [Accessed 02/09/2019]

The Beginner's Guide to Social Media:
http://d2eeipcrcdle6.cloudfront.net/guides/beginners_guide_to_social_media.pdf

Mar Gaitan, "Cultural Heritage and Social Media", *e-dialogos · Annual digital journal on research in Conservation and Cultural Heritage*, No. 4, December 2014.

Attachments

DigiCulture

O3.2 – Digital Skills for Culture Course Syllabus v0.1

Outcome 3.2 Augmented and Virtual Reality	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	AAU
Revision date	February 2020
Author and reviewer information	
Name of the authors	Bastian I. Hougaard, Hendrik Knoche
Organisation / affiliation of the authors	AAU
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

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Contributors

Aalborg Universitet

Executive Summary

This document provides the Syllabus of Module Augmented and Virtual Reality of the Digital Skills for Culture Course as of December 2019.

Contributors

This document was developed by AAU.

Acknowledgements

Aalborg University is the author of this document. The DigiCulture project partners provided valuable feedback to the process of shaping the course.

1   General information about the course

Title of the course:

Course leader: Bastian I. Hougaard, Hendrik Knoche, AAU

Course authors:

Training level: Basic

Course duration:

5 weeks, 3 hours per week.

Course target group:

The target groups for the project are:

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2   Competencies acquired through the course

General competencies:

Digital competencies based on DigComp 2.1: Stakeholders needs in terms of Digital Content Creation, O1.3.

3   Course Objective

At the end of this module, the adult learner will learn:

- Explore Use Cases from Creative Industry of Virtual Reality and Augmented Reality.
- How to Design for Virtual Reality (Ryan, 2001)
- How to Design for Augmented Reality
- Create their own Virtual Reality experience.
- Create their own Augmented Reality experience.

4   Course prerequisites and connection

Intermediate level ability to use digital devices (PC, Mac, mobile devices) and associated operating systems (Windows, iOS, Android). A Virtual Reality headset is not needed – the learners can optionally use one if they own it, but it is not a hard requirement for following this course.

5   Course learning outcomes

At the end of this module, students will be able to:

- Understand the role of Augmented and Virtual Reality to create experiences.
- Use Digital online tools to create their own VR/AR experiences.
- Explore variations and boundaries of AR/VR technology with concepts such as Projection Mapping, 360 videos and commercial applications like Pokémon GO.

6   Course Syllabus

Content	Learning Hours	Type
What is Virtual Reality and Augmented Reality?	3	A
Case Studies of Virtual Reality and Augmented Reality	3	A,B,D
Create and Explore a Virtual Reality Scene	4	A,B,C,J
Make the Virtual Reality Scene Interactive	1	A,C,D
How to Create Augmented Reality with your Smartphone	3	A,C,D,J

The Type column should be one of the following

- A. Course materials with practical information
- B. Multimedia examples
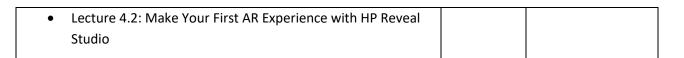- C. Tools and apps tutorials

D. Interactive online activities
E. Existing OERs and examples
F. CCI best practices
G. Wikis
H. Discussion forums
I. Glossary
J. e-assessment and peer to peer assessment
K. reflection in blogs
L. DigiCulture Open Badges

7   Activities

Content	Learning Hours	Type
Lecture 1.1: What is Virtual Reality • Designing for Virtual Reality • Virtual How? Reality How? • Try VR: Smithsonian Museum • Lecture Completion	2	A,B,D
Lecture 1.2: Case Studies of Virtual Reality • 4 types of Virtual Reality • Case 1: Being in Others Shoes • Case 2: Enhanced Orchestra • Comparing the VR Cases • Lecture Completion	1	A,C
Lecture 2: Augmented Reality • Basics of Augmented Reality • Differences between AR and VR • Case 1: Pokémon GO • Case 2: Google Lens • Case 3: Aggersborg AR • Mixed Reality • Lecture Completion	2	A,B,C
Lecture 3: 360 Experiences • 360 Images • 360 Video • Watching 360 Videos • Projection Mapping	1	
Lecture 4: Create Your Own AR and VR Experiences • Lecture 4.1: Design an exhibition in VR with Cospaces	7	

