DigiCulture

O3.6 Piloting the DSC course - FINAL

Outcome 3 Activity 6 - O3.6 Piloting the DSC course	
Document submission and review information	
Date of deliverable	August 2021
Organisation name of lead author	Politehnica University of Timisoara
Revision date	August 2021
Author and reviewer information	
Name of the author	Silviu Vert, Andrei Ternauciuc, Vlad Mihaescu, Diana Andone, Radu Vasiu, Maria Rosaria Re, Antonella Poce + all partners
Organisation / affiliation of the author	Politehnica University of Timisoara, University Roma Tre
Name of the reviewer	Sorina Jecza
Organisation / affiliation of the reviewer	Triade Foundation

Copyright licence: This work is licensed under a Free Culture Licence Creative Commons Attribution-ShareAlike 4.0 International License.

The creation of these resources has been (partially) funded by the ERASMUS+ grant program of the European Union under grant no. 2018-1-RO01-KA204-049368. Neither the European Commission nor the project's national funding agency ANPCDEFP are responsible for the content or liable for any losses or damage resulting of the use of these resources.

Imprint

This publication is *O3.6 Piloting the DSC course* of the DigiCulture Erasmus+ strategic partnership founded by the European Commission 2018 - 2020 under 2018-1-RO01-KA204-049368 |www.digiculture.eu

PDF download

A full-text PDF of this report is available as a free download from:
https://digiculture.eu/en/category/outputs/

Social media

Find us on Twitter: @digiculture

Find us on Facebook: DigiCulture Erasmus+ Project

Find us on Instagram: digiculture_erasmus

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

Suggested citation

Vert S., Ternauciuc A., Mihaescu V., Andone D. (2021) O3.6 Piloting the DSC course. Timisoara, Romania. Retrieved from https://digiculture.eu/en/category/outputs/output-3-the-digital-skills-for-culture-online-course-dsc/

Corresponding author

Diana Andone

Politehnica University of Timisoara

Piata Victoriei 2, 300006 Timisoara, Romania

diana.andone[at]upt[dot]ro

Contributors

Politehnica University of Timisoara

Università degli Studi di Roma Tre

Aalborg Universitet

Universität Graz

Dublin City University

JME Associates Ltd

National Association of Distance Education

Fundaţia Interart TRIADE

Table of Contents

Outcome 3 Activity 6 - O3.6 Piloting the DSC course 1

Contributors **2**

Table of Contents **3**

Executive Summary **3**

1 Aims and Scope **4**

2 Background and rationale **4**

3 Methodology, tools and research **4**

4 Results **5**

Online DSC MOOCs Pilot 5

Blended mode piloting 11

Pilot in Romania 11

Pilot in Italy 13

5 Next steps **14**

6 Conclusions **14**

Executive Summary

This document presents the piloting results of the educational programme Digital Skills and Social Inclusion for Creative Industries DSC courses. It highlights some of the activities that learners and moderators have completed on the DigiCulture Virtual Learning Hub, as well as a couple of blended-mode piloting case studies conducted in two partner universities. The results of the piloting phase are compiled and presented as an overview of the process. During the piloting phase, a total of 645 learners have accessed the Welcome to DigiCulture course, the gateway to the English language courses, almost a third of these users successfully completed the courses activities and received the courses badges. The DSC Courses were piloted also in each partner language, resulting in 7 different instances in 7 different languages (including English). The blended learning pilots were run only in RO and IT, using online DSC MOOCs and online synchronous seminars with 206 learners, all youngsters with interests in digital humanities and digital media. There were a total of 2638 enrollments of 1381 learners, from 28 countries, in all the courses.

Acknowledgements

Parts of this report were included in the following publication: Vlad Mihaescu; Diana Andone; Radu Vasiu: DigiCulture MOOC Courses Piloting with Students, In: Christoph Meinel, Thomas Staubitz, Stefanie Schweiger, Christian Friedl, Janine Kiers, Martin Ebner, Anja Lorenz, George Ubachs, Catherine Mongenet, José A. Ruipérez-Valiente, Manoel Cortes Mendez (Eds.): EMOOCs 2021, Potsdam, Universitätsverlag Potsdam, 22-24 June 2021, S. 275–279, ISBN 978-3-86956-512-5. DOI https://doi.org/10.25932/publishup-51733

1 Aims and Scope

The aim of this report is to present the online and blended piloting of the DSC course modules.

2 Background and rationale

This was the operational phase of the project where we ran and tested the course developed in O3, the Virtual Learning Hub from O2 with the e-assessment and credentials from O4, and the guidelines from O1 in all partner organisations.

Piloting was an important part of this project as it helped identify the guidelines, tools and course modules which are valid for our target groups in the cultural and heritage sector, and for adult education more generally. It also confirmed that users are able to gain the necessary digital skills and competences, and that the outputs are valid for mainstreaming in all the partner countries, in other countries, and are suitable for multiplication to other economic sectors such as tourism.

The pilot results assessed the validity and adequacy of the implementation plan, and sought to identify any unforeseen implementation problems. It was important to deliver the data and information needed to convince other cultural and heritage stakeholders, who might have been resistant to the use of new technologies in their sector, that improving the digital skills of adults working in culture will extend their opportunities for inclusion in the social and economic life, and will foster the development of their social, civic, media-literacy and critical-thinking skills.

3 Methodology, tools and research

Piloting the DSC Online Course and Mobile App was done in two ways:
1 - A pilot for the DSC MOOC type course, was run online with the learners from the defined target group, over a period of 6 months. In the MOOC course learners were able to undertake and complete one of the modules, several modules or the whole course. Each module completed with the e-assessment tool validates one or two competences and earns the participant an Open Badge. The MOOC pilot was run in two phases. The first pilot was used for course content evaluation, and for the refinement of the activities and exercises to adapt them to the target group characteristics for a period of 6 months for the whole 13 modules. Course refinement was performed after the

first pilot phase. The second phase was run simultaneously in all partners languages for a period of 6 months.

