

# DigiCulture

## O3.2 – Digital Skills for Culture Course Syllabus FINAL

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| <b>Outcome 3.2 Digital Skills for Culture Course Syllabuses</b> |   |
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## Imprint

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National Association of Distance Education

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## Executive Summary

This document provides the Syllabus of the educational programme Digital Skills and Social Inclusion for Creative Industries DSC, developed as online and mobile courses with integrated MOOC and OER tools, resources and solutions, translated into all partners' languages, and designed especially for low digital skills adults. Based on the agreed curricula evaluated with the cultural stakeholders, the partners developed each course module syllabus to ensure that the modules do not overlap with each other, and that the program as a whole covers all the important areas for building up digital skills for the CI. Each course syllabi contains information about: General information about the course - Title of the course; Course leader: University/Faculty/department; Course authors; Training level; Course duration; Course target group; Competencies acquired through the course - General competencies; Digital competencies based on DigComp 2.1; Course Objective; Course prerequisites and connection; Course learning outcomes; Course Content, estimated Learning Hours, Type; Activities; Case study title and short description (Number of hours, Type, Language / Country, URL); External OERs; Evaluation and assessment; DigiCulture Course Badge; References, Bibliography.

The Curricula for the DSC program is:

1. The Internet, World Wide Web and introduction to the digital world
2. Digital content & Publishing
3. Data Protection and Open Licenses
4. Digital Curation - Digital Libraries and Museums
5. Digital Safety, Security and Ethics
6. Digital storytelling
7. Social media for culture
8. Digital audiences, Digital analytics
9. Augmented and Virtual Reality - Immersive experiences
10. Mobile Apps and Mobile User Experience
11. Digital management in culture
12. Digital Communication & Presentations
13. Online and mobile digital media tools (audio-video)

## Contributors

Politehnica University of Timisoara

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Universität Graz

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JME Associates Ltd

National Association of Distance Education

Fundația Interart TRIADE

## Acknowledgements

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

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# The Internet, World Wide Web and introduction to the digital world

## 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 offers 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

| 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 & Assessment   | 2              | J, L          |

The Type column should be one of the following

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- 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                                   |
|---|----------------|--|
| 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 mobile | EN, RO, Romania    | <a href="https://spotlight-timis.oara.eu/">https://spotlight-timis.oara.eu/</a> |

## 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      | <a href="https://www.youtube.com/watch?v=e771f9YYh4">https://www.youtube.com/watch?v=e771f9YYh4</a>   | watch               | intermediate     |
| Freemium                        |          | Coursera introduction                | <a href="https://www.coursera.org/lecture/marketing-digital/freemium-part-2-iv191">https://www.coursera.org/lecture/marketing-digital/freemium-part-2-iv191</a> | watch               | intermediate     |



|                                |       |   |   |       |              |
|--------------------------------|-------|---|---|-------|--------------|
| Latency Test Hong Kong         | video | interactive cultural and theater with hologram  | <a href="https://youtu.be/67nxQTkCZsM">https://youtu.be/67nxQTkCZsM</a>                           | watch | easy         |
| A day made of glass            | video | the multiple use of technology in everyday life | <a href="https://youtu.be/PfgmlVxLC9w">https://youtu.be/PfgmlVxLC9w</a>                           | watch | easy         |
| The Ultimate Guide to Freemium | text  | Guide to Freemium business                      | <a href="https://blog.hubspot.com/service/freemium">https://blog.hubspot.com/service/freemium</a> | read  | Intermediate |

## 10 Evaluation and assessment

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

## 11 DigiCulture Course Badge

There is 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/>

# Digital Content and Publishing

## 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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A. Course materials with practical information</li> <li>B. Multimedia examples</li> <li>C. Tools and apps tutorials</li> <li>D. Interactive online activities</li> <li>E. Existing OERs and examples</li> <li>F. CCI best practices</li> </ul> | <ul style="list-style-type: none"> <li>G. Wikis</li> <li>H. Discussion forums</li> <li>I. Glossary</li> <li>J. e-assessment and peer to peer assessment</li> <li>K. reflection in blogs</li> <li>L. DigiCulture Open Badges</li> </ul> |
|---|--|