• Lecture 4.2: Make Your First AR Experience with HP Reveal Studio				

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
VR Demo: Smithsonian Museum	1	Interactive Online Content	English	https://naturalhistory2.si.edu/vt3/NMNH/z_NMNH-002.html
VR Case: Being in Others Shoes	1	Interactive Online Content	English	https://www.youtube.com/watch?v=mhzR3R9pjBM
VR Case: Enhanced Orchestra	1	Interactive Online Content	English	https://www.youtube.com/watch?v=j-vtJYmia_o
AR Case: Pokémon GO	1	Image and Text	English	N/A
AR Case: Google Lens	1	Image and Text	English	N/A
AR Case: Aggersborg AR	1	Video	English / Danish	https://www.youtube.com/watch?v=GEVoxQIuKcg

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
VR Demo: Smithsonian Museum	Interactive Online Content	Case Study To experience Virtual Reality in a case from CI.	https://naturalhistory2.si.edu/vt3/NMNH/z_NMNH-002.html	When experienced, the learner should reflect on how virtual reality can be used to virtualize exhibitions.	Easy
VR Case: Being in Others Shoes	Interactive Online Content	Case Study To experience virtual reality which impacts emotions.	https://www.youtube.com/watch?v=mhzR3R9pjBM	When experienced, the learner should reflect on how VR can be used to impact emotions and make people empathize with others.	Intermediate
VR Case: Enhanced Orchestra	Interactive Online Content	Case Study To experience virtual reality as a medium for entertainment.	https://www.youtube.com/watch?v=j-vtJYmia_o	When experienced, the learner should reflect on how virtual reality is useful to enhance entertainment.	Easy
AR Case: Aggersborg AR	Video	Case Study To experience Augmented Reality, based on a real case from CI in Denmark.	https://www.youtube.com/watch?v=GEVoxQIuKcg	When experienced, the learner should reflect on how AR differs from VR and observe AR as a mechanism to enhance a real-world experience.	Intermediate

10   Evaluation and assessment

A first iteration of the Augmented and Virtual Reality course examination is already in place and can be found in [1]. The exam will take entry point in the contents of the developed syllabus. Peer assessment is provided for Lecture 4, so learners who go through the course can create and share work with each other.

11   DigiCulture Course Badge

There will be a badge provided for the Augmented and Virtual Reality course. The badge is under development and will be integrated into the course soon.

![DIGITAL culture]

Co-funded by the
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of the European Union

12   References, Bibliography etc

Ryan, M.-L. (2001). *Narrative as virtual reality : immersion and interactivity in literature and electronic media / Marie-Laure Ryan.* Palo Alto, Calif. : Ebrary.

Attachments

DigiCulture

O3.2 – Digital Skills for Culture Course Syllabus v0.1

Outcome 3.2 Mobile Apps and Mobile User Experience	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	AAU
Revision date	February 2020
Author and reviewer information	
Name of the authors	Bastian I. Hougaard, Hendrik Knoche
Organisation / affiliation of the authors	AAU
Name of the reviewer	
Organisation / affiliation of the reviewer	

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Suggested citation

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Contributors

Aalborg Universitet

Executive Summary

This document provides the Syllabus of Module Mobile Apps and Mobile User Experience of the Digital Skills for Culture Course as of December 2019.

Contributors

This document was developed by AAU.

Acknowledgements

Aalborg University is the author of this document. The DigiCulture project partners provided valuable feedback to the process of shaping the course.

1   General information about the course

Title of the course:

Course leader: Bastian I. Hougaard, Hendrik Knoche, AAU

Course authors:

Training level: Basic

Course duration:

4 weeks, 3 hours per week.

Course target group:

The target groups for the project are:

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2   Competencies acquired through the course

General competencies:

Digital competencies based on DigComp 2.1: Stakeholders needs in terms of Digital Problem Solving, O1.3.

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3 Course Objective

At the end of this module, adult learner will learn:

- How to Design Mobile Applications and Interaction Design (Preece, Rogers, & Sharp, 2007)
- How to use Storyboards for the design process.
- Creating Interactive Paper Prototyping.
- Creative Interactive Digital Prototyping.

4 Course prerequisites and connection

Intermediate level ability to use digital devices (PC, Mac, mobile devices) and associated operating systems (Windows, iOS, Android).