2 - A pilot in blended learning which combined the DSC MOOC course with two intensive seminars, done synchronously online, where learners were able to experiment with the new concepts, implement the knowledge gained from the course at a more complex level, have open discussions and participate in joint presentations. They were able to complete the course using the e-assessment tool and gain both an Open Badge and a Certificate and validation of their skills.

4 Results

Online DSC MOOCs Pilot

Participants in the DSC MOOCS

During the piloting phase, a total of 645 learners have accessed the Welcome to DigiCulture course, the gateway to the English language courses. From these 634 learners have joined at least one of the 13 DSC courses in the English version of the courses, while almost a third of these users successfully completed the course activities and received the course's badge.

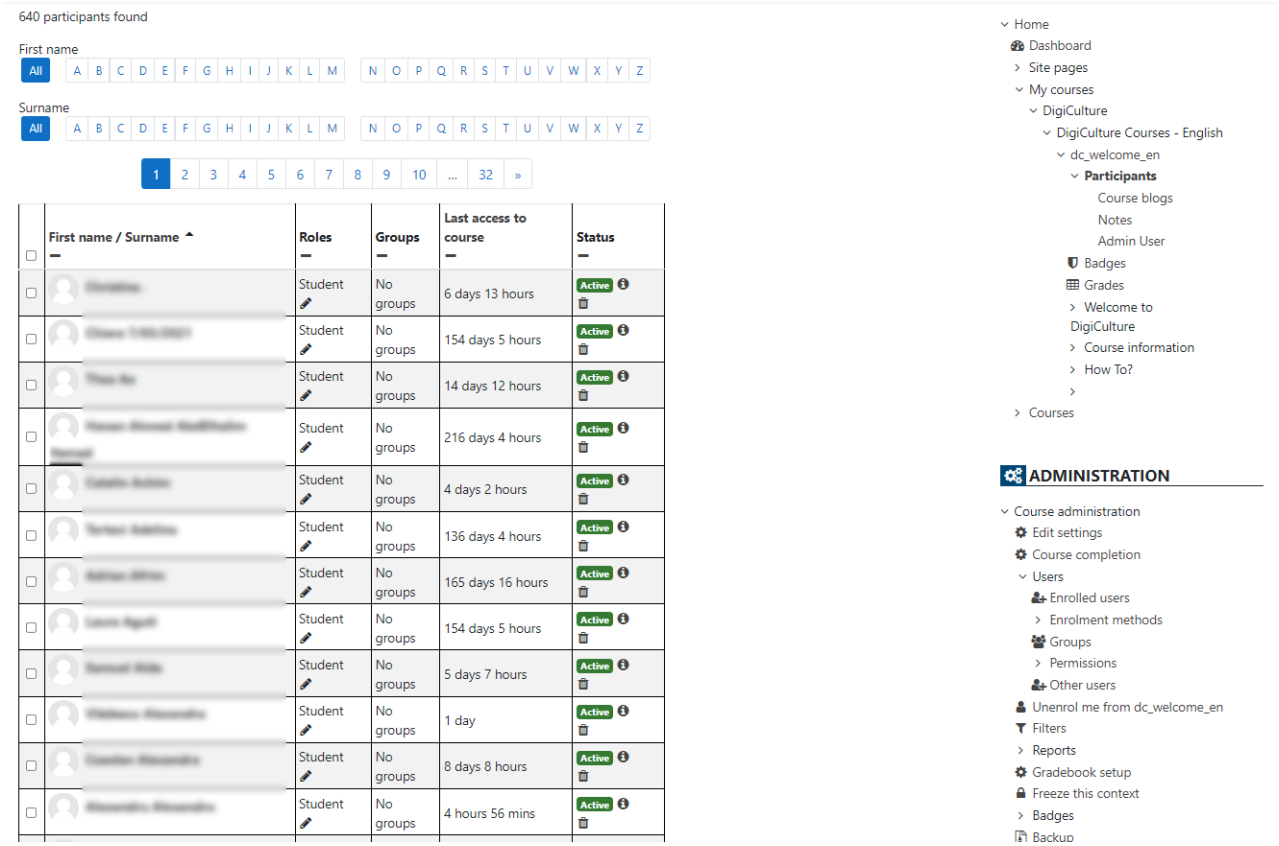


Fig. 1: Learners who have accessed the Welcome to DigiCulture course

The DSC Courses were run also in each partner language, resulting in 7 different instances in 7 different languages (including English). Each of the partner languages had their own specific

Welcome course, therefore these numbers are supplemented by the activity in the language specific courses, for a total of 2638 enrollments of 1381 learners in all the courses.

The most popular English language course was Digital Storytelling (with 83 learners), followed by Digital Safety, Security and Ethics (75) and Digital Communication & Presentations (72). The course with the highest percentage of completion was Mobile Apps and Mobile User Experience (47%).

Overall, the course with the largest number of piloting learners was the Italian version of Digital Storytelling (174), while the Romanian version of the Digital Audiences, Digital Analytics course had the highest rate of completion (63%).