## 7 Activities

| Content | Learning Hours | Type |
|---------|----------------|------|
|         |                |      |

|                                  |     |  |
|----------------------------------|-----|--|
| Create a Wikipedia article       | 0.5 | Tutorial                                 |
| Edit a Wikipedia article         | 0.5 | Tutorial                                 |
| Working with Wordpress           | 2   | Interactive activity,<br>Video, tutorial |
| Create a newsletter in Mailchimp | 0.5 | Interactive activity,<br>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    | <a href="https://spotlight-timis-oara.eu/">https://spotlight-timis-oara.eu/</a> |

## 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      | <a href="https://www.youtube.com/watch?v=C7yXx3YbcNI">https://www.youtube.com/watch?v=C7yXx3YbcNI</a> | watch               | intermediate     |
| Howcast              | video    | How to Create a Wikipedia Article    | <a href="https://www.youtube.com/watch?v=1CwiZlsaM7s">https://www.youtube.com/watch?v=1CwiZlsaM7s</a> | watch               | intermediate     |
| GoDaddy              | video    | How to Make a Blog on WordPress      | <a href="https://www.youtube.com/watch?v=zAHjr5YTRTk">https://www.youtube.com/watch?v=zAHjr5YTRTk</a> | 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 is a badge to certify the competencies acquired in this course.

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## Data Protection and Open Licenses

### 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 is 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 contributes 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 develops the understanding of current national and European legislation surrounding the protection of personal data (GDPR) and of copyright laws concerning works of art.

### 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.

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## 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 | 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

| 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 Activity | Online |
| CreativeCommons.org            | 0.5 | Interactive Activity | Online |
| ELDAH GDPR Consent Form Wizard | 1.0 | Interactive Activity | Online |
| WebRTC IP Leak Test            | 0.5 | Interactive Activity | Online |
| copyrightexception.eu          | 0.5 | Interactive Activity | Online |

## 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 | <a href="http://www.europa.europa.eu/factsheets/en/sheet/36/intellectual-industrial-and-commercial-property">http://www.europa.europa.eu/factsheets/en/sheet/36/intellectual-industrial-and-commercial-property</a> | Information Platform about EU-wide regulations                               | Advanced             |
| Creative Commons / Vimeo                     | Video      | Basic introduction into CC  | <a href="https://vimeo.com/13590841">https://vimeo.com/13590841</a>   | Teaches the basics and use of CC.  | Beginner             |
| Digitization of Cultural Heritage Guidelines | Text based | Basic and Advanced Digitalization Guidelines for CH               | <a href="http://gams.uni-graz.at/o:coop-digitization">http://gams.uni-graz.at/o:coop-digitization</a>   | 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                                 | <a href="https://static.uni-graz.at/fileadmin/digital-learn-and-learn/Medien/OEA-">https://static.uni-graz.at/fileadmin/digital-learn-and-learn/Medien/OEA-</a>   | Teaches the legal aspects of creating and using Open Educational Resources   | Beginner to Advanced |

|   |                   |  |   |  |                      |
|---|-------------------|--|---|--|----------------------|
|   |                   | creating OER Resources                             | <a href="#">Leitfaden_online_Aufl2.pdf</a>  |  |                      |
| DESIR Winter School: Copyright and (Open) Licensing | Video             | Video Lecture on Basics of Copyright and Licensing | <a href="https://www.youtube.com/watch?v=pXyJqbe7poQ">https://www.youtube.com/watch?v=pXyJqbe7poQ</a>                               | 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            | <a href="https://creativecommons.org/faq/">https://creativecommons.org/faq/</a>   | 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               | <a href="https://privacyinternational.org/explainer/56/what-privacy">https://privacyinternational.org/explainer/56/what-privacy</a> | 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 is a badge to certify the competencies acquired in this course.

## 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.  
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[https://gams.uni-graz.at/o:coop\\_digitization](https://gams.uni-graz.at/o:coop_digitization)



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# Digital Curation in Libraries and Museums

## 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 is 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.

## 3 Course Objective

It aims to offer an overview of digital curation methods in the cultural heritage sector. The module develops 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.