5 Course learning outcomes

At the end of this module, students will be able to:

- Understand why Designing Mobile Applications are important.
- Use Digital tools to create Storyboards to explain how the Mobile Application is used and how.
- Use Digital tools to create mobile application prototypes based on paper.
- Use Digital tools to create mobile applications which are digital.

6 Course Syllabus

Content	Learning Hours	Type
Introduction to Smart Phone Eco System	2	A,B,D
Mobile Sensor and changing context	1	A
Paper Prototype your own app	5	A,B,C
How to evaluate experience (usability test)	2	A,C
Introduction to Mobile UX Design (context, audience, ...)	2	A,C

The Type column should be one of the following

- M. Course materials with practical information
- N. Multimedia examples
- O. Tools and apps tutorials
- P. Interactive online activities
- Q. Existing OERs and examples

R. CCI best practices

S. Wikis

T. Discussion forums

U. Glossary

V. e-assessment and peer to peer assessment

W. reflection in blogs

X. DigiCulture Open Badges

7 Activities

Content	Learning Hours	Type
Lecture 1: Designing for the World of Smart Phones • Introduction • Breakdown: How do the apps work? • Lecture Completion	5	A,B,D
Lecture 2: Design Your First App • Introduction • Narrative Storyboarding • Lecture Completion	5	A,C
Lecture 3: Prototype Your First App with Marvel • Introduction • Prototyping Basics • Paper Prototyping • Digital Prototyping • Lecture Completion • Examination	9	A,B,C

8 Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
Case: The Londinium App	3	Video	English	https://www.youtube.com/watch?v=raUTJdtpdM8

Case: The Artsy App	3	Video	English	https://www.youtube.com/watch?v=Hr-ni3f-Pe4
Case: How "Super Mario Run" Onboards Users	3	Interactive Online Content	English	https://www.useronboard.com/how-supermariorun-onboards-new-users/

9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level
The Londinium App	Video	Case Study To watch as an example of a mobile app from CI.	https://www.youtube.com/watch?v=raUTJdtpdM8	When watched, the learner should reflect on how mobile apps are designed.	Easy
The Artsy App	Video	Case Study To watch as an example of a mobile app from CI.	https://www.youtube.com/watch?v=Hr-ni3f-Pe4	When watched, the learner should reflect on how mobile apps are designed.	Easy
Case: How "Super Mario Run" Onboards Users	Interactive Online Content	Case Study To watch how a mobile app can be broken down from a UX perspective.	https://www.useronboard.com/how-supermariorun-onboards-new-users/	When watched, the learner should reflect on how mobile apps are designed.	Intermediate

10   Evaluation and assessment

There is planned an exam for the Mobile Apps and Mobile User Experience Course. The exam will take entry point in the contents of the developed syllabus.

11   DigiCulture Course Badge

There will be a badge provided for the Mobile Apps and Mobile User Experience Course. The badge is under development and will be integrated into the course soon.

12   References, Bibliography etc

Preece, J., Rogers, Y., & Sharp, H. (2007). *Interaction design beyond human-computer interaction, second edition.* Chichester, West Sussex, England.

Attachments

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O3.2 – Digital Skills for Culture Course Syllabus v0.1

Outcome 3.2 Digital Management in Culture	
Document submission and review information	
Date of deliverable	February 2020
Organisation name of lead author	JMEA
Revision date	February 2020
Author and reviewer information	
Name of the authors	David Evans
Organisation / affiliation of the authors	JMEA
Name of the reviewer	*Greta Volodzkaite*
Organisation / affiliation of the reviewer	*NADE*

Imprint

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Suggested citation

This will be the citation to be used when referencing this document

Follow the guidelines on https://owl.english.purdue.edu/owl/resource/560/10/

Corresponding author

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Affiliation - JMEA

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Email – david@jmea.co.uk

Contributors

NA

Executive Summary

This document provides the Syllabus of Module, Digital Management in Culture of the Digital Skills for Culture Course as of December 2019.

In draft versions, all learning hours should be taken to be indicative rather than definitive

Contributors

David Evans

Acknowledgements

NA

1   General information about the course

Title of the course:

Course leader: David Evans, JMEA

Course authors:

Training level: Intermediate

Course duration:

5 weeks, 3 hours per week

Course target group:

The target groups for the project are:

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities

There will be a particular focus on adults with low digital skills, and those who have been excluded from formal educational opportunities in the past.