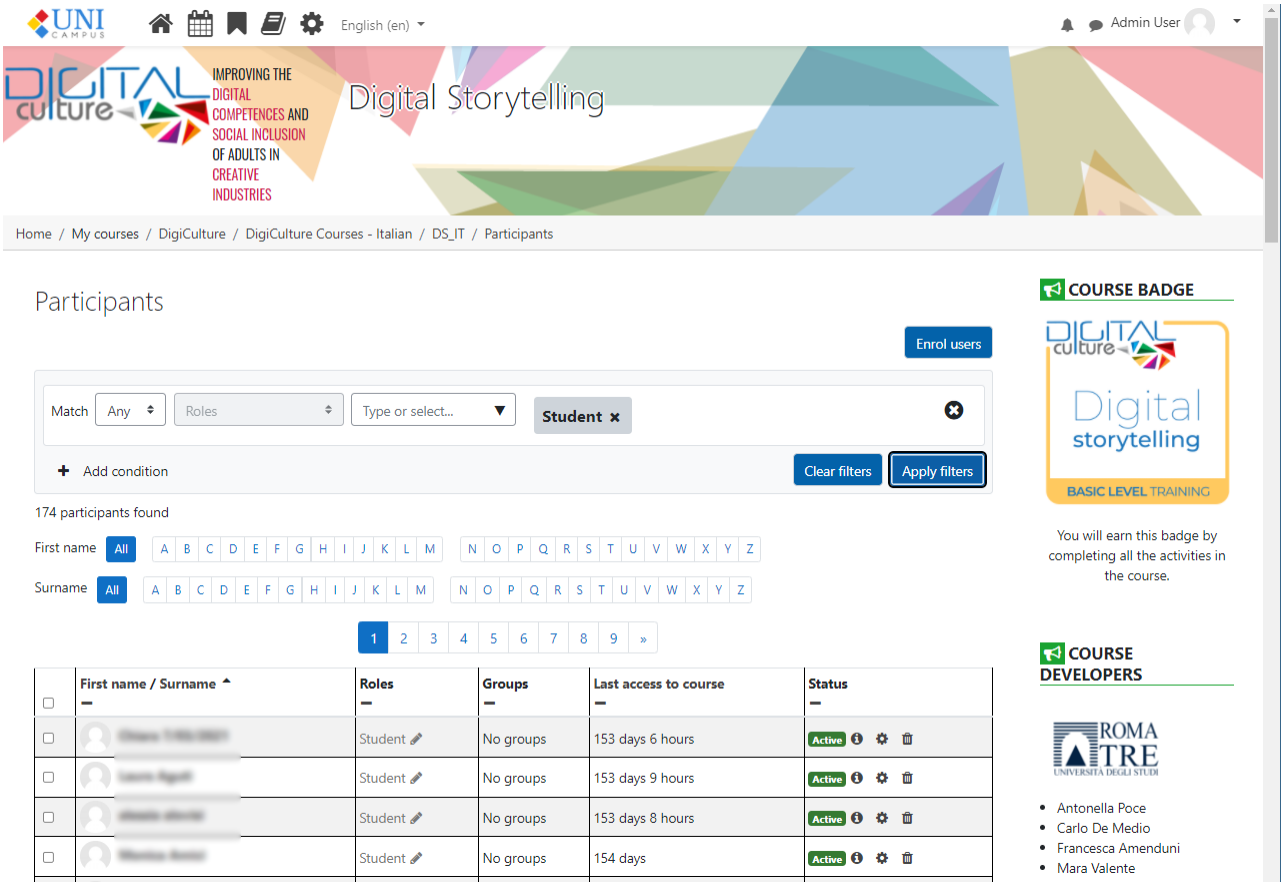


Fig. 2: Most participants in a course during the piloting phase

Aside from viewing the course materials, learners had to complete different tasks, such as posting in forums. During this piloting phase, there were a number of 1225 different forum posts throughout various forums across all the DSC courses. The course with the most forum was the Italian version of Digital Storytelling, with 195 posts. [https://unicampus.ro/cursuri/report/customsql/view.php?id=16]