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## 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, digital objects, virtual exhibitions | 1.5            | A, B, C, D |
| Engagement with online collections                       | 1              | A, B, D    |
| Folksonomies and crowd-sourcing                          | 1              | A, C, D    |

The Type column should be one of the following

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A. Course materials with practical information</li> <li>B. Multimedia examples</li> <li>C. Tools and apps tutorials</li> <li>D. Interactive online activities</li> <li>E. Existing OERs and examples</li> <li>F. CCI best practices</li> </ul> | <ul style="list-style-type: none"> <li>G. Wikis</li> <li>H. Discussion forums</li> <li>I. Glossary</li> <li>J. e-assessment and peer to peer assessment</li> <li>K. reflection in blogs</li> <li>L. DigiCulture Open Badges</li> </ul> |
|---|--|

## 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            |                 |

## 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                  | <a href="https://www.youtube.com/watch?v=XkTaCOQ_Ojl">https://www.youtube.com/watch?v=XkTaCOQ_Ojl</a>                     | 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 | <a href="https://www.youtube.com/watch?v=8Ei0a7WlITl">https://www.youtube.com/watch?v=8Ei0a7WlITl</a>                     | Teach you the basics of the software       | Intermediate     |
| What is Metadata (With examples),  | Text based | Beginners information about the                                   | <a href="https://dataedo.com/kb/data-glossary/what-is-metadata">https://dataedo.com/kb/data-glossary/what-is-metadata</a> | Understand the meaning of Metadata         | Beginner         |

|   |            |  |   |   |          |
|---|------------|--|---|---|----------|
| Piotr Kononow, Dateado                              |            | topic of Metadata                                |   |   |          |
| Metadata Creation, UC Santa Cruz University Library | Text based | Advanced information about the topic of Metadata | <a href="https://guides.library.ucsc.edu/c.php?g=618773">https://guides.library.ucsc.edu/c.php?g=618773</a> | Understand how to create and use Metadata | Advanced |

## 10 Evaluation and assessment

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

## 11 DigiCulture Course Badge

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

## 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/>

# Digital Safety, Security and Ethics

## 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:**

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 is 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 contributes 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.

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It is recommended that this course 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.

## 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
- 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              | A, B, E, H    |
| Network Security: Challenges and protection measures | 2              | A, B, C, E, H |
| Passwords  | 1              | A, C, E       |
| Ethics   | 1              | A, E, H       |
| Assessing your Risks                                 | 1              | D             |

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A. Course materials with practical information</li> <li>B. Multimedia examples</li> <li>C. Tools and apps tutorials</li> <li>D. Interactive online activities</li> <li>E. Existing OERs and examples</li> <li>F. CCI best practices</li> </ul> | <ul style="list-style-type: none"> <li>G. Wikis</li> <li>H. Discussion forums</li> <li>I. Glossary</li> <li>J. e-assessment and peer to peer assessment</li> <li>K. reflection in blogs</li> <li>L. DigiCulture Open Badges</li> </ul> |
|---|--|

## 7 Activities

| Content   | Learning Hours | Type                 |
|---|----------------|----------------------|
| Assess your current habits with respect to digital security | 0.25           | Interactive Activity |
| Configuring your own firewall                               | 0.5            | Tutorial             |
| Create strong passwords                                     | 0.5            | Interactive Activity |

|   |     |                      |
|---|-----|----------------------|
| Risk Analysis and Management                            | 0.5 | Interactive Activity |
| Set up 2FA  | 0.5 | Interactive Activity |
| 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)   |
|---|-----------------|------|--------------------|---|
| The Dublin Circus Project<br>The case Study explores how this cultural organisation addresses digital safety and security concerns. | 0.5             |      | English, Ireland   | <a href="https://dublincircusproject.com/">https://dublincircusproject.com/</a> |

## 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. | <a href="https://www.ethicscanvas.org/">https://www.ethicscanvas.org/</a>   | Identify, Analyse and Address ethical impacts of a project | Intermediate     |
| Threatsaurus              | Text-based       | Glossary and information hub to keep up to date with latest cyber security threats  | <a href="https://home.sophos.com/en-us/security-center.aspx">https://home.sophos.com/en-us/security-center.aspx</a>                   | Recognise basic terminology relating to digital security   | Intermediate     |
| Password Strength Checker | Tool             | A calculator for checking the   | <a href="https://www2.open.ac.uk/openlearn/password-check/index.html">https://www2.open.ac.uk/openlearn/password-check/index.html</a> | Create a strong password                                   | Easy             |

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|  |  |                           |  |  |  |
|--|--|---------------------------|--|--|--|
|  |  | strength of your password |  |  |  |
|--|--|---------------------------|--|--|--|

## 10 Evaluation and assessment

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

## 11 DigiCulture Course Badge

There is 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.