2   Competencies acquired through the course

Digital competencies based on DigComp 2.1:

3 Course Objective

At the end of this module, students will be able to

- Explain how cultural work which can be managed online using apps and freeware
- Outline the differences between planning and strategy
- Discuss the importance of apps in basic human relations management in the cultural sector
- Explain how apps and digital devices can assist in the control and management of resources
- Outline the uses of digital apps and tools in marketing and publicising cultural activities

4 Course prerequisites and connection

Intermediate level ability to use digital devices (PC, Mac, mobile devices) and associated operating systems (Windows, iOS, Android)

This module may be studied at any stage in the Digital Skils for Coulture course, or as a stand-alone course.

5 Course learning outcomes

At the end of this module, students will be able to

- List five areas of cultural work which can be managed online using apps and freeware
- Use online tools and apps to create and implement a business plan
- Use specific apps and online tools to assist in the hiring, managing, training and appraisal of staff in the cultural sector
- Demonstrate the use of apps and digital devices in the control and management of funding, premises, and projects
- Demonstrate how to use apps and online tools to manage customers, publicity and ticket sales

6 Course Syllabus

Content	Learning Hours	Type
Introduction	2	A
Planning, Strategy and Organisation	4	A, C
Leadership, People and Training	4	A, C
Controlling Resources	4	A, C
Marketing and Publicity	4	A, B, C

Y. Course materials with practical information	EE. Wikis
Z. Multimedia examples	FF. Discussion forums
AA. Tools and apps tutorials	GG. Glossary
BB. Interactive online activities	HH. e-assessment and peer to peer assessment
CC. Existing OERs and examples	II. reflection in blogs
DD. CCI best practices	JJ. DigiCulture Open Badges

7   Activities

Content	Learning Hours	Type
EXERCISE - make a list of the areas of artistic and creative work that need managing, and the forms of management involved.	1	D, H
Creating a Business Plan using online tools	1	C, D
Using online recruitment sites and tools	1	C, D
Setting up and managing a web based appraisal system	1	C, D
Simple project management using apps and online tools	1	C, D
Selling cultural products online – tickets, media, artworks etc	2	C, D
Customer Relations Management	1	C, D

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
Using iZettle card readers to sell tickets	1	B	EN	
Using GoogleDrive to analyze sales	1	B	EN	
Using AirTurn with iPad in music performance	1	B	EN	

9   External OERs

[there should be 3-6 external OERs indicated for each course]

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level

10   Evaluation and assessment

Evaluation (MCQ) after each section.

Summative test at the end of the module

11   DigiCulture Course Badge

12   References, Bibliography etc

https://www.artscouncil.org.uk/advice-and-guidance/digital-culture-network

https://www.startuploans.co.uk/an-essential-guide-to-starting-a-business/download-guide/

https://www.voluntaryarts.org/digital-skills-support-and-training

https://fitsmallbusiness.com/free-interview-evaluation-form/

https://blog.hootsuite.com/how-to-use-instagram-stories/

https://www.inloox.com/company/blog/articles/the-importance-of-the-gantt-chart-and-the-critical-path-for-project-management/>

Attachments

[intermediate drafts]

Add any further documents, information, etc. as attachments (which may be links to other documents).

DigiCulture

O3.2 – Digital Skills for Culture Course Syllabus v2 DRAFT

Outcome 3.2 Online and Mobile Digital Media Tools (audio-video)	
Document submission and review information	
Date of deliverable	25 December 2019
Organisation name of lead author	Politehnica University of Timisoara
Revision date	20 February 2020
Author and reviewer information	
Name of the authors	Diana Andone, Mugur Mocofan, Vlad Mihaescu, Radu Vasiu
Organisation / affiliation of the authors	Politehnica University of Timisoara
Name of the reviewer	
Organisation / affiliation of the reviewer	National Association of Distance Education

Imprint

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Find us on Instagram: digiculture_erasmus

Give us your feedback on any social media platform using the hashtag: #digiculture

Suggested citation

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Contributors

Radu Vasiu

Vlad Mihaescu

Mugur Mocofan

![Digital Culture logo]

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Executive Summary

This document provides the Syllabus of **Module 13 Online and Mobile Digital Media Tools (audio-video)** of the Digital Skills for Culture Course as of December 2019, and then July 2020.