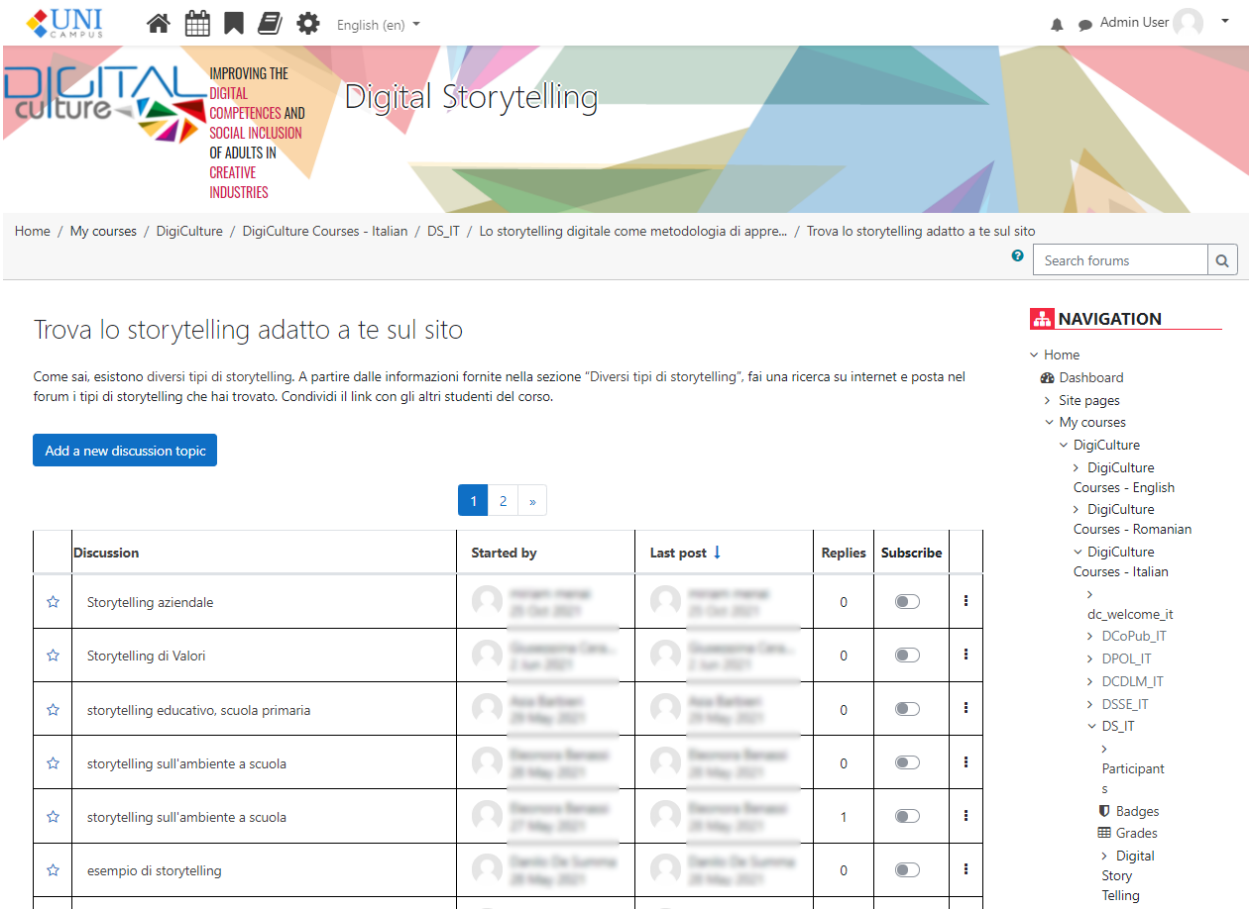
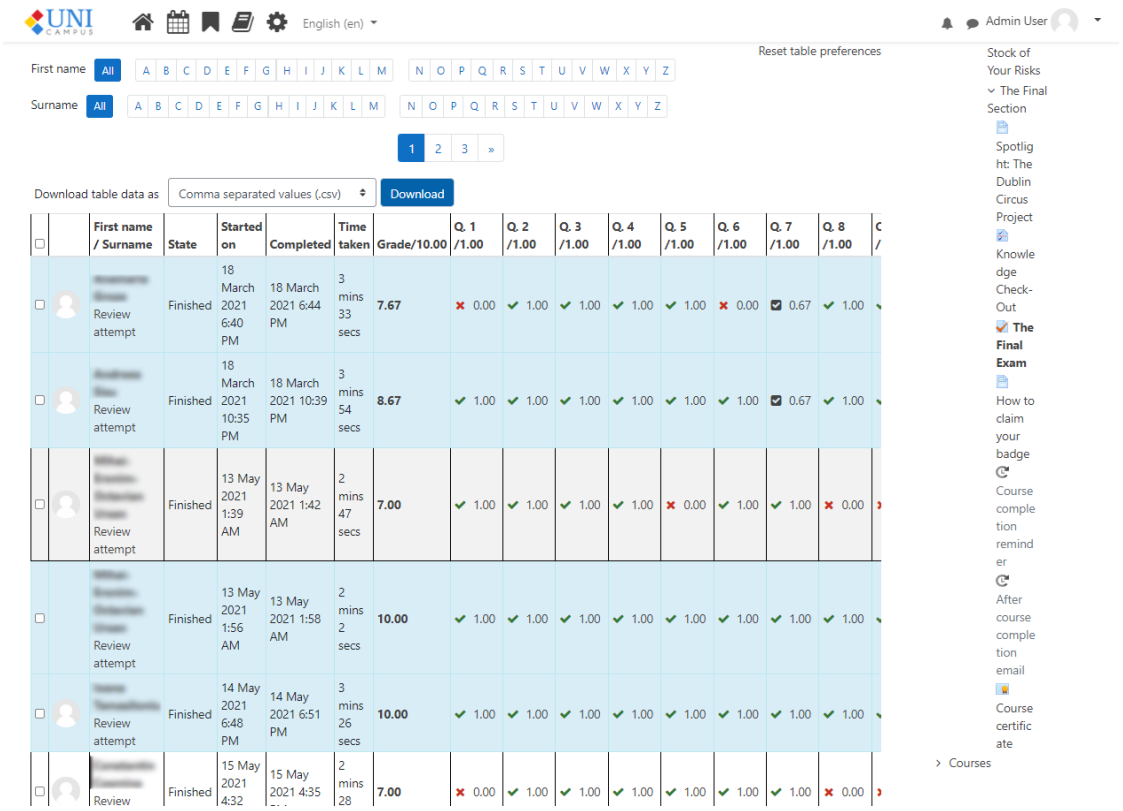


Fig. 3: Example of a course forum

The main method for assessing the learners' progress was through self-evaluating quizzes. There were 2114 quiz attempts successfully submitted, with the most belonging to the English version of the Digital Safety, Security and Ethics course (359). [https://unicampus.ro/cursuri/report/customsql/view.php?id=17]



	First name / Surname	State	Started on	Completed	Time taken	Grade/10.00	Q. 1 /1.00	Q. 2 /1.00	Q. 3 /1.00	Q. 4 /1.00	Q. 5 /1.00	Q. 6 /1.00	Q. 7 /1.00	Q. 8 /1.00
	Review attempt	Finished	18 March 2021 6:40 PM	18 March 2021 6:44 PM	3 mins 33 secs	7.67	0.00	1.00	1.00	1.00	1.00	0.00	0.67	1.00
	Review attempt	Finished	18 March 2021 10:35 PM	18 March 2021 10:39 PM	3 mins 54 secs	8.67	1.00	1.00	1.00	1.00	1.00	1.00	0.67	1.00
	Review attempt	Finished	13 May 2021 1:39 AM	13 May 2021 1:42 AM	2 mins 47 secs	7.00	1.00	1.00	1.00	1.00	0.00	1.00	1.00	0.00
	Review attempt	Finished	13 May 2021 1:56 AM	13 May 2021 1:58 AM	2 mins 2 secs	10.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Review attempt	Finished	14 May 2021 6:48 PM	14 May 2021 6:51 PM	3 mins 26 secs	10.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Review	Finished	15 May 2021 4:32	15 May 2021 4:35	2 mins 28	7.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00

Fig. 4: Quiz attempts for the Final Exam of the DSSE course

The piloting activity resulted in a total of 474 course badges issued for finalizing the required activities (for a general average of 34% completion rate), as well as 671 course completion certificates, in total of 1201 courses validations (badges and certificates).