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# Digital Storytelling in Creative Industries

## 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 is 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 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 | 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

| Content   | Learning Hours | Type    |
|---|----------------|---------|
| <p>Lecture 1.1: The art of Storytelling</p> <ul style="list-style-type: none"> <li>● Storytelling and digital world</li> <li>● An engaging story</li> <li>● Storytelling: introduce and express yourself</li> <li>● What is storytelling</li> </ul>   | 2              | A,B     |
| <p>Lecture 2: What is Digital Storytelling</p> <ul style="list-style-type: none"> <li>● Communication through DST</li> <li>● Different definition</li> <li>● A Multimodal text</li> </ul>   | 1              | A,B     |
| <p>Lecture 3: Digital and storytelling as learning and teaching methodology</p> <ul style="list-style-type: none"> <li>● DST and learning outcomes</li> <li>● DST as effective educational tool</li> <li>● DST and digital Generation</li> <li>● DST as learning methodology: case studies</li> </ul> | 1              | A,B, F  |
| <p>Lecture 4: DST to promote 4Cs skills</p> <ul style="list-style-type: none"> <li>● 4C skills</li> <li>● The technology of Storytelling</li> <li>● Communication, Collaboration</li> <li>● Creativity, Critical thinking</li> </ul>  | 2              | A, B, E |
| <p>Lecture 5: DST for culture and heritage fruition (museums, archaeological sites, libraries)</p> <ul style="list-style-type: none"> <li>● <i>The museum as digital storyteller</i></li> <li>● Digital Storytelling: Reinventing Museum Archives and Collections</li> <li>● Some exemples</li> </ul> | 2              | A, B, F |
| <p>Lectures 6 and 7</p> <ul style="list-style-type: none"> <li>● Linear VS Interactive narratives</li> <li>● Tools and Apps exemples</li> </ul>   | 2              | A, B, C |

|   |   |         |
|---|---|---------|
| <p>Lecture 8: Create your own DST!</p> <ul style="list-style-type: none"> <li>• DST step-by-step guide</li> <li>• Different apps for different uses</li> <li>• Share your video!</li> </ul> | 4 | A, C, J |
|---|---|---------|

## 8 Case Studies

| Case study title and short description         | Number of hours | Type                       | Language / Country | URL (shortened)   |
|--|-----------------|----------------------------|--------------------|---|
| DST Case <b>Whitney Stories</b>                | 1               | Interactive Online Content | English            | <a href="https://whitney.org/WhitneyStories/">https://whitney.org/WhitneyStories/</a>   |
| DST Case <b>Making History</b>                 | 1               | Interactive Online Content | English            | <a href="https://museums victoria.com.au/learning/making-history">https://museums victoria.com.au/learning/making-history</a> |
| DST Case <b>The CHESS Project</b>              | 1               | Interactive Online Content | English            | <a href="http://www.chessexperience.eu">http://www.chessexperience.eu</a>   |
| DST game <b>The Department of Hidden Story</b> | 1               | Game                       | English            | <a href="https://librarydigitalstorytelling.wordpress.com/why">https://librarydigitalstorytelling.wordpress.com/why</a>       |

## 9 External OERs

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

|   |                              |  |   |  |              |
|---|------------------------------|--|---|--|--------------|
| <i>Basic Steps to Digital Storytelling</i>      | Video                        | Tutorial on DST  | <a href="https://www.youtube.com/watch?v=qXW8m7pQnsw">https://www.youtube.com/watch?v=qXW8m7pQnsw</a>   | The learners should be reflect on different steps of DST creation                                | Easy         |
| <i>Educational Uses of Digital Storytelling</i> | Interactive Online Content   | DST useful step-by-step guide  | <a href="http://digitalstorytelling.coe.uh.edu/page.cfm?id=23&amp;cid=23&amp;sublinkid=97">http://digitalstorytelling.coe.uh.edu/page.cfm?id=23&amp;cid=23&amp;sublinkid=97</a> | 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                      | <a href="https://ficly.com">https://ficly.com</a>   | Create and Share online DST videos   | Intermediate |
| DST presentation What is Storytelling           | Video                        | DST description: contents and objectives of DST Learning methodologies | <a href="https://www.youtube.com/watch?v=uAG8c-sapUE">https://www.youtube.com/watch?v=uAG8c-sapUE</a>   | The importance of narration in DST for communication and engagement purposes                     | Easy         |

## 10 Evaluation and assessment

The exam takes an 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 is a badge provided for the Digital Storytelling in Creative Industries module.