Contributors

This document was compiled by Politehnica University of Timisoara

Acknowledgements

Input from DigiCulture project partners was invaluable in shaping the module focus and syllabus.

1 General information about the course

Title of the course: Online and Mobile Digital Media Tools (audio-video)

Course leader: Politehnica University of Timisoara

Course authors: Diana Andone, Mugur Mocofan, Radu Vasiu, Vlad Mihaescu

Training level: basic – essential level

Course duration:

7 weeks, 2-3 hours per week, total 18 hours

Course target group: adults with low digital skills from the creative industries,

- young adults NEETs (Not in Education, Employment or Training) from the Creative Industries (CI)
- adults involved in the cultural and CI, at levels of seniority, experience or level of craft
- volunteers in cultural and heritage organizations,
- artists or volunteers involved in traditional fairs
- those involved in traditional skills-based activities (traditional artists, wood carvers, potters, weavers)
- freelance artists (musicians, dancers, amateur performers, etc)
- stakeholders in creative industries, culture and museums, architecture, humanities
- expandable to any adult with low digital skills

2 Competencies acquired through the course

General competencies: Adults graduating M13 will have general knowledge about digitalization, audio editing tools, image editing tools, video editing tools, audio streaming, video streaming, mind-mapping software and online editing tools for social media.

Digital competencies based on DigComp 2.1: 1. Information and data literacy, 2. Communication and collaboration, 3. Digital content creation

3   Course Objective

This course plans to give participants general knowledge about digitalization, audio editing tools, image editing tools, video editing tools, audio streaming, video streaming, mind-mapping software and online editing tools for social media. The course will also provide a step-by-step guide and tutorials on how to edit images, audios and videos.

4   Course prerequisites and connection

This course is for anyone who is looking to develop skills in creating and editing digital media. There is no prior knowledge or qualification requirements, but access to Internet and a computer/laptop/mobile device is required.

5   Course learning outcomes

On completion of this course, participants will be able to:

6. Edit an image

7. Create an online video

8. Edit an audio file online

9. Create an infographic

10. Edit content in YouTube

11. Create a mindmap

6   Course Syllabus

Content	Learning Hours	Type
Digitalization	2	A, B, E, I
Audio editing tools	3	A, B, C, E
Images/Photos editing tools	2	A, B, C, E
Video editing tools	3	A, B, C, D, E, F
Audio & Video streaming	2	A, B, C, E
Mind-mapping software	2	A, B, E, F
Online editing tools for social media	2	A, B, E, F

Activities & Assessment		2	J, L

The Type column should be one of the following

- M. Course materials with practical information
- N. Multimedia examples
- O. Tools and apps tutorials
- P. Interactive online activities
- Q. Existing OERs and examples
- R. CCI best practices

- S. Wikis
- T. Discussion forums
- U. Glossary
- V. e-assessment and peer to peer assessment
- W. reflection in blogs
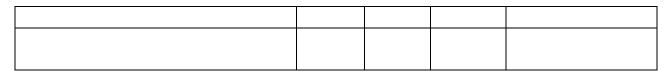- X. DigiCulture Open Badges

7   Activities

[This should consist of activities or tutorials, similar to those we decided on during meetings, number of estimated hours]

Content	Learning Hours	Type
Edit an image	0.5	Tutorial
Create an online video	1	Interactive activity, Video, tutorial
Edit an audio file online	0.5	Tutorial
Create an infographic	0.5	Interactive activity, tutorial
Edit content on YouTube	0.5	Tutorial
Create a Mindmap	0.5	Interactive activity, tutorial, collaboration

8   Case Studies

Case study title and short description	Number of hours	Type	Language / Country	URL (shortened)
Spotlight Heritage - creating digital content to revive the cultural heritage	1	web and mobile	EN, RO, Romania	https://spotlight-timisoara.eu/

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9   External OERs

OERs Title, provider	OER Type	Description and learning instruction	URL (shortened)	Learning objectives	Difficulty level

10   Evaluation and assessment

This module contains a total of four informal formative quizzes and one summative test. All assessments will comprise of multiple choice questions.

11   DigiCulture Course Badge

There will be a badge to certify the competencies acquired in this course.

12   References, Bibliography etc