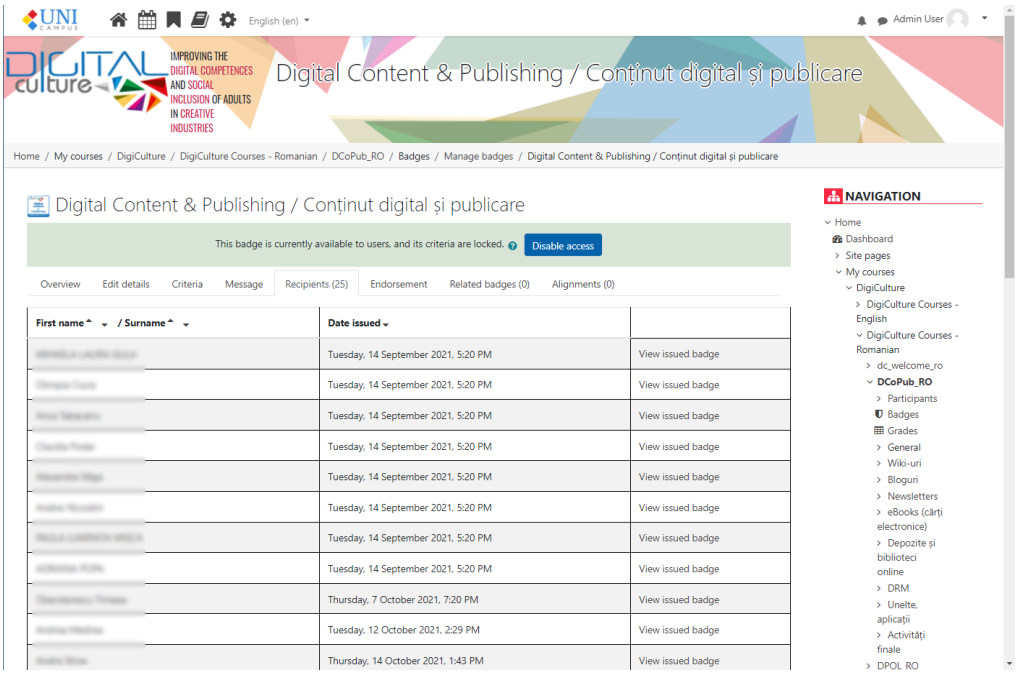


Fig. 5: List of badges issued for the DCoPub - Romanian version

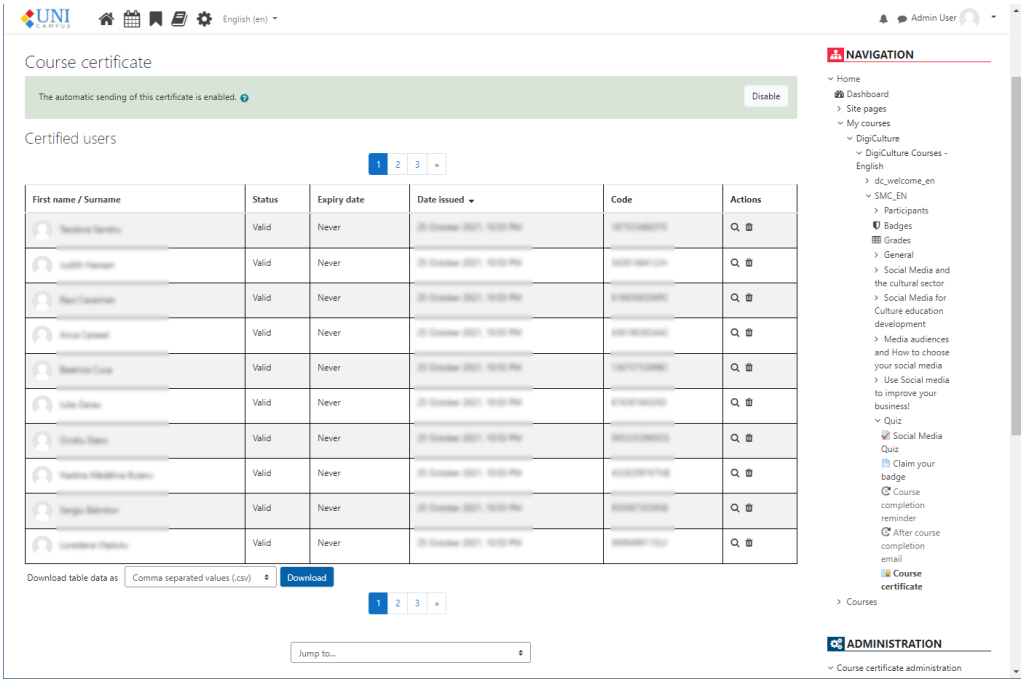


Fig. 6: List of certificates issued for the Social Media for Culture - English version

There were also 34 badges issued for the contributors to the piloting phase of the project, as well as 22 Creator Badges issued for the people who created the course contents and activities.