## 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](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.



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

# Digital Audiences, Analytics and SEO

## 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:**

9 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

This module contributes to enhancing participants' digital competencies in the areas of *Information and Data Literacy* and *Communication and Collaboration* according to the *European DigComp 2.1 Framework*.

## 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.

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## 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. 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 |

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A. Course materials with practical information</li> <li>B. Multimedia examples</li> <li>C. Tools and apps tutorials</li> <li>D. Interactive online activities</li> <li>E. Existing OERs and examples</li> <li>F. CCI best practices</li> </ul> | <ul style="list-style-type: none"> <li>G. Wikis</li> <li>H. Discussion forums</li> <li>I. Glossary</li> <li>J. e-assessment and peer to peer assessment</li> <li>K. reflection in blogs</li> <li>L. DigiCulture Open Badges</li> </ul> |
|---|--|

## 7 Activities

| Content                                     | Learning Hours | Type                 |
|---|----------------|----------------------|
| Developing Personas                         | 0.5            | Interactive Activity |
| Conducting an SEO Health Check              | 0.5            | Tutorial             |
| Getting started with Google Analytics       | 0.5            | Tutorial             |
| Getting started with Social Media Analytics | 0.5            | Tutorial             |
| Developing a measurement plan               | 0.5            | Tutorial             |



## 8 Case Studies

| Case study title and short description  | Number of hours | Type | Language / Country | URL (shortened)   |
|---|-----------------|------|--------------------|---|
| <p>Fáilte Ireland</p> <p>This case study explores the approach taken by this cultural organisation to identify their audiences and create corresponding personas</p>  | 0.5             |      | Ireland            | <a href="https://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/3_Marketing_Toolkit/Domestic%20segmentation/FI-Global-Domestic-Brochure-Interactive.pdf">https://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/3_Marketing_Toolkit/Domestic%20segmentation/FI-Global-Domestic-Brochure-Interactive.pdf</a> |
| <p>Raidió na Life</p> <p>This case study takes a look at the audience and personas Raidió na Life, an Irish radio station, have identified, as well as exploring some of their SEO and online analytics activities.</p> | 0.5             |      | Ireland            | <a href="http://www.raidionalife.ie/ga/">http://www.raidionalife.ie/ga/</a>   |

## 9 External OERs

| OERs Title, provider                   | OER Type | Description and learning instruction                                 | URL (shortened)   | Learning objectives  | Difficulty level |
|--|----------|--|---|--|------------------|
| Mapping your Audience, Arts Council    | Tool     | Building your knowledge and understanding of your potential audience | <a href="http://www.artscouncil.ie/Arts-in-Ireland/Strategic-development/Mapping-your-audience/">http://www.artscouncil.ie/Arts-in-Ireland/Strategic-development/Mapping-your-audience/</a>   | Identify their digital audience and explain why it is important for their business | Intermediate     |
| Google Analytics for Beginners, Google | Video    | Step by step guide to using Google Analytics                         | <a href="https://www.youtube.com/watch?v=kKPTZNjaKcY&amp;list=PLI5YfMzCfRtZU5Qwzx57HjmZyNE2o5YDN">https://www.youtube.com/watch?v=kKPTZNjaKcY&amp;list=PLI5YfMzCfRtZU5Qwzx57HjmZyNE2o5YDN</a> | Demonstrate a working understanding of Google Analytics                            | Intermediate     |
| Mobile-Friendly Test, Google           | Tool     | Test how easy a visitor can use your                                 | <a href="https://search.google.com/test/mobile-friendly">https://search.google.com/test/mobile-friendly</a>   | Implement a SEO campaign   | Easy             |

|                    |      |                                      |   |                          |      |
|--------------------|------|--------------------------------------|---|--------------------------|------|
|                    |      | website on a mobile device           |   |                          |      |
| Speed Test, Google | Tool | Measure your website's loading speed | <a href="https://www.thinkwithgoogle.com/intl/en-gb/feature/testmysite/?gclid=Cj0KCQjw4ImEBhDFArIsAGOTMi_X4H54-tSqvxoz-354EXjS9SNkxKbVHR5WB-G5-KN_Q8wsbMkOfVO4aAsrnEALw_wcB">https://www.thinkwithgoogle.com/intl/en-gb/feature/testmysite/?gclid=Cj0KCQjw4ImEBhDFArIsAGOTMi_X4H54-tSqvxoz-354EXjS9SNkxKbVHR5WB-G5-KN_Q8wsbMkOfVO4aAsrnEALw_wcB</a> | Implement a SEO campaign | Easy |

## 10 Evaluation and assessment

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

## 11 DigiCulture Course Badge

There is 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.