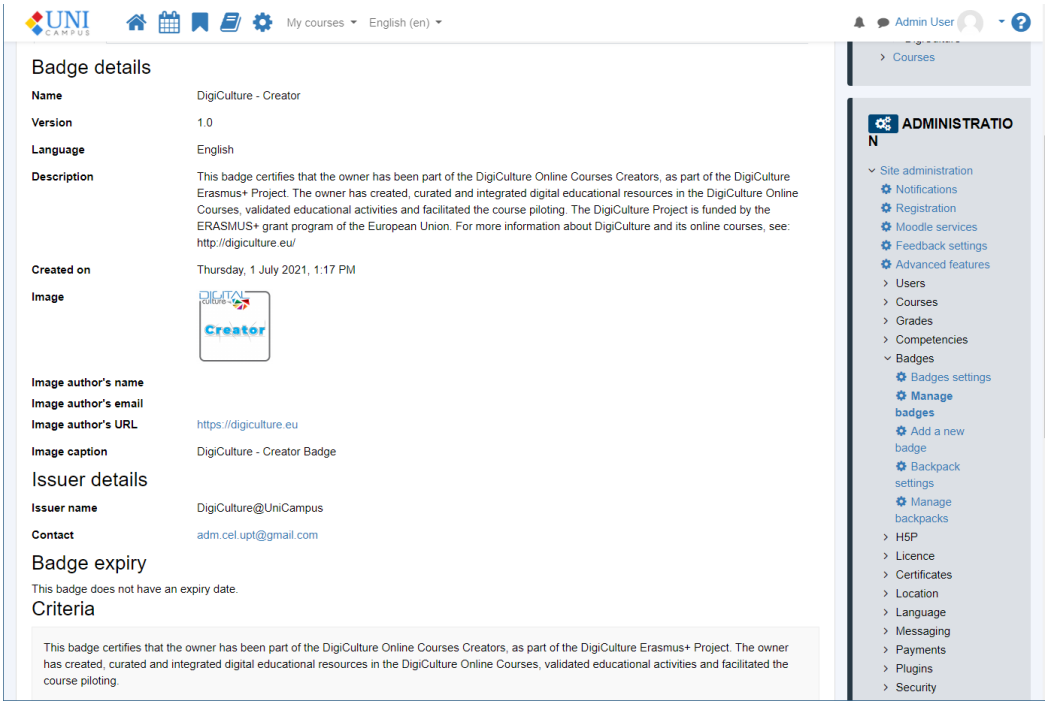


Fig. 7: Description of the DigiCulture Creator Badge

The total learner There were a total of 2638 enrollments of 1381 learners in all the courses from 28 countries: Romania, Italy, Lithuania, Austria, Denmark, Ireland, Great Britain, Moldova, Greece, Turkey, Spain, Czech Republic, Slovakia, Germany, Poland, Hungary, Portugal, India, Rwanda, Colombia, Iran, Thailand, Japan, Egypt, South Africa, France, Montenegro and Norway. There were some learners who did not declare their country of origin.

Participants profile and background information

From the previous background form, which participants in the DigiCulture courses needed to complete, we found the following information. We had 457 participants who completed the form fully.

66.1% of them are youngsters, 28.2% are teachers or working in educational institutions, 7.2% are working in cultural and creative industries, 5.7% are volunteers in cultural and heritage organizations, 4.2% are artists (musicians, amateur performers, etc), 2.4% are unemployed, 2.2% are actors in traditional skills activities (old tradition artists, dancers, wood and ceramic, etc), 1.7% are stakeholders (including managers) in creative industries, culture and museums, architecture, humanities, 1.3% are freelancers and 0.4% are artists or volunteers to traditional fairs.

In relation to their level of Internet access, 64.3% have good access, 23% have very high speed access, 9.2% have average access and 1.7% have poor or erratic access.

When asked how experienced they are with digital tools, 39.6% said they were experienced, 38.3% said they were Somewhat experienced, 11.8% are very experienced and 8.5% stated they are not at all experienced.

In regards to their previous attendance of educational/learning online programs, 38.1% said they do this frequently, 37% do this sometimes, 12.2% looked over some questions and 10.5% are experiencing this for the first time.

We also asked participants if they are part of several categories and we have 7.9% have health problems, 6.6% are from a cultural minority, 5.5% have learning difficulties, 4.4% have a disability, 2.8% have Economic obstacles, 2.6% are from other minority groups, 2.2% have geographical obstacles (are from remote areas), 1.8% are refugees or have social barriers and 1.1% are Roma or from a different traveller group. In total 167 learners, from all partner countries, declared that they belong to the “participants with fewer opportunities”

Blended mode piloting

Pilot in Romania

We piloted the DSC courses in several iterations with different groups of youngsters, students in digital media and public relations, either from a Bachelor program, or a Master's program. During the second semester of 2020-2021 we ran a blended model pilot. Due to the Covid19 pandemic restrictions, we could only meet with students online. The first group consisted of 46 students from the Bachelor program of Information Technologies, Multimedia specialization, while the second consisted of 28 students from the Master's program of Communication, Public Relations and Digital Media.

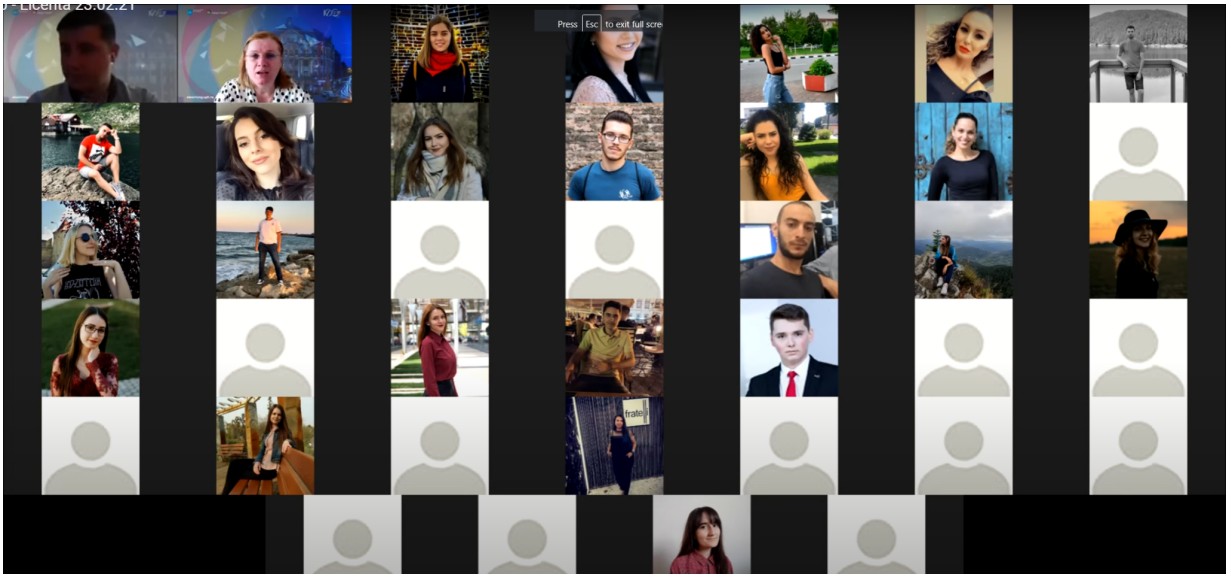


Fig. 8. Blended piloting with students

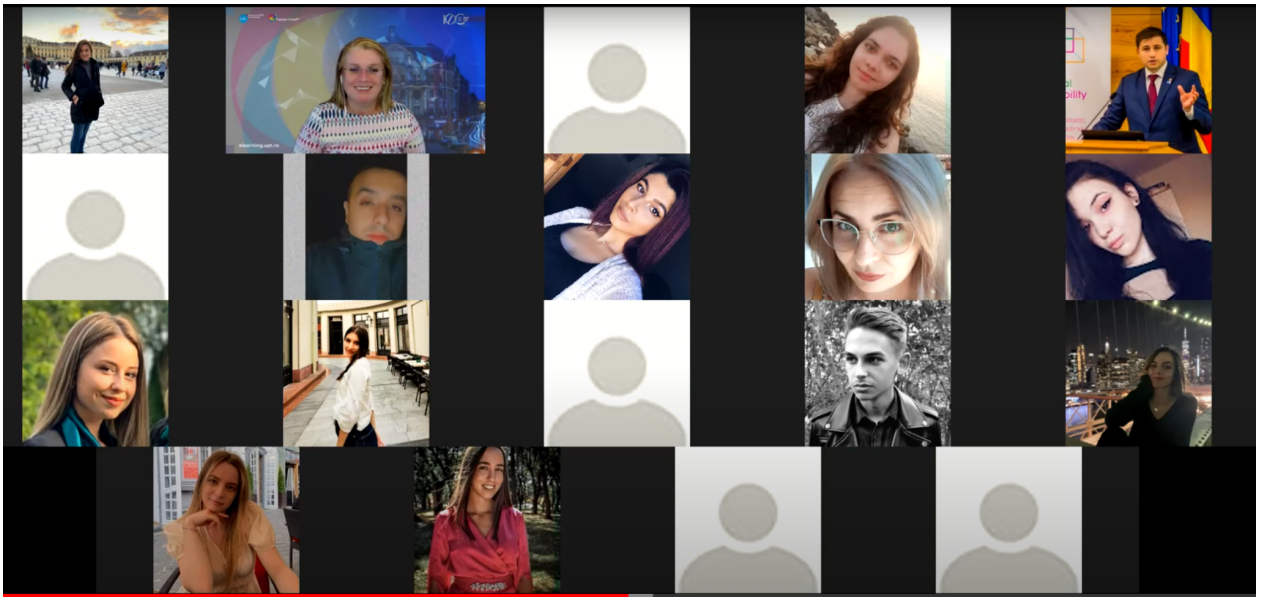


Fig. 9 Blended piloting with students.

The pre-course evaluation which we ran for both groups showed that our students had at the start of the program basic digital skills and experience, with a good diversity between able students and less experienced students.

For the purpose of piloting the DSC MOOCs, all students registered on the UniCampus platform and follow the DSC courses. During the course sessions we discussed their questions about what they found out and did some group activities. For the final evaluation of our Web Technologies course, all students had to write a MOOC activity report of maximum 500 words of the analysis of the UniCampus platform and of the experience in the DSC courses, of the quality but also of the errors from those courses. Students were supposed to include in the report screenshots highlighting the most successful parts from the student's point of view but also the errors or problems discovered. During the online synchronous seminars with open discussions and presentations, students presented activities performed, quizzes answered, evidence that all courses have been completed completely through the knowledge gained. The report was presented individually by each student. We gathered all the errors pointed out by the students in centralized spreadsheets, which helped with improving both the VLH and the DSC courses.

All students completed a questionnaire related to their experience with the DSC courses, after finishing all activities. We evaluated both the platform and the courses, from the points of view of usability, quality and quantity of information.

In figure 10 we present results of the platform evaluation by the students. We have to point out that our students became more experienced with the Moodle environment similar to our University Virtual Campus and the UniCampus platform.

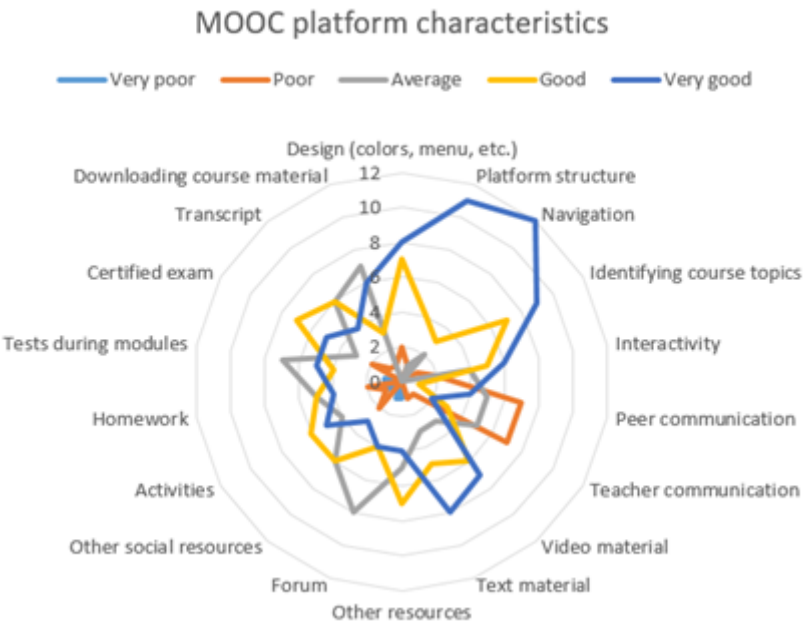


Fig. 10. UniCampus platform characteristic evaluation

When asked how they appreciate the quantity of activities in the course, 88% stated that the courses had the appropriate amount of activities, 6% said there were too many activities and 6% said there were too few activities. Asked about the quality of these activities, 65% rated them as good quality, 29% as very good quality and 6% as low quality. 71% of the students considered the activities to be interesting, 24% said these were ordinary and 6% stated that the activities were not interesting at all.