# Social Media for Culture

## 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,          |
| 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 | 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

| Content  | Learning Hours | Type       |
|--|----------------|------------|
| <p>Lecture 1: What is social media?</p> <ul style="list-style-type: none"> <li>● Social media definition</li> <li>● Mediated Communication: Social Networking</li> <li>● How to make a splash in social media</li> </ul>   | 1,5            | A, E       |
| <p>Lecture 2: Social media engagement in the cultural sector</p> <ul style="list-style-type: none"> <li>● Social media for conservation and dissemination</li> <li>● Social Media and participatory culture</li> <li>● Social Media as an advertising tool</li> </ul>  | 1              | A          |
| <p>Lecture 3: Social Media for museums promotion</p> <ul style="list-style-type: none"> <li>● Digital Strategy within museum</li> <li>● Best practices <ul style="list-style-type: none"> <li>○ Ask a curator</li> <li>○ Smartify App</li> <li>○ Rijksmuseum reopening on YouTube</li> <li>○ Van Gogh Sunflowers Facebook</li> </ul> </li> <li>● Beyond Digitization—New Possibilities in Digital Art History</li> </ul> | 3              | A,B,C,E, F |
| <p>Lecture 4: Social Media for Culture education development</p> <ul style="list-style-type: none"> <li>● Education and Social Media</li> <li>● Culture Education and Social Media</li> </ul>  | 1,5            | A, B       |
| <p>Lecture 5 and 6: Media audiences and How to choose your social media</p> <ul style="list-style-type: none"> <li>● Mass audiences</li> <li>● Target audience</li> <li>● How to choose your social media</li> </ul>   | 2              | A, B       |
| <p>Lecture 8: Tools and Apps. Use Social media to improve your business!</p> <ul style="list-style-type: none"> <li>● How to use social media <ul style="list-style-type: none"> <li>○ Facebook</li> <li>○ Instagram</li> <li>○ Twitter</li> <li>○ LinkedIn</li> </ul> </li> </ul>   | 2              | A, C, D    |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>○ Wordpress</li> <li>○ Artstation</li> <li>● Social Media and digital collections</li> <li>● Post on different social media platform</li> </ul> |  |  |
|--|--|--|

## 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<br>Twitter users can ask curators, conservators and restorers questions about the “backstage” of their profession | English            | <a href="https://twitter.com/askacurator">https://twitter.com/askacurator</a>   |
| Van Gogh Sunflowers Facebook           | 0,5             | Virtual exhibition linked up through Facebook Live broadcasts  | English            | <a href="https://www.nationalgallery.org.uk/about-us/press-and-media/press-releases/van-gogh-sunflowers-facebook-live">https://www.nationalgallery.org.uk/about-us/press-and-media/press-releases/van-gogh-sunflowers-facebook-live</a> |
| Rijksmuseum reopening                  | 0,5             | Social Media Campaign  | English            | <a href="https://www.youtube.com/watch?time_continue=41&amp;v=a6W2ZMpsxhg">https://www.youtube.com/watch?time_continue=41&amp;v=a6W2ZMpsxhg</a>   |

|            |  |   |  |  |
|------------|--|---|--|--|
| on YouTube |  | It culminated with a flashmob which is still watchable on YouTube |  |  |
|------------|--|---|--|--|

## 9 External OERs

| OERs Title, provider                                | OER Type | Description and learning instruction   | URL (shortened)   | Learning objectives   | Difficulty level |
|---|----------|--|---|---|------------------|
| <i>Mediated Communication #3: Social Networking</i> | Video    | Talk on Social media impact  | <a href="https://www.youtube.com/watch?v=laqGfTjLW1E">https://www.youtube.com/watch?v=laqGfTjLW1E</a>   | The learners should be reflect on different impacts of Social Media           | Intermediate     |
| <i>How to make a splash in social media</i>         | 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 shoo-in classic for meme-makers and marketers in the Facebook age. | <a href="https://www.ted.com/talks/alexis_ohanian_how_to_make_a_splash_in_social_media?referrer=playlist-the_power_of_social_media#t-41453">https://www.ted.com/talks/alexis_ohanian_how_to_make_a_splash_in_social_media?referrer=playlist-the_power_of_social_media#t-41453</a> | When experienced, the learner should reflect on possible uses of social media | Intermediate     |
| <i>Social media communication strategy</i>          | Guide    | Tate modern institution's goals and objectives toward the use of social media  | <a href="https://www.tate.org.uk/research/publications/tate-papers/19/tate-digital-strategy-2013-15-digital-as-a-">https://www.tate.org.uk/research/publications/tate-papers/19/tate-digital-strategy-2013-15-digital-as-a-</a>   | Plan a Social Media Strategy  | Intermediate     |