Here are some comments from students: “I believe the best of DSC is the flexibility and the fact that you can follow courses from anywhere, without cancelling other plans like for f2f classes. However, I believe communication is diminished.”; “Some benefits of DSC and MOOCs in general are the free access, the possibility to interact with other students while not in a blended environment, the easy to follow information”; “I loved that I can follow it whenever I wanted”; “I appreciated the quality of the information, how easy it was to understand and the way in which the course was structured”.

65% of the students accessed the DSC courses from their mobile devices.

Pilot in Italy

DigiCulture courses pilot phase was carried out in Italy mainly during 2021. The pilot involved specific categories of users, such as:

- professionals in the field of heritage education and communication;

- educators in training in museum education;

- professionals in training in museology.

The start of the pilot phase of the DigiCulture project was communicated through e-mails with the main institutional contacts of the Centre for Museum Studies of the University of Roma Tre: Zètema, Coopculture, Museum System of the city of Rome, Scuola del Patrimonio, Museums affiliated with the centre and spread all over the country. In addition, great support was given to the promotion of the pilot phase by the INTELLECT Research Centre (Centre for Research and Museum Education, Wellbeing and Teaching Technology) now held by Antonella Poce. The Centre, based within the Department of Education and Humanities of University of Modena and Reggio Emilia, aims to promote multi-and interdisciplinary research and studies on digital and heritage education particularly referred to the promotion of transverse competences, especially critical thinking, in a perspective of furthering the social role of the museum as a tool for well-being and cultural participation. Currently, the Centre collaborate with different organization in the field of heritage education and communication; this allows the promotion of DigiCulture courses through the following Italian companies: BSD DESIGN, ETT Solutions, Fondazione Idis-Città della Scienza, L’Erma, STU Reggiane and Teleskill.

The promotion of the pilot phase of DigiCulture project, conducted at national level by the Centre for Museum Studies of the University of Roma Tre, allowed the participation of more than 200

professionals in the field of heritage education and communication, while 132 from them joined also for the online seminar done synchronously in 2 groups in June 2021.

In addition, some of the project courses were included as training activities in the following educational pathways:

- Design of education and communication activities (University of Modena and Reggio Emilia)
- Webinar on "Developing teachers' digital skills through MOOCs and OERs in a museum context", presented during the 4th edition of Fiera Didacta of the Ministry of Education.

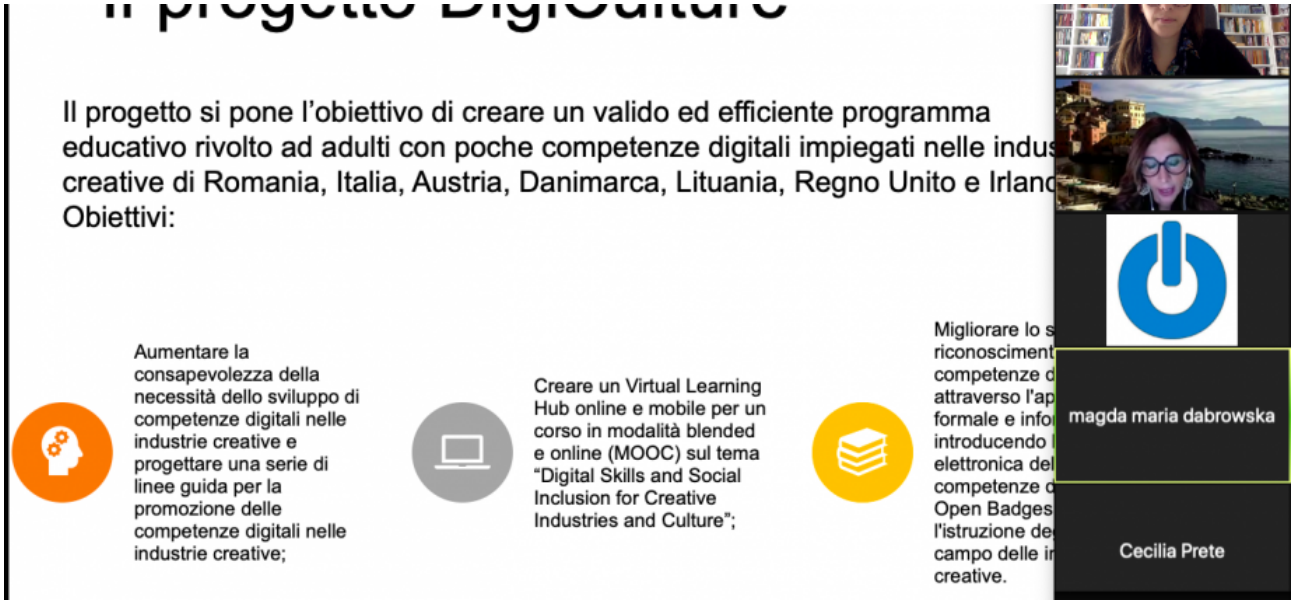


Fig. 11. Presentation of DIGICULTURE courses at Fiera Didacta (March, 2021)

5 Next steps

The DigiCulture partnership will continue piloting the DSC course modules, both online and in blended mode, in the following years. This will result both in valuable research and also will help the project partners in continuously improving their respective modules.

6 Conclusions

The DSC course modules have been piloted both in an online and blended learning method. A total of 1381 participants attended the DSC modules, with 1201 badges issued. This helped the project partners evaluate the quality of the platform and of each DSC module individually, but also the whole DSC course as a program. The evaluation results are presented in the O6.3 Effectiveness of the DSC Course. As results have been very positive, the DigiCulture partnership is confident of the value and usefulness of the modules created which will improve the digital knowledge of creative industries professionals.