|  |         |   |   |  |              |
|--|---------|---|---|--|--------------|
|  |         |   | <a href="#">dimension-of-everything</a>   |  |              |
| Smartify                                 | App     | Share through social media personal exhibition and different works of art | <a href="https://smartify.org">https://smartify.org</a>   | Share different cultural contents through Social Media | Easy         |
| New Possibilities in Digital Art History | Article | Digital revolution through social media in museum                         | <a href="http://blogs.getty.edu/iris/beyond-digitization-new-possibilities-in-digital-art-history/">http://blogs.getty.edu/iris/beyond-digitization-new-possibilities-in-digital-art-history/</a> | Reflect on Social media use for educational purpose    | Intermediate |

## 10 Evaluation and assessment

The exam takes an 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 is a badge provided for the Digital Storytelling in Creative Industries module.

## 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://d2eeipcrdle6.cloudfront.net/guides/beginners\\_guide\\_to\\_social\\_media.pdf](http://d2eeipcrdle6.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.



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# Augmented and Virtual Reality

## 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 is 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 | 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

| Content   | Learning Hours | Type  |
|---|----------------|-------|
| <p>Lecture 1.1: What is Virtual Reality</p> <ul style="list-style-type: none"> <li>● Designing for Virtual Reality</li> <li>● Virtual How? Reality How?</li> <li>● Try VR: Smithsonian Museum</li> <li>● Lecture Completion</li> </ul>  | 2              | A,B,D |
| <p>Lecture 1.2: Case Studies of Virtual Reality</p> <ul style="list-style-type: none"> <li>● 4 types of Virtual Reality</li> <li>● Case 1: Being in Others Shoes</li> <li>● Case 2: Enhanced Orchestra</li> <li>● Comparing the VR Cases</li> <li>● Lecture Completion</li> </ul>                                 | 1              | A,C   |
| <p>Lecture 2: Augmented Reality</p> <ul style="list-style-type: none"> <li>● Basics of Augmented Reality</li> <li>● Differences between AR and VR</li> <li>● Case 1: Pokémon GO</li> <li>● Case 2: Google Lens</li> <li>● Case 3: Aggersborg AR</li> <li>● Mixed Reality</li> <li>● Lecture Completion</li> </ul> | 2              | A,B,C |
| <p>Lecture 3: 360 Experiences</p> <ul style="list-style-type: none"> <li>● 360 Images</li> <li>● 360 Video</li> <li>● Watching 360 Videos</li> <li>● Projection Mapping</li> </ul>  | 1              |       |
| <p>Lecture 4: Create Your Own AR and VR Experiences</p> <ul style="list-style-type: none"> <li>● Lecture 4.1: Design an exhibition in VR with Cospaces</li> <li>● Lecture 4.2: Make Your First AR Experience with HP Reveal Studio</li> </ul>   | 7              |       |

## 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            | <a href="https://naturalhistory2.si.edu/vt3/NMNH/z_NMNH-002.html">https://naturalhistory2.si.edu/vt3/NMNH/z_NMNH-002.html</a> |
| VR Case: Being in Others Shoes         | 1               | Interactive Online Content | English            | <a href="https://www.youtube.com/watch?v=mhzR3R9pjBM">https://www.youtube.com/watch?v=mhzR3R9pjBM</a>                         |
| VR Case: Enhanced Orchestra            | 1               | Interactive Online Content | English            | <a href="https://www.youtube.com/watch?v=j-vtJYmia_o">https://www.youtube.com/watch?v=j-vtJYmia_o</a>                         |
| 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   | <a href="https://www.youtube.com/watch?v=GEVoxQluKcg">https://www.youtube.com/watch?v=GEVoxQluKcg</a>                         |

## 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.                          | <a href="https://naturalhistory2.si.edu/vt3/NMNH/z_NMNH-002.html">https://naturalhistory2.si.edu/vt3/NMNH/z_NMNH-002.html</a> | 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.                     | <a href="https://www.youtube.com/watch?v=mhzR3R9pjBM">https://www.youtube.com/watch?v=mhzR3R9pjBM</a>                         | 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.              | <a href="https://www.youtube.com/watch?v=j-vtJYmia_o">https://www.youtube.com/watch?v=j-vtJYmia_o</a>                         | 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. | <a href="https://www.youtube.com/watch?v=GEVoxQluKcg">https://www.youtube.com/watch?v=GEVoxQluKcg</a>                         | 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

The exam takes 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 is a badge provided for the Augmented and Virtual Reality course.

## 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.

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# Mobile Apps and Mobile User Experience

## 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.

## 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).

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## 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 | S. Wikis                                    |
| N. Multimedia examples                         | T. Discussion forums                        |
| O. Tools and apps tutorials                    | U. Glossary                                 |
| P. Interactive online activities               | V. e-assessment and peer to peer assessment |
| Q. Existing OERs and examples                  | W. reflection in blogs                      |
| R. CCI best practices                          | X. DigiCulture Open Badges                  |

## 7 Activities

| Content   | Learning Hours | Type  |
|---|----------------|-------|
| Lecture 1: Designing for the World of Smart Phones <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Breakdown: How do the apps work?</li> <li>• Lecture Completion</li> </ul> | 5              | A,B,D |

|  |   |       |
|--|---|-------|
| <p>Lecture 2: Design Your First App</p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Narrative Storyboarding</li> <li>● Lecture Completion</li> </ul>  | 5 | A,C   |
| <p>Lecture 3: Prototype Your First App with Marvel</p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Prototyping Basics</li> <li>● Paper Prototyping</li> <li>● Digital Prototyping</li> <li>● Lecture Completion</li> <li>● Examination</li> </ul> | 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            | <a href="https://www.youtube.com/watch?v=raUTJdtpdM8">https://www.youtube.com/watch?v=raUTJdtpdM8</a>   |
| Case: The Artsy App                        | 3               | Video                      | English            | <a href="https://www.youtube.com/watch?v=Hr-ni3f-Pe4">https://www.youtube.com/watch?v=Hr-ni3f-Pe4</a>   |
| Case: How “Super Mario Run” Onboards Users | 3               | Interactive Online Content | English            | <a href="https://www.useronboard.com/how-supermarioru-n-onboards-new-users/">https://www.useronboard.com/how-supermarioru-n-onboards-new-users/</a> |



## 9 External OERs

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

## 10 Evaluation and assessment

There is an exam configured for the Mobile Apps and Mobile User Experience Course.

## 11 DigiCulture Course Badge

There is a badge provided for the Mobile Apps and Mobile User Experience Course.

## 12 References, Bibliography etc

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

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# Digital Management in Culture

## 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: Information and Data Literacy, Communication and Collaboration, Problem solving.

## 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)

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This module may be studied at any stage in the Digital Skills for Culture 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

Z. Multimedia examples

AA. Tools and apps tutorials

BB. Interactive online activities

CC. Existing OERs and examples

DD. CCI best practices

EE. Wikis

FF. Discussion forums

GG. Glossary

HH. e-assessment and peer to peer assessment

II. reflection in blogs

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 Evaluation and assessment

Evaluation (MCQ) after each section.

Summative test at the end of the module

## 10 DigiCulture Course Badge

There is a badge provided for the Digital Management module.

## 11 References, Bibliography etc

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



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<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/>

## Online and Mobile Digital Media Tools (audio-video)

### 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 offers 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 also provides 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 | S. Wikis                                    |
| N. Multimedia examples                         | T. Discussion forums                        |
| O. Tools and apps tutorials                    | U. Glossary                                 |
| P. Interactive online activities               | V. e-assessment and peer to peer assessment |
| Q. Existing OERs and examples                  | W. reflection in blogs                      |
| R. CCI best practices                          | X. DigiCulture Open Badges                  |

## 7 Activities

| 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    | <a href="https://spotlight-timis-oara.eu/">https://spotlight-timis-oara.eu/</a> |

## 9 Evaluation and assessment

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

## 10 DigiCulture Course Badge

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